

| | | | |
|---|--|---------------|--------|
| Theme | Vacation travel | Grade | 7 |
| Time | 45 minutes | Class size | 32 |
| Teaching Aids | PPT, worksheet | | |
| Objectives | Students will ask questions about, and describe a vacation trip. Language objectives: past tense, and question format | | |
| Procedure | | | |
| Warm-up | | Teaching Aids | Time |
| Listen to pictures: teacher shows photos, describes the activities in the pictures, narrates the story, and asks questions. | | PPT | 5 min |
| Presentation | | | |
| Show sentence patterns in use. I went to ____. I got there by ____ . I stayed in a hotel. I saw ____ . The PPT has pictures of countries, attractions. Model the sentence patterns, elicit the correct forms. | | PPT | 10 min |
| Practice | | | |
| Un-scramble the story on the worksheet. (forms A, B, C – are scaled in difficulty) | | Worksheet | 15 min |
| Production | | | |
| Use form on the worksheet, interview each other. Pair students. Hand out “destination cards” to interviewee, give a card to the student at the appropriate level (A, B, C, D). Convert interview to prose writeup. | | Worksheet | 15 min |
| Wrap-up & homework | | | |
| Using the worksheet, write a postcard to a friend. | | Worksheet | |

Listening to pictures script

Look at this picture. I wonder if you can tell me where they are. There are two people in this picture. Are they children? Are they both girls? No, they are both boys. Look at what is behind them. Is that a car? Is that a train? Is that an airplane? Do you think they are preparing to go somewhere? Are they at home? Are they in an airport?

Look at this picture. There is a boy. He is sitting down. There is a small table in front of him. There is something on the table. Is that a book? Is it food? Yes, it looks like he is eating. Is he in a car? Is he at home? Is he on an airplane? Yes, he is on an airplane.

Look at this picture. I see a tall building in the back. Is the building red? Is it white? Yes, it is white. Is it a house? No, I don't think it's a house. I also see some water in this picture. It's blue. Is it a lake? Is it an ocean? Is it a river? Is it a swimming pool? I can see two bridges, and the bridges are connected to an island. What is this place? Is this my house? Is this your house? Is it a hotel? Do you like this hotel?

Warmup:
Listen to these pictures

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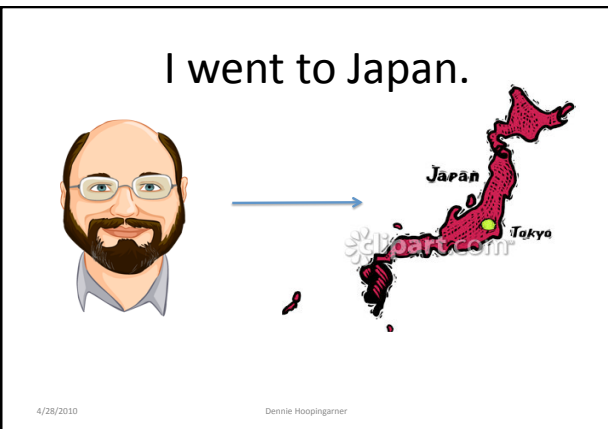
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I took an airplane.



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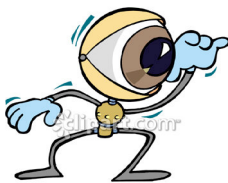
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I stayed in a hotel.



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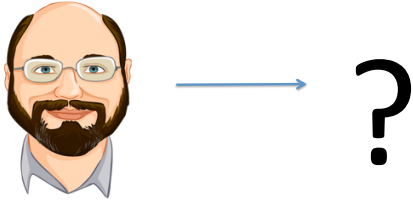
I saw Mount Fuji.



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Where did you go?



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I went to Japan.



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How did you get there?



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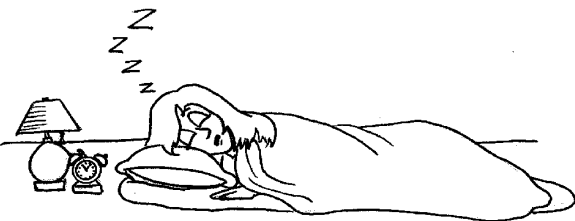
I took an airplane.



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Where did you stay?



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I stayed in a hotel.



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What did you see?



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I saw Mount Fuji.



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Where did you go?

I went to _____.

How did you get there?

I took a _____.

Where did you stay?

I stayed in _____.

What did you see?

I saw _____.

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Worksheet

Where did you go? I went to Korea.
How did you get there? I took a boat.
Where did you stay? I stayed at a friend's house.
What did you see? I saw Korean TV stars.

Story Mix

Story A:

___ I took an airplane.
___ I saw nature.
___ Last summer I went to Canada.
___ I stayed in a hotel.

Story B:

to winter went Thailand. Last I _____
boat. took a I _____
friend's I in stayed my house. _____
saw I King. the _____

Story C:

___ 101. I Taipei saw _____
___ I a took bus. _____
___ stayed I cousin's at house. my _____
___ summer Last go I Taipei. went to _____

Interview

Where did you go? _____ . _____ went to _____ .
How did you get there? _____ . _____ .
Where did you stay? _____ . _____ .
What did you see? _____ . _____ .



