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Benchmarks

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Sharing Travel Experiences

A CLB 5-6 Module with
Teaching Materials

Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learner reflection tools
- ✓ Reference list of additional resources

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How to Use the Module Package

This module includes activities for a unit on Sharing Travel Experiences for CLB levels 5 and 6. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



Skill Building Activity



Skill-using Task



Assessment Task

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts”. (ICLBA, 2017).
3. Modules often have interrelated real world task goals. As such, the activities in one skill area (e.g., Listening) often support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 5 and CLB 6 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 5 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 6. You might adjust the expectations and expect learners at CLB 6 to demonstrate greater mastery than learners at CLB 5 on the same activity.

How to Use the Module Package, *continued*

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current *PBLA Practice Guidelines: Portfolios: Feedback and Assessment* and *Integrating CLB Assessment*, Chapter 2, Planning for Assessment.

Your Feedback:

CCLB values your feedback to help guide the future development of these multi-level modules. You can help by:

- Piloting all or some of the activities in this module in your classroom, and
- Providing your feedback via an online survey at:
<https://www.surveymonkey.com/r/modulefeedback1>

Module Plan

Theme: Transportation

Topic: Sharing Travel Experiences

	Listening CLB Level: 5-6	Speaking CLB Level: 5-6	Reading CLB Level: 5-6	Writing CLB Level: 5-6
Real-World Task Goal(s)	Listen and respond to a friend sharing and reflecting on their travel experience.	Share a travel experience in a small group conversation.	Read travel information to help decide where to travel.	Write a blog about a travel experience and offer opinions and recommendations.
Context/ Background Information	Local activities and areas of interest available year-round and how to access them; sources of travel information: travel blogs, tourist information offices, traveler reviews online. How to responsibly use social media. Free activities; travelling on a budget; making travel arrangements (through an agent, online, etc.); popular tourist places in Canada			
CLB Competency Area(s) and Statements	<p>Interacting with Others</p> <ul style="list-style-type: none"> • CLB 5: Understand the gist and some details in moderately complex common and predictable social exchanges (that may express interests, likes, dislikes, preferences). • CLB 6: Understand common social exchanges (such as openings and closing, and problems in reception and communication). 	<p>Interacting with Others</p> <ul style="list-style-type: none"> • CLB 5: Participate in basic social conversations for some everyday purposes (e.g., expressing feelings, and engaging in small talk). • CLB 6: Participate in routine social conversations for some everyday purposes (e.g., expressing opinions, and making suggestions). <p>Sharing Information</p> <ul style="list-style-type: none"> • CLB 5: Ask for and give information related to routine daily activities in one-on-one interactions. • CLB 6: Ask for and give information in some detail; express opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions. 	<p>Comprehending Information</p> <ul style="list-style-type: none"> • CLB 5: Understand simple to moderately complex descriptive or narrative texts on familiar topics. • CLB 6: Understand moderately complex descriptive or narrative texts on familiar topics. 	<p>Sharing Information</p> <ul style="list-style-type: none"> • CLB 5: Write a paragraph to relate a familiar sequence of events, description of a person, object or routine. • CLB 6: Write 1 or 2 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines or simple procedures.

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus	<ul style="list-style-type: none"> • Vocabulary relevant to topic about travel planning and relevant tourist destinations • Expanding range of adjectives and idioms for feelings and places (both positive and negative) • Sequence markers (first, after that, in the end) and other cohesive devices for narrative • Phrases and modals for making comparisons, giving opinions and recommendations • Grammar: past tense, gerunds/infinitives, question formation 			
	<ul style="list-style-type: none"> • Conversation signals (i.e., openings, changing topic, pre-closings, closings, etc.) • Tone and intonation to identify/express attitudes and feelings • Managing tense changes • Turn taking 		<ul style="list-style-type: none"> • Text organization of web (and print) based information 	<ul style="list-style-type: none"> • Conventions for social media posts • Spelling, punctuation, capitalization • Expressions for giving opinions
Language and Learning Strategies	<ul style="list-style-type: none"> • Recognizing nonverbal clues to interpret meaning and feelings • Conversation management skills (starting, interrupting, switching topics, etc.) 	<ul style="list-style-type: none"> • Expressions to confirm listener’s comprehension • Strategies to prevent communication breakdown • Conversation management strategies 	<ul style="list-style-type: none"> • Skimming and scanning • Guessing the meaning of unknown words • Reading questions to identify what type of answer is required 	<ul style="list-style-type: none"> • Proofreading and editing writing (using a checklist) • Using a dictionary to check the spelling of words
Assessment Tasks	Listen to a conversation between two people sharing and reflecting on their travel experiences.	Share a travel experience or place you visited with a small group; give details, identify what is interesting or surprising, and respond to questions.	Read travel information and answer comprehension questions.	Describe a travel experience or place you visited in a blog post, and say why you did or didn’t enjoy it. <ul style="list-style-type: none"> • CLB 5: 1 paragraph • CLB 6: 1-2 paragraphs; include recommendations

Additional Teacher Resources

The Language Companion Stage II:

<i>My Canada:</i>	<i>p. 3: Canada</i>
<i>Where I Live:</i>	<i>p. 4: My Community</i>
<i>Helpful English</i>	<i>p. 4: Accepting and Declining Invitations</i>
	<i>p. 28: Giving Opinions</i>
	<i>p. 35: Writing Paragraphs</i>
	<i>p. 36: Tips for Effective Writing</i>
	<i>p. 38: Reading Strategies</i>



- *LINC 5-7 Classroom Activities, Volume 1*, Toronto Catholic District School Board, 2010.
http://www.moresettlement.org/LINC5-7Activities/LINC_5-7_Classroom_Activities_Volume1.pdf
 - Chapter 1: Writing Paragraphs
 - Chapter 3: Interacting with Others
- *Fundamentals for English Grammar*, Text Book and PowerPoint Presentations, Pearson College Division, Betty Azam and Stacey Hagan.
http://www.azargrammar.com/materials/feg/FEG_PowerPoint.html
- Parks Canada: <https://www.pc.gc.ca/en/index>
- Government of Canada: Travel: <https://travel.gc.ca/canadian-tourism>
- ESL Library (requires subscription):
 - Famous Places: <https://esllibrary.com/courses/81/lessons>
 - Travel English: <https://esllibrary.com/courses/122/lessons>
 - Travel: <https://esllibrary.com/courses/75/lessons/1649>
- Teaching English: Facebook and social networking
<https://www.teachingenglish.org.uk/article/facebook-social-networking>
- British Council ESOL Nexus: Writing on Social Networks
<https://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/writing-social-networks>

Introducing the Module to the Class

There are many ways to introduce this module to the class. Here is one option that focuses on activating learners' prior knowledge and discovering their travel experiences, preferences, and wishes.

1. Post the following questions on the board, and engage learners in a whole class discussion about their answers:
 - *What are your favourite places in your community?*
 - *Where have you traveled in Canada?*
 - *Where would you like to travel?*
 - *What do you think are the most popular tourist attractions in Canada?*
2. In groups, have learners complete the tourism brainstorming activity on the next page. Each group will brainstorm ideas for a day trip, a weekend trip, and a week-long vacation. Money is not an issue, so there are no limits to what they can do.

The intent of the activity is to brainstorm ideas, rather than go into great detail. For example, perhaps they want to eat lobster in New Brunswick, or visit the Rockies.
3. After completing the activity, have each group compare their answers and explain the rationale behind their choices.

Introducing the Module to the Class, *continued*

Tourism Brainstorming Activity:

Instructions: Your wealthy relatives are coming to visit you and they want to see the best of what your community and even Canada has to offer. With your group, come up with some ideas of how to spend a day, a weekend, and a week.

	A one-day visit ↓	A weekend visit ↓	A one-week visit ↓
We will go to...			
We will eat...			
We will see this tourist attraction:			
We will also...			

Goal Setting: Sharing Travel Experiences

Teaching Notes: Complete the goal setting activity after introducing the module to the class.

Set up:

1. Below is a list of the language skills that learners can develop in this module. Share the list with learners to use for their goal setting.
 - Building vocabulary to describe travel experiences
 - Recognizing and using language to convey sequence of events
 - Understanding and describing positive and negative experiences
 - Giving opinions on travel experiences
 - Making recommendations to others about places to go or things to do
 - Writing about a travel experience
 - Using websites and online resources to research travel destinations
2. Ask learners to think about which skills they want to focus on and improve. Distribute the goal-setting handout and go over the instructions for completing it. Discuss the items in the list and have learners copy their goals.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Goal Setting: Sharing Travel Experiences

Name: _____

Date: _____

Beginning of module goal setting:

In this module, I want to improve these skills:	What can I do to achieve these goals?

