

Lesson 2

Travel

Lesson 2
Travel

Talking about
Travel

29-41

Travel
(tickets, fill out,
receptionist...)

Rising
intonation
(to be
questions)

Present
Continuous
Tense

Possessive
('s and of)

Expressions

- Are you visiting Tehran?
- Yes, I am.
- Who is speaking English now?
- Sara.
- (To somebody) Is there a hotel (near you)?

The *Gantt Chart* of Lesson 2

The activities of each lesson are expected to be done in four 75-minute sessions. Please find in the following what is expected to be done in each session.

The following *Gantt chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)	Conversation	25	✓			
	Practice 1	25				
	Practice 2	25	→			
Session 2 (75 min)	Language Melody	25				
	Grammar (+ See Also)	50				
Session 3 (75 min)	Find it	15				
	Tell your classmates	15				
	Workbook	45				
Session 4 (75 min)	LRW	20				
	LRWS	20				
	Role Play	35				

Lesson 2: Travel

Conversation

Listen to the conversation between a tourist and a receptionist.

Receptionist: Welcome to our hotel sir, how can I help you?

Tourist: My name is Paul Kross. I'm from Germany. I have a reservation here.

Receptionist: I see! Are you staying here for two nights?

Tourist: Yes, my wife and I are visiting Tehran for three days.

Receptionist: Where is she now? I need to check her passport.

Tourist: She's standing over there, by the gift shop. Here is her passport.

Receptionist: Thank you. This is your key. It's room 213. Hope you enjoy your stay in Tehran.



1

conversation

Objectives

- Providing students with *language input*
- Presenting *Language function* ‘talking about travels’
- Presenting *new vocabulary/expressions* related to the theme ‘travel’
- Rising students’ *awareness* towards the structure “present continuous tense”

Teaching Procedure

Use the cycle of *pre-listening, listening, and post-listening* to teach ‘conversation’.

Phase 1. Preparation (Pre listening)

Activating students’ background knowledge:

Introduce the topic, talk about ‘traveling’

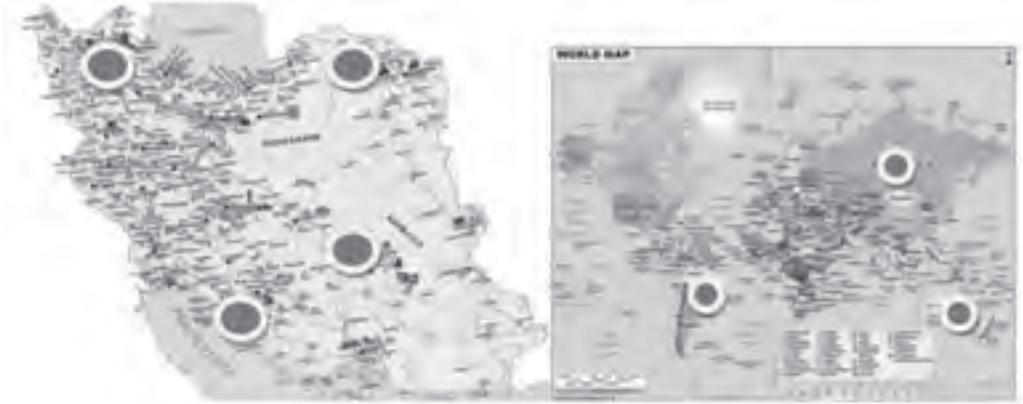
1.1. *Brainstorming*: You can write the word ‘travel’ on the board, give its meaning in Persian, and ask students to brainstorm about the topic. It is a good idea to draw a concept map on the board to give some directions to students on how to brainstorm.

Use the one below as a sample. First do the brain storming in Persian, then in English.

1.2. *Researching*: Ask students to do a mini research on the word ‘travel’. They may tell you about Iranian cities or foreign countries that have nice places to go in holidays.



Or you may show them these maps and ask them to find some information about the marked places in an encyclopedia or atlas, if they are available in your school's library.



Use this technique in more proficient classes.

1.3. *Reading*: You can bring short paragraphs about 'travel' and ask students to read them. One sample is included here:

Ehsan is traveling to Mashhad with his family. He is in the airport now. The airport is very crowded. Ehsan's flight is at 3. Ehsan is watching TV. Her sister is playing with her toys. There are many passengers. They are also waiting for their flight.

