



Going Places Lesson Activity Planning

In the materials below, you will find some lesson ideas in relation to each scene.

You can choose from the ideas to form a whole lesson, or select one of the activities to supplement your own work.

The lesson objectives can be used for more than one lesson; this will depend upon the abilities of your students.

There are also some suggestions for the use of technology within lessons.

You will need to check that you have access to the appropriate resources or consider how you could do a similar activity with alternative resources.

Some of the written materials are available as MS PowerPoint slides.

Some of the materials are available as files for the interactive whiteboard.
You could also use Learner Response Systems or Voting Software to support student interaction.



Material Reference: Act/Scene: 1	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1		A1		A1	x	A1	x	A1	
	A2		A2		A2	x	A2	x	A2	
Focus: a) Greetings b) Visits c) Time d) CVs										
Resources Needed:		Lesson Objectives:								
Examples of CVs Examples of simple forms Key vocabulary for introducing someone. Key vocabulary for Time. Key vocabulary for going on a business trip. MS Powerpoint Slides Available		<ul style="list-style-type: none"> To practice introducing yourself and your key skills To identify key information about a business trip To understand how to write information to include on a CV To read information on a CV and demonstrate understanding To read information on a form and demonstrate understanding To complete a form appropriately To ask someone questions about their CV. 								
		What will the teacher do?			What will the students do?			Using interactive technologies		
Starter Activities:		1. The teacher could display pictures of several people. Discuss with the class about how you would introduce the characters. 2. The teacher could show a CV and ask the students to interpret some information. 3. The teacher will demonstrate			1. The students could answer questions about the CV. 2. The students will be able to do a short activity to establish three questions that they may ask someone about their CV. E.g. Have you included your qualifications? 3. The students can match the times with the descriptions.			1. Display examples of CVs electronically Ask students to bring in examples of CVs that they have found. Ask the students to locate a CV template on the internet. Consider the order of the headings on a CV.		



Material Reference: Act/Scene: 1	Listening		Reading		Writing		Spoken Interaction		Spoken Production		
	A1		A1		A1	x	A1	x	A1		
	A2		A2		A2	x	A2	x	A2		
	some examples of questions about CVs.							2. Using the slides on "Time" - match the times to the correct description. 3. Using the slides on "Time" – work together and ask students to come out and draw the times on a clock. The teacher can speak the target language. Some teachers may facilitate and ask other students to speak the target language.			
Main Activities:	1. The teacher will make a CV template available for the teachers to use. 2. The teacher may want to give the students different scenarios/careers.			1. The students could write their own CV. 2. The students could work in pairs and practice introducing themselves to each other – one student is the employer, and the other is the employee. 3. The student can write about a series of events within the day stating the times.				1. Give the students an electronic CV template and ask them to complete it. Ask the students to design their own CV template. 2. The students could record their speech using devices. 3. The students could design a programme for a new employee at the company on his/her first day.			



Material Reference: Act/Scene: 1	Listening		Reading		Writing		Spoken Interaction		Spoken Production			
	A1		A1		A1	x	A1	x	A1			
	A2		A2		A2	x	A2	x	A2			
Plenaries:	1. The teacher should encourage the students to share their CVs that they have written. 2. The teacher could show the students a programme of events and ask them to identify the correct timings.				1. The students could demonstrate their understanding to others in the class by looking at each other's CV.				1. Share examples of CV templates. Think about how you could make your CV different to others.			
Other information: As a homework task, the students could write a CV for someone famous, or for a particular type of job. The students could do a plan of their day writing the times and activities in the target language.												



Material Reference: Act/Scene: 2	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1		A1	x	A1		A1	x	A1	x
	A2		A2	x	A2		A2	x	A2	x
Focus:										
<ul style="list-style-type: none"> a) Making arrangements b) Understanding visit instructions c) Locations/addresses d) Time e) Hotel bookings 										
Resources Needed:	Lesson Objectives: Booking a hotel									
Key Vocabulary Flashcards with hotel booking suggestions. Travel brochures/websites with hotel information MS PowerPoint Slides	<ul style="list-style-type: none"> • To understand the vocabulary used when booking a hotel room • To listen to a recording and understand the requirements of a new guest • To interpret information about a visit • To identify key vocabulary used for instructions for a visit 									
	What will the teacher do?			What will the students do?				Using interactive technologies		
Starter Activities:	1. Play the section of the DVD which shows Josh booking a hotel instruction. 2. Teacher will share some information which has visit instructions. This should include the location and how to get there, along with time of arrival.			1. Listen to the DVD where Josh books the hotel. 2. Students will identify key information for visit instructions. The students should be able to identify the location, how to get there and the expected time of arrival. 3. The students will read the letter on the MS PowerPoint slides and answer the questions as a whole class.				1. Identify some of the key vocabulary for booking a room in a hotel. Use prepared file of vocabulary to check student understanding. 2. If the teacher is able to provide information for visit instructions electronically, the students could highlight the key information. Or the teacher could create a drag and drop exercise with different examples.		



