

Appendix 2: The sequence: I am travelling to Spain

I am buying a ticket	I am buying
I am booking a hotel	I am booking
I am filling out a reservation form	I am filling
I am packing for the trip	I am packing
I am exchanging money	I am exchanging
I am going to the airport	I am going
The police officer is checking my passport	checking
I am weighing my baggage	I am weighing
I am boarding the plane	I am boarding
The plane is taking off	taking off
The plane is landing	landing
I am claiming my baggage	claiming
I am going to the hotel	I am going
I am talking to the receptionist	I am talking
The receptionist is giving me the keys	giving
I am going to my room	I am going

Appendix 3: The materials



Reference

Richards, J. C., & Rodgers, T. S. (2003). *Approaches and Methods in Language Teaching*. Cambridge University Press.



talking to the receptionist



paying toll



buying a ticket



boarding the plane



checking the passport



weighing the baggage



packing for a trip



claiming the baggage

sequence in front of the class. In case the volunteers forget the expressions of the sequence, other students are encouraged to remind him/her the expressions.

Step 6: Changing the subject pronouns and verb conjugations:

Students are given time to practice the sequence in their groups. Then one or two students act out the sequence and other group members guess what they are doing. Students are prompted to use other subject pronouns and verb conjugations while describing the actions being performed. One group may be asked to perform

the procedure in front of the class.

Step 7: Free practice: Ask students to work in pairs and make a different sequence (either in oral or written form) about other possible series of actions that might happen around the theme "travelling" (eg, travelling by another vehicle like train, car, bus). When students accomplished the task, one of the members reads aloud the sequence.

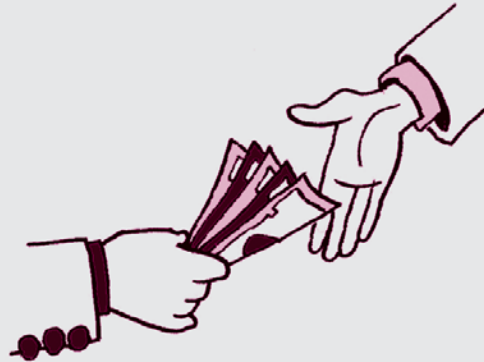
Conclusion:

Having students perform the actions and say the expressions in a logical sequence helps students restore and recall the expressions better.

Appendix I: Sample flash cards of the lesson



checking the time table



exchanging money



taking off



filling out a form

Procedure:

Step 1: Pre-teach the words: Students are told that they are going to learn how to talk about travel. The new vocabulary items of the lesson are presented to students by the use of some flash cards or pictures (Appendix 1). Students are asked to repeat the words so that they become familiar with the new words of the lesson.

Step 2: Present the series: Students are asked to imagine that they are all going to travel to a foreign country:

Teacher: Okay, now we are all going to travel to a country. Which country would you like to visit?

Students: England, Spain, Italy, Spain...

Teacher: Okay, so we are all going to travel to Spain....

The teacher says and acts out the expressions of the lesson in a logical sequence:

"I am buying a ticket. I am booking a Hotel. I am filling out a reservation form. I am packing for the trip. I am exchanging

money. I am going to the airport. The police officer is checking my passport. I am weighing my baggage. I am boarding the plane. The plane is taking off. The plane is landing. I am in Spain. I am claiming my baggage. I am going to the Hotel. I am talking to the receptionist. The receptionist is giving me the keys. I am going to my room."

Step 3: Repetition of the series: The teacher repeats the series and asks students to gesture the series with her/him. This happens two or three times.

Step 4: Follow up activities (practice reading and writing): The teacher arranges students in several groups and each group receives sentence strips or some pictures (Appendices 1 and 2) to put them in order, or they may be asked to work in their groups and write the sequence. The teacher monitors and provides support.



Step 5: Have students act out the series: Having gained a mastery over the sequence, students are asked for one or two volunteers to act out and say the

Talking about Travel

Prospect 3 – Unit 2

Maryam Mehrad Sadr
Shariat, Khoshab, Khorasan Razavi
Email: Maryam.mehrad@yahoo.com

اشاره

ستون «My Contribution» با هدف انتقال تجربه‌های موفق تدریس، براساس برنامه درسی جدید زبان انگلیسی طراحی شده است. تصور رایج بر این است که آموزش، به‌طور کلی، براساس محتوای کتاب درسی و راهکارهای ارائه شده در کتاب معلم شکل می‌گیرد، در عین حال لازم است به این نکته توجه کنیم که هر طرح درسی از سبک آموزشی طراح خود نیز تأثیر می‌پذیرد. از همین‌رو، تبادل تجربه‌های آموزشی که می‌توانند مبتکرانه و تا حدودی شخصی باشند به مدرسان کمک می‌کند کیفیت تدریس خود را ارتقا بخشند. از مدرسان محترم زبان انگلیسی تقاضا می‌شود تجربه‌های آموزشی موفق خود را در قالبی مناسب این ستون، به نشانی پیام‌نگار (E-mail) مسئول ستون، ارسال نمایند. این تجربه‌ها پس از بررسی و تأیید به چاپ خواهند رسید.

Quick guide:

Key words: Travelling vocabulary such as *buy a ticket, check the passport, check in, check the time table, etc.* (Appendix 1)

Proficiency level: Elementary

Preparation time: 20-30 minutes

Activity time: 60 minutes

Materials: Flash cards (Appendix 1), Sequences of actions around the theme travel (Appendix 2), real objects/toys and some labeled paperes (Appendix 3)

Introduction:

Gouin's Series is an approach developed around situations and themes and presents the themes in sequences of

sentences one after another (Richards & Rodgers, P. 8). Gouin emphasized presenting new teaching items in a meaningful contexts and using gestures and mimes to make the meaning of the items clear.

Preparation:

Before starting the lesson, the teacher specifies some parts of the class as an imaginary hotel, airport, house, and the Like. either by tracing lines on the floor or by putting the labeled papers in different parts of the class. In case of small-sized or high populated classes the teacher may take his/her students to the school yard or praying room.