1.4. *Viewing pictures or photographs*: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *travel*. If a video-projector is available in your class, you may make a slideshow to show interesting pictures to the class.



1.5. *Watching movies:* You can show a short movie to students about people and ‘travel’

1.6. *Discussing:* The students may talk about *traveling* when they are doing the above activities.

Focusing on language forms

New words and expressions of this conversation are listed below. You may present some of them and leave the rest for students to guess while listening.

You may present the following new words by the help of the techniques mentioned in **Introduction**:

reservation:	translation: رزرو
visit:	synonym=see
gift shop	flashcard

Phase 2. Listening

The goal of listening part is basically ‘comprehension’. Thus students should rely on their bottom–up and top–down processing ability to process the aural input. As a result it is recommended that students keep their books closed while listening.

- Ask students to listen carefully for the gist of meaning.
- You may write some questions on the board and ask them to listen and find their answers:

1. Where is Mr. Kress from?

2. Is his wife in the hotel?

۱. شماره اتاق آقای کرس چند است؟

۲. همسر آقای کرس کجاست؟

– Some *bottom-up activities* can be used in the class in this phase. For a complete list refer to section *Introduction* of the TG. Two examples are:

A. Listen and write (+) if you hear a positive statement and (–) if you hear a negative statement.

1. She is traveling.

3. He's writing.

2. They're not reading.

4. We aren't playing.

B. Listen to a sentence describing a picture and select the correct picture.



1. They are getting in a train. 2. He's filling out a form. 3. He's buying a ticket.

– Check students' answer when the listening is done.

– If necessary, replay the audio for students to check their answers.

Phase 3. Post listening

– Ask some comprehension questions: 3 types of questions can be asked: display, inference, and opinion gap.

- Display question: Are they staying for 3 nights?
- Inference question: Is the receptionist checking their passport?
- Opinion-gap question: Is Germany in Europe?



Listening can be taught by adapting some listening strategies in the cycle of pre-listening, listening, and post-listening.

Pre-listening: Ask students to look at the picture of the conversation and predict: what they are going to listen about travel, what kind of people are involved in the conversation, and where the conversation is taking place.

Listening: Ask students to check if their predictions were correct. Also ask them to try to guess the meaning of words and relate what they hear to what they know. e.g. they can relate 'gift' to 'present' or 'shop' to 'store'.

Post-listening: Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? Are they going to listen to conversations like this in the future about *travel*? How do they want to solve their listening problems?



Practice 1 Talking about Travel (1)

✦ Listen to the examples. Then ask and answer with a friend.



- Are you visiting Tehran?
- Are they traveling around the world?
- Is Paul booking a room?
- Is Kate checking the map?

Yes, I am.

No, they aren't.

Yes, he is.

No, she's reading the guide book.



Practice 2 Talking about Travel (2)

✦ Listen to the examples. Then ask and answer with a friend.



- Who is speaking English now?
- What is he doing?
- Where is Ali going?
- What are you doing?
- How are they traveling?

Sara.

He is buying a ticket.

He's going to Mehrabad Airport.

I'm filling out the reservation form.

They are traveling by train.



2 Practice: Talking about Travel (1) & (2)

Objectives

- Presenting instances of *language function* ‘talking about travel’
- Helping students to have focused attention on ‘present continuous tense’.
- Providing opportunities for *repetition of the structure* ‘present continuous tense’.
- Helping students to use the structure ‘present continuous tense’ *correctly*.
- *Giving feedback* to students if they make mistakes

Teaching Procedure

- Tell your students that they are going to learn different ways of talking about *travels*.

Let them know what each turn means.

- Let them know what the word ‘travel’ means and how it is related to other English words.

- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.

- Then tell the class to ask you some questions about travel.

– Next ask your students to pair up and practice asking each other about their travels. They can refer to the Photo Dictionary at the end of the **Student Book** for words they don't know.

