



Lesson Plans

Lesson Plan: Preparing a Written Commentary for an Oral Presentation – Lesson 2 of 3

Sector: Tourism	Occupation: Local Tour Guide (NOC 6441)
Theme: Touring tourist sites	Occupational Task: To develop a commentary to conduct a Site Tour.

Essential Skills (ES) developed during the learning activities:

Speaking:

- Exchange information. (ES 2)
- Follow and give detailed multi-step instructions. (ES 2)
- Moderate range of general and context-specific or technical vocabulary and idiom. (ES 2)
- Language is both factual or concrete and abstract. (ES 2)
- Coordinate work with several other individuals. (ES 2)
- Present and discuss simple options and advises on choices. (ES 2)

Listening:

- Interact frequently with several people or one-on-one on more detailed and complex matters. (ES 2)
- Information content is moderately complex and detailed.
- Deal mostly with facts but may also deal with emotions and opinions. (ES 2)
- Follow and give multi-step instructions. (ES 2)

Reading Text

- Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. (ES 2)
- Make low level inferences. (ES 2)

Writing

- Brief text that is a paragraph or longer intended to serve a variety of purposes (ES 2)
- More formal style for an audience other than coworkers (ES 2)

Continuous Learning –

- Must continue to acquire new or updated information for commentary.



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- May need to talk to experts or co-workers or participate in site meetings to obtain this information.

Canadian Language Benchmarks (CLB) competencies developed during the learning activities:

Speaking

- Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. (CLB 7)

Listening

- Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. (CLB 7)

Reading

- Demonstrate comprehension of a one-or two-page moderately complex extended description, report or narration on a familiar topic. (CLB 7)
- Identify main ideas and key details. (CLB 7)

Writing

- Express main ideas and support them with details. (CLB 7/8)
- Convey a sense of audience; use appropriate style. (CLB 7/8)
- Write an outline or a summary of a longer text. (CLB 7/8)

Suggested teacher resources and classroom materials needed:

- Videos of local communities or international destinations such as Lonely Planet Guides (available in public libraries). I used Sketches of our Town – video series available in the local libraries; focuses on different communities in Ontario
- Guide books, brochures and tourist information used in the first lesson on tourism

Estimated time for the learning activities: 2 hours

This lesson develops on skills learned in the first lesson on tourism.

Learner Profile:

- Well educated individuals who probably had careers in the tourism industry in their first countries, hoping to find a niche in tourism here.
- Will likely be learners who are enthusiastic risk takers and who are not intimidated about having to speak to English first-language speakers.
- Will tend to have difficulty with précising information into relevant chunks; will want to include all the information – significant or otherwise.

Learning Objectives:

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- Learner will demonstrate an understanding of site-related material by placing it in
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appropriate section of the hamburger model.

- Learner will pick out most salient information about a particular site.
 - Learner will provide accurate and detailed descriptions, explanations or account of events in an oral report/story sequence.
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Sample Lesson Plan

Learning activities:

Previously taught – the narrative form.

1. Instructor puts a picture of a hamburger on the blackboard. Learners are asked to identify the food and name the parts – bun, meat and bun. The instructor then asks the learners what would happen if the bun halves were taken away from the meat. Discussion follows. Instructor reminds the students that a narrative is just like a hamburger. All the parts must be there in order to develop a complete narrative. Learners are asked to link the parts of the hamburger to the parts of a narrative: bun – introduction, meat – body, bun – conclusion. Instructor invites learners to analyze the types of information in each section, i.e. introduction is general, body is specific and conclusion is general. (20 minutes)

2. Learners are asked to examine their mind maps (developed in Lesson 1) to determine what themes/areas would comprise each part of the hamburger. In their previously-selected groups, learners are asked to chart the parts of the mind map on a chart paper hamburger, putting in the themes/topics they feel would fit each part. For example, the introduction could include general information such as the location of the site, background information, dates, times, upcoming special events, general overview. The body of the hamburger could include details of specific events that happened at the site, specific building information specific information on artefacts, art works etc. The conclusion would summarize the information presented in the introduction. Learners then map out their information based on the hamburger model. (60 minutes)

3. Learners take turns presenting their material to the class and discussion follows. Instructor facilitates the discussion, for example, focussing on similarities/differences within the hamburger models. Learners are invited to share the reasons why they placed certain information in the different sections of the hamburger. (40 minutes)

Additional and/or extension learning activities:

- Instructor shows a video on a local town or international travel destination. I used one the CTV series "Sketches of Our Town" hosted by Harvey Kirck. Students are asked to listen and jot down the information that comprised the introduction, the body and the conclusion. Discussion follows. Students may want to reflect on their hamburgers and modify their material.
 - Alternate video material could be the "Lonely Planet/Pilot Guide" series or other videos available in the local libraries that give tours of cities/sites
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Evaluation:

Instructor evaluates the hamburgers using a checklist of items that should be in each part of the narrative. For example, did students include time, admission information, and



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general background in the introduction? Did students give specific details in the body about particular aspect/aspects of the site? Was the conclusion a restatement of the introduction?

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