



Lesson plan

English for Tour Guide M. 2

AJ.Nualmorakot Taweethong

Class : English for Tour Guide

Theme : English for Tourism

Level Skill : Basic/Beginner

Time allocation : 4 months, twice a week

Objective : In the last, student be able to communicate certain situations.

A. Core Competence

1. Live and practice teaching of the religion
2. Living and practicing honest behavior, discipline, responsibility, caring (cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of

the solution to various problems in interacting effectively with the social and natural environment and in placing self as a reflection of the nation in world association.

3. Processing, reasoning, and presenting in concrete and abstract realms related to the development of what students learned in school independently, and being able to carry out specific tasks under direct supervision.
4. Students can conversation, describe about place, and find out about Tourism (English in Airport, English in Restaurant, English in Hotel, Travel tourism, English in Tourist Place and English in tourist attraction)
5. Find the good place for tourism.

B. Basic Competence

1. Increased faith by realizing the relationship of order and complexity of nature and the universe to the greatness of God who created.
2. Realizing the greatness of God that regulates the characteristics of motion, fluid, heat and optical phenomena.
3. Interacting with closest environment or tourism contexts accurately and acceptably consisting asking and giving for information.
4. Finding information about the understanding of the Tourism.

C. Learning Objectives

1. Explain definition of tourism
2. Explain the terms related to tourism properly and correctly
3. Student to be able to communicate certain situations.
4. Students can choose dialog or can conversation with tourist certain situations

D. Material

1. English in Travel Agencies
2. English in Airport
3. English in Restaurant
4. English in Hotel
5. English in Tourist Place
6. English in Shop for Souvenir

E. Indicators

1. identify the dialog consist of asking and giving information
2. identify to introduction about location of the place

3. identify the dialog to booking a Hotel
4. identify the dialog shopping a souvenir

Section One-Junior Secondary

Mathayom 1(One), 2 (Two), and 3 (Three)

M. 2 Week One

Tourism and Travel (Intermediate ESL Lesson Plan)

AIM: Teaching students the basics of traveling and tourism and everyday conversation

METHOD: Lecture, Video, and Picture presentation

DURATION: 50 Minutes

Evaluation: Exercise

Activity One:

Give a vivid definition of Tourism and Travel. Try to elicit from students if they have travelled before and for what purpose, what made them to prefer one country to another, which transportation medium did they use (Air, Land, or Water).

Activity Two:

Play the video/picture of means of transportation and popular tourist destinations in the world over. (*Downloadable materials can be found from the web*). Also give the students names of some popular touristic sites in certain countries. E.g. Thailand- What made it a touristic attraction?

Activity Three:

Create a dialogue on air, water, or land reservation for travel or tourism. Students should impersonate and role-play each of these tasks. Endeavour to give real life example by case-studying Thailand as a practical example. Consider the Survanabhumi International Airport, Muchit Bus Station, and so on.

Wrap Up:

Quickly review the means of transportation and types of tourist attractions in the Kingdom (Thailand).

WEEK TWO

Making a Phone Call

Competency: Understand how to make a Telephone call.

Lesson Overview: The purpose of this lesson is to teach students how to make a simple telephone call.

This lesson plan includes the following:

Pictures of Telephones

Telephone Vocabulary

Steps for Making a Telephone Call

Reference books

Approximate Time: 1 hour

Prerequisite Skills: Students must be able to read and write simple sentences; recognize cardinal numbers, ordinal numbers, dates, days of the week, and months of the year; recognize appropriate prepositions; be able to tell time; be able to follow simple one-step instructions; and know their own telephone numbers including area code. (There are lesson plans for each of these).

Activities: Explain the purpose of the lesson. Explain that much of the world's communication is done by telephone and that this requires listening, speaking, and sometimes writing.

Consider the under-mentioned phone conversation:

Dialogue

A: Hello?

B: Hello. Can I speak to Sopee, please?

A: I'm sorry, she's not in right now.

Would you like to leave a message?

B: Yes, please. This is Harin. Would you tell her that Thanee's having a party on Sunday?

A: Sure

B: And please ask her if she'd like to go with me.

A: All right. Your message will be delivered.

B: Thank's a lot and do have a splendid day.

A: You are welcome and bye!!!!!!

(Phone drops...)

