
GOING PLACES

MEET THE WORLD

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| Type of module | Project work |
| Target group | 14–17-year-old learners |
| Level | A2 |
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

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|--------------------------------------|---|
| TYPE OF MODULE | Project work |
| DESCRIPTION OF MODULE | Ls learn about tourism and travelling Ls, in pairs or small groups, prepare a brochure about a town or a sight in a city they would like to visit. |
| AIMS AND OBJECTIVES OF MODULE | <ul style="list-style-type: none"> ■ to practice using the infinitive of purpose, present and future tenses, form questions ■ to work cooperatively ■ to set goals and assess progress ■ to learn how to plan and create a brochure in pairs ■ to enhance group dynamics |
| TIMEFRAME | 5 lessons |
| TARGET GROUP | 14–17-year-old learners |
| LANGUAGE LEVEL | A2 |
| SUGGESTED LANGUAGE COMPETENCE | <p>Ls can:</p> <ul style="list-style-type: none"> ■ form basic questions ■ use the present to talk about habits ■ vocabulary to describe a place (adjectives) ■ present general information about a place ■ work in pairs as well as individually ■ use the Internet to search for information |
| LINKS OF THE MODULE | |
| Cross-curricular links | <p>Art & Craft – designing a brochure Life long learning / Learner training Relationship with EU and the world</p> |
| Links with other modules | Interculturally yours |
| FOCI OF SKILLS-DEVELOPMENT | |
| Communicative language skills | <ul style="list-style-type: none"> ■ exchanging information using rehearsed phrases and enquiring about different sorts of information ■ writing effective paragraphs that include factual information presented in a creative and interesting manner ■ skimming and scanning spoken non-scripted authentic dialogues in listening ■ reading short descriptions of sights and towns and scanning for information using different texts and websites |
| General, educational skills | <ul style="list-style-type: none"> ■ presenting basic information ■ evaluating each others’ work using a variety of instruments |

EVALUATION

Self-assessment through criterion-based self-assessment forms

Ls will be able to assess each others' work with a strong emphasis on appreciating the positive aspects of their peers' products

T will be able to assess Ls work using the same criteria as the Ls. Thus, rather than giving marks (which the T might still do), T and Ls could evaluate the project together within a framework that encourages cooperation and appreciation of the others' work.

SUGGESTIONS

You need the following for this project to work

materials that Ls use to make the brochures (as making the brochures themselves is set as homework, it is fair to assume Ls have these at home, yet there might be some exceptions);

it is important that Ls have access to information on the cities/town they are given.

For this, the Internet is the best source. If Ls are experienced enough in browsing websites, you might want to let them search for the information they need. If not, however, then the link collection provided would prove time saving. If Ls have no access to the Internet at home, it might also be possible to dedicate one more lesson to the project where Ls could download information from the websites provided. Also, students may find information elsewhere: in the library of the school or from travel brochures and magazines.

As for the evaluation of the projects, the most important aim of the evaluation scheme designed is to make Ls listen to each other and develop some interest in the others' work. This does not usually work at first, hence the cyclical nature of the project, where Ls do everything twice with the help of the T and their peers.

MAP OF THE MODULE

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|---|--|---|--|
| 1 | Asking and answering questions related to travelling habits Interviewing someone | Ls brainstorm vocabulary items about travelling Ls fill out a travel quiz | basic vocabulary connected to the topic of travelling the structure of the infinitive of purpose | 16 blank slips of paper 1.3 Travel quiz some travel brochures as examples |
| 2 | Skimming and scanning in listening Working co-operatively Making decisions | Ls evaluate information in a brochure Ls decide on the layout of the project product | informal spoken English giving one's opinion agreeing and disagreeing suggesting and asking questions | 8 A4 size sheets of paper 2.2 Recording 2.2 Worksheet Tape Recorder 2.3 Travel brochures 2.4 Guest profiles |
| 3 | Discussing future arrangements Dividing the workload | Ls decide on a weekend plan for tourists visiting their area Ls choose the city/town to create the brochure for | going to second conditional the content and layout of brochures | |
| 4 | Reading for detail Asking for information Working co-operatively | Ls interview each other about two British sights Ls work on their own brochures | question forms the language of tourist guides | 4.1 Jumbled sentences 4.2 Gapped texts 4.2 Full texts |
| 5 | Presenting information in a few words Evaluating the project | Ls present their brochures Ls watch the brochure exhibition Ls evaluate themselves and each other | form and content of a brochure language of assessment | Ls' brochures 5.1 Brochure assessment sheet 5.3 Self-assessment form |

The module should be done in the given order, but any lesson might be used individually in a different learning scenario, made up by the teacher.

