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| 1                   | 1. Starter: Where is it? Show students a set of postcards from different places and they will have to recognize them telling the others where and what they think it is. You can also do it on the IWB, it will be more motivating. | • Starter  
I think it’s …. it’s in ….  
It’s /They’re … in ….  
It looks like  
• Explaining our holidays plans.  
I’m going to go to ….  
I’m going to stay in ….  
I will visit /see / ….  
I will stay in/at a ….  
I’m going by …. with ….  | Visual help to understand new vocabulary: postcards.  
Language frames: starter activity postcard  
Dictionaries and picture dictionaries on group tables. | Class observation.  
Are they using the language from the frames?  
Are they listening to their classmates? |
|                     | 2. Where are you going on holiday? Oral activity in which they have to tell their holidays plans. Brainstorm possible sentences they might use and write on board, this will become a help for the weaker students. Whole group class will do this activity in groups. Half group class can do it all together. |                     | | |
|                     | 3. Writing a postcard.  
Aks students what they would like to know about their friends holidays, what we can write about when we are on holidays. Write all information on board and in groups they will have to select and order that information, remember that a postcard is a very short lively text. Give Students a blank postcard to fill in with the sentences they might use when they will be on holidays. | | | |
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<td>2</td>
<td>• To be able to write a postcard making it as interesting as possible.</td>
<td>When they are on holiday they will have to write and send the postcard to the teacher (school address)</td>
<td>Postcard language frame given in June.</td>
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<td>Real postcards &amp; stamps.</td>
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<td>Students Postcard</td>
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| 3 | • To explain to the class what you have done on holidays.  
• To be interested in knowing what you classmates have done in the summer.  
• To be able to locate the holiday places on the group map.  
• To revise continents and countries.  
• To be able to write an organized text about holidays. | **Starter: Postcard Game.**  
Matching game on IWB, students have to match the postcard picture with the correct text, the student whose postcard is matched comes to the front of the class and explains a bit about his/her holiday.  
Meanwhile each group will have a map on their table where they have to locate the holiday places of their classmates.  
**Writing about your holidays.**  
1. What can we explain about our holidays?  
Write on board all the students outcomes  
2. How can we organize all these information?  
Deciding how many paragraphs we are going to need.  
3. How can we make the text more interesting?  
Using connectors and adjectives, giving our opinions and feelings about what we did in summer. | **Explaining our holidays.**  
I went to ……. with … by …  
I stayed at ….  
I stayed in Sitges  
I played …  
It was … / They were …  
There were …  
I visited …  
I saw …  
I had …  
I ate …  
I bought … for …  
I liked … because …  
I can say …. in ….  |
|   |   |   | IWB programme to design the matching activity.  
Picture dictionaries  
Paper dictionaries and on line ones.  
A3 laminated European maps on each group table. |
|   |   |   | Class observation  
Formal assessment using the AYLLIT Rubric. |