



Theme: Travel/Leisure	Topic: Planning a Trip
Stage: 1 - 2	CLB Outcome Level(s): 4 – 5
Task: Learners prepare a 10-minute oral presentation on a one-week trip somewhere in Canada. Presentation must include holiday outline, destination, and reason why it was chosen.	
Estimated time for the task: 4 - 5 hours	
<p>CLB Outcomes <i>By the end of this topic, learners will be able to ...</i></p> <p>Speaking</p> <ul style="list-style-type: none"> ask for information by phone (5) participate in a small group discussion (5) express preference (4) <i>relate a series of events in the future (5)</i> <p>Listening</p> <ul style="list-style-type: none"> identify specific factual details in a short phone call (4) <p>Reading</p> <ul style="list-style-type: none"> find information in formatted texts (ads) (4) get information from short business brochures (4) <p>Writing</p> <ul style="list-style-type: none"> convey simple business messages as written notes (5) convey personal message in short letter to a friend (5) write a short text about future plans, including reasons (5) 	
<p>Suggested Resources</p> <ul style="list-style-type: none"> Internet CAA provincial tourism departments 	<p>Suggested Community Contacts</p> <ul style="list-style-type: none"> visit local travel agencies
<p>Language Focus <i>Grammar, vocabulary, pronunciation</i></p> <ul style="list-style-type: none"> vocabulary: Idioms (to book a trip, pipe dream, , off to a good start, , one of a kind, to get in touch, red carpet treatment, hit the road, not one’s cup of tea, , pay through the nose, last leg, have a ball grammar: phrasal verbs: to stay over, to pick up, check in, check out, run into, to pick out ; modals for requests; embedded questions 	

**Developing the skills**

To achieve the outcomes learners could ...

1. Warm-up – Teacher elicits recollections of past holidays (est. 30 mins.):
 - best holiday? worst holiday? most memorable? reasons?
 - what makes a good holiday?
 - where would you choose to travel? why?

2. Community Contact Task – Learners (est. 30 mins.):
 - review questions used to ask for information
 - role-play asking for information about travel materials
 - phone tourism offices to request information about location, hours of operation (or listen to taped message); visit tourism office
 - bring gathered materials to class

3. Reading Task – Learners (est. 45 mins.):
 - review road maps, travel brochures
 - compare information to make a final destination choice
 - plan a one week vacation
 - choose destination/s, where to stay, activities, route, and reasons for travelling to this destination

4. Speaking Task – Learners (est. 1 hour):
 - in groups, outline individual travel plans from point A to point B

5. Writing Task – Learners (est. 30 mins.):
 - review models of simple business notes; identify key parts of each note
 - write a simple business note requesting accommodation - dates, specific accommodation needs, or
 - write a short note to a friend to tell him you will be visiting his city

6. Writing Task – Learners (est. 30 mins.):
 - write a one-paragraph text outlining trip plans, including reasons

7. Final Task (Speaking) – Learners (1.5 hours):
 - present trip plans to class
 - respond to routine questions about plans. Examples could include: where did you go? How long did you stay there? What did you see when you were in ...