PROCEDURE

LESSON 1: WHY TRAVEL?

AIMS OF THE LESSON

- to revise basic vocabulary connected to the topic of travelling
- to ask and answer questions related to travelling habits
- to revise the structure of the infinitive of purpose

MATERIALS AND RESOURCES

16 blank slips of paper, 1.3 Travel quiz, (some travel brochures as examples, possibly brought by the students, too)

STAGE 1 Eliciting vocabulary – Introduction to the topic of travelling

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing and speaking

ORGANISATION Whole class/ pair-work

TEACHER'S ACTIVITIES

- 1 Ask students to think of any word(s) that come to their mind about travelling. Collect the words (e.g. tourist, airport, backpack, suitcase, ferry, destination etc.) together and write them on the board. It might be a good idea to prepare a mind-map of the words that come up. The categories will naturally depend on the actual words your Ls come up with, but some possible ones are: transport, sights, equipment, people etc. Ls should copy the map into their exercise-book so that they can see how much they already know.
If students are stuck, you can help them with hints, translations etc. As feedback, the meaning of words should be consolidated.

LEARNERS' ACTIVITIES

- 1 Ls collect basic vocabulary connected to travelling and write them down in their exercise-books.

VARIATION FOR LS WITH A RICHER VOCABULARY ON TRAVELLING

DESCRIPTION

Give pairs of Ls two minutes to brainstorm words connected to travelling, turning an exercise into a competition. The winner is the pair who was able to collect the most words.

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| STAGE 2 | Guessing game – Where would you like to travel? |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Writing Listening |
| ORGANISATION | Individual work + whole class (feedback) |
| AIDS AND MATERIALS | 16 blank slips of paper |

TEACHER'S ACTIVITIES

- 1 Hand out empty slips to students and write the following sentence on the board: I'd like to travel to _____ to _____. In order to avoid mistakes it is useful to put an example on the blackboard (e.g. I'd like to travel to Egypt to see the pyramids). After students have completed the sentence, collect the slips and read out the sentences one by one. Students should guess who wrote each sentence and why.

LEARNERS' ACTIVITIES

- 1 Ls write sentences using the infinitive of purpose and then listen to the teacher as she reads them out. When a sentence is read out, they should guess who wrote it and what helped them to find it out.

VARIATION FOR A CLASS WHERE READING ALOUD BY A L IS COMMON PRACTICE

| | |
|---------------------------|---|
| AIDS AND MATERIALS | 16 blank slips of paper |
| DESCRIPTION | After collecting the slips, redistribute them among Ls so that everyone has sb else's slip and ask them to read out the sentence they have, with the rest of the class guessing who wrote it and why. |

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|---|------------------------------------|
| STAGE 3 | Travel quiz |
| TIME | 20 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Reading Speaking |
| ORGANISATION | Pair work + whole class (feedback) |
| AIDS AND MATERIALS | 1.3 Travel quiz |

TEACHER'S ACTIVITIES

- 1 Hand out the travel quiz to students and make sure they understand all the words. Then ask them to work alone and fill it out for themselves. Following this, students should work in pairs and interview their partner about these questions. In the end, give them the key to the quiz and as feedback, ask them which category they fit into and whether they agree with what it says.

Key to 'Travel quiz':

Students should count which letter they circled most often.

Mostly a)s

The culture-vulture:

You enjoy famous places and crowds. You love to organise your holiday well and you spend exactly as much money as you need to. You like being in cities and living with some comfort but you don't need too much. Your ideal travel destination: Paris or Venice.

Mostly b)s

The extreme traveller:

You like simple things and nature. You are into sports and want to be very active all the time. You don't want to spend too much money and you don't mind being lost in the middle of nowhere. Your ideal travel destination: The Alps or Antarctica.

Mostly c)s

The party animal:

You like luxury and you would like to spend a lot of money. You want a relaxing, fun holiday with friends and sunshine somewhere near a beach.

