

What can I do when I travel?

TEACHER INSTRUCTIONS

Pre-task phase

1. Introduce the topic of “travelling” by showing a full-screen photo related to this topic.
2. Elicit topic-related words and phrases from the students and add some target forms
3. Read the sentences and stress the word in bold. Tell learners to make a cross under the picture that the word refers to.

-A **ship** has always been my first option when I travel.

-I'm not sure if I will have enough money to buy a pair of new **sneakers** for the trip.

-In Dublin city trucks take away all the **bins**.

-**Bugs** can be really annoying when you walk into the jungle.

-Have you walked across the **amber** street?

-I don't want to buy a **cup** as a souvenir, do you?

***You can also read one of the words in the following minimal pairs and ask them to make a cross under the picture the word refers to. *Sheep/Ship, Sneaker/Snicker, Bean/Bin, Bag/Bug, Amber/Umber, Cap/Cup*

4. Read the following text out loud and ask students to answer the question: Where do Sarah and Jake go on holiday? What activity are they going to do there?

-Sarah, would you like to go to Rome to see the beautiful **umber** streets?

-I'm sorry, I have already been to Rome and I dislike the **umber** colour.

-What about visiting the world's biggest **sheep** museum?

-Do you mean the world's biggest **ship** museum in Oslo?

-I'm afraid not. I'd love to visit an animal-related museum.

-OK, perhaps you'd enjoy the world's first **Snickers** shop in Tokyo.

-I don't think so as I dislike sweet meals. What about the world's first **sneakers** shop?

-That sounds great! Let's go there!

5. Tell students that, in the task phase, they are expected to perform dialogues which are similar to those previously performed by the teacher.

Task phase

1. Put students in pairs or small groups.

2. Ask students to read the instructions on their worksheet carefully

***As a teacher, you can include more or less conditions, depending on the difficulty you want to give to the task.

3. Ask students to record themselves while doing the task

4. Monitor learners' productions and encourage students to practice the pronunciation of the target words

5. Once students have finished, emphasize the importance of planning the task outcome before presenting it in front of their classmates.

6. Ask learners to present their reports in front of the class.

Post-task

1. Ask learners to play their own recordings (through earphones) and individually evaluate their performance on a 9-point Likert scale in terms of:

a) comprehensibility (i.e., how much effort it takes to understand what someone is saying)

b) accentedness (i.e., how much of a non-native accent you can perceive in someone's speech)

c) accuracy of the target words (i.e., how well the target contrasts are pronounced)

d) resolution of the task (i.e., how successful your partner and you were in solving the task)

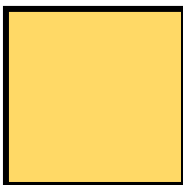
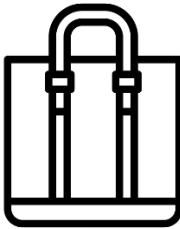
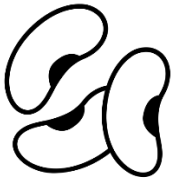
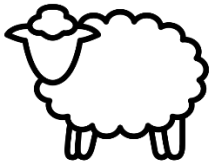
2. Ask learners to compare their scores and justify their choices.

***As a follow-up activity, learners can judge the recording of other classmates and engage in group-interaction.

STUDENT INSTRUCTIONS AND MATERIALS

Pre-task

1. Listen to your teacher and mark the correct picture with a cross.



2. Listen to your teacher and answer the following questions:

-Where do Sarah and Jake go on holiday? _____

-What activity are they going to do there? _____

Task

You are Peter and Lily.

You want to choose the **best destination** and **activity** to do on your summer holidays.

You have been to a travel agency and they have offered you different plans. You have different preferences so you need to talk and decide on **3 TOP places** where you would like to go and finally, decide on **the BEST option**.

1. **Read** your preferences
2. Talk to your partner and decide on **3 top places** to go
3. Be careful! You may have **different preferences** and **conditions**
4. Make sure that you and your partner are **talking about the same** (there may be some confusable words [e.g., teen/tin])
5. **Circle the 3 places** where you would like to go **together** in the map and write down the activity next to it. **Justify** why you chose the three destinations and, most importantly, why you discarded the others.
5. **Draw a cross** on your **best option** in the map.

STUDENT A:

PREFERENCES:

- the world's biggest **sheep** museum – OSLO
- the world's first **sneakers** shop – TOKYO
- Bins** bar (fast food) – NEW YORK
- bugs** collection place – NAIROBI
- beautiful **Umber** street– ROME
- famous **Cap** station – SYDNEY
- Tea** restaurant – BRASILIA
- Nuggets n' Fish** bar – LONDON

CONDITIONS:

- You can't stand sweet meals
- You love animals
- You like the umber colour
- You get stressed out in stations

STUDENT B:

PREFERENCES:

- the world's biggest **ship** museum – OSLO
- the world's first **Snickers** shop – TOKYO
- Beans** bar (vegetarian) – NEW YORK
- bags** collection place – NAIROBI
- beautiful **Amber** street – ROME
- amazing **Cup** station – SYDNEY
- The **Kiwi** pub – BRASILIA
- Jam & Bun** café – LONDON

CONDITIONS:

- You love going to restaurants
- You dislike anything related to animals
- You like the amber colour
- You can't stand fast food

WORLD MAP



New York

London

Oslo

Rome

Nairobi

Tokyo

Brasilia

Sydney

Post-task

1. Listen to your own recordings and evaluate your own performance in terms of...

COMPREHENSIBILITY

(i.e., how well your speech can be comprehended)

1	2	3	4	5	6	7	8	9
Very difficult to understand	—————▶						Very easy to understand	

ACCENTEDNESS

(i.e., how much of a non-native accent you perceive you have)

1	2	3	4	5	6	7	8	9
Very frequent	—————▶						Very infrequent or absent	

ACCURACY

(i.e., how well the target contrasts (/i:-ɪ/ and /æ-ʌ/) are pronounced)

1	2	3	4	5	6	7	8	9
Very inaccurate	—————▶						Very accurate	

RESOLUTION OF THE TASK

(i.e., how successful your partner and you were in solving the task)

1	2	3	4	5	6	7	8	9
Totally unsuccessful	—————▶						Totally successful	

2. Compare your scores with your partner and justify your choices.