

USDOE English Literacy & Civics Education "Project Literacy Challenge" 2003-2004 grant project
TIES (Total Immersion of English Strategies)
ADULT ESOL LESSON PLANS

TOPIC: LEVEL:	Making Air Travel Arrangements Low Intermediate / High Intermediate (Revised May 2006)	SKILL:	Speaking and Listening
COMPETENCIES: (Please use ESOL Curriculum checklists to list these)	<p>Speaking 39.01 Identify personal and self information.</p> <p>Speaking 39.03 Use and respond to polite expressions.</p> <p>Speaking 40.01 Demonstrate the ability to use different types of telephones and telephone options.</p> <p>Speaking 40.04 Locate alphabetical and topical listing information in yellow pages and white pages.</p> <p>Speaking 43.03 Read and understand transportation schedules.</p> <p>Speaking 43.04 Simulate making reservations for different kinds of travel.</p> <p>Speaking 49.01 Recognize and state statements and questions.</p> <p>Speaking 57.02 Read information for oral messages.</p> <p>Speaking 60.01 Compare and interpret schedules.</p> <p>Speaking 66.01 Listen to conversations and respond appropriately.</p>	CULTURAL FOCUS:	<p>Living in the United States of America gives students an array of opportunities to familiarize themselves with our culture. The students will go through the experience of making a reservation using American carriers. This activity will enrich the ESOL students and will enable them to appreciate the way Americans travel and the opportunities for travel within the United States of America.</p>
CLASSROOM PROCEDURES:	<p>DAY 1 APPROXIMATE TIME: 100 MINUTES</p> <p>Introduction: The teacher will start the class by saying: --- " Today you are going to have the opportunity to travel somewhere. in the United States of America." --- How many have had the opportunity to travel by plane within the United States of America? --- What place did you visit? --- Now I want you to think of a place that you have never visited and would like to visit. --- Tell the class what U.S. city you chose and why? --- What do you know about this city?</p>	GRAMMATICAL FOCUS:	<p>Verb Tenses. Pronoun Usage Word Order Word Choice Interrogatives</p>

*** The teacher will now brainstorm with the students on how to make different types of reservations. (Please refer to **Exhibit A**). The teacher can make copies of Exhibit A to give to the students or write the questions on the board. The teacher might want to write some of the students answer on the board. (Remember that our students are visual and will understand better by seeing what is it that we are talking about.)

Travel Vocabulary: Exhibit B

The teacher will familiarize the students with words relating to travel arrangements. The teacher will write the words on the board and give examples. The teacher will model the conversation and further discuss students' examples. The teacher will use this exhibit as reference and will not necessarily hand it out to the students.

Exploring Travel Vocabulary: Exhibit C

The teacher will give the students a list of the vocabulary and have the students look up the words in a dictionary and talk about them with a partner. The teacher make ask the students to write the words in their notebooks or the teacher may opt to give the students an extra sheet of paper to write their definitions.

Understanding Travel Vocabulary: Exhibit D

The teacher will ask the students to use the vocabulary list given to them on Exhibit C to categorize them. The teacher will walk around the room to see if the students understand the task and answer any possible questions. The teacher will allow the students to work on the exercise for 15 minutes and will then go over the exercise. The teacher will check comprehension by comparing students' answers and by having the students agree and disagree with their classmates' responses.

**DAY 1
HOMEWORK**

Airline Information: Exhibit E

The teacher will give the students a directory of some domestic airlines to help them with their future search.

Florida Airport Information: Exhibit F

The teacher will give the students a list of some Florida Airports for use when visiting the airport of their choice.

The Role Play: Exhibit G

The teacher will give the students the opportunity to role play the airport or travel agency visit. The teacher will give the students a copy of this exhibit, as this activity will help the students with their community activity. It will be to the teacher's discretion to incorporate this exhibit after the travel vocabulary (Exhibit D) or do this activity before the real experience (Exhibit H).

	<p>The Real Experience: Exhibit H The teacher will explain to the students what to do when making flying arrangements and reservations and when visiting the airport or a travel agency. The teacher can either give the students a handout of this exhibit or explain to the students what is it that he/she expects and have the students take notes. Remember that in this stage of your lesson, your students are being exposed to the cultural component of the lesson. Make sure that the students fully understand what is expected from them. The teacher will also need to emphasize the importance of bringing back a copy of the printed itinerary and/or reservation information as noted in question number 9 in this Exhibit. As an extra incentive and to prepare the students for their final oral presentations the teacher might want to pair the students after this activity is completed so that students share their experience and help them build even more confidence for their upcoming presentation.</p> <p>DAY 2 APPROXIMATE TIME: 50 MINUTES</p> <p>The teacher will go over the homework given the day before.</p> <p>DAY 3 APPROXIMATE TIME: 5 MINUTES PER STUDENT The teacher will multiply the number of students he/she has by 5 in order to know the exact duration of this lesson.</p> <p>The Overall Experience: Exhibit I The teacher will explain to the students that with the information gathered at the airport or travel agency visit, the student will need to prepare a 5 minute oral presentation covering the topics discussed throughout the entire lesson. It is also essential to emphasize to your students the need of taking notes while going through this process and also for the student to be aware of the use of new words, expressions, and other things that were part of this experience. The students will need to share these new findings, as these will be part of the language log that we expect our students to have. Please address to the students that they will also need to talk about the conversation they had with the agent on their visit to the airport or travel agency. Remember that this presentation will summarize the experience that they had working on this assignment.</p>		
<p>TEXT BOOKS:</p>	<p>Dictionary Thesaurus</p>	<p>PRONUNCIATION:</p>	<p>Voicing, aspiration, intonation, stress, and rhythm.</p>

MATERIALS/ ADDITIONAL RESOURCES:	Exhibit A Brainstorming Discussion Exhibit B Travel Vocabulary Exhibit C Exploring Travel Vocabulary Exhibit D Categorizing Exercise Exhibit E Domestic Airlines Exhibit F Florida Airports Exhibit G The Role Play Exhibit H The Real Experience Exhibit I The Overall Experience Exhibit J Oral Presentation Assessment Tool	VOCABULARY:	Refer to Exhibit B, Exhibit C, and Exhibit D
COMMUNITY RESOURCES:	Travel Agency Airport	EVALUATION:	<p>The teacher needs to constantly be evaluating the students in class by taking notes on grammar usage and pronunciation to later explain and clarify the mistakes using general examples and not referring to individual students.</p> <p>The teacher will evaluate the students individually with the use of Exhibit I.</p> <p>The teacher will pay close attention to the student's oral presentation and will make sure that all the steps in the assessment form were covered.</p> <p>If the steps were covered the teacher will add two points per step.</p> <p>By the end of the presentation the student could get a total of 20 points. The teacher will then proceed to add the points and divide them by twenty to obtain the final percentage grade.</p>

Lesson Plans by: Dr. Edwin N. Gonzalez Date: June 16 2004
Instructor's Name