You enjoy shopping and eating out. Your ideal travel destination: Ibiza or Greece.

LEARNERS' ACTIVITIES

- 1 Ls (working in pairs) have to interview the other about the questions and should note down their partner's answers.

Ls correct their own work.

STAGE 4 Homework – What goes into a brochure?

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANISATION Whole class

TEACHER'S ACTIVITIES

- 1 Ask students what might help people to decide where to travel (travel agencies, brochures, the internet, magazines, advertisements etc.) Tell students that as homework they should think about what goes into a travel brochure. At this point it is advisable to discuss with the class what a brochure is.
(A travel brochure is a booklet containing descriptive or advertising material on different travel destinations.)
Tell Ls that for this project, they are going to make a travel brochure and as a first step they should collect its typical features. To help them with this, give some travel brochures to the students or ask students in the previous lesson to bring some (if they can) and give it to each other so that everyone has at least one.

LEARNERS' ACTIVITIES

- 1 Ls collect ideas about what goes into a brochure and write their own list in their exercise-books.

LESSON 2: DO YOU SEE MY POINT?

AIMS OF THE LESSON

- to practice functional language of giving one's opinion, agreeing and disagreeing
- to practice suggesting and asking questions
- to practice skimming and scanning
- to practice decision-making

MATERIALS AND RESOURCES

8 A4 size sheets of paper, 2.2 Recording, 2.2 Worksheet, Tape Recorder, 2.3 Travel brochures, 2.4 Guest profiles

STAGE 1 Checking homework – What goes into a brochure?

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Listening
Speaking

ORGANISATION Pair + whole class (feedback)

AIDS AND MATERIALS A4 size sheet for each pair

TEACHER'S ACTIVITIES

- 1 Ask students to list what might be found in a brochure. This may be done by asking students to come to the board to write one feature. If a feature is left out in the end, try to elicit it from the students by giving hints.

Typical features of a travel brochure:

Name of the place, illustration(s), a detailed description of the place (climate, geography etc), short history, significant sights, a special feature, activities available/ cultural programmes, transport, recommended accommodation, recommended places to eat After this, take an A4 size paper and fold it in thirds like this so that students can see it well:



LEARNERS' ACTIVITIES

- 1 Ls go to the blackboard and write information (or shout out missing information from their seats).

TEACHER'S ACTIVITIES

- 2 Ask the students to work in pairs, fold their paper in a similar way and try to think about which feature could possibly go in which part of the brochure. Tell them that there is no right solution so they should use their imagination.
As feedback, the class should compare the brochures.
- 3 As students are going to produce their own brochures, it is a good idea to decide on a more or less similar framework in the end. One such skeleton could be:
 - 1 The front page of your brochure could include the following:
 - a The name of your destination
 - b An illustration or graphic to show the place
 - c (a motto)
 - 2 The inside pages of your brochure could include all or some of the following:
 - a At least one 10 sentence descriptive paragraph about the following topics:
 - 1) a detailed description of the location of your destination (climate, geography etc)
 - 2) a short history
 - 3) cultural/other activities
 - b significant sights, special things
 - c some more illustrations (with captions)
 - 3 The back page of your brochure could include:
 - a where to eat and what
 - b accommodation
 - c transport/map the name of the creators

LEARNERS' ACTIVITIES

- 2 Ls fold their A4 size paper into thirds and prepare a brochure frame.
- 3 Ls write down the final framework in their exercise books to refer to when they create their own brochures.

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| STAGE 2 | Listening – Where should we go? |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening Reading |
| ORGANISATION | Individual work, pair work + whole class |
| AIDS AND MATERIALS | 2.2 Recording, 2.2 Worksheet, Tape Recorder |

TEACHER'S ACTIVITIES

- As a warm-up to the listening task, ask students what places they think are popular with tourists in Hungary and why. Try, also, to elicit the places mentioned in the listening (the Puszta, Statue park and Veszprém).
Tell students that they are going to listen to two short dialogues with 4 tourists (a couple and two friends), who are trying to choose where to go for a day or two in Hungary.
The first aim of the exercise is skimming, so there are only two questions for the students (ex. 1) and it's probably enough to listen to the dialogues once at this stage.
- Then as practice in scanning, ask them to fill in a chart about the three places and also try to mark which piece of information is meant by the speakers to be positive and negative. This might be quite difficult for the first listening, so let students listen for a second time as well. Also, before checking the solution with the group, ask students to work in pairs and help each other out.
If you think the task is still too difficult, ask different pairs to focus on different venues – Veszprém and the Puszta will cause no problems for weaker Ls, while the Statue park is for Ls who are more proficient in listening.

