

Personal Travel Planner

Contributor's Notes

This is a two or three stage lesson aimed at Entry 3- Level 1 Adult Literacy and can also be used with pre-intermediate and intermediate level ESOL students to practise reading and writing skills.

This lesson uses materials from the vocabulary section of One Stop English <http://www.onestopenglish.com/section.asp?catid=58091&docid=147122> and travel brochures or holiday advertisements in newspapers.

Planning a Holiday (page 4) is a shorter and quicker version of the same resource.

Aims to develop vocabulary related to travel;
to ask and answer questions;
to recognise different types of text;
to recognise the purpose of text;
to read for purpose;
to write for purpose.

Session 1

1. Divide students into groups and give each group a set of felt tip pens and a sheet of blank paper. The students brainstorm vocabulary related to travel.
2. Put a PowerPoint slide with the word TRAVEL in the centre on the screen, give each group a wireless keyboard and allow the students to feedback their vocabulary onto the screen. Check spelling. Discuss if any other words or phrases
3. Give the students a list of words and phrases connected with travel from One Stop English > Grammar and vocabulary > British English > Travel > Exercise 2.
4. Feedback and explain differences.
5. Do the cloze test vocabulary development exercise (exercise 4) from the One Stop English worksheet – explaining that each batch of three sentences requires one verb only.
6. From One Stop English do the read and match exercise (exercise 5) – students match different types of trips to the text that describe them. This is good for identifying purpose of text.
7. Vocabulary extension – defining the key words from activity 5 using dictionaries.

* To make the lesson interactive the activities from One Stop English could be made into Hot Potatoes activities.


Session 2

1. Tell the students that they are going to become Personal Holiday Planners – a role similar to that of a personal shopper. Discuss with the students what this job might involve and what they might have to do for the client.
2. Thought shower/discussion and preparation for the reading and writing tasks. Divide the students into groups of equal numbers. Give each group a piece of A3 paper, a pack of sticky notes and a fibre tip pen. The Students in group 1 work together to think of as many different holiday destinations they can think of and write each destination on a sticky note; group 2 think of as many airlines as they can and write the names of each one on a sticky note; group 3 think of as many holiday companies they can and write the names of each one on a sticky note; group 4 write down all the different types of holiday they can think of on sticky notes.
3. Students stick their sticky notes on their piece of paper and tack the papers on to a wall. Students walk round the room and read each others ideas. These posters should be kept on the wall as reference for the later activities.
4. Tell the students that they are going to interview someone from a different group on their favourite holiday/s and feed the information back to the rest of their group. First elicit the questions that they could ask and place them on the board. Students write these questions down in the order in which they would ask them.
5. Pair work – students conduct the interviews and note down the main points of the answers.
6. Tell students that they are now going to plan a holiday for the person they have interviewed. In order to plan this holiday they need to find out as much information as they can about the type of holiday the person likes – season, destination, holiday activities, companions, organised or independent etc. Students work in their groups to decide on the questions.
7. Feedback and preparation of the questionnaire. Students write up/type up the questions leaving a space for the answers.
8. Students interview the person they interviewed in activity 5.
9. Collect in interview sheets.

Session 3

1. Review of session 2.
2. Return the original question papers and students work in groups or pairs to discuss what kind of holiday they could organise for their client and what they may have to buy or organise for the client to enable them to go on the holiday e.g. visas and sun tan lotion.
3. Give the students holiday brochures and holiday advertisements (and they can use the internet, if they have access to it). Tell the students to find the ideal holiday for their client or, if there isn't one, to use the Internet or the brochures to create this holiday.
4. Students prepare a report for their client using the preformatted sheet (worksheet on page 3) including relevant images and prices.
5. Students hand over their reports and receive feedback on their choice.

Worksheet – Travel

Interview report	
Name of Interviewer:	
Name of Interviewee:	
Date of Interview:	
Purpose of Interview	
The person I interviewed ...	
	

Planning a Holiday

Resources

A collection of travel brochures, fliers etc.

Several pairs of scissors

Enough sheets of A3 or A4 paper to have one for each student

Several glue sticks

Several packs of fibre tip pens

Rules

Wall adhesive



Method

1. Inform all students that they are going to choose a perfect holiday for another member of the class. This holiday could be anywhere in the world and can last for up to three weeks. They will find out what kind of holidays the person likes, what budget they have, who they like to go with, the time of the year they like to holiday in and the kind of food they like.
2. As a class draw up a list of questions to find out the information to prepare the holiday plans. If you are using an interactive whiteboard you could print out the finished questionnaire or students could copy it from the board.
3. Divide the students into pairs and ask them to interview each other (use worksheet on page 3 or a blank sheet).
4. Students find a suitable holiday from the magazines.
5. They then prepare a display with images of the scene, hotel, description, price guide etc. They write a few sentences to say why they chose that holiday.
6. The finished product is presented to the interviewee.