End of module review:

Date: _____

My goals:	Did I achieve my goals?	Were my strategies successful?
My Next Steps:		

Vocabulary: A Teacher's Resource

The master list below includes words that appear frequently in this module. Other vocabulary can also be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the learners in your class.

Expressing Tone or Opinion

- | | | |
|---------------|------------------|---------------|
| • A highlight | • delicious | • horrible |
| • amazing | • disappointing | • humorous |
| • awful | • highs and lows | • recommended |
| • boring | • hilarious | • stinks |
| • cranky | • hit and miss | • tolerable |

Places or Activities

- | | | |
|------------------------|--------------------|-----------------------|
| • aviary | • flora and fauna | • sea kayaking |
| • amusement park | • foggy | • secluded |
| • biosphere | • harbour | • snowshoeing |
| • boardwalk | • hike | • stroll |
| • camping | • horseback riding | • tides |
| • caves | • marsh | • toboggan rides |
| • cliffs | • masterworks | • trails |
| • conservatory | • sand dunes | • wineries |
| • craft brewery | • scenic drive | • whale watching |
| • cross-country skiing | • sea creatures | • white water rafting |

Vocabulary-Building Activities

There are a variety of vocabulary-building activities can be used to help learners remember and use some of the vocabulary they will encounter in each activity. Below are a few suggestions:

- **Word Bank:** Post a short list of words. Have learners work in small groups to identify their meanings and create a word bank. This activity could be completed at the end of each reading and listening activity.
- **Pronunciation Practice:** Have learners mark the stressed syllables and practise pronouncing the words in their word lists.
- **Vocabulary cards:** Arrange learners into small groups of 3-4 learners, and give each group one vocabulary card sheet (on the next page). Have one learner copy vocabulary into the spaces on the vocabulary card sheet, then cut out the individual cards and place them face down on the table. Learners take turns to draw a card and then give a definition, synonym or antonym for the vocabulary on the card without mentioning the actual word or phrase. The rest of the group tries to guess the word/phrase on the card.
- **Word wall race:** Divide the class into small groups of three or four learners. Set a time limit, and have each group list as many vocabulary words from the unit as they can. Ideally, this is done on the board so the class can review after. (If done this way, group members must take turns writing down a word.) After the time limit, groups get one point for each correctly-spelled word that is related to the module. The group with the most points wins.



Learning Reflection: End of Module

Name: _____

Date: _____

Think about the skills you practised in this module. Put a check in the column that describes what you can do.

	Yes!	Need more practice	This is hard!
I can listen and respond to a friend sharing and reflecting on their travel experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use the topic vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can share and reflect on a travel experience in a small group conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can research information about several travel destinations and choose where to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a social media post sharing my travel experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. What is the most useful thing you learned in this module?

2. Which activity was the most difficult for you? Why?

3. In the next unit, what could you do to help your learning?



Listening

Skill-Building and Skill-Using Activities

Identifying Positive or Negative Experiences	15
Identifying Sequence of Events	18
Understanding a Conversation About a Travel Experience.....	21

Teaching Notes: This listening activity focuses on identifying language to describe positive or negative travel experiences. Remind learners that people often use different registers, dialects, regionalisms, colloquialisms and idiomatic language when describing negative or mixed experiences. Some of these language elements may be unfamiliar and difficult to understand at CLB 5-6.

Set Up

- Begin the activity with a warm-up discussion. Post the following questions:
 - What are the main reasons why someone may have a positive or negative travel experience?*
 - What are some other reasons that may affect how good the trip was?*
 - Think about one travel experience you had. What made it a good or not so good experience?*
- As a class, brainstorm some vocabulary for describing a positive or negative experience. Create three columns on the board: positive, mixed and negative experience. Discuss the nuances between words such as *fantastic vs really* good and other intensifiers.

Positive	Mixed	Negative
- fantastic	- ok	- terrible
- great	- not bad	- a disaster
- wonderful	- hit and miss	- awful
- outstanding	- not as good as I expected	- boring
- amazing	- fine	- really bad

- Inform learners that they will listen to four audio clips, in which people talk about a recent travel experience. Learners need to identify whether the experience was positive, mixed, or negative, and give reasons for their decision. They can use the worksheet for this activity.
- Play each audio clip twice before moving to the next one. Have learners work with a partner or in small groups to identify the statements in each clip that indicate how positive or negative the experience was.

Additional Practice Suggestions

Have learners write down and share their own travel experience, and indicate whether it their experience was positive, negative or mixed.

Answer Key:

- Conversation 1: positive
- 2: mixed
- 3: negative
- 4: mixed



Transcript:

Conversation 1: (positive)

Amy: Hi John, how was your weekend trip?

John: Hi Amy. It was superb actually.

Amy: Oh yeah?

John: Yeah, it really was. Everything from the drive, the views, and the weather. Even the kids were on their best behaviour. We would definitely do a repeat.

Amy: That is great to hear!

Conversation 2: (mixed)

Amy: Hi John, how was your weekend trip?

John: Not bad. It was better than I thought it was going to be.

Amy: Oh, why's that?

John: Well, as you know, I really wasn't excited about going. I'm not really much of a camper, and the weather was supposed to be wet. Luckily though, the weather was ok, and the camping was tolerable, I guess.

Amy: Tolerable, eh? At least that's a step towards fun.

John: True.

Conversation 3: (negative)

Amy: Hi John, how was your trip?

John: It was exactly what I was expecting.

Amy: Oh no, that bad? What happened?

John: Well, as you know, I don't really like camping, but I wanted my kids to have the experience. They loved it, even though it rained all weekend. Of course, they didn't need to do all the work and keep everything dry, and do the mountain of laundry afterwards.

Conversation 4: (mixed)

Amy: Hi John, how was your trip?

John: It was kind of hit and miss really.

Amy: Oh really? How so?

John: Well, once we got there, the trip was great, but it was the actual getting there that kind of spoiled the trip.

Amy: What happened?

John: Well, we were about halfway there and we got a flat tire.

Amy: Oh, no!

John: Yeah, it took us around four hours to get towed to a garage to get it replaced, so it kind of spoiled the trip, for me at least.



Name: _____

Date: _____

Instructions: Listen to four audio clips. For each audio, check whether the experience was positive, negative or mixed. List the possible reasons for the reaction to the experience.

☑ Check one	List reasons for the reaction
Conversation 1: <input type="checkbox"/> Positive experience <input type="checkbox"/> Mixed experience <input type="checkbox"/> Negative experience	
Conversation 2: <input type="checkbox"/> Positive experience <input type="checkbox"/> Mixed experience <input type="checkbox"/> Negative experience	
Conversation 3: <input type="checkbox"/> Positive experience <input type="checkbox"/> Mixed experience <input type="checkbox"/> Negative experience	
Conversation 4: <input type="checkbox"/> Positive experience <input type="checkbox"/> Mixed experience <input type="checkbox"/> Negative experience	

Teaching Notes: In this activity, learners listen for language that indicates a sequence of events. Inform learners that events are not always described in sequential order. While learners listen to the conversation, they may need to infer the sequence of events. The conversations may also contain some unfamiliar idiomatic expressions. You can either teach the expressions prior to listening or when you review the answers.

Set Up

1. In small groups, have learners brainstorm words or phrases that indicate a sequence of events, such as those below. Take up the examples in a class discussion and write them on the board for learner reference.

- | | |
|------------------------|-----------------------|
| - First, second, third | - Afterward |
| - First of all | - Before this/that |
| - Next | - Meanwhile |
| - At this point | - Following this/that |
| - After | - Finally |

2. Play the audio or read the transcript. Have learners listen and number the events in the correct order on the worksheet. Inform them that not all the events in the list will be mentioned, and that events may not be mentioned in sequential order. Review the answers as a class.

Additional Practice Suggestions

Have learners list an itinerary for a travel experience they recently had (alternately, they can make one up). Then learners use their itinerary to retell their experience to a partner or small group. The partner or group members listen, and write down the sequence of events.

Answer Key:

- _____ Ate lunch at Downtown Ramen
- 2 _____ Visited Green Gables
- 1 _____ Bought a kite
- 6 _____ Walked Cavendish Beach
- 4 _____ Got Old Tyme pictures taken
- 7 _____ Had a campfire
- 3 _____ Ate at Dave's Lobster
- 5 _____ Flew a kite and had a BBQ
- _____ Met Anne of Green Gables
- _____ Packed their bags



Transcript:

Bonnie: Hi Amy, how was your trip to PEI?

