

Name: Robin Date: 27 Sept 2024 Level: Upper intermediate Number of students expected: 1-4 Topic: Travel: benefits and problems - PWP
Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / <u>Listening</u> / Speaking / Writing
Learner outcome(s): The students will be able to understand an audio text about a man's travel experiences and engage in discussions about the benefits and problems associated with travel and tourism.
Grammar: Vocabulary: invade, overtourism, inequality Phrases: once in a lifetime, bump into, sense of entitlement, 'do' the Silk Road
Materials: audio and printed versions of text, exercise sheets
Assumptions: For this lesson I assume the Ss already know about travel from their own experiences and basic vocabulary that this lesson can build on.
An anticipated problem: Difficulty comprehending the audio (which is perhaps a bit long – 3 mins)
My proposed solution: to play the audio in sections and CCQ each part; if this not enough, to then hand out the print version of the text early so ss can use it for the exercises.
What I intend to work on based on previous feedback: timing; instructions; ensuring exercises do not go beyond what is taught

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
Pre keep to 15 min 5 min 5 min 3 min	<p>T show a picture and a map. Elicits Samarkand, Silk Road</p> <p>Vocabulary elicited: trade route, ancient, camel, spices, precious materials, cultural exchange</p> <p>T concept checks:</p> <ul style="list-style-type: none"> • do people travel on this route today? Why? • Is it tourism? • What sort of person would do this? • Is it easy? comfortable? cheap? • What could be the problems of trying to travel the Silk Road today? <p>T asks more generally: what are some of the problems of tourism and travel? Elicits ‘overtourism’, ‘invade’, ‘inequality’</p> <p>In pairs, ss discuss some of the problems with travel and tourism today. Would they apply on a journey like this? Ss discuss in pairs: what problems could there be – for the travellers, for the local people?</p> <p>T writes title of audio on the board: ‘Travelling the inner Silk Road’. Ss asked to guess 10 words they can expect to hear in the text. T notes them on board.</p>	<p>Warms ss to topic of lessons and audio to follow.</p> <p>to focus ss on this particular type of travel and who, how, why...</p> <p>Vocabulary to facilitate discussions in post stage</p> <p>Gets ss speaking at an early stage and thinking into topic in preparation for main activity.</p> <p>Enables ss to predict likely content of audio, to aid listening comprehension.</p>	L, S
While	T instructs ss with DIMTS to tick as many of the	To facilitate a gist understanding, i.e. of the basic thrust	L

<p>Audio = 3 min 3 listens = 9 min</p> <p>6 min first listen</p> <p>6 min 2nd listen</p>	<p>answers as you can on this sheet during first listen. T models the gist questions, holding up the sheet. Ss listen once and attempt to tick the points that apply. Ss compare answers in pairs Ss feed back to class. T writes answers on board.</p> <p>T tells ss that they will listen again, and to look at the next set of questions. Based on what ss hear, are the questions true or false? T models the true/false questions orally and CCQs them. Ss listen for 2nd time and attempt the answers. Ss compare in pairs Ss feed back to class</p>	<p>of the text.</p> <p>Gist understanding deepened by whole-class feedback of answers.</p> <p>To focus ss on the text for a second time and invite ss to listen for specific information. The aim is still to extract specific information (analogously to ‘skimming’ a reading text) rather than understanding every word.</p>	
<p>6 min 3rd listen + read</p>	<p>T tells ss they will now see the text and hear it again. T asks them to find three reasons why Steve felt uncomfortable while travelling. T hands out printed copy of the text and plays the recording a third time. Ss follow the text on the page. Ss discuss and feed back.</p>	<p>Ss can correlate written text with audio and see the parts they previously missed. Task is to focus on one of the core detail sections of the text.</p>	L, R
<p>6 min discussion + feedback</p>	<p>Working with the text: T draws ss’ attention to some phrases highlighted in the text (shown on their worksheets). Ss in pairs discuss the possible meanings. Feedback to class, class asked for agreement.</p>	<p>To draw some lexical phrases to ss’ attention and to deepen focus on and retention of language in the text.</p>	R
<p>Post (20 min total)</p> <p>5 min</p> <p>12 min</p> <p>3 min</p>	<p>T replays the last part of the audio containing the lines of Lao Tzu. Ss in pairs discuss what they think this means. Feedback to class</p> <p>T instructs ss on the discussion in the final exercise. In pairs, discuss some of the topics listed. T models them.</p> <p>Feedback to class and error correction</p>	<p>Using a key part of the text to transition to production activity (discussion) by priming a discussion.</p> <p>Ss use the vocabulary gained plus existing knowledge to discuss one or more of the themes provided. If they finish early, discuss another, or if lots of time, go round class feeding back what was said.</p>	S