



LEVEL 2 LESSON 5 GREATEST VACATION



| | |
|---|---|
| Topics Asking for information Comparing different vacations and transportation | Prepare Before Class Print copies of student versions A and B of Activity Sheet |
| Learning Strategy Make Associations | Goals Review of comparative adjectives and superlative adjectives |

Day 1

Introduce the Lesson

Tell students, “In Lesson 5, Anna wants to plan a vacation. She visits a travel agency to learn about places she can go. Dan wants to help Anna, but he also wants to sell her a tour.”

Teach Key Words

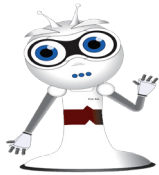
Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-To Guide to help students learn the new words.

Check student knowledge of other travel-related vocabulary such as the list below from Let's Learn English Level 1.

| | |
|---------|--|
| country | an area of land that is controlled by its own government |
| history | the study of past events |
| tourist | a person who travels to a place for pleasure |
| travel | to go to a place and especially one that is far away |
| trip | a journey to a place |

Present the Conversation

Tell students that the video will show Anna at a travel agency, planning to take a vacation. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

Hunt for Comparative Adjectives

I hear you, Anna. I need a vacation, too, but not at the beach. Sand is not good for robots! When we compare things, we use special forms of adjectives. "Better" is a comparative adjective. That is used to compare two things. "Best" is a superlative adjective. It shows that one thing has more of ...something than ALL of the others. Try to find more of these adjectives. Look for ER or EST at the end.

Explanation of adjectives used

Did you find all of those adjectives? Dan started with good - The Mountain Getaway; then he moved to better - The Deep Sea Adventure. And finally, he said the Safari Campout was the best vacation for Anna!

Final comment

Oh Anna. This is the smokiest lesson yet! There were a lot of comparatives and superlatives but ... I can't breathe. Just go to the website to learn the best ways to use them!

Practice With Comparison

Write the facts below on the board, or any set of facts you want students to practice talking about. Set a timer for 3 minutes. Ask students to make as many sentences as they can comparing the rivers and continents before the time is up. Then, ask several to share their sentences with the class.

| Rivers - Length | | Continents - Population | |
|-----------------|----------|-------------------------|---------------------|
| Nile | 6,693 km | Asia | 4.6 billion people |
| Amazon | 6,436 km | Africa | 1.3 billion people. |
| Yangtze | 6,378 km | North America | 360 million |
| | | Europe | 700 million |

Learning Strategy

Explain, “The learning strategy for this lesson is Make Associations. We make associations, or connections, between words and ideas each time we use language. When learning a second language, it is best to mentally connect new words or sentence patterns directly with ideas or experiences, not with words in your first language. The associations may help you remember new words better.”

Continue: “In this lesson, Anna makes associations between mountains and high places. She is afraid of high places, so she does not want to go to the mountains. She is also afraid of wild animals, which she associated with the Safari Campout. So she decides not to take those vacations.”

Ask the class: “How about you? How do you make associations while you are speaking English? For example, you may make a picture in your mind that helps you remember an English word. Or you may think of a sound that helps you remember how to pronounce an English word.”

Give students time to talk with a partner about the associations they make. Then ask for one or two examples. Write them on the board in a place where you can refer to them later.

Activity Sheet Page 1

In this activity, students will practice the strategy Make Associations. They will first make associations with one area of the world: Asia, Africa, North America, South America, Antarctica, Europe or Australia. Then they will practice talking about their associations while creating a travel poster.

Print the activity sheets in the Resources section. Have students form pairs. Hand out the two pages to each student.

Explain: “Look at the first page. You see a map of the world. Let’s practice saying the names of the continents.” Read the names of the continents and pause for students to repeat.

Continue: “With your partner, take turns telling what you think of, or associate, with each area. Read the example in the box for Antarctica.” Have one student read the sentence aloud. Make sure students understand what the word penguin means. A picture is on the activity sheet. Ask students to practice the sample conversation to make sure they understand how to ask and answer questions about each area on the map.

Give students time to complete the activity on the first page. Walk around the room to see that they are writing their answers. When they have completed the first section, ask several students to read a sentence or two aloud and, if necessary, explain why they have that association.

Activity Sheet Page 2

Ask students if they have ever seen a travel poster. On the margins of the page, there are examples of old travel posters. Call students' attention to the posters and comment on the various associations a viewer can make between famous things or places in each country.