– Finally, invite pairs to come to the front of the class to role play the questions and answers.



buy a ticket



check the passport



check in

Timetable	
Lesson 1	9:30 - 10:30
Mathematics	10
Lesson 2	10:40 - 11:40
Mathematics	15
Lesson 3	11:50 - 12:50
History	11

check the timetable



take off land



Students may need more vocabulary to talk about ‘travel’. In this case you may present the words to help them to talk about travel, expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques:

1. buy a ticket: pictures, flashcards
2. check a passport: gesture, act out
3. check in: translation
4. check the timetable: picture
5. take off/land: synonym/antonym

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary



exchange money



fill out the form



book a hotel



pack for a trip



talk to a receptionist

Vocabulary

Students may need more vocabulary to talk about ‘travel’. In this case you may present the words to help them to talk about travel, expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques:

1. exchange money: explanation
2. fill out the form: act out
3. book a hotel: translation
4. pack for a trip: action, translation
5. talk to a receptionist: flashcard

Vocabulary Plus: The following words are also related to the theme of this lesson. They are included in the Photo Dictionary. You may present them as well.

board the plane, make a voyage, take an express train

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary

Language Melody

- Listen to the conversation and pay attention to the intonation of "Yes/No questions" (to be).

Kiana: Are you working with the computer now?

Sara: Yes, I'm searching for a hotel in Sanandaj.

Kiana: Is it possible to book it online?

Sara: Yes, of course!

- Listen to the questions below and then practice.

1. Is it a beautiful country?
2. Is he a tourist?
3. Are you staying here?
4. Is she searching for a hotel?
5. Are you travelling to Shiraz?
6. Are they checking out?



Talk to Your
Teacher

I am interested in ... ,
How about you?

3 Language Melody

Objectives

- Helping students recognize rising intonation in 'Yes/No questions'.
- Helping students produce proper intonation contours associated with the function of the utterances.

Teaching Procedure

1. Description and analysis:

- Play the audio of the conversation.
- Ask students to listen to the audio several times.
- Briefly explain the rule: tell students that a rising intonation is used with Yes/No questions.

2. Listening discrimination

- Read the following sentences.
- Ask students to raise their hands when they hear rising intonation.

1. Is he cooking?
2. I am washing my car.
3. They're staying here.
4. Are you cleaning your home?
5. Is she working?

3. Controlled practice:

Read the sentences on page 34 and ask students to repeat after you.

4. Guided practice

Write the dialogue on the board. Ask the students to take the role of one

speaker and produce the sentences with appropriate intonation.

A: Are you going to Rasht this weekend?

B: Yes, I am.

A: Are you staying there for a week?

B: No, I am staying there for 2 days.

A: Are you staying in a hotel?

B: Yes, I am.

5. Communicative practice

Ask students to ask some questions from their classmates using rising intonation. Examples may include:

1. Are you neat?
2. Is your mother a teacher?

Grammar

Look at the tables below and listen to your teachers' explanations.

Affirmative			
I	am	speaking	Persian. English. Arabic. French. German.
He	is		
They	are		

I am not speaking Persian.

I'm not speaking Persian.

She is not writing a letter.

She's not writing a letter.

She isn't writing a letter.

You are not reading a book.

You're not reading a book.

You aren't reading a book.

Yes/No Questions				
Am	I	reading	a novel	?
Is	he		short stories	
Are	they		newspapers	
			a poem	

Is Sara booking online?

Are you visiting Iran?



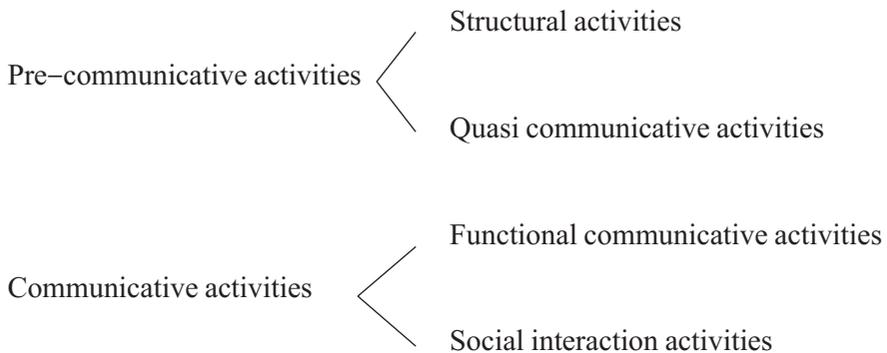
Grammar

Objectives

– helping students “use the language accurately, meaningfully, and appropriately” (Larsen–Freeman, 2014, p. 258).