End

Mathayom Two (2)

Ordering Food in a Restaurant

Aim: Ordering food in a restaurant using basic vocabulary

Activity: Simple dialogue and a more challenging listening comprehension for passive understanding skills.

Level: Beginner

Duration: 50 Minutes

Outline:

Ask students to name different types of food they can find in a restaurant. Write the vocabulary on the board and make sure student also take note.

Give students the restaurant menu and write the dialogue on the board for them to copy and read aloud.

Joe's Restaurant Menu

<u>Food</u>	<u>Prices</u>
Fried Rice	150 FCFA
Chicken Source and Plantains	250 FCFA
Coffee, Ovaltine, Martina	125 FCFA
Salad	300 FCFA
Porish Potatoes	200 FCFA
Fried Egg and Bread	175 FCFA
<u>Others:</u>	
Beer	500 FCFA
Coca-Cola	400 FCFA

Dialogue

Waiter: Hello!

Customer: Hello!

Waiter: Would you care for some food?

Customer: Of course.

Waiter: What exactly would you need, Sir?

Customer: Can I see the menu

Water: Definitely/ Yes.

Customer: I would care for a plate of salad and a glace of Juice.

Waiter: Right away, Sir.

(Waiter goes in preparation of the food, minutes later, he is back))

Waiter: Your meal, Sir.

Customer: Thanks

(After eating)

Customer: Waiter, excuse me, please

Here you go... (Handing over his bill)

Waiter: Thanks very much and bye

Customer: You're welcome

See you again next time

End

Wrap Up:

Learners should rehearse the dialogue one more time.

Week Two

Months of the Year

General:

Time:	40 mins – 1 hour
Objectives:	Saying the months of the year
Structures:	“What month is it?”
Target Vocab:	January - December

You will need to download:

Printables:	. Months Order Worksheet .Months Scramble worksheet .Months March Song Poster .Warm Up and Wrap Up lesson sheet
Songs:	Months March song

Notes:

Learning all the months in their correct order is not the easiest task, but using the song in this lesson regular helps a lot!

Lesson Overview:

1. Teach the months of the year vocab

Start off by looking at a calendar with everyone (and English one, if possible). Have some fun with the calendar first: ask students to point at holidays such as Christmas and to point out their birthdays. Ask what month their birthdays are in and point to the month word (e.g. January) at the top of each month. Start to teach/ elicit the English words for months as you discuss their birthdays. Ask what month it is now as well as the following (using the calendar):

2. Play “Wall Touch”

Give each pair some Blue-Tack or something to stick the cards on the wall with. Ask everyone to randomly stick their cards all over the walls around the

room. Then bring everyone into the middle of the room. Shout out “January” and everyone has to race over to a January card and touch it. Then “February” and so on (in the correct order) until you make it through all the months. Play another round, this time faster.

3. Sing the “Months March” song

Put one set of month’s cards on the board in the correct order (or use our song poster). Get everyone to stand to attention, like soldiers, and then follow the steps in the “Gestures for Months March” shown below. If this is the first time to sing the song, play it at least twice and let everyone enjoy marching around.

Home Work:

Assign Homework: “Month Scramble”

Mathayom 2

Clothes

General:

Time:	50 minutes
Objectives:	Talking about different clothes
Structure	“Let’s get dressed” “Put on your” “Quick, get ready” “He/She is wearing”
Target Vocab	Shirt, pants/trousers, socks, jacket, shoes, hat (plus other clothing vocab for other clothes you can bring to class, such as skirt, dress, coat, jeans, shorts, blouse, sweater, neck tie, t-shirt, vest).

You Will Need to Download:

Flashcards	Shirt, pants, trousers, socks, jacket, shoes, hat (plus other clothes you can bring to class, such as skirt, dress, coat, jeans, shorts, blouse, sweater, neck tie, t-shirt, verse).
Printables	Dress up craft (for lower levels) or clothes craft (for higher levels). Colourful clothes or jungle

Lesson Procedure:

1. Prepare as many old (adult-sized) clothes as possible

Before class you need to collect as many old (adult-size) clothes as you can. Have at least the following: Shirt, pants/trousers, socks, jacket, shoes, hat – however, other clothes will be useful as well, such as skirt, dress, coat, jeans, shorts, blouse, sweater, neck tie, t-shirt, vest. If you can't get enough, ask students to bring in some old clothes for the lesson. The clothes need to be adult-size as the students are going to put them over their own clothes – having such big clothes actually makes the activity more fun!

