

Sample Vocabulary Lesson Plan

Part A - Pre-classroom preparation

TOPIC/THEME: promoting a destination

AGE and LEVEL: adult, intermediate TIME: 50 minutes

LANGUAGE SKILLS: PRIMARY: listening and speaking
SECONDARY: vocabulary (advertising and publicity) and writing

LANGUAGE OBJECTIVE: at the end of the lesson the students will

- use marketing vocabulary to promote a destination
- present a marketing plan for their city

VOCABULARY (when applicable): stickers, brochures, leaflets, lobbying, trade fairs, competitions, receptions, sponsorship, billboards, commercials, exhibitions, publicity, special offers, press releases discounts, posters, promotional videos, talks and presentations

METHODOLOGY: whole language, task based

RESOURCE MATERIALS: promoting a destination handout, video from <http://www.traveltrade.com/>, photos of Britain, class set dictionaries

PREVIOUSLY TAUGHT: hotel descriptions and amenities

Part B - Classroom teaching

WARM UP or REVIEW: discussion questions:

Why do people come to your country?

What do they do when they are there?

Is it a perfect place to come to or are there some disadvantages?

TIME: 5 min

PRE-TASK: tape pictures to the board, in pairs discuss the questions from the warm up but apply them to Britain, also discuss "Why do you think people want to visit Britain? What do you think are the negative features of Britain?"

TIME: 7 min

TEACHING: - give each student a handout, have them read the list of features

- ask Ss if there is anything they would like to add or remove from the table

TIME: 12 min

TASKS:

Task 1

- in pairs have the students create a table of advantages and disadvantages of their country as a tourist destination
 - allow discussion to share points with the class
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Task 2

- watch a short video clip from <http://www.traveltrade.com> (choose a clip about a government organisation responsible for development of tourism ex. New York City Vacation Packages from March 3, 2008)
- discuss what the marketing strategy is to promote New York, you may also ask about other strategies such as what the organizations do at trade fairs, how the organization works with tour operators, what special features / places are mentioned.
- ask "Is this similar to the work of the tourist authority in your country?"

TIME: 10 min

Task 3

- ask Ss to look at the second page of the handout, put them in pairs and give each pair a dictionary
- work with the vocabulary to make groups understand the headings of advertising, public relations and promotions.
- check the work as a class

TIME: 10 min

FOLLOW-UP: - complete the final discussion on the handout

TIME: 5 min

BACK-UP TASK: play Vocabulary Review Scrabble where you write the first word of the vocabulary seen in class and ask successive students to write in other words according to how they fit with the letters.

P
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S
T
E

S t i c k e r S

S

HOMEWORK: assign each pair of Ss a city, ask them to bring pictures they can use to promote their city, next class they will be creating a promotional brochure

TIME: n/a

REFLECTION:

Sample Resources - Promoting a Destination Handout

1. This table lists some of the positive and negative features of Britain as a tourist destination. Does this correspond to what you think Britain is like? Is there anything you would like to add to the table or take away?

Destination Strengths	Destination Weaknesses
<ul style="list-style-type: none"> Friendly people 	<ul style="list-style-type: none"> Lack of foreign language skills especially good-quality, on-site interpretation in other languages
<ul style="list-style-type: none"> Historic cities/ pleasant countryside Attractive coastline Good shopping facilities 	<ul style="list-style-type: none"> Litter and pollution, particularly in London and on some polluted beaches
<ul style="list-style-type: none"> Many types of accommodation Good network of tourist information centres 	<ul style="list-style-type: none"> Limited supply of modern budget accommodation in urban areas and on transit routes Limited booking services for some types of accommodations (ex. self-catering and farmhouses)
<ul style="list-style-type: none"> Channel tunnel Toll-free motorways Widespread availability of lead-free petrol 	<ul style="list-style-type: none"> Insufficient investment in connecting road/rail transport links High rail/tube fares Perceived difficulty of driving on the left
<ul style="list-style-type: none"> Wide variety of good cuisine 	<ul style="list-style-type: none"> Perceived high costs Perceived low quality by some visitors
<ul style="list-style-type: none"> Good choice of language schools 	<ul style="list-style-type: none"> Variable standards
<ul style="list-style-type: none"> High standards of health and hygiene Free press/media Politically stable 	<ul style="list-style-type: none"> Poverty and violence in a number of inner cities
<ul style="list-style-type: none"> Attraction of the Royal family/historical traditions/ceremonies 	

