

Gülnihal Aytekin Yüksel

Lesson Plan: Skill-based vocabulary teaching, engagement activities

Unit: Tales

Subject: Phrases about free-time activities and having time-out, Future plans

Age/Level: Adults / Pre-intermediate

Time: 45 minutes + 45 Minutes

Objectives: Students will be able to

1. listen to a dialogue about free-time planning
2. use vocabulary to understand a standard listening with a few repetition
3. use comprehension strategies in listening
4. use vocabulary to summarize information orally

Students have learned "Present Continuous" and 'be going to' for future plans" to talk about plans.

	Time	Group	Activities	Materials/ Resources	Objectives
Prepare (Review/ Build interest,Engagement)	15 min.	Whole class Group work	<ul style="list-style-type: none"> •Game:Make students choose a card and group them according to the shapes on the cards.(Groups of 4-6) •Introduce the game: Tell them you are going to give each group a set of pictures. The group will discuss and write the activities with a verb+noun. •Give example: Show a picture which is not in the set and elicit the answer (going to a museum) and write it under the picture •Remind the students that when a group finishes, the game will stop. If all of their answers are correct, they will be the winner. If there is a mistake, the game will go on until all the correct verbs /activity names are found. •Give each group of students pictures of activities: listening to music, going to cinema, going to theatre, seeing a show, eating out, seeing an exhibition, going shopping, have dinner, walk, cycle, skate through a park, surf the net, etc. •Start the game •Walk around and check their answers •Stop the game if a group raise hand to show they are finished •Check the answers. End the game if all answers are correct. •Elicit the answers with all class •Write the activities under the pictures (Project on the board) 	<p>A paper of activity pictures (one for each group)</p> <p>Board Board-marker Projector</p>	Students will: *remember vocabulary about free-time activities
	Present (Elicit);	30 minutes	Whole Class Group work	<ul style="list-style-type: none"> •Ask the students if they do any of those free time activities.Talk about them. •Ask them what activities they do apart from the ones on the board. •Elicit further examples and write them. 	Word map (one for each group)

		Individual or Pairs	<ul style="list-style-type: none"> • Complete the activities if there is any which is not mentioned. • Give students a Word map (Example is below) • Give the noun part of the activities and ask them to match the nouns with the verbs • Give the students 5 minutes to think • Take their answers, elicit the right answers • Ask them if they can add one more noun which goes with the verbs on the map. • Listening: Ask students some questions which they will probably hear in listening. • Questions may be: 'What kind of things do you like doing when you visit a city?/ Where can you go/ what can you do for free?' • Ask following questions according to their answers. • Tell them they are going to listen two dialogues • Ask what the dialogues are about. • Elicit the answers. • Make them pairs. • Give them "after listening" exercise (given below) • Tell them to complete the information about people's plans according to the listening. • Elicit the answers. 		<ul style="list-style-type: none"> *use the vocabulary to understand the listening *tell the theme of the listening *complete information about future plans by using vocabulary
Practice (Control)	20 minutes	Whole class Individual or Pairs	<ul style="list-style-type: none"> • Pair the students. • Give the students a table which requires information about them and their partner's plans (the table has columns: tonight, this 	Having time-out vocabulary and future	<p>Students will:</p> <ul style="list-style-type: none"> * ask questions about future plans * talk about future plans