Teaching Procedure

The methodological procedures underlying CLT texts reflect a sequence of activities represented in the following figure (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).



As a result, the following steps will be followed to teach grammar:

1. Presentation of grammar in a dialogue (contextualization) in CONVERSATION & Practice (1 & 2)
2. Isolation of grammatical items to be presented in GRAMMAR.
3. Controlled practice in Find it and Tell Your Classmates.
4. Situational practice with contextualization in LRW and RSLW
5. Pair and group work in Role Play
6. An MI task or a game would be optionally used in the end.

Phase 1. Presentation of grammar in a dialogue (contextualization)
in CONVERSATION & Practice (1 & 2)

The students have encountered “present continuous tense” in the dialogue. They have already practiced it and faced 3 examples of the new structure.

Receptionist: Welcome to our hotel sir, how can I help you?

Tourist: My name is Paul Kress. I’m from Germany. I have a reservation here.

Receptionist: I see! Are you staying here for two nights?

Tourist: Yes, my wife and I are visiting Tehran for three days.

Receptionist: Where is she now? I need to check her passport.

Tourist: She’s standing over there, by the gift shop. Here is her passport.

Receptionist: Thank you. This is your key. It’s room 213. Hope you enjoy your stay in Tehran.

Review the dialogue and focus on 3 dimensions of ‘present continuous tense’.

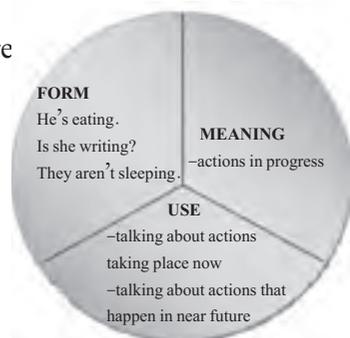
1. Forms: The students are expected to learn the form and structure of “present continuous tense” in statements, interrogative sentences and negative sentences.

2. Meaning/semantics: The students should understand the meaning of the “present continuous tense” that is ‘an action is taking place now’.

3. Use/pragmatics: The students should understand where and when ‘present continuous tense’ is used:

- talking about actions taking place now
- talking about actions that happen in near future

The above information can be summarized in the grammar pie chart:



Refer to what students have been exposed to in Prospects 1 and 2 on this topic.

Phase 2. Isolation of grammatical items to be presented in GRAMMAR.

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask them to provide you with the rules they understand



Pronouns joined to auxiliary verbs to make contractions are often unstressed.

●
I'm coming.

●
She's hungry

The rest of teaching grammar is done by going through separate sections of the book:

- **Find it and Tell Your Classmates.**
- **LRW**
- **RSLW**
- **Role Play**

Wh Questions

	am	I		
How Where	is	he	going	?
	are	they		

What is she playing?

Who is speaking to the teacher?

See also

Kate's scarf

Jack's shirt

Teacher's office

The wheels of the car

The legs of the chair

The door of the room.



See also

Objectives

The objective of See also in this lesson is teaching Possessive ‘s’ and ‘of’

Teaching Procedure

Based on the objectives of this part, you are expected to just teach the following points to your students.

Form: ‘s’ and ‘of’ are forms of possessives in English, pronounced as /z/, /s/, or /əz/.

Meaning: possession, description, amount, relationship, part/whole

Function: Where to use ‘s’ in contrast to ‘of’ to show ‘possession, description, amount, relationship, part/whole, agent’

Find it

Find and underline "present continuous tense" in the passage below.

This is Paul. He is a tourist from Germany. He's going into a gift shop with his wife. They are opening the door of the shop. Now, they're talking to the shopkeeper to find suitable gifts for their daughters. Paul's daughters are living in Spain now.



Tell Your Classmates

Tell your classmates five things you guess your family members are doing now.

Example: I guess my brother is praying now.

- 1.
- 2.
- 3.
- 4.
- 5.

5 Find it and Tell Your Classmates.

Objectives

- Making students aware of the taught grammatical structures, ‘present continuous tense’.
- Providing students with controlled oral practice

Teaching Procedure

- Ask students to take a red pencil or highlighter.
- Ask students to quickly go through the text and circle or highlight all instances of ‘present continuous tense’

‘Find It’ is followed by a *controlled oral practice*. The students should follow the model to produce the learned structure orally.