LEARNERS' ACTIVITIES

- Ls list the most popular places.

Ls listen to the dialogues and do the exercises.

TEACHER'S ACTIVITIES

Key:

Ex 1.

a) Statue Park

b) Veszprém

Ex 2.

Sarah and George:

The Puszta

– natural feel (+)

– the Puszta is like a theatre, you don't see that any more (–)

– it doesn't show you anything about H

Statue park

– statues aren't really his thing (–)

– it shows socialism (+)

– it's quite cool (+)

– it's not far out of town (+)

– it's the best programme if you don't know much about the history of H (+)

Veszprém:

– you can visit many places (+)

– it has a nice map (+)

- 3 After concentrating on the content of the listening text, call students' attention to some of the strategies the speakers use. (If you haven't given them the dialogues, you can do it now.) Give them an example and ask them to fill in the other chart with the strategies.
- 3 Ls work in pairs to find the strategies.

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

Key to Ex.2:

Jim and Allen:

The Puszta

- it's an hour's drive from Bp. (–)
- you can stay overnight and eat a lot (+)
- it's more for families (–)

Statue Park

- it's full of statues (–)
- it sounds a bit boring (–)
- all statues are from communist times (+)
- it's difficult to get there, on the outskirts of Bp. (–)
- there is public transport (+)
- it's only for a few hours (–)

Veszprém

- there are lots of things to do (+)
- it's got a zoo (+)
- you can spend a whole day there (+)
- there's plenty to do in a day or two (+)

Key to ex. 3:

Giving an opinion:

- I like the feel of ...
- it's great that we can ...
- plus,
- ... aren't really my thing
- I mean,
- This sounds a little boring,
- ..., you know,

Agreeing:

- I suppose you are right.
- Okay, let's go there.
- Well, it's true.

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

Disagreeing:

- But ...
- I don't think ...
- You don't think...?
- ... you know.

Suggesting something:

- Okay, let's go there.
- Let's pick one.
- We could ...
- Take a look at ...
- Yeah, let's take the trip to....

Asking something:

- Where do you want to go?
- What about...?
- So where shall we go?
- So this one then?

Check the solutions and make sure students understand each highlighted phrase.

If this activity took longer than 15 minutes, you can skip Stage 3 and move on to Stage 4.

LEARNERS' ACTIVITIES

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|---|-------------------------------------|
| STAGE 3 | Where would you go? |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Reading Writing |
| ORGANISATION | Pair work |
| AIDS AND MATERIALS | 2.2 Worksheet, 2.3 Travel brochures |

TEACHER'S ACTIVITIES

- 1 Ask students to work in pairs and look at the brochures the tourists have just discussed. Tell them to pretend they are also tourists in our country and should choose a destination for a one-day programme in three-four minutes. Remind them to use the structures and the information in the listening text.
As feedback, ask (some) students to recreate the dialogue in front of the group but then warn them in advance that this will be the task and perhaps because of the level, in this case, allow them time to write down the dialogue in their exercise books.

LEARNERS' ACTIVITIES

- 1 Ls work in pairs and discuss and write down which programme they would like to choose and why. They must come to a final decision together. They share their decision with the rest of the group by recreating the dialogues.
Ls listen to each other as the dialogues are read out, noting down three expressions or structures per dialogue that appeared in the listening text.

