

LESSON PLAN

Teacher's name: LAURA SALCIUC

Date: 17th May 2023

School: "Petru Rareș National College" Suceava

Form: XI A bilingual Romanian – English

Level: advanced

Form size: 15 students

Time: 50 minutes

Unit: Travel

Lesson topic: Travelling & Holidays

Main skills: speaking, listening, reading, writing

Competences: - recognizing specific information in a text;

- selecting relevant information to achieve a given task;
- expressing viewpoints;
- communicative competence(the desired goal) to achieve a task, which requires a simple and direct exchange of information;
- the students should have the ability to use language spontaneously and confidently ;
- they should develop language skills by exposure to authentic audio -visual material and stimulate motivation through a sense of enjoyment and achievement;

Objectives:

By the end of the lesson, the students will have been able to:

- O1- use spoken and written language to discuss about travelling;
- O2- to master the language of debate (Six De Bono's Hats) on a given subject;
- O3- encourage creative writing by using visual and listening input;
- O4- freely express their opinions on the required issues in an accurate and fluent way;
- O5- acquire new vocabulary and information relevant to the topic
- O6 -understand the homework assignment;
- O7 - use techniques for oral presentation

Teaching aids:

- hand-outs;
- video projector;
- power point presentations

- the course **Make technology your friend**, Tenerife 2023

Stages of the lesson	Time	Activities	Objectives	Strategies		Evaluation
				Methods/techniques	Resources	
Lead –in	3'	The students will be asked general questions about travelling: • Write 5 words connected to travelling • Do you like travelling? Why? • What benefits does travelling have on people in general? • Can you learn more from a book about	Familiarise the students with the topic on <i>Travelling</i> O1	speaking listening		

		a place, or go to that place and experience it first hand? • What was your best holiday? Why? • If you could travel to any place, where would you go? Why?				
Vocabulary practice	10'	the Teacher will ask Ss to solve some vocabulary exercises which stress the most easily confused words about travelling and their synonyms- <i>voyage-trip-excursion-flight-travel</i>	O5	listening speaking reading Note-taking	https://www.mozaweb.com/en/Microcurriculum/view?azon=dl_575	Check prior knowledge

		The Ss watch a video about top travelling destinations Further practice in pairs. Ss have to talk in pairs answering the following questions • Which type of holiday would you prefer to go on? • How long would you like the holiday to take? • How would you like to spend your time there? • What preparations do you need to make before you set off?				
--	--	--	--	--	--	--

Homework assignment	2'	The students will be invited to write an argumentative essay on the advantages and disadvantages of traveling, starting from the topics from debate..	O3 O6	writing		
---------------------	----	---	----------	---------	--	--



Look at the word 'TRAVEL'. Write down the first ten words coming to your mind about travelling.

Use the picture for ideas.



*In English there are several words to express the different types of travel.
Choose the correct word to complete the sentences.*

 Solve the exercise.

1. The Titanic sank on her maiden (a long journey by ship).
2. My husband goes on a business (a short journey to somewhere and back) twice a year.
3. Next week my class is going on a(n) (a short journey made for pleasure, especially by a group of people) in the mountains.
4. My (a journey by plane) from Heathrow to Budapest has been delayed for 2 hours.
5. Her new job involves a lot of foreign (the activity of going from one place to another).

excursion

voyage

trip

flight

travel



*Look at the words and expressions below. Do you know what they mean?
Match them with the definitions. Use an online dictionary if you need any help.*

 Solve the exercise.

1. (noun): a place to stay or live in
2. (noun): when something such as a hotel room, a restaurant table etc. is kept for you
3. (noun phrase): an area in an airport where passengers can sit and wait before they can get onto an airplane
4. (noun phrase): the place where you can sit on in a train, plane, etc. next to the passage between two rows (compare window seat)
5. (noun phrase): the place in an airport where you go to give in your bags and have your ticket checked
6. (noun): a boat or a ship that makes regular journeys between two places across an area of water

aisle seat

reservation

accommodation

departure lounge

check-in desk

ferry

Work in pairs and answer the questions.

Try to use the words you had in the previous exercise.

Which do you prefer and why?

- **city breaks** with a lot of sightseeing or **beach holidays**
- **package holidays** or **independent travel**
- **window seats** or **aisle seats**

Work in pairs again. Read the description of the role-play task and look at the different types of holidays. Discuss the prompts below and decide on one of the holidays.