2. Introduce the Clothes Vocabulary

No doubt the large pile of clothes in the classroom will have attracted a great amount of attention, so you'll have little difficulty in introducing the topic!

Settle the class down and get everyone to sit down. Ask for a volunteer and have him/her stand at the front of the class with you. Tell the class the volunteer is going to get dressed-up with as many different types of clothes as possible! Pull out the first item clothing (e.g. a t-shirt). Elicit/ teach and chorus the word for the item. Then help your volunteer to put it on. Only put on each item of clothing when you are satisfied that everyone has chorused the word correctly.

3. Practice the clothing vocabulary with flashcards

Help the volunteer undress and then get everyone to look at the board. Make sure you have the same clothing flashcards as the old clothes you are using. Stick the first flashcard on the board and elicit the vocabulary and write the word clearly below it. Do this for the rest of the other flashcards.

4. Rally "Team Racing"

Divide the class into 2 teams. Line up the teams at one end of the classroom with the old clothes on the floor at the other end. You will shout out an instruction (e.g. “Put on some socks!”) and one member from each team will race against the other to the pile of clothes, put on the clothing item and run back to their team. The person who gets back first wins a point for his/her team. At the end, the team with the most points is the winner.

5. Sing “Let’s Get Dressed”

Prepare everyone for the song first. Make sure the following clothes are on the floor: shirts, pants/trousers, socks, jacket, shoes, and hat. If you have enough to get everyone dressed at the same time you can do the song with everyone participating with the actions. If not, have a few students do the song actions while everyone else sings along (the words are simple) – you can give everyone a go by playing the song a few times.

The song is also an active listening exercise - good for learning.

“Lyrics for Let’s Get Dressed”

It’s time to go to school

Let’s get dressed!

Put on your shirt, put on your shirt,

Quick, get ready, put on your shirt.

Put on your pants, put on your pants,

Quick, get ready, put on your pants.

Put on your socks, put on your socks,

Quick, get ready, put on your socks.

Put on your jacket, put on your jacket,

Quick, get ready, put on your jacket.

Put on your shoes, put on your shoes,

Quick, get ready, put on your shoes.

Put on your hat, put on your hat,

Quick, get ready, put on your hat.

It’s time to go to school,

It’s time to go to school,

Quick, get ready, let’s get dressed!

Gesture for “Let’s Get Dressed”

Depending on how many clothes you can find, you can either have everyone dress up at the same time or you can have a few students come up to the front of the class to do the activity.

Pile the clothes in a big heap and start the song. As the first clothing item is mentioned (shirt) the students have to scramble in the pile of clothes to find a shirt and put it on before the next item of clothing is mentioned. As the song is played the students put on all the clothes until they are fully dressed. Then finish the game by getting the students to race in taking off their adult-sized clothes-the first to remove them all is the winner.

Wrap Up:

Conclude the class by having the students practices the clothing vocabulary.

Remember to download your flashcards for this lesson.

Week Two

Monday-Friday

Fruits and Vegetables

Aim: Teaching students types of fruits and vegetables and their nutritional value

Method: Video and lecture

Duration: 1 hour

Evaluation: Exercise

Procedure:

Students walk round the class and talk to other students about fruits and vegetables. Change partners often and share your findings.

In pairs/group decide which of the topics or words in the article are most interesting and which are more boring.

Nutrition

What do you know about these fruits and fruits groups? Complete this table with your partners. Change partner often and share what you wrote.

	Your Knowledge	How to incorporate this in your diet
Fruit		
Protein		
Salt		
Carbohydrate		
Vitamins/ Chocolate		

Which is better?

Student A strongly believes fruits are better than vegetable; Student B strongly believe vegetables are better than fruits. Change partners again and talk about your conversation.

Endeavour to download materials and resources online before the start of the class.