VARIATION FOR LS WHO NEED LESS CONTROLLED PRACTICE

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|---------------------------|---|
| AIDS AND MATERIALS | 2.2 Worksheet, 2.3 Travel brochures |
| DESCRIPTION | As feedback, instead of recreating the dialogue in front of the class, ask Ls to tell everyone about their decision and explain the reasons for their choice. Write the three destinations on the board and put a tick next to the one a given pair has chosen. The programme/place with the most ticks is the winner in the class. |

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| STAGE 4 | Homework – Plan a weekend for a guest |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Writing |
| ORGANISATION | Pair work |
| AIDS AND MATERIALS | 2.4 Guest |

TEACHER'S ACTIVITIES

- 1 Tell students that as homework they are going to plan a weekend programme (Saturday morning – Sunday evening) in/near their home town for a particular kind of person/people. For this they should collect information about their home town or a town/city nearby. Give the students an example, such as a retired grandmother who loves nature and explain to students that the programme should match the age/interest of the person. The format of the exercise could be a chart:

Programme Time Place what s/he needs to bring with her/him

Tell students that they should be able to justify why they chose a particular programme, how long they think it takes, etc. because next time they are going to work in groups and they must share the plan with their mates. Hand out a guest profile for everybody (altogether there are six so depending on the size of the group, two or even three students might have the same profile (but they should work independently).

LEARNERS' ACTIVITIES

- 1 Ls get slips of paper with different guest profiles and plan a weekend for them in/near the area where they live.

LESSON 3: LET'S TAKE THEM SOME PLACE NICE!

AIMS OF THE LESSON

- to practice functional language of giving one's opinion, agreeing and disagreeing
- to practice suggesting and asking questions
- to divide the workload for the creation of the brochure

STAGE 1 Brainstorming – Weekend programme

TIME 30 mins

SKILLS AND COMPETENCIES IN FOCUS

Speaking
Listening
Writing

ORGANISATION Ls work in 6 groups, groups of 6, whole group

TEACHER'S ACTIVITIES

- 1 Explain to students that they all work in a travel agency. Tell students to sit with the person/people who had the same guest profile as they did and share their plan with the other(s). Structure wise, this could be done in two ways depending on how advanced the group is in grammar:
 - a) by using the going to structure:
e.g. First, the Jones family is going to ... , then they are going to ...
 - b) By using the second conditional (would)
First, the Jones family would ..., then they would ...When everyone has finished explaining their plan, they should decide on a final plan by using the best ideas (this is today's job in the agency). This means that they must justify the reasons for choosing a certain place/programme. Tell students to argue nicely (trying to use some structures from last time). (10 min.)
- 2 When the small groups have the final programme, they should split up and form new groups (with the other colleagues) in a way that one guest (and plan) is represented in each group. The task is to share the final plan with people who worked with different guests and take some notes as they listen. (15 min.)
As feedback, ask students to come to the board and write the best programme for each guest and explain why they think that is the best part of the weekend for them. (5 min.)

LEARNERS' ACTIVITIES

- 1 Ls that had the same guest profile sit together, discuss the weekend programme and come to a more or less final plan by incorporating the best elements of each plan. Each student writes down the final plan.
- 2 Ls work in a different group and share their final plan. Those Ls who are listening should notedown a) the place/programme b) a good reason c) a structure from Lesson 2. Ls, together with the T, decide which programme would be the best for each guest.

STAGE 2 Starting the end-of-project brochure**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS** Speaking
Reading**ORGANISATION** Pair work/ small groups**TEACHER'S ACTIVITIES**

- 1 To revise the content and layout of brochures, draw the plan of a travel brochure on the board and ask students to come and put ideas (e.g. history, accommodation) into the suitable place. This is useful because students can see once again what a brochure is like and what it contains.

Tell students that the time has come for them to prepare their own brochure about a town/city they would like to visit. (In order to improve students' cultural competence, this time the place they select should be a town/city from a foreign country.) Smaller towns are easier to work with or if students should pick cities, tell them to concentrate on one or two famous sight(s) rather than a whole city. To divide the workload, they are going to work in pairs or groups of three (depending on the size of the group, it is up to you to decide) and they should

- a) first choose the place
- b) decide who is going to do what so that the work is equally distributed (e.g. students with internet access can download necessary information, students who are good at arts and crafts can design the layout etc.)
- c) where and when the material will be put together (tell them that the presentation time is the fifth lesson of the project)

Tell Ls to put down in writing who is doing what, so that they (and you) can see if the workload is evenly distributed. This can help if any arguments arise and it also increases Ls's sense of responsibility.

When discussing all this, encourage students to speak English (but it is okay if some Hungarian slips in).

As feedback, ask the groups about the place and who is going to do what, where and when with the preparation.