You and your friend have taken part in a magazine competition and won. The prize is a holiday of your choice. Talk about the following prompts:

- which type of holiday you would prefer to go on
- how long you would like the holiday to take
- how you would like to spend your time there
- what preparations you need to make before you set off



Types of holidays:



active adventure holiday:

travelling in small groups led by expert local guides in Montenegro

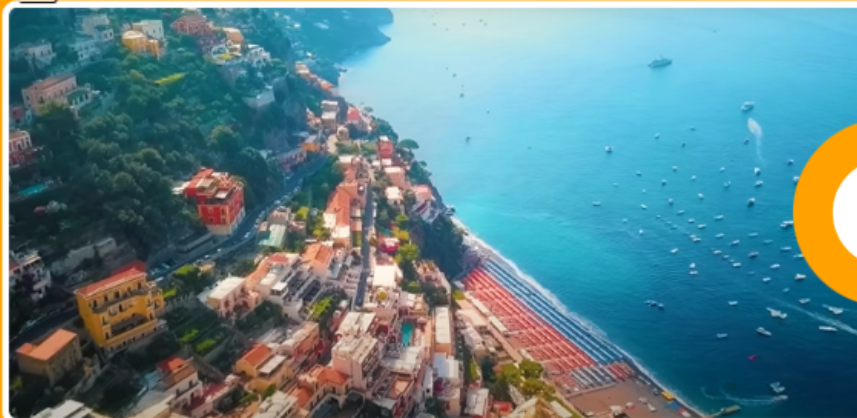


countryside holidays and getaways:
taking a relaxing holiday in the English
countryside



beach holiday:

lying in the sun in a picturesque Greek village



Watch the video once.

Which is your favourite destination?

Why?



LUCERNE



LISBON



POSITANO



LONDON



EDINBURGH



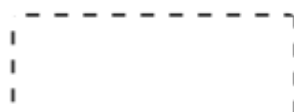
DUBROVNIK



PRAGUE



BARCELONA



ATHENS



MONTE CARLO



tax haven picturesque lake city cobblestone streets iconic

seaside village, rocky shores scenic, historic vibe endless sea
of white buildings



Read the statement and decide if you are going to argue for or against the statement.

Make notes so that you can collect some ideas. Work in pairs and have a debate on the topic.

When you are on holiday, travelling abroad is more interesting than travelling in your country.

Exam tip:

When it comes to debating in the speaking exam, it is important to build your arguments in a logical way. You can find useful phrases on the right that can help you structure your main position on an issue and reasons to support your opinion.

Useful phrases:

- To start with, ... /First of all, ...
- Secondly, ... /Another thing is that ...
- On the one hand, ... but on the other hand, ...
- On top of that ... /Furthermore,

Six Thinking Hats

Edward de Bono's Six Thinking Hats technique is an extremely useful way to debate an issue, solve a problem or to arrive at an important decision. The technique encourages a group to approach the issue at hand from all possible angles.

About the technique

During a meeting it is often the case that people use different thinking processes, which can make it difficult for a meaningful discussion to take place. For example, if someone wants to put forward a new idea when someone else is still thinking about the practicalities of the last idea, they will not listen properly to each other.

To resolve this situation, de Bono suggests that everyone thinks about the same issues at the same time, by putting on six different metaphorical hats. Each hat has a different colour, and represents a particular type of thought process, as shown below:

1. White Hat

Thought process: Information gathering

The white hat helps a group to think about how information can help them tackle a particular issue.

Questions to ask when using the white hat, can include:

What information do we have about the issue, e.g. reports, feedback etc?

What does it tell us?

What information do we lack?

What information would we like to have?

How are we going to get it?

2. Red Hat

Thought process: Feelings, intuition and emotions

The red hat allows everyone in the group to express their feelings, without having to offer a rational explanation, e.g:

‘I just don’t think that idea will work.’

‘I have a good feeling about doing it this way.’

‘I’ve got a hunch that demand for this product is about to fall.’

Red hat thinking can also be used to encourage the group to think how others, e.g. customers, might feel about a particular course of action.

3. Black Hat Thought process: Caution, criticism and assessing risks

The black hat is the hat of logic and critical judgment (although it should never be seen as the negative hat).