Ask students to tell you what they think makes an attractive travel poster: pictures of natural beauty, famous buildings, people having fun or unusual objects. Encourage students to discuss these with their partner and share examples with the class before they begin working on their own poster.

If colored pencils, markers or crayons are available, give them to students to use on their posters.

Instruct students: "Choose a country you and your partner would both like to visit. Think about the things you associate with that place. Make a list on another piece of paper. With your partner, talk about what pictures to draw on the poster. Then, help each other to make a travel poster about the place."

Give students time to draw their posters.

Ask pairs of students to present their posters and explain the things they have placed on them. Put them on the room walls to refer to in later lessons to remind students of the learning strategy of making associations.

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Dan says, "Trudy, hold my calls. I am going to sell our most expensive vacation."
The question is: What does the travel agent want to do?
2. Dan says: "That's why our Deep Sea Adventure is better for you! It is pricier than the Mountain Getaway."
The question is: Which vacation has a higher price?
3. Dan says, "Sure, you can leave. But then you won't see the latest vacation technology." The question is: What does the travel agent want Anna to do?
4. Anna says: "Anna: I like traveling in a plane but not in a helicopter! Planes are a little scary but helicopters are scarier! My favorite way of traveling is by train. Ships can be the scariest! Have you seen the movie 'Titanic?' Oh, and no horses. But I will ride a camel. And no bike tours. Biking is THE slowest AND least romantic way to travel."
The question is: What does Anna like to do when she travels?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to this question in the "Hamburger Paragraph" form taught in Lesson 2. Students may write more than one paragraph if they have many details to share. Remind students that each paragraph should have the structure that was taught earlier.

What is your dream vacation? Tell about where you want to go, the best time to go to that place, who is the best person for you to travel with and what you want to do more than anything else on the vacation. Explain why this is better than any other vacation.

If time allows, have students exchange their writing with another student and discuss the dream vacation plans.

Resources

Conversation

- Anna: "Do you need a vacation?" Wow. That was the best vacation I have ever had ... in my head. A beach is much better than here. I need a vacation!
- Dan: NO! You can't get your money back. I don't care that it was your worst vacation ever!
- Dan: Hello! Have a seat! Welcome to the World's Best Vacation Travel Agency!
- Anna: Thank you and congratulations!
- Dan: For what?
- Anna: For being the world's best travel agency.
- Dan: Right ... thanks.
- Dan: Trudy, hold my calls. I am going to sell our most expensive vacation.
- Trudy: Sure thing, Boss.
- Dan: The Mountain Getaway is good for you. It's a little pricey. But think of it -- you, on top of a mountain for seven days!
- Anna: I'm afraid of high places.
- Dan: Of course you are. That's why our Deep Sea Adventure is better for you! It is pricier than the Mountain Getaway. Just you and the animals of the sea!
- Anna: Shark! Shark!
- Dan: No, there are no sharks in your dream vacation! You need the Safari Campout! It is our priciest vacation. But I think it's the best one for you. During the day, you'll see elephants, giraffes and lions. At night, you'll sleep out under the stars.
- Anna: Look, I think this was a bad idea.
- Dan: Sure, you can leave. But then you won't see the latest vacation technology.
- Anna: Exactly what is the "latest vacation technology" ... exactly?
- Dan: I'm happy you asked. Meet the Travel Max 2000!
- Anna: Wow.
- Dan: So, tell me, how do you like to travel?
- Anna: Well, I like travel that is cozy and romantic but still exciting.
- Dan: Great. Tell me more.

Anna: I like traveling in a plane but not in a helicopter! Planes are a little scary but helicopters are scarier! My favorite way of traveling is by train. Ships can be the scariest! Have you seen the movie "Titanic"? Oh, and no horses. But I will ride a camel. And no bike tours. Biking is THE slowest AND least romantic way to travel. Excuse me, but I think the Travel Max 2000 is on fire.

Dan: Yes, we're both on fire! We really want to sell you the most ex-, I mean, best vacation ever!

Anna: No, I mean it's really on fire!

Dan: You killed it. You killed the Travel Max 2000!