Amy: Hey Bonnie, it was amazing. We had such a great weekend. We tried to see as much as we could on Saturday before we left.

Bonnie: Oh yeah? What all did you do?

Amy: Well, my favourite part of the day was visiting Green Gables. As you know, we are big Anne of Green Gables fans, so seeing the house was really cool. And then we went to Avonlea Village and ate lunch at Dave's Lobster. But before going to Green Gables, we went to the Boardwalk and bought a kite. At our Cavendish Beach campsite, you can just tie the kite to a table and it will fly all day, and we really wanted to do that once we got back to the campsite. Following lunch, we went and got our pictures taken at Old Tyme pictures.

Bonnie: Wow, that is a busy day.

Amy: And that wasn't all. Next, we went back and had a BBQ while the kids flew their new kite. Once we were finished supper, we took a long walk on Cavendish Beach, and finally came back and roasted marshmallows over a campfire. It really was an incredible day.

Bonnie: Wow, I'd say. Nicely done.



Instructions: Listen to someone describe a travel experience. Put the events in the order that they happened by writing the correct numbers beside each event. Not all events will be mentioned. Only number the events that are mentioned in the audio clip.

- _____ Ate lunch at Downtown Ramen
- _____ Visited Green Gables
- _____ Bought a kite
- _____ Walked Cavendish Beach
- _____ Got Old Tyme pictures taken
- _____ Had a campfire
- _____ Ate at Dave's Lobster
- _____ Flew a kite and had a BBQ
- _____ Met Anne of Green Gables
- _____ Packed their bags



.....

Instructions: Listen to someone describe a travel experience. Put the events in the order that they happened by writing the correct numbers beside each event. Not all events will be mentioned. Only number the events that are mentioned in the audio clip.

- _____ Ate lunch at Downtown Ramen
- _____ Visited Green Gables
- _____ Bought a kite
- _____ Walked Cavendish Beach
- _____ Got Old Tyme pictures taken
- _____ Had a campfire
- _____ Ate at Dave's Lobster
- _____ Flew a kite and had a BBQ
- _____ Met Anne of Green Gables
- _____ Packed their bags



Competency Area: Interacting with Others

Indicators of Ability: Identifies factual details, identifies some feelings, identifies sequence of events

Teaching Notes: This listening task requires some writing. Learners will need time after listening to the audio clip to record their answers. Inform them that proper spelling and grammar are not important and will not be assessed.

Set Up

1. Inform learners that they will listen to a conversation about one person’s feelings about a recent travel experience.
2. Distribute the handout and go over the instructions for the activity. Learners will identify the experiences mentioned in the conversation, whether each experience was positive or negative, and why. Inform learners that not all the experiences are mentioned in the conversation.
3. Play the audio twice; allow time between each playing for learners to write their answers.

Assessment:

Learners could exchange their work with another class member. You can project or take up the answers with the class, peers can check the answers and return work to their classmate. Alternately, Learners could correct their own work using a different coloured pen.

Answer Key:

Experience	Order	Positive or Negative?	Reason
Whale watching	4	P	Lots of whales
Downtown Market	Not mentioned	-	-
Supper	5	P	Good food
Drive to Lunenburg	1	N	Foggy/Cloudy
Lunch	3	N	Food not very good
Breakfast	Not mentioned	-	-
View of the Harbour	6	N	Kids were tired
Walking Tour	2	P	Beautiful village
Visit to the Museum	Not mentioned	-	



Transcript:

Amy: Hey Bonnie! Hi Carl. How was your trip to Lunenburg on Saturday?

Bonnie: Hey Amy, it was OK I guess. Some highs and some lows, to be honest.

Carl: That is a good way to put it.

Amy: Oh really? Why? What happened?

Bonnie: Well, first of all it was really foggy in the morning, so we really couldn't see any of the great views on the way there.

Carl: Yeah, we only saw clouds for the first two hours. It didn't really clear until we got there.

Amy: Oh, that's too bad. Was it any better on the way back?

Bonnie: Well no, we drove back at night, so we couldn't see anything then either.

Carl: Once we got there it was ok though.

Bonnie: Yeah, we started with the walking tour, which showed us all around Lunenburg. It really is a beautiful village.

Amy: I hope you took lots of pictures.

Carl: Definitely. And then we had lunch at the Downtown Shell, which was disappointing really. We had heard so many great things, but the food was just OK.

Bonnie: And after lunch we decided to go whale watching.

Amy: Oh, I'm jealous. Did you see many whales?

Carl: We did actually. It was unbelievable. The kids absolutely loved it. I think we saw at least five different kinds of whales. I couldn't believe how big they were.

Bonnie: Yeah, it was definitely the highlight of our summer. And then we came back and had supper. We tried a different restaurant, and this time we had much better luck.

Amy: Oh, good.

Bonnie: After that, we decided to go to the other side of the harbour to check out the view of the harbour. That was a mistake though.

Carl: Yeah, the view was nice but the kids were exhausted, so we really couldn't enjoy it. So, we just took a couple of pictures and then drove home. Luckily the kids slept the entire way, so even though it was dark, at least it was quiet.

Amy: Would you recommend going?

Bonnie: Oh definitely. But I would probably stay the night and try not to do so many activities in such a short time.

Carl: Agreed.



Name: _____ Date: _____

Instructions: Listen to a conversation between two friends who are discussing a recent travel experience. Complete the chart, as follows:

- **Order:** Indicate the order of events by writing a number (e.g., 1, 2, 3, etc). Not all the experiences are mentioned in the conversation. If it is not mentioned, write NO.
- **Positive or Negative:** Write **P** for positive, **N** for a negative experience.
- **Reason:** Write the reason that the experience is positive or negative.

Experience	Order	Positive or Negative?	Reason
Whale watching			
Downtown Market			
Supper			
Drive to Lunenburg			
Lunch			
Breakfast			
View of the Harbour			
Walking Tour			
Visit to the Museum			

Self-Reflection:

I found this listening activity _____ because _____.

A strategy I used in this activity was _____.



Speaking

Skill-Building and Skill-Using Activities

Offering Opinions on Travel Experiences	25
Using Sequence Markers to Share a Travel Experience	27
Conversation Management	29
Sharing a Weekend or Special Day Experience	32

Teaching Notes: In this activity, learners give opinions on a travel experience. Sample travel experiences are provided on the next page; however, the class can brainstorm their own list based on local travel experiences.

Set Up:

1. Brainstorm a list of possible adjectives to describe a travel experience in both positive and negative terms (e.g., *I think it is fun, enjoyable, boring, not interesting, etc.*). Review expressions for giving opinions, and if necessary, gerunds and infinitives.
 - *I would enjoy ...*
 - *I like to go...*
 - *I can't wait to...*
 - *I can't stand...*
 - *I think ...*
2. Organize learners into small groups and give each group a set of travel experience cards (cut from the card on the next page). Learners place the cards face down on the table. They take turns to draw a card, read the travel experience on it, say whether they would enjoy it and give at least one reason as to why they would/would not enjoy it. Other group members can give their opinions as well, and share actual experiences (if they had ones).
3. Circulate and provide feedback on pronunciation and the appropriate use of expressions as needed.



Travel Experience Cards



<p>A train trip across Canada starting in Halifax and travelling to Vancouver with several stops along the way.</p>	<p>A 3-day hike through the famous Fundy Footpath in New Brunswick along the Bay of Fundy.</p>	<p>A trip to see the polar bears in Churchill, Manitoba.</p>
<p>Downhill skiing at the Whistler Blackcomb Resort in British Columbia.</p>	<p>A visit to the National Art Gallery of Canada in Ottawa, Ontario.</p>	<p>A one-day white water rafting trip in Whitehorse, Yukon.</p>
<p>Two days at the Farm Table Inn in British Columbia, where you will receive personal cooking classes and tour local wineries.</p>	<p>A two-day scenic drive around the Cabot Trail on Cape Breton Island in Nova Scotia.</p>	<p>A visit to Canada's Wonderland Amusement Park in Ontario.</p>

Teaching Notes: Two possible travel itineraries are provided; however, learners could come up with their own travel itineraries for this activity, if desired.

Set Up:

1. In small groups, learners brainstorm words and phrases that indicate sequence. Take up the examples in a class discussion and write them on the board for learner reference.