Material Reference: Act/Scene: 2	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1		A1	x	A1		A1	x	A1	x
	A2		A2	x	A2		A2	x	A2	x
Main Activities:	1. Give out some cards which have different requirements for hotel bookings.			1. Work with a partner. Record each other making arrangements to book a hotel using different requirements and characteristics. Share their recordings with other students either in small groups or to the whole class. Ask the students to evaluate the recordings saying how they could be improved. (this could also be done as a plenary activity)			2. Use microphones/videos/tablets to record the students booking a hotel. Get each student to take the role of receptionist and traveller.			
Plenaries:				1. Share their recordings with other students either in small groups or to the whole class. (Or if only a small amount of time available, teacher can select two good examples.) Ask the students to evaluate the recordings saying how they could be improved.			1. Play back the recordings to the students. Insert an example into MS PowerPoint or interactive whiteboard software.			
Other information: You may be able to arrange for your students to speak to a real hotel to role play making a booking.										



Material Reference: Act/Scene: 3	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1		A1		A1	x	A1		A1	x
	A2		A2		A2	x	A2		A2	x
Focus: a) Currency and exchange b) Directions and signs c) Travel d) Questions e) Cultural elements										
Resources Needed:		Lesson Objectives:								
Key vocabulary for travel arrangements. Key vocabulary for different modes of transport Task cards with examples of travel arrangements for students to make recordings. MS PowerPoint slides available		<ul style="list-style-type: none"> To practice making travel arrangements using different modes of transport To practice writing an email with travel requirements. 								
		What will the teacher do?			What will the students do?			Using interactive technologies		
Starter Activities:		1. Play the students examples of recordings of people making travel arrangements. Discuss some of the key vocabulary that is needed for making travel arrangements.			1. Listen to recordings of different people making travel arrangements. Identify the mode of transport that is used.			1. Teacher will need to identify the technology available in the classroom to play the recording.		



Material Reference: Act/Scene: 3	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1		A1		A1	x	A1		A1	x
	A2		A2		A2	x	A2		A2	x
Main Activities:	1. Give each student/pairs/groups a task card to make a recording of a travel reservation. You will need to differentiate the activity.		1. Using a recording device and one of the task cards from your teacher, work with a partner to make a short example of you making a travel reservation using the mode of transport suggested.		1. Using a recording device and one of the task cards from your teacher, work with a partner to make a short example of you making a travel reservation using the mode of transport suggested.		1. Using a recording device and one of the task cards from your teacher, work with a partner to make a short example of you making a travel reservation using the mode of transport suggested.		1. Using a recording device and one of the task cards from your teacher, work with a partner to make a short example of you making a travel reservation using the mode of transport suggested.	
Plenaries:									1. Share your recording with another group. Check if you have the same understanding. The teacher may choose to share some good examples from the students with the whole class.	
Other information:										



Material Reference: Act/Scene: 4	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1		A1	x	A1	x	A1	x	A1	x
	A2		A2	x	A2	x	A2	x	A2	x
Focus: a) Business travel b) Taxi travel c) Weather										
Resources Needed:		Lesson Objectives:								
MS PowerPoint slides available		a) To write a short description of the city/location for a visitor b) To read key information which describes a location c) To read a weather forecast d) To translate and demonstrate understanding of a short weather forecast e) To practice asking for directions to specific attractions within a location.								
		What will the teacher do?			What will the students do?			Using interactive technologies		
Starter Activities:		1. Share some adverts with the students. Get the students to think about how tourists are encouraged to visit the local attractions e.g. adverts for a business location would show ease of transport, the adverts show the theme park on a sunny day. The sea is always clear blue and the sand is clean. See if the students can find any other location adverts. (This could have been given as a task			1. Look at some adverts for locations and consider how those places are described to visitors. Identify some other adverts and share some of the descriptions. 2. Students will watch a weather forecast and identify any key vocabulary linked to the weather.			1. Look at some adverts for locations and consider how those places are described to attract visitors. 2. Watch a weather forecast; write down the key phrases that are used to describe the weather for today.		