LEARNERS' ACTIVITIES

- 1 Ls come to the board and indicate what is in a brochure and where it is found. Ls work in pairs/groups of 3 and decide on the town/city/sight they would like to plan a brochure for. They divide the workload between the members.

Some recommended web pages:

<http://www.tripadvisor.com> (several places)

<http://www.bugeurope.com> (European towns and cities)

<http://www.visitdublin.com/travel/dublin.asp> (Dublin)

<http://eu.visitlondon.com> (London)

<http://www.visitcambridge.org> (Cambridge)

<http://www.oxford.worldweb.com> (Oxford)

<http://www.travelplan.it> (towns in Italy)

Ls should be reminded that their task is mini-research, not a mini-copying exercise. They should know the possible sanctions awaiting them if they "steal" someone else's ideas (ranging from having to re-write the poster to a fail on the given assignment or the whole project, depending on the school's and T's policy toward plagiarism). Our experience shows that Ls refrain from such copying if they are told that it is easy to recognise a text that is above their level, and that such texts can be entered into search engines to find the original very easily.

LESSON 4: MY JOURNEY – THEIR CASTLE

AIMS OF THE LESSON

- to exchange information
- to read for detail
- to ask for information using grammatically correct question forms

MATERIALS AND RESOURCES

4.1 Jumbled sentences, 4.2 Gapped texts, 4.2 Full texts

STAGE 1 Revising question forms

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing and speaking

ORGANISATION Small groups, whole group

AIDS AND MATERIALS 4.1 Jumbled sentences

TEACHER'S ACTIVITIES

- 1 Give students the worksheet or project the sentences. Ask students to put the words in each sentence to its correct place and also discuss the questions with their partner.

As feedback, you can give the students explanations (if needed) but there is no need for a lengthy grammar focus.

Key to jumbled sentences:

- 1 What did you eat for dinner yesterday?
 - 2 Where do people usually go on holiday in Hungary?
 - 3 How many years of history does Hungary have?
 - 4 Who was our national anthem written by?
 - 5 Why do people watch so much TV these days?
 - 6 When did you last go to a beautiful place?
- 2 As a pre-teaching activity to the vocabulary of brochures (and descriptions of places), ask students to think of as many words as they can to refer to something beautiful (last question). Make sure you teach these words:

wonderful, spectacular, breathtaking, magnificent

Though some of these words are for higher levels of English, it is good to teach them because they will come in handy when students create their own brochures.

LEARNERS' ACTIVITIES

- 1 Ls put the words in the right order so that they get correct questions forms.

STAGE 2 Asking for information – Lost tourists**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Writing**ORGANISATION** 2 groups**AIDS AND MATERIALS** 4.2 Gapped texts, 4.2 Full texts**TEACHER'S ACTIVITIES**

- 1 Divide students into two groups and tell them to ask questions based on the gapped text they have received about either Edinburgh or Cardiff. Walk around and check with each group whether the questions are correct because in the next part of the lesson it will be important for everyone to use these questions correctly. When they have finished, tell students to read the other text carefully because they will soon be travel guides who will answer tourists' questions about the sight.

LEARNERS' ACTIVITIES

- 1 Ls write questions based on the gapped text and read the other text carefully.

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|---|------------------------------------|
| STAGE 3 | Interview – Sightseeing |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Reading Speaking |
| ORGANISATION | Pair work + whole class (feedback) |
| AIDS AND MATERIALS | 4.2 Gapped texts, 4.2 Full texts |

TEACHER'S ACTIVITIES

- 1 Ask students to pair up with someone from the other group. First they should imagine that they are in Edinburgh and the tourist (Students A), having spilt coffee on important words of the guide book, should ask the travel guide (from group B) to provide information about the castle. Student A should take notes and then they should change roles.
Monitor students as they perform the task.
As feedback, you can ask students to go back to their original group and check the answers.

LEARNERS' ACTIVITIES

- 1 Ls (working in pairs) have to interview each other about the questions and should note down their partner's answers.

TEACHER'S ACTIVITIES

Key:

Questions about Edinburgh Castle:

- 1 How many years of history does the castle have?
- 2 What did the City of Edinburgh grow out of?
- 3 How many visitors a year visit the castle?
- 4 Why do people visit the castle?
- 5 What can you see if you look to the north?
- 6 Who was the castle a prison for in the 18th and 19th centuries?
- 7 What does the exhibition show?
- 8 Who are guided tours provided by?