Fruit and Vegetable Collage

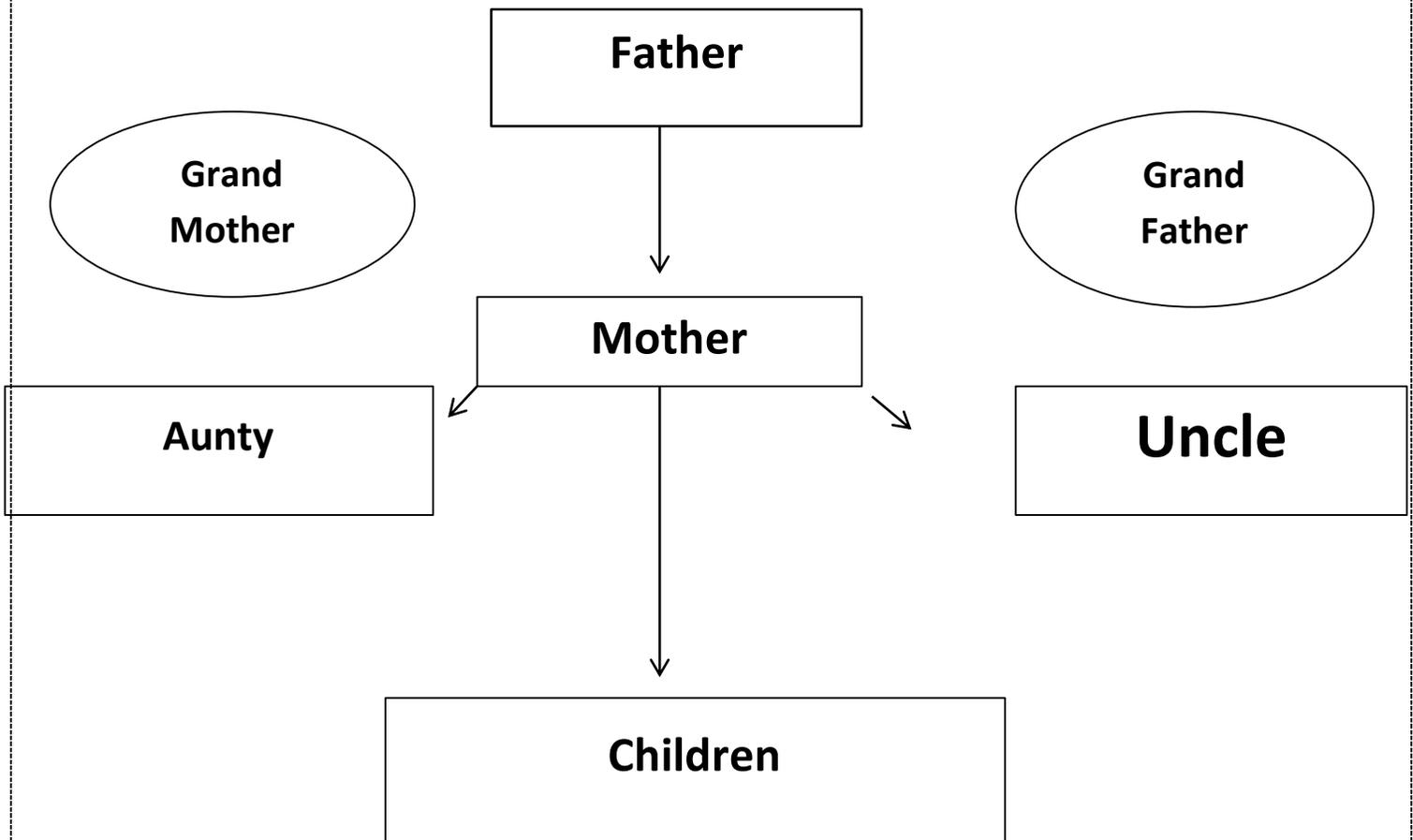




END

My Family

Aim: Teaching students the family ladder
Method: Lecture/Video
Duration: 50 Minutes
Evaluation: Exercise



THE FAMILY TREE

Procedure:

Ask students to say the number of members in their household.

Students should endeavor to differentiate the sex of family members.

E.g. “We are five in my family/There are five members in my family.

I have a brother, a sister, an Uncle, Aunty, Grand Father, Grand Mother, Mother, and Father.”

Exercise:

Students should emulate the family tree and draw a typical family tree, showing their homes and number of relations.

“Play the ‘My Family song for students to listen and understand the vocabulary””.

Wrap Up:

Correct and revise the My Family Tree exercise.

This is an important and interactive lesson that warrants lots of fun.

The teacher should download flash cards and songs from the web before the class.