Material Reference: Act/Scene: 4	Listening		Reading		Writing		Spoken Interaction		Spoken Production		
	A1		A1	x	A1	x	A1	x	A1	x	
	A2		A2	x	A2	x	A2	x	A2	x	
	prior to the lesson.) 2. Show the students a weather forecast and ask them to identify any key vocabulary.										
Main Activities:				1. Design a leaflet for a city/location to attract a particular audience. E.g. business visitor, tourist, single day visitor 2. Students will look at several examples of written weather forecasts and identify the key information.				2. Students could record a weather forecast in pairs or small groups. These could then be swapped with another group to see if they can interpret them correctly.			
Plenaries:				1. Students will share their examples of the leaflets that they have created. Homework task could include writing guide for another city, or collecting information that describes a local city – if appropriate.				2. Teacher will select a few examples of weather forecasts that the students have created and see if the group that they swapped with has interpreted the information correctly.			
Other information:											



Material Reference: Act/Scene: 5	Listening		Reading		Writing		Spoken Interaction		Spoken Production		
	A1		A1		A1	x	A1	x	A1	x	
	A2		A2		A2	x	A2	x	A2	x	
Focus: <ul style="list-style-type: none"> a) Numbers b) Dealing with problems c) Hotel matters d) Instructions e) Time 											
Resources Needed:		Lesson Objectives:									
Key vocabulary for making hotel bookings. Template for students to write the e-mail. MS PowerPoint slides available		<ul style="list-style-type: none"> • To practice writing an e-mail to book a hotel room • To practice spoken communication when arriving at a hotel • To demonstrate understanding of spoken information about a hotel booking. • To demonstrate understanding of spoken information about the facilities in the hotel. 									
		What will the teacher do?			What will the students do?			Using interactive technologies			
Starter Activities:		1. The teacher will show examples of e-mails to the students and see if they can identify the correct information.			1. The students will look at examples of emails and highlight the key information.			1. The teacher could display an example of an email on the interactive whiteboard or using the interactive projector. The students could then highlight the key information that would be used for the hotel booking.			



Material Reference: Act/Scene: 5	Listening		Reading		Writing		Spoken Interaction		Spoken Production		
	A1		A1		A1	x	A1	x	A1	x	
	A2		A2		A2	x	A2	x	A2	x	
Main Activities:	1. The teacher will need to give the students the hotel booking details that he/she wants the student to make. This task will need to be differentiated. The teacher may provide a template for some students.				1. The students will write an e-mail to book a hotel room with certain requirements. (This could be done individually or in small groups.)			1. The students will work in pairs to write an e-mail and send it to another pair within the lesson. The partner group will then confirm what they have booked in the home language.			
Plenaries:	1. The teacher can identify some students to share their examples. The teacher can ask the other students to write down what they would book for them.							1. The students can display their example at the front of the class to everyone using the interactive whiteboard or projector.			
Other information:											



Material Reference: Act/Scene: 6	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1		A1		A1	x	A1	x	A1	x
	A2		A2		A2	x	A2	x	A2	x
Focus: a) Restaurants b) Directions										
Resources Needed:		Lesson Objectives:								
Key vocabulary for booking a hotel in a restaurant. Key vocabulary for different types of food and drink. Video of someone booking a table in a restaurant. MS PowerPoint slides available		<ul style="list-style-type: none"> To understand how to book a table in a restaurant To practice the spoken language booking a table in a restaurant To practice the spoken language for ordering different types of food and drink. 								
		What will the teacher do?			What will the students do?			Using interactive technologies		
Starter Activities:		1. The teacher can show a video which highlights different kinds of restaurants. Discuss with the students the kinds of restaurants that may be associated with a particular area. The teacher may want to provide some examples of food from a particular region for the students to taste.			1. The students could watch a short video about the location and consider the types of food that may be available in that region.			1. The teacher may display some typical menus and look at some of the key vocabulary used in restaurants. (Examples are available in the MS PowerPoint slides)		



Material Reference: Act/Scene: 6	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1		A1		A1	x	A1	x	A1	x
	A2		A2		A2	x	A2	x	A2	x
Main Activities:					1. The students can explore any traditional food types. The students can bring in examples of dishes that are representative of a particular area. 2. With a partner practice booking a table in a restaurant and ordering different types of food and drink			1. The students could research the typical culture for a country/region. This may include food/drink. Typical dress if applicable. Languages spoken. 2. The students could record themselves in a role play ordering different types of food at a restaurant.		
Plenaries:	1. The teacher could place his/her own order and the students could demonstrate their understanding.							1. Some students could play back their recording and the others could write down the order.		
Other information: As a homework task, students could research some different menus from the internet and identify what each member of their family would order.										