- Ask students to do the oral drill.



Don’t let students write their answers!

KEY

Find it

is going, are opening, ‘re talking, are living

Tell your classmates.

1. I guess my mother is cooking now.
2. I guess my brothers are playing now.
3. I guess my father is driving now.
4. I guess my sister is reading now.
5. I guess my aunt is cleaning her room now.

Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. Where is Brenda from?

She is from _____.

2. What's Brenda doing?

She _____ the website.

3. What is her problem?



6 Listening, Reading and Writing



Objectives

- Providing oral input for listening and reading practices
- Giving students some opportunities to produce meaningful output.

Teaching Procedure

- Play the CD.
- If necessary play the CD, 2 times.
- Ask students to read the questions and answer them after listening to the audio.
- Play the audio again.
- Ask students to check their answers.

TRANSCRIPT

Receptionist: Hello, who is speaking?
Brenda: Hi, it is Brenda from England.
Receptionist: How can I help you?
Brenda: I'm checking your website but I can't find the reservation section.
Receptionist: OK! Let me help you.
Brenda: Thank you so much.

KEY

1. Where is Brenda from? She is from England.
2. What's Brenda doing? She is checking the website.
3. What is her problem? She can't find the reservation section.

B

Listen to the audio and answer the questions below.

1. Where is Mehmet from?

He is from.....

2. Where is Mehmet going to?

He's.....

3. What's he asking about?

.....



6 Listening, Reading and Writing

B

Objectives

- Providing oral input for listening and reading practices
- Giving students some opportunities to produce meaningful output.

Teaching Procedure

- Play the CD.
- If necessary play the CD, 2 times.
- Ask students to read the questions and answer them after listening to the audio.
- Play the audio again.
- Ask students to check their answers.

TRANSCRIPT

Mehmet is a tourist from Turkey. He's visiting Iran. Now, he is buying a ticket to Mashhad. He's talking with the front-desk. He is asking about the ticket price. He wants to stay in Mashhad for two nights.

KEY

1. Where is Mehmet from? He is from **Turkey**.
2. Where is Mehmet going to? He's going to **Mashhad**.
3. What's he asking about? **He is asking about the ticket price.**

Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

Card A	Card B
Questions	Answers
<p>What are you doing now?</p> <p>What is he/she doing?</p> <p>Who is brave?</p> <p>What's our teacher doing?</p> <p>What is your best friend doing?</p> <p>Who is doing his/her homework?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

7 Listening, Speaking, Reading and Writing

Objectives

- Providing students with opportunities to practice all 4 skills integratively.
- Exposing students to comprehensible input.
- Providing students with some opportunities to produce *meaningful output*.

Teaching Procedure

This is a real task that focuses on practicing grammar, vocabulary, language function(s), and the topic of the lesson.

- Ask students to pair up.
- Ask them to do the interview.

KEY



Role Play

Play the roles of a tourist and a receptionist with one of your classmates. Follow the conversation of the lesson.





Role Play

Objectives

- Providing students with a *fluency activity*
- Giving the students the opportunity *to put together* whatever they have learned

Teaching Procedure

This is a role play activity.

- Ask students to pair up.
- They have to talk about 'travel'
- Ask them to use the conversation of the lesson as a model.

KEY

Receptionist: Welcome to our hotel sir, how can I help you?

Tourist: My name is John Lee. I have a reservation here.

Receptionist: Ok, Are you staying here for three nights?

Tourist: Yes, my wife and I are visiting Isfahan for four days.

Receptionist: Where is she now? I need to check her passport.

Tourist: She's standing over there, in the yard. Here is her passport.

Receptionist: Thank you. This is your key. It's room 320. Hope you enjoy your stay in Isfahan.

Classroom Activities

You may bring a game or task to the classroom after teaching the grammatical point or at the end of the lesson if you have time. Some examples are included here.

Game: Pantomime

Ask a student to think of an action, come in front of the class and act it out. The class should guess the action and say the sentence: **She's cooking now.**

Language Task: Remembering actions (MIs involved: spatial, kinesthetic, and linguistic).

Ask students to look at the following pictures for some minutes. Then they have to close their eyes and say aloud what the people are doing in each picture. They may act out what they are saying.