Teacher should also assign home work to students to draw and present a portrait or photos of their family members.

This exercise, in itself, will help students know the faces of mate’s family members.

Christmas

Time: 40 mins – 1hour

Objectives: Recognize and identify 8 Christmas words/vocabularies, the importance of Christmas festivities, and celebration worldwide.

Method: Lecture

Evaluation: exercise

Procedure:

Define and narrate a brief background of the Christmas festivity.

Elicit from students the origin and conception of Christmas.

Find out from students the date and time of year the Christmas festivity is commemorated.

Warm Up:

Order the class to stand up.

Sing and rehearse the “Christmas Carol” songs.

As students sing, ask them to identify and pick along 4-5 vocabularies associated with Christmas.

Explain and teach the meaning of these vocabularies to the entire class.

Also endeavor to show the picture of “Father Christmas” and find out from the students if they understand what it is, what Father Christmas does, etc.

Exercise:

Co-ordinate the students to draw a picture of Father Christmas.

“Christmas Carol”

<i>Long time ago in Bethlehem When the Holy ghost came Mary’s boy child Jesus Christ Was born on Christmas day.</i>	<i>Chorus We wish you a merry Christmas 3* And a happy New Year</i>
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<i>The Angel say A King was born on Christmas day May He live long forever more Because of Christmas day.</i>	
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Further lyrics of this song can be downloaded from the web.

Make sure before the class, you download flashcards for this topic.

Also try as much as possible to decorate the classroom to that of a Christmas atmosphere. You can bring in Christmas trees, balloons and so on.

Wrap Up:

Sing the Christmas carol with the students one more time.

Assign home work by compelling students to research the meaning of New Year.

They should also state in their work the time and date new Year is celebrated.

Students should as well select and explain why they like or hate either Christmas or New Year.

Should at least try and give two reasons each as to why they prefer Christmas to New Year and vice versa.

End.

Asking for Directions: left/ right/ forward, back

General

Objective: Improving the speaking skills of students by getting them acquainted with vocabularies associated to asking for Directions

Method: Dialogue

Evaluation: Exercise; one-on-one conversation

Duration: 50 Mins

You will need to download:

Printable: Left Right Color worksheet

The Direction song poster

Warm Up and Wrap Up lesson sheet

Song: The Direction song

Notes:

The song in this lesson is a great song for burning up energy so it can be used in any lesson as warm up, energy burner or even to wake everyone up. There is some useful vocab centered on the directions left, right, forwards, back. This is very much an action-based lesson focusing on the verbs in the song. You'll need two lengths of rope for this lesson.

Lesson Procedure:

Teach left/right

Get a long length of rope and lay it on the floor from the front of the classroom to the back. Stand at the front and to one side of the rope and get everyone to line up behind you, facing forward. Shout 'jump to the left' and jump left over rope. Get everyone to follow you. Do the same for the right. 'Jump to the right'. Do this a few times getting everyone to copy you and shout out 'jump to the left/right'.

Next the teacher can leave the line and shout out for the rest of the class to jump left/right over the rope.

Teach forward/back

Now move the rope so it goes across the classroom, left to right. Stand behind the rope with everyone in line with you. Shout “Jump forward” and jump over the rope, with everyone copying you. Next, shout “jump back”. Continue in the same way as with point 1 above.

Practice left/right/forward/back

Put a second length of rope from the front to the back of the classroom, so with the two ropes it forms a large “+” in the room. Get everyone to start front, left. Shout out instructions (e.g. “jump to the right”, “jump back”, etc.) so that everyone jumps over the ropes. Start off slowly and then get faster and faster.

Left/right/forward/back pair activity

Put the students in pairs. Demonstrate to the class with one student. Tell the student to stand in some space. Say to the student jump forward and the student must do that. Then say another action (e.g. jump to the right). Continue giving instructions so the student jumps around the space in the hula-hoop (or just the space in the room). Now, get your pairs to do the activities, with one student shouting out instructions to his/her partner. After a while, get the pairs to change.

Practice the verbs of the song

Stand everyone in front of you. Say the first verb and do the action (e.g. ‘turn around’). Get everyone to follow you. Continue through all the verbs and repeat a few times so that everyone knows the actions. You can also put the song sheet on the board so everyone can see the actions.

