

World Travel Lesson Plan

Learning objectives: Learn adjectives used to describe places

Resources: [World Travel Warm-Up](#), [World Travel Worksheet/Dialogue + Answer key](#), [World Travel Game](#), [World Travel Flashcards](#), [World Travel Filler](#)

Preparation Time: 15 minutes

Completion Time: 60 minutes

Skill/Grammar: Vocabulary, Writing

Age/Level: Lower Secondary/ Beginner

Warm-Up + Presentation — 5-10 minutes

See [World Travel Warm-Up](#).

- Follow **Teaching Notes** on the **warm-up** sheet.

Practice — 40 minutes

See [World Travel Flashcards](#).

- Go through **flashcards** *before* handing out the worksheet.
- After you go through the flashcards, ask students to name places that are: *exciting; big; interesting; beautiful; warm; cold*. Depending on where your students are from, you may get some interesting answers!
- Go over the terms *very good* and *pretty good* carefully. Write a vertical line on the board, with *very good* at the top, *pretty good* below it, *okay* below that and then *bad* on the bottom.
- Ask students to name foods that are *very good* and *pretty good*.

See [World Travel Worksheet + Answer Key](#).

- Read through the dialogue once yourself. To make it more interesting (and a bit clearer to understand), use different voices for Mr. Smith and James. You could also put on a pair of Groucho Marx fake glasses when you read the part of Mr. Smith, to help students distinguish between the two characters (Have fun!)
- Then, read through it again. Have students repeat after you.
- Read and repeat one last time, closer to natural speed.
- Go through and check if the students understand the general meaning of the dialogue. (Asking students to translate lines into their native languages, asking them to rephrase things or to give examples of words in the dialogue are all ways you can check to see if they understand.)

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- Next, let students make pairs and practice the dialogue a few times. Let them also answer the questions about the dialogue.
- If time permits, let a few sets of students present the dialogue for the class. You can make this more rewarding for reluctant classes by offering volunteers stickers, coupons for one bonus point on an upcoming quiz, etc.

See World Travel Game.

- Follow **Teaching Notes** on the **game** sheet.

See World Travel Story: Caroline's Travels.

- Read the story – a letter from a tourist in Canada to her mother – to the class.
- As you read, ask students to listen for *describing words* (adjectives) which the author uses to describe Montreal and its attractions. (Words they should write down include: *exciting; interesting; confusing; very good; cute; different; colorful*.)
- Next, read it a second time. This time, ask the students to tell you and then to write down *what Caroline did* and *what she ate* in Montreal. (Answers: *Caroline went to a bakery and ate bread; She ate poutine; She went to the Biodome; She went to The Plateau*.)
- Last, hand out copies of the story to the students. Let them check their answers on their own, and then check their answers all together as a class. Finally, let them practice reading the story after you one last (fast) time.

Wrap-Up – 10 minutes

See World Travel Filler.

- Have students write the postcards on the **filler** sheet alone.
- Note: Instead of having students write the 'postcard' on the worksheet to a friend back home, you can have them write their cards to a fellow classmate, which you assign.
- Ask for volunteers to read their answers, or ask them to read their postcards to a partner.

World Travel Warm-Up: Point and Go!



1 Close your eyes. Point to a place on the map. Open your eyes.

Where are you pointing? _____

Do you want to go there? _____

2 Close your eyes again. Point to another place on the map. Open your eyes.

Where are you pointing? _____

Do you want to go there? _____

3 Last try! Close your eyes again. Point to another place on the map. Open your eyes.

Where are you pointing? _____

Do you want to go there? _____

**4 Out of the three places, which one do you want to visit the most? Why?
(Give three reasons).**