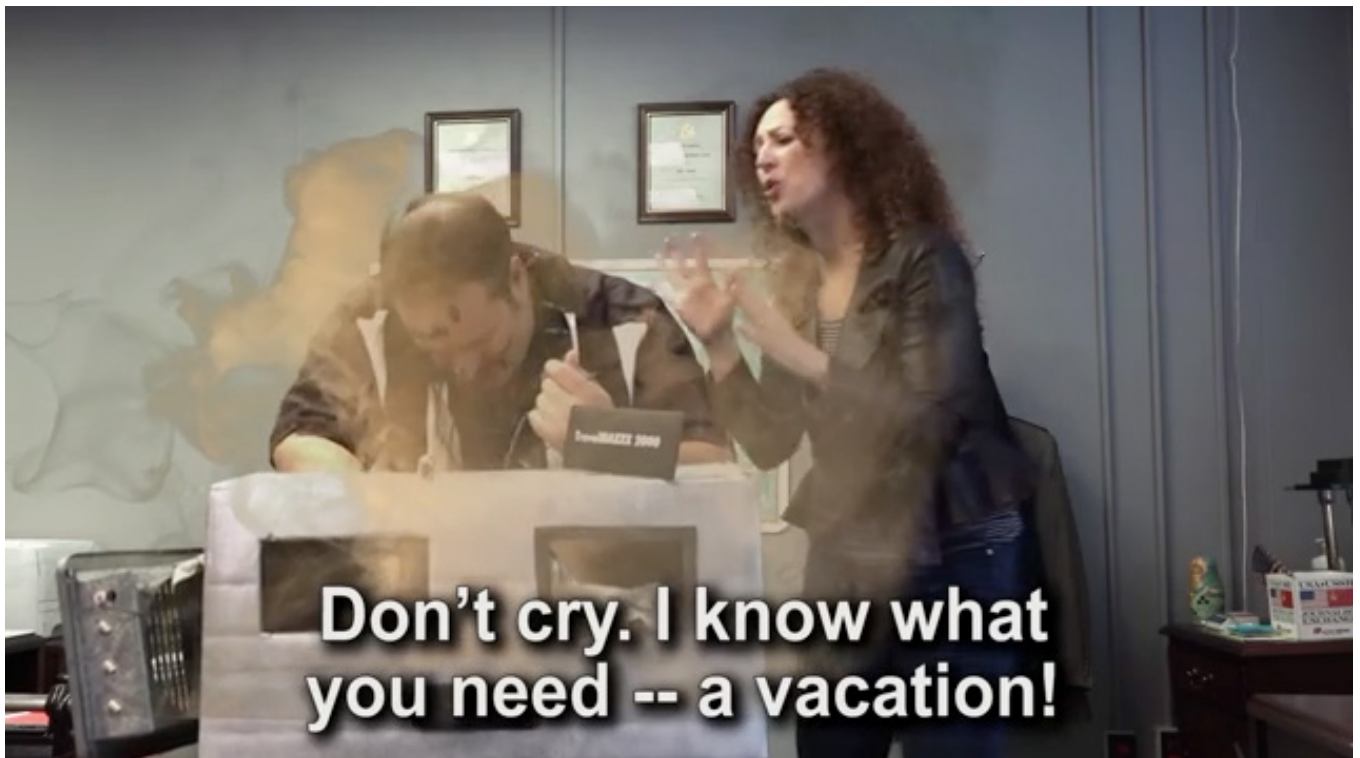
Anna: I am so sorry! Can I help you fix it?

Dan: No, no!

Anna: Don't cry. I know what you need -- a vacation!

Anna: The Safari Campout looks fun. It is the priciest. But I think you deserve it.

Dan: No, no!



Key Words

| | | |
|-----------------|-------------------|--|
| agency | <i>n</i> | a business that provides a particular service |
| camel | <i>n</i> | a large animal of Africa and Asia that has a long neck and one or two large humps on its back and that is often used for desert travel |
| campout | <i>n</i> | an occasion when people go camping together |
| Congratulations | <i>n</i> | a message telling someone that you are happy because of his or her success or good luck |
| cozy/cozier | <i>adj</i> | small, comfortable, and warm |
| deserve | <i>v</i> | used to say that someone or something should or should not have or be given something |
| getaway | <i>n</i> | a short vacation |
| latest | <i>adj</i> | most recent |
| least | <i>adj</i> | smallest in amount or degree |
| on fire | <i>expression</i> | in the process of burning / feeling very strong enthusiasm, love, etc |
| pricey | <i>adj</i> | costing a lot of money |
| sink | <i>v</i> | to go down below the surface of water |
| smoke | <i>n</i> | the cloud of black, gray, or white gases and dust that is produced by burning something |
| technology | <i>n</i> | the use of science in industry, engineering, etc |
| vacation | <i>n</i> | a period of time that a person spends away from home, school, or business usually in order to relax or travel |
| worst | <i>adj</i> | least appropriate, useful, or helpful |