Questions about Cardiff Castle:

- 1 What is one of Wales's most famous tourist attractions?
- 2 Where is it located?
- 3 How many years of history does the castle have?
- 4 Who was it owned by?
- 5 What did the Bute family make Cardiff into?
- 6 What did William Burges do in the castle?
- 7 What can visitors enjoy after visiting the spectacular interiors?
- 8 What does the tea room offer?

LEARNERS' ACTIVITIES

Ls correct their work in two groups.

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| STAGE 4 | Your brochure |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Writing |
| ORGANISATION | Pairs/ small groups |
| AIDS AND MATERIALS | Ls' notes and materials |

TEACHER'S ACTIVITIES

- 1 Let students work with their partner/group and walk around to see how far they have got with the project work. Ask them if they need any help. Remind them when the presentations will be and once again call students' attention to the importance of language, layout and information in the brochure.

LEARNERS' ACTIVITIES

- 1 Ls work cooperatively on the travel brochure, discussing what has been done and what needs to be done.

LESSON 5: BROCHURE TIME – A TIME TO DECIDE

AIMS OF THE LESSON

- to present information in a few words
- to practise agreeing and disagreeing, decision-making
- to give practice in self- and peer-assessment

MATERIALS AND RESOURCES

Ls' brochures, 5.1 Brochure assessment sheet, 5.3 Self-assessment form

STAGE 1 Introducing your brochure

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Basic presentation skills
Listening

ORGANISATION Whole class

AIDS AND MATERIALS Ls' brochures, 5.1 Brochure assessment sheet

TEACHER'S ACTIVITIES

- 1 Tell Ls to present their brochures in turns.
This phase is just an introduction to presentation, given the limited language abilities of students just to make sure students know who created which brochure. One person from the group/pair should tell the others:
 - a) the names of the creators
 - b) the name of the place
 - c) a few interesting bits of informationAt this stage the task for students is to write on the assessment sheet the people responsible for the brochure and the name of the place.

LEARNERS' ACTIVITIES

- 1 Ls introduce their brochure, the others take notes.

The fact that there are two/three Ls in a group means that not everybody has to present – shy Ls have probably had a greater share in preparing the material.

STAGE 2 Evaluating the brochures**TIME** 25 mins**SKILLS AND COMPETENCIES
IN FOCUS** Reading (scanning)
Speaking**ORGANISATION** Walking around in pairs/groups of 3 like in an exhibition, whole class**AIDS AND MATERIALS** Ls' brochures, 5.1 Brochure assessment sheet**TEACHER'S ACTIVITIES**

- 1 Put the brochures on the desks (if possible like in an exhibition). Ask students who created the same brochure to walk around and look at other people's brochure. They should fill in the brochure assessment form for all the brochures and try to choose one where they would like to go. Tell students that this is not a competition; still they should decide which brochure is their favourite. When walking around, they should – again – use the language of decision-making because they should come up with one destination as a group.
- 2 As feedback, ask students to share with the group the final decision (explaining the reasons why) and vote on the best brochure. Collect the brochure assessment forms. Comment on them later in writing and make sure to give (positive) feedback to the students.

LEARNERS' ACTIVITIES

- 1 Ls walk around, discuss brochures, fill in the brochure assessment form and choose a favourite destination.
- 2 Each group/pair tells the others their decision about where they would like to go and why.

| | |
|---|--|
| STAGE 3 | Evaluation – What have we learnt? |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Self-assessment |
| ORGANISATION | Individual work |
| AIDS AND MATERIALS | 5.3 Self assessment forms |

TEACHER'S ACTIVITIES

- 1 Hand out self-assessment forms. Ask Ls to fill them in individually, thinking back over the whole project.

Walk around and give oral feedback to each group, and also show them their brochure assessment sheets collected from the others. Tell them to continue filling in the self-assessment form when you are done.

Collect self-assessment forms and put them, alongside the brochure assessment sheets (including your own feedback to the groups) in the project file for future reference.

LEARNERS' ACTIVITIES

- 1 Ls complete self-assessment forms.

Ls listen to your oral feedback.