Dear _____,

I am having fun.
Your friend,

| | |
|---|---|
| <p style="text-align: center;">Form A: Structured</p> <ol style="list-style-type: none"> 1. Disneyland 2. Airplane 3. Hotel 4. Mickey Mouse | <p style="text-align: center;">Form B: Intermediate</p> <ol style="list-style-type: none"> 1. Hualian 2. Train 3. Homestay (民宿) 4. Toroko Gorge (太魯閣) |
| <p style="text-align: center;">Form C: Mixed</p> <p>Airplane Thailand Elephants Friend's house</p> | <p style="text-align: center;">Form D: Open-Ended</p> <p>Went to ____ . Took a ____ . Stay in ____ . Saw ____ .</p> |

Thematic Teaching

An introduction to
content-based language teaching

What is thematic teaching?

- Lesson is designed around content, not the textbook
- Focus on meaning and communication, not grammar or structure
- Meaningful themes provide a starting point for instruction

How to build a thematic lesson?

1. Select the content area
2. Select topics to talk about
3. Identify functional language outcomes
4. Develop the language content
5. Choose learning activities

You can use the
planning worksheet

Worksheet to plan and create a content-based lesson

| |
|---|
| Content Area (the theme, e.g., Halloween, Movies, Diet and Health, etc) |
| Vacation travel |
| Topics (what you will talk about, e.g., costumes, parties, trick-or-treating, etc) |
| Tourism/sightseeing Air travel Hotels |
| Functional Language Outcomes (what the students will do with the language) |
| Describe real or imagined travel plans. Depict a sequence of events. Ask about actions and activities. |
| Language Content (vocabulary, sentence patterns) |
| I [visited, will visit] ___. I [went, will go] to ___. I [went, will go] to ___ for a vacation. What [did, will] you [see, do, eat]? How [did, will] you get there? Where [did, will] you stay? Countries, airplane, hotel, tour, sightseeing, foods. |
| Learning Activities (games, worksheets, presentations, etc) |
| Warmup: "Listening to pictures." Teacher shows photos of a vacation. Narrate the pictures, ask questions about location, activities, people in the pictures, etc. This warmup will get the students accustomed to listening to English, present some key vocabulary and language forms, and set the stage for the lesson. In a jigsaw exercise, students will re-assemble a mixed-up narration of a vacation. Students will interview each other about upcoming travel plans (real or imaginary). Students will pretend that they are on vacation, and write a postcard describing their trip. |

1. Content Area

What is a content area?

- A topic or idea
- Rich enough to build language lessons on
- Very broad (instead of "air travel," for example, think "vacations")

Examples of content areas:

- Chinese history
- Food and nutrition
- Growing up
- Vacation and travel
- Movies
- Specific holidays (e.g., Halloween)
- _____

Instant Homework:

- Everyone write down three content areas
- Don't over-think this
- You might be wrong – this is a good thing (a learning opportunity!)
- Keep it broad
- You have three minutes

2. Topics

What is a topic?

- A theme related to the content area
- More specific than the content area
- An activity related to the content area

Topics for content area: Money

- Making purchases
- Saving money
- Budgeting
- Donating

Instant Homework:
Topics related to THE OCEAN

3. Functional language

What is functional language?

- What you can do with language.
- The purpose, not the form.

Examples of functional language

- Give information
- Describe
- Give a command
- Refuse
- Agree
- Suggest
- Ask about

Instant Homework:
Functions for ____ .

4. Language content

What is language content?

- The vocabulary and grammar that is needed in order to perform the language functions
- Not from the textbook
- Maybe “too hard” (i.e., not taught yet)

Instant Homework:
Language content for ____ .

5. Learning activities

What is a learning activity?

- A classroom activity
- Purpose: practice
- Often fun
- But it is not necessary to be fun
- Can be a game, competition, worksheet, quiz

What are some of your favorite classroom activities?

Build a lesson from this template

1. Select the content area
2. Select topics to talk about
3. Identify functional language outcomes
4. Develop the language content
5. Choose learning activities
6. Form the lesson

That is thematic teaching
in a nutshell

Your Turn

Worksheet to plan and create a content-based lesson

Content Area (the theme, e.g., Halloween, Vacation Travel, Diet and Health, etc)

Topics (what you will talk about, e.g., costumes, parties, trick-or-treating, etc)

Functional Language Outcomes (what the students will do with the language)

Language Content (vocabulary, sentence patterns)

Learning Activities (games, worksheets, presentations, etc)

| Theme | | Grade | |
|-------------------------|---------------|------------|-------------------------|
| Time | | Class size | |
| Teaching Aids | | | |
| Objectives | | | |
| Procedure | | | |
| Warm-up | Teaching Aids | Time | Assessment (Competency) |
| | | | |
| Presentation & Practice | | | |
| | | | |
| Production | | | |
| | | | |
| Wrap-up & homework | | | |
| | | | |