Black hat thinking encourages a group to consider any weak points in an idea or solution, and to work out how to avoid or counter them.

While the black hat can be the most useful of the six hats, de Bono warns against its overuse, as this can kill creative ideas and positive thinking.

4. Yellow Hat

Thought process: Benefits and feasibility

The yellow hat is the optimistic but logical hat. It allows the group to consider the benefits of a new idea or a particular

decision, and how feasible this would be.

Yellow hat thinking is useful in helping a group to see the bright side when they are feeling negative or despondent about an issue, and to view any creative ideas in a rational light.

5. Green Hat

Thought process: Creativity, new ideas and possibilities

The green hat is the hat of creativity, and is designed to encourage a group to seek new approaches and innovative solutions. Every idea, however 'way out' should be heard and not criticised at this stage.

Questions to ask can include:

Is there a new way we could do this?

What about approaching the issue from the opposite viewpoint?

Are there any alternatives we haven't yet considered?

6. Blue Hat

Thought process: Process control

The blue hat represents the whole thinking process. It is normally used by the chairperson or person who has arranged the meeting or discussion. By using the blue hat, the chairperson can organise and control the thinking process in order the meeting or discussion.

By using the blue hat, the chairperson can organise and control the thinking process in order to make the discussion as productive as possible.

The chairperson can use the blue hat to direct the group towards another type of thinking. For example, if the group is running out of ideas, they may suggest the group returns to some creative green hat thinking. They may also respond to participants' suggestions to change hats.

Putting the technique into practice

1. When you have an issue or problem to discuss, print out the coloured hats

Alternatively, you may ask the group to suggest what issue they would like to explore when you meet.

2. Start the session by explaining that the Six Hats technique is designed to encourage everyone to approach a problem or issue from a variety of different perspectives.

3. Starting with the red hat, discuss the issue at hand, by asking the group to move round the room, 'wearing' each hat in order. When the group runs out of ideas and the discussion tails off, move on to the next hat. You may allow the group to move back and forward between hats if necessary, but it is important to make sure that each hat is used.

4. You or someone else in the group should adopt the blue hat, in order to facilitate the meeting, and ensure that everyone is 'wearing' the same hat at the same time. This person should also capture all the group's ideas and thinking

on the appropriate flipchart sheet when 'wearing' each different hat.

5. At the end of your session, agree actions with the group and assign activities as appropriate.

Benefits of the Six Thinking Hats technique

Because the technique allows an issue or problem to be examined from each angle in turn, no single view (or person) is allowed to dominate a meeting or group discussion. Ideas, decisions and solutions that are reached using the Six Thinking Hats method should, therefore, be more robust and effective than they might otherwise have been. The technique also encourages participants to approach any future issues or problems they encounter more holistically.

Although most commonly used by a group, the Six Thinking Hats technique can also be used effectively by any individual who wishes to take a rounded approach to issues and problems

What is the hidden question below?

 Save



CSUIOXRNE

3			8		11	18	7	16
---	--	--	---	--	----	----	---	----

MCMCDAATONOOI

			14			17	4				15	
--	--	--	----	--	--	----	---	--	--	--	----	--

JNERYOU

						1	20
--	--	--	--	--	--	---	----

LVEART

12	2	19				9
----	---	----	--	--	--	---

OAGEYV

		6		13	
--	--	---	--	----	--

ROEVRSTANIE

						10				
--	--	--	--	--	--	----	--	--	--	--

RQCETUSPUIE

	5									
--	---	--	--	--	--	--	--	--	--	--

W H

1	2	3
---	---	---

4	5	4
---	---	---

6	7	8
---	---	---

9	10	11	12
---	----	----	----

13	14
----	----

15	16
----	----

H

17	9	18	4	19	20	?
----	---	----	---	----	----	---

^ Solution

excursion

accommodation

journey

travel

voyage

reservation

picturesque

Where did you last go on holiday?

Now work in pairs, and take it in turns to answer the hidden question.

Use the phrases below to help you answer.

Useful Phrases

On my last holiday I travelled to ... with ... I liked/didn't like it because

We went there by ..., and the journey took ... hours.

We stayed for ... days. We stayed at

Fortunately,/Unfortunately, the weather was

If you ask me about the programmes we had there,

To sum it up, it was a(n) ... holiday because ... , and next summer