Material Reference: Act/Scene: 7	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1		A1		A1	x	A1	x	A1	
	A2		A2		A2	x	A2	x	A2	
Focus: a) Presenting people b) Business meetings c) Signs										
Resources Needed:		Lesson Objectives:								
Key vocabulary for different job roles. Examples of signs from different businesses MS PowerPoint slides available		<ul style="list-style-type: none"> To practice writing key information about a colleague To look at the language for different job roles. To interpret information from signs To understand how to introduce colleagues to other people 								
		What will the teacher do?			What will the students do?			Using interactive technologies		
Starter Activities:		1. Give the students some pictures of certain colleagues in the workplace.			1. Students will suggest in their home language how to introduce the person in the workplace. 2. Give the students some examples of business cards. Ask the students some questions about what the different people do. 3. Use the template in the PowerPoint slides, ask the students to write down some job titles for the people in your new company.			1. The teacher could share with the students an example of a business meeting where colleagues introduce one another. 2. The students could explore some websites of companies and look at how various roles in the company are described.		
Main Activities:		1. The teacher may choose to give the students particular businesses			1. The students could design a business card for one of the characters.			1. The students could research different business card designs and discuss why		



Material Reference: Act/Scene: 7	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1		A1		A1	x	A1	x	A1	
	A2		A2		A2	x	A2	x	A2	
	to design a business card for.		2. The students could design a business card for their own company. 3. The students could practise the role play for introducing three of their colleagues in a meeting. 4. The students could do the role play activity in MS PowerPoint slide 7.5		certain companies may choose certain features of a design. 2. The students could explore the use of QR codes by businesses.					
Plenaries:	1. The teacher could select some students to introduce their colleagues and the other students could identify who they are and what their role is in the company.									
Other information: As a homework task prior to the lesson, the students could collate some examples of business cards and QR codes.										



Material Reference: Act/Scene: 8	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1	x	A1	x	A1	x	A1	x	A1	x
	A2	x	A2	x	A2	x	A2	x	A2	x
Focus:	End of game assessment									
Resources Needed:	Lesson Objectives:									
All key vocabulary used in previous lessons. MS PowerPoint slides available	<ul style="list-style-type: none"> To revisit the key elements for booking a business trip. To recognise the key sections that are necessary in preparing a business trip. To plan a trip with all the requirements for the company manager. To understand the need to communicate precise information. To recognise the differences between written and spoken information. 									
	What will the teacher do?			What will the students do?			Using interactive technologies			
Starter Activities:	1. The teacher will recap some of the key vocabulary that has been gathered in previous lessons. The teacher will need to decide whether the students should work individually/in pairs or in small groups. Students of lower ability may only be required to do certain sections.			1. The students will recap the vocabulary for some of the previous lessons.			1. MS PowerPoint Slides are available and split into three sections. Students of a higher ability will be able to complete all the sections.			
Main Activities:	1. The teacher will need to provide support for the class as necessary.			1. Depending on the size of the class and the abilities of the students, the teacher may choose to ask the students to work individually/in pairs/in small groups to undertake the task. E.g. Some students may			1. The students can use the computer to prepare the task electronically. The teacher may choose to ask the students to complete it in sections and e-mail each section.			



Material Reference: Act/Scene: 8	Listening		Reading		Writing		Spoken Interaction		Spoken Production	
	A1	x	A1	x	A1	x	A1	x	A1	x
	A2	x	A2	x	A2	x	A2	x	A2	x
				only be asked to one or two sections, or the teacher could split the class into teams and then use the plenary to allow the students to present.						
Plenaries:				1. Students can present their work. Other students can evaluate and see whether they have included all the requirements.						
Other information: The students could design a challenge for another group of students, identifying a particular country and websites that may be appropriate. If time is available, the students could swap challenges.										