



## We are planning our vacation

### Lesson scenario

Subject: English

Lesson topic: We are planning our vacation.

Class: First, High school

### General objective:

1. Testing the ability to obtain and provide information and negotiate in typical situations.

### Specific objectives:

1. The student knows simple lexical and grammatical structures that enable the formulation of statements on specific topics
2. The student is able to communicate in situations related to tourism, geography and culture of English-speaking countries
3. The student demonstrates the ability to react linguistically using various forms of simple oral statements
4. The student knows the rules of constructing short forms of written expression (postcard, e-mail, blog)
5. The student is able to define the situational context of the listened text
6. The student demonstrates the ability to determine whether the heard text contains certain information
7. The student can find the necessary information on the Internet.

### Working methods:

discussion, simulation.  
audiovisual method  
audiolingual method

### Forms of work:

group, in pairs, individual

### Teaching aids:

CD player, computers with internet access, Intermediate level recordings of dialogues from the Success textbook by Pearson, prepared by the teacher with a separate task and recordings from the Listen and Understand textbook by Wagros, authors Terry K. Moston and Manfred Wagner, travel agency catalogs, split cards for student roles, postcards, pictures

### The course of the lesson:



### Initial phase (5 min.)

- welcome, presence check.
- homework check and evaluation (willing students).
- language warm-up consisting of the description of illustrations depicting: airport, bus and train station, hotel, travel agency, beach, mountains (work in pairs)
- on the basis of the warm-up, students decide on the topic of the lesson (the topic may be slightly different from the one planned by the teacher, if the students provide a slightly different wording). Write the topic on the board.

### Part I (10 min.)

- listening to the recording; students identify the place, name it and write it down on cards with words and key phrases heard in the recording - exercise from the Success Intermediate textbook
- students listen to the next 2 short dialogues and mark the answers in the task - Listen and Understand textbook. The teacher collects tasks for assessment from the students.

### Part II (18 min.)

- division into groups of three (drawing colored cards).
- checking the knowledge of the collected vocabulary and grammatical structures and using them in situational dialogues. Students are to plan their vacation together and negotiate / agree on an option that best suits everyone in the group. They are given instructions on cards (budget, date, information about the preferences of one of the trip participants, information that excludes some directions, e.g. fear of heights, inability to swim, fear of flight, etc.). Students can use materials prepared by the teacher (catalogs of travel agencies) and Internet resources (websites of travel agencies: <https://r.pl>, <https://www.itaka.pl> and others, websites for hotel reservations: [www.booking.com/Hotels](http://www.booking.com/Hotels) and others). Students prepare dialogues (do not write them down).
- presentation of dialogues in front of the class, assessment of dialogues by the teacher according to examination criteria (students can also comment on the content of dialogues of other groups - they have already known the criteria).

### Part III (7 min.)

- students draw postcards from different English-speaking countries prepared by the teacher and a copy of the back side of the postcard

Each student, using randomly drawn postcards, writes a holiday card:

Recommendation: you send a card to a friend in England, write:

- where are you.
- what is the weather.
- what do you usually do.
- when you come back.

the teacher collects the cards for evaluation.

### Final phase (5 min.):



- summary and evaluation (a round of questions and answers about lexis from the lesson)
- questionnaire for students (yes / no):
  - 1) Was the lesson pace right for you?
  - 2) Was the degree of difficulty of the tasks appropriate for you?
  - 3) Could you present your language skills?
  - 4) Which form of work suited you best?  
individual in groups in pairs
- Homework assignment (exercise with Work Book Success Intermediate)

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