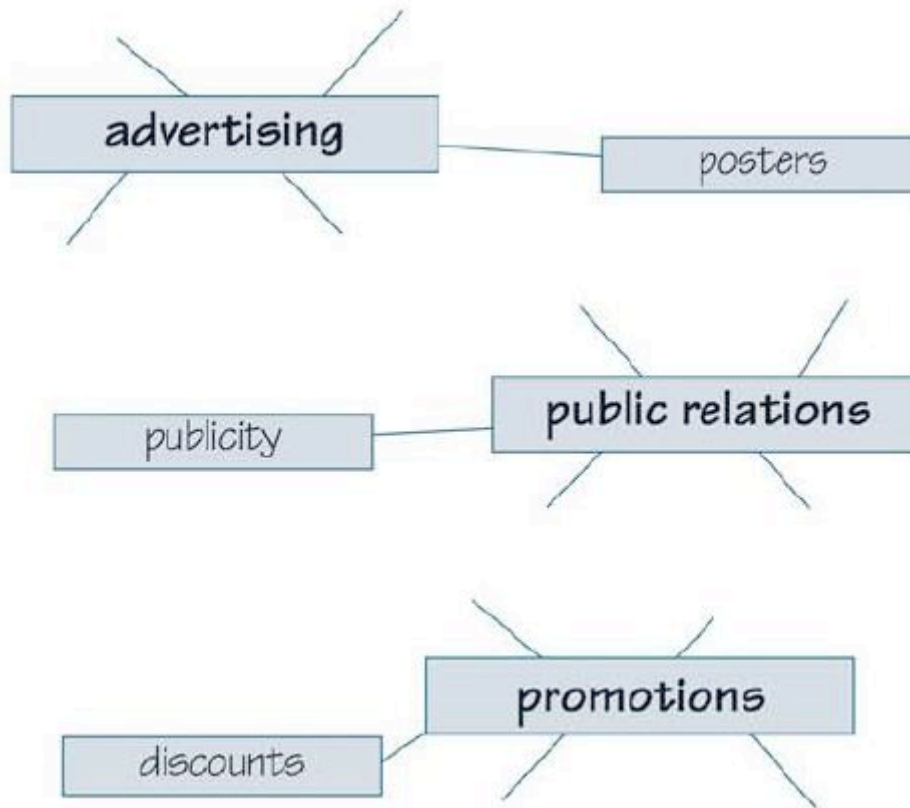
2. Think of the strengths and weaknesses of your own country as a tourist destination and produce a similar table for it.

3. Promoting and marketing a destination is very important to tourism professionals. Work with a partner. Using the words and expressions below make three networks round the headings *advertising*, *public relations* and *promotions* and add as many words as you can. Use a dictionary for words you don't know.

stickers
lobbying
receptions
commercials
special offers
posters

brochures
trade fairs
sponsorship
exhibitions
press releases
promotional videos

leaflets
competitions
billboards
publicity
discounts
talk and presentations



4. Discuss: Which strategies do you think are the most effective and the least effective?

Sample Resources - Pre-task Britain Pictures







Sample Lesson Self Evaluation Rubric

<i>Pre-Planning</i>		
Topic/Theme	• theme is clearly identified	✓
	• theme is suitable	✓
Level	• proficiency level is identified	✓
	• other lesson components are suitable for this level	
Age	• student age range is clearly stated	✓
	• identified age of students is reflected throughout the practice tasks	✓
Time	• approximate length is given for the whole lesson and each individual component	✓
Language Skills	• one or two skills (only) are targeted	✗
Language Objectives	• there is a clear statement of learning objectives achievable in one lesson (or the specified amount of time)	✓
	• objectives are stated in context of the language skills described above	✓
	• objectives are stated in a way to enable evaluation at the end of the lesson	✓
Methodology	• overall approach is identified	✓
	• other lesson components are congruent with the approach	✓
Resource Materials	• all resources needed for the lesson are clearly identified	✓
	• samples or copies of worksheets, flashcards, and/or vocabulary lists are attached/included where appropriate	✓
<i>In-Class</i>		
Warm-up or Review	• either a warm-up activity or a review activity is clearly described	✓
	• the goal of this activity (<i>students use/review the target language</i>) is met	✓
Pre-task (introduction)	• the goal of this activity (<i>introduction of the lesson</i>) is met	✓
Teaching (demonstration)	• steps and techniques are clearly outlined	✓
	• activity demonstration is included	✗
	• the task reflects the above stated language objectives	✓
	• the goal of this activity (<i>teacher presents new concepts/ideas</i>) is met	✓
Tasks (practice)	• steps and techniques are clearly outlined	✓
	• at least two practice tasks are identified	✓
	• tasks reflect the above stated teaching tasks and language objectives	✓
	• the goal of this activity (<i>students orally use the concepts presented in teaching task</i>) is met	✓
Follow-up (reinforcement)	• activity that wraps-up the lesson (may be a fun application) is presented	✓
	• the goal of this activity (<i>teacher tests/reviews the concepts taught</i>) is met	✓
Homework	• homework has been identified or explanation given for its absence	✗
	• homework tasks relate directly to the objectives of the lesson	✓
	• the goal of this activity (<i>to further reinforce the concepts taught in the lesson</i>) is met	✓

This vocabulary lesson is an example of a strong lesson plan. The author of the lesson plan feels that it meets most of the criteria for a good lesson plan. Within the Teaching Section you can see that the author did meet the criteria for activity demonstration, and it is included. Remember that lesson plans should be so clear that anybody could give the lesson without any major problems. Although it might appear obvious to the author of the lesson, demonstration should be provided throughout a lesson plan to compensate for any unexpected and distracting situations in the classroom. In the homework section the author again does not meet the criteria. There is no explanation of why homework is not assigned. It would do the author well to reflect on why homework wasn't assigned. Homework is a useful tool for reinforcing topics seen in class. Since this is a vocabulary lesson the author might want to add a simple task for vocabulary retention such as a word search or crossword puzzle.