

Name: Junita Fleming	Date: 22/08/23	Level: Intermediate	Number of students:
Topic: My dream vacation			
Main lesson focus (underline one): <u>Grammar</u> / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing			
Learner outcome(s): The students will be able to discuss their dream vacation plans using the “be going to” future and prepositions.			
Grammar: “be going to” future for plans made before the time of speaking. Vocabulary: - trip(n) - <u>swimming</u> trunks(n) - <u>honeymoon</u> (n) Phrases: Prepositions: stay at; stay for; go on; fly with.			
Materials: photos, buzzer sound app, gap fill, strips of paper			
Assumptions: For this lesson I assume ss already know the future simple.			
An anticipated problem: Ss may be tempted to use future simple out of habit. My proposed solution: Explain that “be+going to” future is used for decisions already made at point of speaking, vs “will” that is used for spontaneous decisions.			
What I intend to work on based on previous feedback: I intend to work on my CCQs to confirm that grammar point is understood by ss. I will also include more examples and model instructions well.			

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Warm up 3 minutes	Word association game. T gives a random word and going clockwise around the class, students must reply with a word associated to the previous word. e.g.: cold/winter/December/Christmas/gifts...etc If a ss takes too long to reply, T sounds the buzzer.	To warm up ss and get them comfortable with T and each other	S
Engage 2 minutes	T: <i>What are some of your favourite activities to do on vacation? Do you like being busy on vacation or do you prefer relaxing?</i> T asks students follow up questions about likes. T: <i>Well today we will be talking about vacation plans so first I want to cover some vocabulary with you.</i>	To stimulate interest in the topic.	S
Pre-teach vocabulary 5 mins	EDCB when necessary to teach vocab. - trip(n) E: <i>Another word for journey or voyage.</i> CCQ: <i>Can I say I went on a travel? No but we can say we went on a trip.</i> - swimming trunks(n) E: photo. - honeymoon(n) E: The trip you take after you get married is called? CCQ: Do you take your parents on your honeymoon?	So ss can understand the vocabulary in the presentation text and can use it later in practice activities.	S

	<p>Elicit prepositions stay at/for; go on; fly with.</p> <p>Stay ___ a hotel. Stay ___ 2 weeks Go ___ a cruise ___ a trip ___ a honeymoon Fly ___ Air France</p>	So ss can properly form sentences in practice.	
<p>Presentation of target language 12 minutes</p>	<p>T: <i>We're going to look at a conversation between 3 friends.</i> Focus question on board: What are the people in the conversation discussing? <i>Individually, look over the text and answer this question, you have 2 minutes.</i> FB as class.</p> <p>T: <i>In pairs, reply to the following questions. You have 3 minutes.</i> T puts answers on board and then elicits FFP.</p> <p><u>Elicit function</u> -T: <i>Now, we said that they are discussing plans. Are they making the plans now, while they are speaking? Or did they make them before?</i></p> <p>T draws timeline on the board.</p> <p><i>We use this tense to talk about future plans that have been decided before the time of speaking.</i></p> <p><u>Elicit form:</u> <i>What's the form here?</i> S + am/is/are + going to + Verb(base form) DRILL</p>	<p>So ss get to see the grammar point in context which will help to understand how it is to be used later in production.</p> <p>To teach ss function.</p> <p>To teach ss form needed for practices.</p>	<p>R</p> <p>S</p>

	<p><i>Look at line 18, how do we make the negative form?</i> S + am/is/are + not + going to + Verb(base form)</p> <p><u>Pronunciation</u>: DRILL contractions & Going ta/ gonna (between friends)</p>	To teach ss negative form needed for practices.	
Practice 1 6 minutes	<p>Gap fill activity. <i>T: In pairs, decide how to complete each sentence using the “be+going to” future.</i></p> <p>Model e.g.: He _____ his friend. (to phone) Answer: He is going to phone his friend. <i>Be mindful of the subject and form!</i> <i>You have 6 minutes</i> FB as class</p>	So ss can practice using be going to with different verbs and subjects, using negative and question forms.	S + W
Practice 2 7 minutes	<p>Ss are given a HO with information about 3 different characters' vacation plans. <i>T: In pairs, use information in picture to tell your partner about the character's vacation plans.</i></p> <p>Model: e.g. <i>My character is Emma. Emma is going to travel to Malta in November and she is going to stay for 2 weeks. You can take turns sharing information.</i> <i>You have 7 minutes</i> FB as class.</p>	So that ss can practice how to fully form sentences about future plans using the “be going to” future.	S
Production 20 minutes	<p><i>T: You have just won €5,000.</i> <i>Now you can take your dream vacation!</i></p> <p><u>Part 1- D</u> <i>Individually, make a list of details about your dream vacation.</i></p> <p>Model: <i>Ex: destination: Jamaica, travel companions: with my sister, then continue with hotel, duration... etc</i></p>	To give ss a chance to freely produce conversation where they can use target language to ask and answer questions about dream vacation plans.	W

	<p><i>You have 3 minutes.</i></p> <p>Part 2 – D <i>You'll each get a piece of paper with questions on it. In pairs, take turns asking each other these questions and answering using the details from the list you created. Make sure to ask for details.</i></p> <p>Model: <i>For example, Student A asks "Where are you going to go?" Student B answers "I'm going to go to Jamaica". Student A: "Oh that's lovely". Then it's student B's turn to ask the question.</i></p> <p>T: <i>You have 10 minutes.</i></p> <ol style="list-style-type: none"> 1. Where are you going to go? 2. How are you going to get there? 3. When are you going to go? 4. What are you going to do or see? 5. How long are you going to stay? 6. Are you going to go with your family? 7. Are you going to stay at a hotel? 8. How much is your vacation going to cost? <p>(If ss finish early, switch pairs and share info learned)</p> <p>Part 3 – Feedback as class – 5 mins Error correction – 2 mins</p>	<p>To give positive feedback for ss successfully accomplishing aim and correct errors</p>	S
<p>Filler 5 minutes</p>	<p>Back to the board Words: travel – hotel – vacation – fly – island – restaurant – pool – hot – breakfast – car – phone – map – Europe.</p>	<p>Something for ss to do in case lesson finishes earlier</p>	