

ESL Vacation

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Subject/Focus: English as a Second Language/Grammar

Level: Intermediate to advanced college students.

Topic: Planning a vacation.

Duration: Three class periods will be needed with each period requiring about 2 hours with a break after the first hour.

Student Prerequisites: Students should be familiar with MS Word and the use of Internet to be able to plan a vacation and encourage individual creativity.

Aim/Purpose/Goal: Getting students to talk about the future with “be going to” and “will” by describing a vacation, giving travel advice and planning a vacation. Students will use technology for a power point presentation.

Materials: Textbook (New Interchange English for international communication Book 2, Jack C. Richards, Foreign Language Teaching and Research Press, Cambridge University Press 1997), listening tapes, computer, software (MS PowerPoint, Word, and Excel) LCD projector, and screen.

Faith Integration: The application for the students will be to plan a trip to our Heavenly Kingdom and contrast it to an earthly vacation or holiday. We will focus on the description of the New Jerusalem found in Revelation 21:10-27. What preparation we need to go, there. Where can we get advice to go there God’s Word and Spirit of Prophecy. Who will be our Guide? Jesus Himself!

Outline:

Preparation/Activities/Procedures

- ? Go over key vocabulary and expressions before we begin the unit on traveling.
- ? Students will make a list of activities they like to do on a vacation and compare with their partner. (included below)
- ? Students will divide into groups of four to create a web about how people spend their vacation time. Show an example of Inspiration web. From the web students can make another web such as fixing up or redecorating the house. This can be the main idea and webs can be the things they will actually do.(sample included below)

- ? Teacher will walk around the room and listen to discussion and encourage and give direction to the students.
- ? Students will listen to a conversation about someone taking a vacation to the beach. They will tell about an experience when they had been to the beach and tell about some things they did.
- ? Have students write down answers about where/what/when etc. they are “going to” go/do/see on their vacation. Sample questions would be like: Where are you going to go? When are you going to take your vacation? How long are you going to take your vacation? What are you going to do? Is anyone traveling with you? Then they will get with a partner and tell each other what they will do on their vacation. (approximately 10 minutes)
- ? They will share with the entire class after they have taken a number out of a hat to determine the sequence in which students will share their ideas.
- ? Teacher will make notes of what students are saying and ask other students “Where is Mark going for vacation?” and so on. This is a good exercise for listening skills.
- ? Student will complete the chart from his new word list on travel.
- ? Have students work with their partner and write down what are the five most important items they need for these vacations: a trip to a foreign country? (Australia) A snow ski trip? (Colorado) A mountain –climbing expedition?(Tibet)
- ? Student will listen to a conversation about someone wanting to go backpacking around Europe.
- ? As a class activity: Ask students to share whether or not they would like to backpack around China or any other country? Make sure they give their reasons?
- ? Give advice to someone who is traveling abroad for their vacation. Then compare with a partner.
- ? Develop a quiz from the book of what they have to take on a vacation abroad.
- ? They should use modals of necessity and suggestion. For example I have to, must, need to, you’d better, you ought to, you should, and you shouldn’t in giving advice to someone who is taking a vacation.

A project will be given on planning a vacation to conclude the unit, using the Internet to get information of the places they want to visit and will use the following questions as their criteria and develop a short power point presentation of 10-20 slides of the place they want to go.

- ? Where do you want to start your trip from?
- ? What time of the year do you want to travel?
- ? How are you going to travel?
- ? What countries and cities should you visit?

Prepare an itinerary.

- ? Where are we going to stay?
- ? What are we planning to do and see there?
- ? How much money do we have to take?
- ? What do we need to take with us?

The following websites are suggestions to help the student plan their trip. <http://24-7vacations.com/> is one of the largest free vacation guides, others <http://international-tours>,

www.calicodesign.com/travel/tours

? www.travelinformation.com

? www.webshots.com can be a source of photographs of different places all over the world that can be incorporated into their presentations.

http://northernwoodtravel.com/group_travel_planning/group_vacation_planning.html

- ? Student can also have an option of using the Internet to design their own brochure of a place they would like to visit.

Teacher preparation: Will do a sample power point presentation of trip in China. Create a web and outline for students to do for activities people like to do on their vacation. Make sure the students have access to computers and arrange times for them to come in and work on their project.