- | | |
|------------------------|-----------------------|
| - First, second, third | - Afterward |
| - First of all | - Before this/that |
| - Next | - We started/we ended |
| - At this point | - Following this/that |
| - After | - Finally |

2. Organize the class into pairs (learner A and B). Copy enough worksheet pages for each pair. Cut and give learner A the top half, and learner B the other half. Review the instructions for the task and discuss any new vocabulary.
3. Give learners time to choose the activities they want to do from their *Possible Activities* list, and number the activities in the order they want to do them. Also have them think about how they will explain their itinerary to their partner, and which sequence markers they will use in their explanation.
4. Student A describes his/her travel itinerary to Student B, keeping the *Possible Activities* list hidden from view. Student B listens, and numbers the activities in order on the *Listen and Number* portion of his/her handout. Learners then switch roles.
5. Have learners compare their answers. Some learners can share their itineraries with the entire class for more practice.

Additional Practice Suggestions:

Learners can create their own itineraries, for example from an actual travel experience, an imagined travel experience, or their weekend activities. Then they can share in small groups or with the class.



Student A Handout

Possible Activities List

Number the events in any order you like (you do not need to include all events). Then describe your itinerary to your partner without showing the list below. Use transition words when you describe your itinerary.

- _____ Downtown cycling tour
- _____ Visit the Farmer’s Market
- _____ Visit the local craft market
- _____ Lunch
- _____ Visit a local craft brewery
- _____ Outdoor yoga
- _____ Dinner
- _____ Outdoor concert
- _____ Visit an art gallery

Listen and Number

Listen to your partner describe his/her itinerary. Number the activities in the order your partner plans to do them.

- _____ Take a boat trip near Niagara Falls
- _____ Visit the Butterfly Conservatory
- _____ Visit the Bird Kingdom Aviary
- _____ Lunch
- _____ Ride the Go-karts
- _____ Go to the casino
- _____ Dinner
- _____ Visit a local winery
- _____ Visit Safari Niagara (nature park/zoo)



Student B Handout

Possible Activities List

Number the events in any order you like (you do not need to include all events). Then describe your itinerary to your partner without showing the list below. Use transition words when you describe your itinerary.

- _____ Take a boat trip near Niagara Falls
- _____ Visit the Butterfly Conservatory
- _____ Visit the Bird Kingdom Aviary
- _____ Lunch
- _____ Ride the Go-karts
- _____ Go to the casino
- _____ Dinner
- _____ Visit a local winery
- _____ Visit Safari Niagara (nature park/zoo)

Listen and Number

Listen to your partner describe his/her itinerary. Number the activities in the order your partner plans to do them.

- _____ Downtown cycling tour
- _____ Visit the Farmer’s Market
- _____ Visit the local craft market
- _____ Lunch
- _____ Visit a local craft brewery
- _____ Outdoor yoga
- _____ Dinner
- _____ Outdoor concert
- _____ Visit an art gallery

Teaching Notes: If This activity focuses on language to manage conversations, using a transcript of a conversation about a past weekend. It may be beneficial to review past tense for the weekend dialogue, even at CLB 5/6!

Set Up:

1. As a class, brainstorm different phrases that can be used to open a conversation, show interest, change the topic, and close the conversation. For example:
 - Open a conversation: Hi, hello, how's it going, etc.
 - Show interest: Really? Interesting, oh wow, etc.
 - Ask a question: What was that like? Would you do that again?
 - Change the topic: and how about you?
 - Pre-closing a conversation: anyways, well, I should get going, etc.
 - Closing: See you, talk to you later, etc.
2. Distribute the conversation transcript of the conversation (on the next page) and have learners practise the dialogues, taking turns playing each role.
3. Have learners replace the underlined sentences with their own words, using the second worksheet to fill in the blanks. Then have learners practise the new conversations.

Additional Practice Suggestions:

Learners can create their own dialogues describing what they did on the weekend or a past travel experience. They could also talk about their experience of travelling to Canada. Learners can also practice conversation management when discussing their recent experiences or weekend activities.



Instructions: Practise the conversation with a partner. Then use the next page to replace the underlined sentences with your own words. Make sure your words have a similar meaning.

A: Hi Rajni, how are you?

B: Hi Anouk! I'm well. You?

A: I'm good too. How was your weekend?

B: It was really good actually. We went to The Multicultural Festival.

A: Oh really? How was it?

B: It was great. We spent the whole day there. We started at the multicultural breakfast, where we had all kinds of breakfast foods from different cultures.

A: Oh neat. What did you try?

B: Actually, we tried some German food. I forget what it was called, but it was delicious. After that, we went to the festival and watched the performances. We ate lunch there too. It was such a beautiful day. What about you? How was your weekend?

A: Not as good as yours, unfortunately.

B: Oh no? What happened?

A: Well, we had planned to go to the festival, but some friends came to visit and they really wanted to go to the high ropes adventure course.

B: Oh, really? I heard that place was fun.

A: So did I, but it wasn't what I had expected.

B: Oh? Why not?

A: Well, when we got there, I didn't realize that it was going to be around 2 hours to get through the course. Once you start, you really need to finish the course or get rescued by the staff.

B: Wow. That is a long time.

A: Yeah. It was fun at first, but we got tired really fast. By the end we were all exhausted and cranky.

B: Oh no. That's too bad. But at least that is good to know.

A: Yeah, but I'm probably complaining too much. I think the others had fun. Anyway, I should get going. We'll have to get coffee this week sometime.

B: Definitely. I'll send you a message. See you soon!

A: See you!



A: _____

B: _____

A: I'm good too. _____

B: It was really good actually. We went to The Multicultural Festival.

A: _____

B: It was great. We spent the whole day there. We started at the multicultural breakfast, where we had all kinds of breakfast foods from different cultures.

A: _____. What did you try?

B: Actually, we tried some German food. I forget what it was called, but it was delicious. After that, we went to the festival and watched the performances. We ate lunch there too. It was such a beautiful day. _____

A: Not as good as yours, unfortunately.

B: _____ What happened?

A: Well, we had planned to go to the festival, but some friends came to visit and they really wanted to go to the high ropes adventure course.

B: _____ I heard that place was fun.

A: So did I, but it wasn't what I had expected.

B: _____

A: Well, when we got there, I didn't realize that it was going to be around 2 hours to get through the course. Once you start, you really need to finish the course or get rescued by the staff.

B: _____. That is a long time.

A: Yeah. It was fun at first, but we got tired really fast. By the end we were all exhausted and cranky.

B: _____. But at least that is good to know.

A: Yeah, but I'm probably complaining too much. I think the others had fun.

B: _____

A: _____

Competency Area: Interacting with Others

Indicators of Ability: Participates in a basic social conversation for an everyday purpose; opens and maintains the conversation; takes turns and encourages conversation; closes a conversation (CLB 6); adds supportive comments (CLB 6)

Teaching Notes: This activity involves peer feedback. Ensure time is given for peers to share and review feedback. Remind learners to also complete the self-assessment portion of the Peer Feedback form. It may be a good idea to caution learners that the role play is a dialogue (not a monologue); speakers sharing their experience need to give listeners the opportunity to respond.

Set-up:

1. Explain the activity instructions and the criteria. Arrange learners in groups of 3 or 4. Distribute the required number of feedback forms to each group.
2. Learners pair up within the group to role play a recent weekend or special day experience (actual or made up). Each learner should give opinions and recommendations about the experience to their group; each partner should ask at least three questions to keep the conversation going and to show interest. Give learners a few minutes to find a partner and write down some notes to aid them.
3. When ready, each pair takes turns to present their role play to their group.
4. During the role plays, circulate and make observations, as needed. You can use an observation sheet to record observations. Identify any issues that need additional targeted practice. If desired, you can also review the peer feedback.
5. When each role play is finished, peers in the group complete the Peer Feedback form for the learners in the role play. Then the next pair of learners in the group takes their turn and performs their role plays.
6. Learners can complete a self-assessment of their own role play experience on the Peer Feedback form.