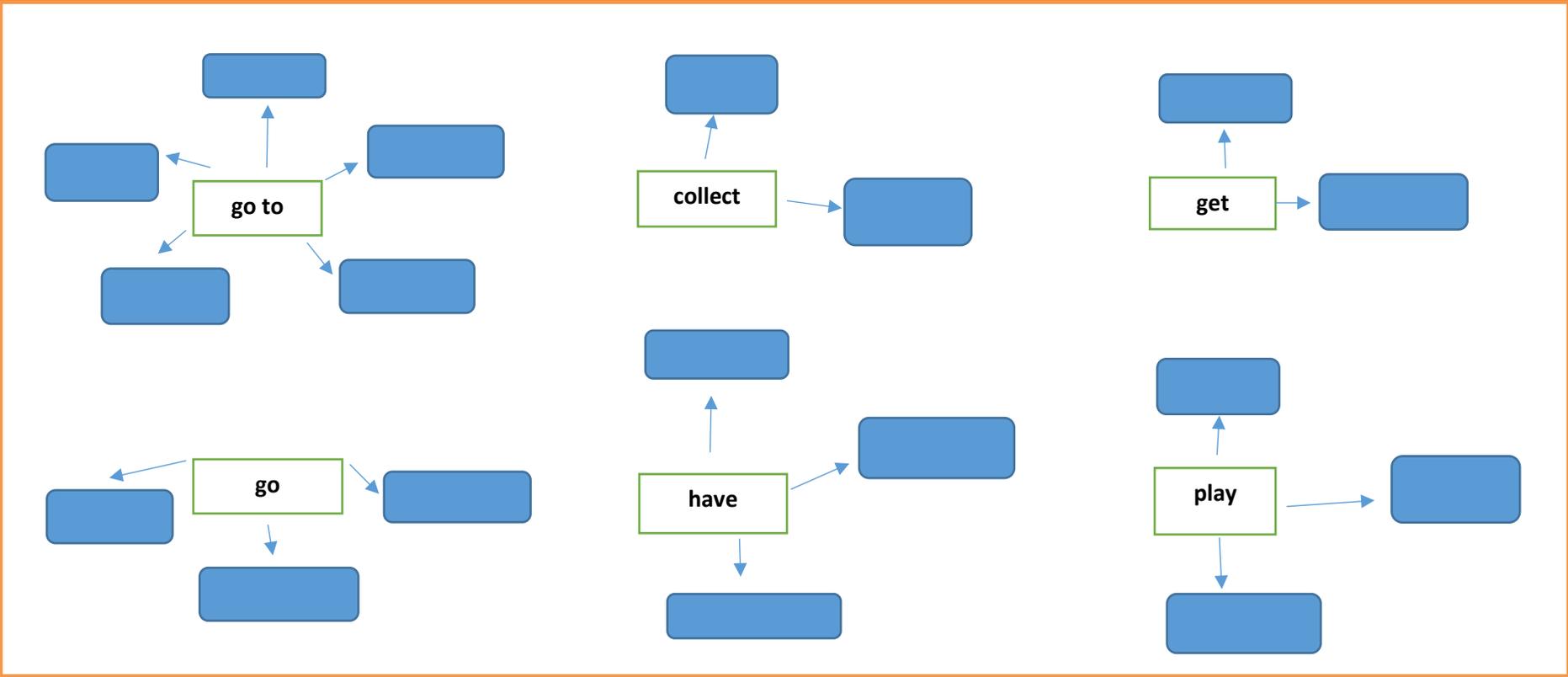
			<p>week, next week, next month, end of the year, next year)</p> <ul style="list-style-type: none"> • Give the instruction about the required information (They need to fill in the parts with some activities such as the places they would like to see, films they want to watch, the dishes they would like to eat, other time-out activities, etc) • Give them 7-8 minutes. • Let them talk about another pair's answers and theirs. • Go to the group which finishes talking. Encourage the pair to ask detail questions to the other pair. Tell them they may start their questions with 'Why, Where, When, Why'. • Listen to their answers. • Correct if questions are incorrect. (If they have minor mistakes which does not interrupt the meaning, do not correct the mistake) • Tell the students to take notes on the table about the details. 	plans Exercises	<p>* ask details about future plans and activities</p> <p>*give details about their future plans and activities</p>
Perform (Performance-	25 minute s	Whole class Groups or Pairs	<ul style="list-style-type: none"> • Pair work: Tell the students to write a detailed paragraph about the plans of their friends. • Make it clear that students should make use of the information that they had in the previous exercise (time-out activities table) • Walk around when they are writing so that they may ask any questions about writing. 	Paper and pencil Exercises about time- out (given below:Asses ment:Time- out)	<p>* write a paragraph about their friend's future plans</p> <p>*revise the vocabulary and grammar</p>

			<ul style="list-style-type: none">• When a pair finishes, take their writing and give it to another pair who finishes. Make two pairs a group.• Tell the pairs to read the writing and talk about the points they understand and do not understand.• If they have questions, let them ask questions to the students who has written the paragraph.• Listen to the groups when they are talking. Correct if necessary.• Show the students time-out exercises on the board (Assessmnet: Time-out, Given below)• Tell them choose the best option that goes with the verb.		
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Word Map: Time-Out

Put the words in the correct place on the map.

an evening out / cards / a concert / chess / a snack / stamps / the bus / a nightclub / dancing / a drink / the gym / coins / a market / a bar / an art gallery / sightseeing / shopping / dinner / computer games



After Listening:

Complete the information about two people's plans.

Jack:

1. He plans to start the day with delicious bagel and then to spend the morning in _____.
2. He's going to the _____ of American Finance.
3. He's taking the Staten Island Ferry to see _____ of New York.

Carmen:

4. She's going to see a free _____ exhibition.
5. She's going to Times _____ because she likes the atmosphere.
6. She's going to an _____ restaurant near there.

Assessment: Time-Out

A. Cross out the phrase which is not possible in each sentence.

1. I went to *a bar / sightseeing/ the market*.
2. Do you want to get *the bus / a snack / an art gallery*?
3. They went to *the art gallery / the museum / a snack*.
4. She has gone *a pub / sightseeing / dancing*.
5. Can we have *a club/ dinner / a drink*?