Students Preparation: Students will learn what they need to know for their project from the activities and samples they heard for their listening activity and have put to practice the use of the future "going to" and "will".

Assessment / Evaluation: Students will be evaluated based on how well they are able to organize and create their power point presentation following the criteria given and the oral grammar focus of the future "going to" and "will".

What people like to do on vacation. (Students can take each one of the activities and do a web themselves for extra credit)

- I. Relax at the beach.**
- II. Travel in their own state or country by car.**
- III. Visit near by sights.**
- IV. Learn a second language**
- V. Catch up on reading**
- VI. Go fishing.**
- VII. Go camping.**
- VIII. Go hiking**
- IX. Visit a foreign country.**
- X. Take a cooking class.**
- XI. Stay at home**
- XII. Fix up or redecorate the house**

Planning a Vacation

Criterion #1: Class participation

The Preliminary group tasks in class will be evaluated according to the following criteria:

- ? Making a web on how people spend their vacation (8ways)
- ? Writes down five most important things to take on a vacation to a foreign country.
- ? Gives advice to someone traveling abroad.

15 possible points

Criterion #2: Oral Presentation the following rubric template is from Rubric for Oral Presentation. Keep in mind that the students are learning English as a Second Language.

	5 Exemplary	4 Accomplished	3 Developing	2/1 Beginning
Preparedness	Student is completely prepared and has obviously rehearsed. Included an itinerary of trip.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem prepared or present.
Content	Planned a vacation using internet and followed all the criteria given in an orderly	Planned a vacation using the internet and followed most of the criteria given in	Planned a vacation using the internet followed some of the criteria.	Planned a vacation but only a limited criteria.

	manner.	an orderly manner.		
Pronunciation	Speaks clearly and distinctly all (100-85%) the time, and mispronounces a few words.	Speaks fairly clear most of (84 -75%) the time, but mispronounces some words.	Speaks ok most of(74-65%) the time. Mispronounces many words.	Often mu or can no understo misprono most of tl words.
Grammar Focus	Used the future verb “going to” and “will” by describing their planned vacation throughout the presentation most of the time.	Used the future verb “going to” and “will” by describing their planned vacation throughout the presentation some of the time.	Used the future verb “going to” and “will” by describing their planned vacation throughout the presentation a few times.	Used the future ver “going to
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was ha tell what i topic was
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accuratel answer questions posed by classmat about the topic.

Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or do not look at people during the presentation.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often not a good team member.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little of facial expressions and body language are used to generate enthusiasm, but seem somewhat faked.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the	Uses several (5 or more) words or phrases that are not understood by the audience.

	new to most of the audience.	does not define them.	audience.	
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen do not make the presentation better.

Criterion #3 The Power Point presentation part of the project will be evaluated from the rubrics multi-media presentation with some modifications.

Category	Possible Points	Self Evaluation	Peer Evaluation	Teacher Evaluation
Accurately described his/her vacation using 10-20 slides	15			
Presenter was prepared				
Presenter spoke in a clear voice				
The presentation was organized, easy to follow	15			
Screens were attractive – not cluttered	5			
Graphics: Appropriate and well placed; Effects enhance the message	5			
Transitions, sounds, and/or animations enhanced the flow and clarified the message	5			
Total	45			

I have chosen to create a schedule/rotation (see the two forms above) for students to use the computers in the listening lab. The students will have a week to work on their power point presentation on "planning a vacation." I will make arrangements ahead of time with the computer lab monitor. I understand there are 5 computer labs on campus. The students will have access to the computer lab on scheduled days for 2 hours each time on Tuesday, Thursday and Friday. Since they have English class on Monday and Wednesday they have a chance to work on the project on the days scheduled. I will be present in case the students have any questions and be there to encourage them.

It is a custom here in China that many people take a nap after lunch as many Latin countries do. I would say that 90% of this university's students take naps. I think if they really need extra time other than the scheduled lab times they can go to nearby Internet cafes. It costs about equivalent to twenty-five cents U.S per hour Having the scheduled labs will ensure more equitable access for all the students. One thing that I will modify for this lesson is to have the students work with a partner because of the time to do the presentations and the large classes I will have.