Sharing a Weekend or Special Day Experience, *continued*

PEER FEEDBACK: Sharing a Weekend or Special Day Experience			
Speaker: _____	Date: _____		
Peer: _____			
The speaker:	Yes	No	Comments
<input type="checkbox"/> Described a recent weekend experience or special day and gave opinions. CLB 6: Gave recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Opened and maintained the conversation. CLB 6: Closed the conversation.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Took turns and asked relevant questions to keep the conversation going.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Encouraged conversation. CLB 6: Added supportive comments.	<input type="checkbox"/>	<input type="checkbox"/>	



PEER FEEDBACK: Sharing a Weekend or Special Day Experience			
Speaker: _____	Date: _____		
Peer: _____			
The speaker:	Yes	No	Comments
<input type="checkbox"/> Described a recent weekend experience or special day and gave opinions. CLB 6: Gave recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Opened and maintained the conversation. CLB 6: Closed the conversation.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Took turns and asked relevant questions to keep the conversation going.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Encouraged conversation. CLB 6: Added supportive comments.	<input type="checkbox"/>	<input type="checkbox"/>	



Reading

Skill-Building and Skill-Using Activities

Identifying Tone	35
Tourism Website Navigation	38
Researching Travel Experiences	40

Teaching Notes: This activity focuses on identifying tone in blog posts. Each blog tells that same story, but with a different approach. For lower level readers, this could be a “learn and share” activity, where each group gets one blog to read and shares their answers with another group. For higher level readers, they could read all three blog posts and compare.

Set Up:

1. As a class, brainstorm different types of tone: humorous/serious, factual/educational, conversational/formal, enthusiastic, positive/negative, etc. Ask learners which style they think works best for a travel blog, and why.
2. Discuss learners’ experiences with travel blogs or blogs in general. Why are these blogs so popular? What makes a good blog? What is an *influencer*?
3. Explain that they are going to read three blog posts. Each post tells the same story, but uses a different tone and has a different opinion on the experience. For each blog, learners will identify the tone, and highlight the words/phrases that helped them to determine it.
4. Once completed, learners share their answers with a partner, in a small group or as a class.

Additional Practice Suggestions:

Have learners research travel blogs and determine the tone and style of them. A web search of “best travel blogs” will generate a list of blogs to start with.

Answer Key:

Blog	Tone	Key words
1	Humorous	hilarious, bravely, our Korean stinks, famous last words, Wow!, laughing, oops!
2	Educational	family-owned, in heart of the city, very authentic, be aware, we learned, in fact
3	negative	horrible, we were going to leave, safest option, wrong, couldn’t eat it, ignored them, terrible, never again

Instructions: Read the three blog posts. Complete the chart on the next page to identify the tone of each blog and the words/phrases that create the tone.



Blog 1



What a delicious and hilarious dining experience! It all started when we bravely decided to go to a new Korean restaurant on our own, without our Korean friend to help us translate. When we got there, it became obvious very quickly that our Korean was not nearly as understandable as we thought (actually, our Korean stinks), and the staff knew very little English. We felt confident though. How hard could it be? Famous last words! We got our menus and thankfully there were lots of images. We selected some chicken, and they asked us a question. They asked us how much we wanted, and we said a lot.

Once we got our regular sized portion of chicken, it became clear that we had not asked for more chicken, but more spice. A lot more spice! Wow! First bite and we were both crying, and laughing, and crying some more. During the meal, the server came over and asked us a question. I guessed that they were asking if we needed anything, and I waved no. The server looked confused, and walked away. This happened two more times. I thought, *Wow, what great service!* The last time the manager came over, he explained to me that the cup holder that I was resting my arm on was actually a bell that alerted the staff that I needed something. Oops!

To make a long story short, first, make sure you learn the word for spicy. Second, that cup holder is actually a bell, and third, the food is amazing! We'll definitely be back, but with our Korean friend next time.



Blog 2

The Gangnam Korean restaurant is a wonderful family-owned restaurant in the heart of the city. This was our first experience at a Korean restaurant. Right away, we realized that there would be a language barrier, but the staff was very good at trying to help us look through the menu and select our meal. Each menu item has a picture, so you do not need to be able to read Korean to order your food. In fact, the Korean language on the menu made the experience feel very authentic. Be aware though, there are different levels of spicy, and we misunderstood, which meant that we ended up with a dish that was very spicy. It was still delicious though.



Another thing that we learned was that each table has a button on the table that alerts the staff. Instead of making eye contact or flagging down a server, you just press this button. We accidentally pressed this button a couple times before we understood the purpose, but we apologized and the staff was able to laugh at it.

Overall, Gangnam Korean restaurant was a great experience with delicious food, and I would highly recommend it.



Blog 3

What a horrible eating experience. When we arrived, the servers spoke no English. How can a restaurant downtown not be able to speak English? We were going to just leave, but we decided to stay. When we got the menu, there were lots of pictures, but all of the writing was in Korean. We decided to get some chicken, since we thought that was the safest option. We couldn't have been more wrong. The chicken that came was so spicy that we couldn't even eat it. Not only that, but we couldn't even eat our meal in peace because the server came out every five minutes to ask us some questions. They said something about our cup holder, but we just ignored them. No English, terrible service, way too spicy chicken, and just a terrible experience overall. Never again!

	Tone	Key words/phrases
Blog 1:		
Blog 2:		
Blog 3:		

Teaching Notes: It may be useful to review website terms with the class, such as homepage, navigation bar, etc. Here is a link to clear explanations for website terms:

<https://11web.com/parts-of-a-website/>

It may also be helpful to go over the symbols for popular social media sites, such as Facebook, Twitter, Instagram, YouTube, Flickr, Pinterest.

This activity requires that learners have internet access. They can choose any tourism websites; just ensure that they are using official tourism websites. You may want to preselect the websites, so that learner answers will be consistent.

Set Up:

1. As a class, begin by discussing where learners get travel information. Ask them: What makes a good tourism website? Which websites do they prefer? How much do they trust rating and recommendations on websites?
2. Discuss the parts of a tourism website, such as homepage, header, navigation bar, sidebar, etc. Also discuss the different social media sites and their symbols.
3. Explain the instructions to the class. Explain that they do not need to write full sentences.
4. Have learners complete the activity. Upon completion, have them share their answers with a partner, in a small group or with the class.

Additional Practice Suggestions:

Have learners create their own travel brochure and share it with the class.



Name: _____

Date: _____

Part 1: CLB 5 and 6. Choose a local tourism website. Browse the homepage, and answer the following questions. You do not need to write full sentences.

1. Which experience is featured on the homepage of the webpage?

2. List the sections available on the homepage navigation menu.

3. Which social media apps does the tourism organization use?

4. Which events are happening this week?

Part 2: CLB 6 only. Choose a second local tourism website. Compare it to the first website. Answer the questions:

5. Which website is easier to navigate? Why do you think so?

6. Which website is more attractive to you? Why do you think so?

7. Who do you think the target audiences are for each website? Why do you think this?

Competency Area: Comprehending Information

Indicators of Ability: Identifies purpose, main ideas and key details; compares facts to make choices (CLB 6); accesses relevant information using effective search strategies.

Teaching Notes: This activity requires the use of technology to research travel experiences. Ensure that learners are using official tourism websites.

Set Up:

1. Review reading strategies for navigating tourism websites, such as using headers, navigations bars, drop down menus, etc.
2. As a class, look at several local tourism websites. Discuss the layout, navigation menus, and information they contain.
3. Set up the task using the learner instructions on the worksheet. Have learners complete the travel experience research task on their own. Circulate and ensure that learners are on track and accessing information relevant to the task independently.

Assessment:

Upon completing the task, learners should complete the self-assessment independently. They could work with a partner or small group to exchange research tasks and complete the Peer-Assessment. The teacher could choose to participate in the Peer-Assessment or complete a separate observation sheet for the class.

Additional Practice Suggestions:

If appropriate, have learners give a presentation or create a brochure about a travel destination of their choosing, either from their culture or from a place they have visited.



Name: _____

Date: _____

Instructions: Using official tourism websites of your choosing, research travel experiences (such as provincial parks, museums, attractions) of interest to you *in your province or a neighbouring province*. Complete the chart. Include two experiences (three for CLB 6), the website name and URL, and details about the activity (as many details from the website as you can). You do not need to write complete sentences. Spelling and grammar will not be assessed.

Experience or Activity:	Website name & URL	Detailed description of the experience	Approximate costs
Experience 1:			
Experience 2:			
Experience 3 (CLB 6 only):			

CLB 6 Only: Compare the three experiences. Use your comparison to choose the experience you would like best. Describe your choice below, with reasons for your choice.