Sing the Direction song:

This song can be downloaded from the internet on eslkidstuff.com/esl-kids-lesson-plans.html

Wrap Up:

Assign home work.

Week Two

Monday to Friday

A Day at the Beach

Vocabulary taught: Sun, sun-screen, umbrella, water, hot, sky, cloud

Phonics taught: h-o-t

Preparation: Flash cards, Ice-cream song,

Level: Beginner

Time: About an hour, depending on class size

Warmer: Ice-cream song. 5 minutes.

Review: Draw a picture of the beach on the board or download from the web.

Remember to elicit the language from the students as you do this.

Introduce and drill the new vocabulary. Use a big picture of the beach and introduce and drill the new vocabulary. Get the students to add the new vocabulary to the beach that you drew for the review stage of the lesson. 10 minutes.

Follow up: Give the students an item of vocabulary. Charade an item of vocabulary, the students who have that vocabulary item must now switch seats. You could also remove one of the chairs so that there will always be one student without a chair. The student without a chair is the teacher. After he mimes the vocabulary, they can race to get a chair, leaving the next student without a chair to be the teacher. 5-7 minutes.

Today's activity: Scavenger hunt – give the students a list of items (Pictures) that they must find. You should do this in a playground, if possible. Explain to the students that the first student to find all the items on their list is the winner! 15 minutes.

Phonics: h-o-t

Drill phonics value: 5 minutes

Whispers erase phonic values: 5-7 minutes

Fun activity: duck, duck, goose – change the words “duck” and “goose” to something different like sun and sky, 5-7 minutes.

Wrap up:

Revise the main topic of the day.

End

Body Parts

Lesson 1: Face Race!

New words: Eye, knee, shoulder, ear, eyebrow, hair, face, chin, cheek

Preparation: Paper, and pencil.

Time: About an hour.

Warmer: Song – Heads, shoulders, knees, and toes. 5 minutes.

Present and drill the new words – draw a face on the board with today’s new words. Elicit and drill the new words. Also use adjectives like big, small, long, short, and colors. Then teach face. 10-15 minutes.

Follow-up game: Run and slap (or run and draw) a face. Divide the class into two equal teams. Give each team member a number, so that there are two students with the number ‘1’, two students with the number ‘2’, etc. Call out a part of the face and a number. The student with the number that you call out has to slap or draw and say the part of the face that you said. 10-15 minutes.

Face race!

Write the numbers 1-6 on the board and assign one of these body parts to each of the numbers: eye, ear, mouth, nose, hair, and eyebrow. Give each student a piece of A4 paper and tell them to write their name on one side and a face (an oval) on the other side. Divide the class into two teams. They get to draw face parts as competition. The team with the best drawing wins. The game keeps going until both teams have drawn a complete face. 10-15 minutes.

Fun activity-Duck, duck, goose. End the lesson on a high with this fun activity. Change the words “duck” and “goose” to today’s new words. 10 minutes.

Wrap up: Revise the key points of the day.

Materials of this lesson can and should be downloaded online before the class.

Week Two

Let's Go Shopping

AIM: Teaching students shopping vocabularies and everyday conversation

METHOD: Lecture, song, and video presentation

Evaluation: One-on-one dialogue

Duration: 50 minutes

Warm up:

Get students inspired by playing the “If you are happy and you know it clap your hands” song. Do this continuously for approximately three minutes. After the song, ask students how they feel about the day. Elicit the day, date, year, and subject under study.

Procedure:

Play the “Let's go shopping song”.

Special attention should be focused on some basic shopping vocabularies and items.

Write the dialogue of “Let's go shopping” on the board. Read the dialogue over and over and have students practice with you. Student's volunteer and role-play the dialogue for better comprehension.

Vocabulary:

- ✓ Shopping
- ✓ Shop
- ✓ Discount
- ✓ Price
- ✓ Buy
- ✓ Items

Exercise:

Ask students to discuss the most cherished moments they have gone shopping.

They should chat using the dialogue as an example. Students should say the exact day, time, the means of transportation they used while going shopping. They should remember to describe these moments and say while it was particularly remarkable.

Wrap Up:

Endeavour to rehearse by role-playing the dialogue once again with any of the students for better comprehension.

Assign home work to students.

They should create and organize their own individual dialogue, following the example in class, explaining how special their experience was.

Materials for this lesson should be downloaded online before the class.

END