Learner Self Assessment: Researching Travel Experiences		
My name: _____	Date: _____	
	CLB 5: for 2 Experiences	CLB 6: for 3 Experiences
I accessed relevant websites.	<input type="checkbox"/>	<input type="checkbox"/>
I gave detailed information.	<input type="checkbox"/>	<input type="checkbox"/>
I included costs.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 6 only: I compared experiences		<input type="checkbox"/>
CLB 6 only: I choose the best experience.		<input type="checkbox"/>

Peer or Teacher Assessment: Researching Travel Experiences		
My name: _____	Date: _____	
Peer name: _____		
	CLB 5: for 2 Experiences	CLB 6: for 3 Experiences
You accessed relevant websites.	<input type="checkbox"/>	<input type="checkbox"/>
You gave detailed information.	<input type="checkbox"/>	<input type="checkbox"/>
You included costs.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 6 only: You compared experiences		<input type="checkbox"/>
CLB 6 only: You choose the best experience.		<input type="checkbox"/>



Writing

Skill-Building and Skill-Using Activities

Enhancing a Travel Blog	44
Giving Recommendations	47
Writing Reactions to Travel Experiences	49

Teaching Notes: Have learners complete this activity in stages, with a focus on sharing ideas for improving the writing in a travel blog in small groups and as a class. If possible, encourage learners to use a thesaurus to find new and interesting vocabulary that they can use. Post these words on a word wall for future use.

Set Up:

1. Read the blog post out loud to the class. Ask learners to share their opinion of the blog post.
2. Have learners work in small groups to fill in the charts to improve the vocabulary, details, and recommendation. Share with the class. Learners can use a thesaurus to help additional vocabulary.
3. Have learners rewrite the blog using their ideas.
4. Have learners compare their blogs and give feedback if appropriate.

Additional Practice Suggestions:

Have learners write their own travel blog post about an actual or imagined travel experience. Repeat the process from this activity by exchanging with a partner and identifying vocabulary and details that can be improved upon.

Instructions: The blog post below about a travel experience is not very interesting or detailed. Read the blog post. Then fill in the chart to list ideas for alternate wording for vocabulary, details, and a recommendation. Finally, rewrite the blog using your ideas.



Our Trip to St. Andrews by the Sea

Hi everyone, I just want tell you about our trip to Saint Andrews by The Sea in New Brunswick.

Saint Andrews is a small town in the south of New Brunswick. It is a nice town. We stayed in the Algonquin Hotel which is an old hotel, but is very pretty. In the morning we went whale watching. There were a lot of whales. It was fun.

We ate lobster in a restaurant that faced the harbour. It was a nice view. The lobster tasted good.

After lunch we visited the different shops along the main street. There were a lot of interesting shops, and we bought some stuff.

Finally, we visited the Marine Centre. There were a lot of different sea creatures. We liked the seals.

You should go to Saint Andrews. It was fun.





Vocabulary:

Instead of...	Use one of these words or phrases instead...
small town	
nice town	
old hotel	
very pretty	
fun	
nice view	
tasted good	
interesting shops	
some stuff	

Additional Details:

Event	Possible additional details
Whale watching	
Eating lobster	
Shopping	
Visiting marine centre	

Recommendation:

Instead of...	Write...
You should go to Saint Andrews. It was fun.	

Teaching Notes: The scenarios provided for this activity can be replaced with local travel experiences. The class can brainstorm different ideas that they can then give recommendations for. If so, they can adjust the target audience to whatever is most appropriate. For the purpose of this activity, ‘young kids’ mean ages 6-10.

Set Up:

1. Begin with a general discussion about recommendations. Ask questions, such as:
 - *Do you look for recommendations before you travel?*
 - *Where do you look?*
 - *Who do you ask?*
 - *Do you ever give recommendations?*
 - *What is important when giving a recommendation?*
2. As a class, brainstorm different phrases to use when giving a recommendation, such as: *I’d/ I wouldn’t recommend..., I really think..., You should/shouldn’t..., If I were you... , I’d suggest..., Whatever you do..., You definitely need to...*
3. Distribute the handout on the next page. Explain that for each travel experience, learners need to write a recommendation for or against the travel experience, and give reasons why. Because learners are writing their recommendations independently, it’s a good idea to demonstrate writing one recommendation as a class a sample, such as one of those below.

Sample recommendations:

- *You and your family should definitely try horseback riding. It is a fun adventure that connects you closer with nature.*
 - *Horseback riding is a lot of fun, but younger kids may find that a one-day adventure is too long. I would recommend a shorter experience to start.*
 - *I really think that every family should visit the local science centre. Adults and children will both enjoy seeing how science can be fun. My kids always love going there.*
4. In pairs, or small groups, learners share their reviews with each other. They can take turns reading the reviews to each other.
 5. If desired, learners can share their reviews with the class, for example by posting them on the class walls for others to read.

Additional Practice Suggestions:

Create a travel brochure for the local community. Each learner can offer a recommendation of a local travel experience that other newcomers should experience.

Giving Recommendations, *continued*



Instructions: For each travel experience, write a recommendation and give one reason why you **would** or **would not** recommend it for families with young kids. Use appropriate phrases and vocabulary.

When you are done, share your recommendation in a small group. Ask your group members for their recommendation and reasons.

Travel Experience: A horseback riding day trip along a river valley.
<hr/> <hr/> <hr/>

Travel Experience: A visit to a local science centre.
<hr/> <hr/> <hr/>

Travel Experience: A visit to a Paint-It-Yourself Art Studio.
<hr/> <hr/> <hr/>

Competency Area: Interacting with Others

Indicators of Ability: Conveys personal messages; uses language and content appropriate and relevant to the situation; adequate control of spelling

Teaching Notes: This activity focusses on using various forms of social media to share a reaction to a travel experience. Ideally, it should be done on a digital device so learners can type it and easily share it. If learners do not have devices, they can hand-write it.

Set Up:

1. Discuss with the class how they usually share their travel experiences. For example, by emailing friends, sharing their experience on Facebook or Instagram, texting or messaging their friends. Discuss whether they ever write reviews on websites.
2. Discuss how writing on social media or instant messaging platforms can often be different than other forms of writing (e.g., less formal, less structured, less focus on spelling, grammar, and sentence structure). If possible, view samples online of Instagram or Facebook posts.
3. Brainstorm some vocabulary to describe both positive and negative experiences.
4. Go over any new vocabulary, such as *Otentik*.
5. Distribute the handout and have learners write an appropriate reaction to the travel experiences. If desired, show a sample of a reaction, such as one of those below:

Sample reactions to a travel experience: How was your stay in the Otentik?

- *Ugh! It was terrible. First, there was only one bathroom in the campground that we had to drive to, and it was freezing. We tried snowshoeing, but it was way too icy. Then at night, the lights in the Otentik didn't even work. We couldn't even go shopping in the village because all of the stores were closed for the winter. I definitely would not go there again in the winter.*
- *Amazing! The Otentik was so warm and cozy. We went snowshoeing and the trails were absolutely amazing. The whole campground was so peaceful and quiet too. At night, we could see so many stars. It really was a wonderful experience. Thanks so much for recommending it.*

6. Have learners give peer-feedback and then discuss as a class.



Instructions: On social media, a friend has just asked: ***How was your stay in the Otentik?*** or ***How was your visit to the art museum?*** Choose one positive and one negative travel experience. Write a reaction to the experience in a style suitable for social media. Describe the travel experience and why it was a positive or negative experience. Incorporate some of the reasons listed below into your writing.

1. Travel Experience: Staying in an Otentik in winter

Why it was negative:	Why it was positive:
<ul style="list-style-type: none"> • bathroom • snowshoeing • shopping • weather 	<ul style="list-style-type: none"> • Otentik • Trails • Campground • scenery

2. Travel Experience: Visiting an art museum

Why it was negative:	Why it was positive:
<ul style="list-style-type: none"> • tour guide • art • artists • food 	<ul style="list-style-type: none"> • tour guide • art • artists • food

Writing Reactions to Travel Experiences, *continued*

PEER FEEDBACK FORM: Writing Reactions to Travel Experiences			SU
Name of writer: _____	Date: _____		
Name of Peer: _____			
	Yes	No	Comments
The message clearly describes the experience and why it was positive or negative.	<input type="checkbox"/>	<input type="checkbox"/>	
Good use of colourful vocabulary which enhances the writing.	<input type="checkbox"/>	<input type="checkbox"/>	
Tone is appropriate for a social interaction.	<input type="checkbox"/>	<input type="checkbox"/>	
Most words are spelled correctly.	<input type="checkbox"/>	<input type="checkbox"/>	



PEER FEEDBACK FORM: Writing Reactions to Travel Experiences			SU
Name of writer: _____	Date: _____		
Name of Peer: _____			
	Yes	No	Comments
The message clearly describes the experience and why it was positive or negative.	<input type="checkbox"/>	<input type="checkbox"/>	
Good use of colourful vocabulary which enhances the writing.	<input type="checkbox"/>	<input type="checkbox"/>	
Tone is appropriate for a social interaction.	<input type="checkbox"/>	<input type="checkbox"/>	
Most words are spelled correctly.	<input type="checkbox"/>	<input type="checkbox"/>	



Assessment Tasks

Listening, Speaking, Reading, Writing

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Each assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete them independently.

Set Up:

Review the task, instructions for completion and criteria for success when introducing the assessment task to learners.

- **Listening:** Learners listen to a conversation about a travel experience and answer comprehension questions. Prior to the task, remind learners that:
 - The task is easier if they use the listening strategies they have been practicing, such as reading the questions prior to listening, and listening for key words.
 - The conversation will be played two times, with a pause between each playing so that learners can answer the comprehension questions.
 - For questions 8 and 9, complete sentences are not required and grammar will not be marked, but answers need to be clear enough that the reader doesn't have to guess.
- **Speaking:** Learners role-play a social conversation about a travel experience.
 - Prior to the task, brainstorm with the class possible questions that can be asked, such as: *What was your favorite part of the experience/trip? Was there anything that you would do differently? What was your least favorite part? Was there anything that surprised you?* Give learners a few minutes to write down some ideas for their role play in point form.
 - This role play is carried out in pairs. Pair learners; instruct them that in a conversation, each partner will relate a recent travel experience (real or made up), and give opinions/recommendations with reasons for their opinions. Each partner should ask at least three questions to keep the conversation going and show interest. Conversations should not exceed five minutes before switching roles. Teachers may wish to record each pair's role play.
- **Reading:** Learners read a travel brochure and answer comprehension questions. Prior to the task, remind learners that:
 - The task is easier if they use reading strategies they have been practicing, such as skimming the text to get the gist, scanning for specific information, and using text layout to understand the text.
 - Spelling and grammar will not be scored.
- **Writing:** Learners write a social media post about a travel experience. Prior to the task:
 - Go over the assessment tool as a class to ensure that learners understand the expectations.
 - Remind learners to use the assessment tool to review their writing before handing in. Make clear that only CLB 6 learners need to offer recommendations.

Feedback:

- *Productive Tasks (speaking and writing):*

When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on a few key items the learner is doing well in addition to areas where they can improve. Provide class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with.

Consider having learners use the assessment tool for self-assessment before they hand in their work. They can insert their initials in the appropriate column (meets/not yet) beside each criterion or write “not sure” if appropriate.

- *Receptive Tasks (listening and reading):*

When learners have completed the receptive assessment tasks, provide feedback on any error patterns you notice. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer.

Answer Key:**Listening Task:**

1. b
2. a
3. a
4. b
5. b
6. b
7. a
8. c (because she mentions it multiple times)
9. answers will vary

Reading Task:

1. b
2. a
3. c
4. crabs, mussels, oysters, shrimp, snails, seals (only 2 required)
5. Kellys Beach Boardwalk and Voyageur Canoe Experience
6. answers will vary
7. answers will vary
8. Fundy because there are more multi-day adventure options (kayaking, hiking)
9. Mi'kmaq Wigwam Gathering, Voyageur canoe adventure
10. answers will vary

Transcript: Listening Assessment

JIN: Good morning Lou, how are you doing?

LOU: Oh hi, Jin. Not bad. And you?

JIN: I'm fine, but it is so hard to come back to work after a long weekend.

LOU: I know what you mean. So how was your long weekend? What did you do?

JIN: It was great actually. We went camping in Grand Manan.

LOU: Oh really? I've never been there. What did you do there?

JIN: Well, we did a lot of hiking around the island. There are so many great views. We also went out and did some sea kayaking which was absolutely amazing.

LOU: Hiking and sea kayaking? Sounds exhausting.

JIN: Not really. The sea kayaking was really cool because we went at sunset, and we could watch the sun set from right out on the water. It was definitely relaxing. Have you ever tried it?

LOU: Sea kayaking? No, I don't really think that is my style. It doesn't sound like a relaxing trip to me.

JIN: So how did you spend your weekend?

LOU: Well, actually, my wife and I went to Fredericton for the weekend. We spent the weekend checking out the museums and historical attractions.

JIN: Oh?

LOU: Yeah, it was really interesting. We finally got to go to the Beaverbrook Art Gallery. They just opened a new collection, plus all of their Masterworks collection was on display for their 75th anniversary. My wife and I spent over two hours there. Have you ever been?

JIN: No, I haven't. Two hours?

LOU: Yeah, and we could have stayed longer if we weren't so hungry. You definitely need to check it out. Before that though, we went to Kings Landing.

JIN: I've been there actually.

LOU: Oh yeah? We spent the entire morning there. It was such a beautiful morning. We just walked around to all of the old houses and looked at all the history. Of course, we stopped at the Kings Head for lunch, which was so delicious.

JIN: It sounds like a nice day. Not quite my cup of tea though. I really think that you should come to Grand Manan with us next time. I think that you would love the sea kayaking if you gave it a chance. You don't need any experience, and it really isn't that hard.

LOU: I don't know. I'll think about. Anyway, I should get back to work. I sense that it might be a long day.

JIN: Yeah me too. Talk to you later.

LOU: See you later.

Module Topic: Sharing a Travel Experience with Others

CLB 5

Competencies: Interacting with Others

CLB 6

Criteria: Understands key information (questions 1, 6, 8) Identifies opinions (3, 4, 5) Understands language functions (2, 7) Uses information to make a decision (9)

Name: _____

Date: _____

Part 1: CLB 5 and 6: Listen to the conversation and answer the questions.

- How do Lou and Jin know each other?
 - They are neighbours.
 - They are co-workers.
 - They are friends.
- What activity did Lou do first in Fredericton?
 - Visit Kings Landing
 - Eat lunch at King's Head
 - Visit art gallery
- How does Jin feel about being outdoors?
 - She loves it.
 - She doesn't really like it.
 - She is unsure about it.
- Do you think Lou is interested in going to Grand Manan?
 - Yes, he is excited.
 - No, he doesn't seem to be interested.
 - He doesn't give any clue if he would want to or not
- What is Jin's reaction to Lou going to the art gallery for two hours?
 - No reaction
 - Surprised that someone could spend that long looking at art
 - Not surprised
- What is one reason that Jin really enjoyed the sea kayaking?
 - It was great exercise.
 - There was a beautiful sunset.
 - It was a new experience.

CLB 5: 5 out of 6 answers correct

Your Score: ____/6



Part 2: CLB 6 only: Listen to the conversation and answer the comprehension questions. You do not need to use complete sentences. Spelling and grammar will not be scored.

7. When Jin says, *Not my quite my cup of tea though*, she means _____. (1 point)

- a. she does not enjoy going to art galleries and museums
- b. she doesn't like eating at Kings landing
- c. she grabbed the wrong cup

8. What do you think was the highlight of Jin's trip to Grand Manan? (1 point)

- a. the camping
- b. the hiking
- c. the sea kayaking

Why? (1 point)

9. If you were listening to this conversation, which place would you like to visit: Fredericton or Grand Manan? Why? (2 points)

TASK SUCCESS		Your Score
CLB 5	Part 1: 5 out of 6 points	/6
CLB 6	Part 1 and 2: 8 out of 11 points	/11

Sharing Travel Experiences



Module Topic: Sharing Travel Experiences | **Competency:** Interacting with Others

Name: _____ Date: _____

Instructions: In pairs or a small group, role play a conversation about a recent travel experience. Describe the experience, give an opinion on it, and respond to at least three questions from your group, when appropriate. **CLB 6 Only:** Offer recommendations based on your experience, and give reasons for your recommendation.

SPEAKING: CLB 5 or CLB 6		Meets Expectations	Not Yet
Content/sufficient level of detail:	<ul style="list-style-type: none"> CLB 5: Clearly describes the travel experience and gives opinions. CLB 6: Provides a clear and detailed explanation of the travel experience and their opinion. Gives recommendations with reasons. 	<input type="checkbox"/>	<input type="checkbox"/>
Conversation Strategy:	<ul style="list-style-type: none"> CLB 5: Opens and maintains a conversation. CLB 6: Opens, maintains, and closes a conversation. 	<input type="checkbox"/>	<input type="checkbox"/>
Conversation Management:	<ul style="list-style-type: none"> CLB 5: Takes turns; encourages conversation. CLB 6: Takes turns by interrupting appropriately; adds supportive comments. 	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	<ul style="list-style-type: none"> CLB 5: Uses an adequate range of common everyday vocabulary and some topic-specific vocabulary. CLB 6: Uses a good range of everyday vocabulary and topic-specific vocabulary. 	<input type="checkbox"/>	<input type="checkbox"/>
Sentence Structure:	<ul style="list-style-type: none"> CLB 5: Demonstrates good control of simple structures and attempts to use complex sentences. CLB 6: Uses a range of sentence structures with developing control of complex sentences. 	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: Meets expectations in 4 out of 5 criteria. Must include first criterion (content).			
Doing well:		Next time:	



Module Topic: Sharing a Travel Experience | **Competency Area:** Interacting with Others
Criteria: Identify the purpose (question 1) Identify key information (2, 4); Understand the meaning of unknown words/phrases (3); Compare information (5, 9), Use information in the text to express an opinion (6, 7, 8, 10)

Name: _____ **Date:** _____

Instructions: **CLB 5:** Read the *Kouchibouguac National Park* travel brochure and answer the questions. You do not need to write in complete sentences. Spelling and grammar will not be scored. **CLB 6:** Read the *Kouchibouguac National Park* and the *Fundy National Park* travel brochures and answer the questions. You do not need to write in complete sentences. Spelling and grammar will not be scored.

Part 1: CLB 5 and 6: Kouchibouguac National Park

1. What is the purpose of the text? **(1 point)**
 - a. To offer facts about the park
 - b. To attract visitors to the park
 - c. To share news and updates about the park

2. Why was the park created? **(1 point)**
 - a. To protect the environment
 - b. To attract tourists
 - c. To promote nature

3. What does *flora and fauna* mean? **(1 point)**
 - a. Trees and seaweed
 - b. Birds and fish
 - c. Plant life and animals

4. Name two sea creatures you might see at the park. **(1 points)**

5. Which activities raise awareness of the environment? **(2 points)**



6. Which activity in Kouchibouguac would you be most interested in? Why? **(2 points)**

7. Which activity in Kouchibouguac would you be least interested in? Why? **(2 points)**

Part 2: CLB 6: Kouchibouguac National Park and Fundy National Park

8. Which park would be better for people who are very active and looking for longer adventures? Explain. **(2 points)**

9. Which activities relate to the history of Canada? How do they relate? **(2 points)**

10. Which park would you most like to visit? Give 3 reasons for your answer. **(3 points)**

TASK SUCCESS		Your Score
CLB 5:	Part 1: 7 out of 10	/10
CLB 6:	Part 1: 7 out of 10	/10
	Part 2: 5 out of 7	/7

Kouchibouguac National Park

Kouchibouguac National Park is located on the east coast of New Brunswick. It was created in 1969 to protect the sensitive sand dunes and bogs, which are home to many different birds, animals and plants. The area is popular with naturalists because of this variety of fauna and flora.

Featured Activities

Winter Activities

Rediscover Kouchibouguac during winter. For the active visitor, there are over 15 km of cross-country ski trails featuring seven warming huts. Each warming hut has firewood on hand, so bring your own hot cocoa.



Snowshoers can enter the park on marked and unmarked paths throughout the winter and set up a tent site in the Petit-Large Campground. The less active visitor may enjoy a sedate coastal winter walk or the youthful joy of a toboggan ride. You'll find the equipment you need to make the season memorable at the park's rental facility.

Kellys Beach

Begin your adventure with a scenic stroll atop Kellys Beach Boardwalk, wandering above salt-marsh grass toward lagoons brimming with life. With an engaging interpretive guide, you can search for hermit crabs, mussels, oysters, sand shrimp, moon snails and sticklebacks. Continue on to Kelly's Beach, which features the warmest ocean waters on the East Coast.



Voyageur Canoe Adventure

Kouchibouguac's Voyageur Canoe Experience merges an active wildlife adventure with an intriguing cultural exploration. With an experienced guide at the helm of a historical voyageur canoe, you'll paddle towards a 25-kilometre long stretch of golden sand dunes featuring a colony of over two hundred grey seals with some seals as large as 450 kilograms.

Mi'kmaq Wigwam Gathering

Connect with a Mi'kmaq First Nations interpreter and be whisked away on an immersive experience as centuries-old Aboriginal culture is brought to life. Set in Kouchibouguac's Big Wigwam, overlooking Callanders Beach, you'll be enthralled by the deep roots of the Mi'kmaq people—unveiled through historical stories, entertaining folklore, traditional regalia and deep spirituality. Follow the footwork of an elaborate dance and get hands-on with replica artefacts and actual animal pelts.

Source: Adapted from Parks Canada website: <https://www.pc.gc.ca/en/pn-np/nb/kouchibouguac/activ>

Fundy National Park

Fundy National Park is located in New Brunswick on the Atlantic Ocean. It was established in 1948 and protects 12 kilometres of rocky and dramatic shoreline and the world's largest tides. Twice a day, up to 12 metres of water (about as high as a four-story building) flow in and out. The world's largest tides are Fundy's claim to fame but don't overlook Fundy's other charms, like great hiking, mountain biking, and kayaking.

Featured Activities

Kayaking

Paddle beneath cliffs that plunge from the green forests of Fundy National Park into the Bay. Drift into the storm-carved sea caves, and take a rest on one of Fundy's hidden beaches. The Bay of Fundy is a UNESCO Biosphere Reserve that showcases amazing rock formations, scoured by the tides. Whether you want a family-friendly package, or a wilder exploration of the Bay, your next adventure starts here. Packages range from 3-hours to multi-day adventures.



Explore the Ocean Floor

The Bay of Fundy features the highest tides in the world at between 9 and 12 meters. Visit Alma Beach, Point Wolf Beach, Cannontown Beach or Herring Cove Beach and explore the unique flora and fauna of the ocean floor during low tide. Join a scheduled guided beach exploration program perfect for adults and kids alike.

Hiking

Explore the many beautiful trails in Fundy National Park featuring plunging waterfalls, secluded beaches, and breathtaking coastal cliffs. With over 100km of trails ranging from short, accessible boardwalks to multi-day adventures, you will find a trail that is just right for you.



Chignecto Recreation Area

An outdoor adventure hub adjacent to the Chignecto Campground, this recreation area features a variety of family-friendly, short and easy trails for mountain biking and hiking which also connect to the main trail networks. The recreation area also includes bicycle skill development loop commonly known as the Pumptrack, where cyclists ride around different banks and turns. Excellent for learning the basics as well as for training like pros! This new addition has become an absolute favorite among families.

Source: Adapted from Parks Canada website: <https://www.pc.gc.ca/en/pn-np/nb/fundy/activ>

Writing a Social Media Post About a Travel Experience



Module Topic: Sharing Travel Experiences | **Competency:** Interacting with Others

Name: _____ Date: _____

Instructions: You recently returned from a vacation.

CLB 5: Write a one-paragraph social media post to share your experience and explain why you did or did not enjoy it.

CLB 6: Write a one- to two-paragraph social media post to share your experience and explain which parts you would recommend to others, and which parts you would not recommend.

WRITING: CLB 5 or CLB 6		Meets Expectations	Not Yet
Overall:	<ul style="list-style-type: none"> CLB 5: Clearly describes a vacation/place visited (1 paragraph). CLB 6: Clearly describes a vacation/place visited (1-2 paragraphs). 	<input type="checkbox"/>	<input type="checkbox"/>
Feelings & Opinions:	<ul style="list-style-type: none"> CLB 5: Clearly states feeling/opinion about vacation. CLB 6: Clearly states feeling/opinion and offers recommendations. 	<input type="checkbox"/>	<input type="checkbox"/>
Paragraph structure:	<ul style="list-style-type: none"> CLB 5: Expresses a main idea and describes the place with several details. CLB 6: Expresses main idea(s) and supports them with adequate details and explanations. 	<input type="checkbox"/>	<input type="checkbox"/>
Grammar:	<ul style="list-style-type: none"> CLB 5: Demonstrates adequate control of connective words and phrases that show a clear sequence of events. Attempts some complex sentences. CLB 6: Demonstrates appropriate control of connective words and phrases that show a clear sequence of events. Shows developing control of complex sentences. 	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	<ul style="list-style-type: none"> CLB 5: Uses an adequate range of vocabulary, including topic specific vocabulary. CLB 6: Uses a good range of vocabulary, including topic specific vocabulary. 	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: Meets expectations for Overall criterion and 3 out of 4 of remaining criteria.			
Doing well:		Next time:	