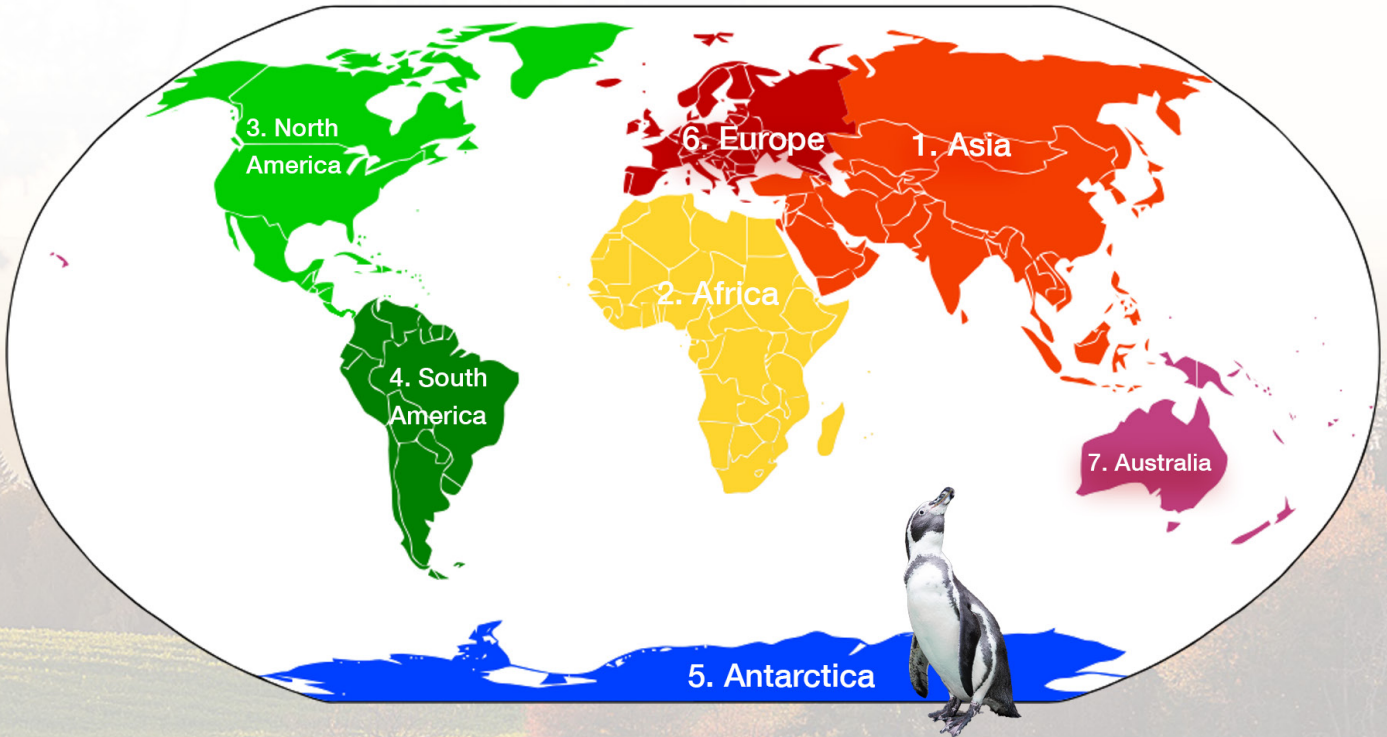
Quiz - Level 2, Lesson 5 - Greatest Vacation

Listen. Circle the letter of the correct answer.

- | | |
|---|--|
| <p>1. What does the travel agent want to do?</p> <ul style="list-style-type: none">a. He wants to help Anna save money on a vacation.b. The agent wants to send Anna to another travel agency.c. He wants to sell Anna the most expensive vacation.d. The agent wants Anna to work at the travel agency. | <p>3. What does the travel agent want Anna to do?</p> <ul style="list-style-type: none">a. He wants her help with fixing his computer.b. The agent wants her to stay and see some new vacation technology.c. He wants her to stop being afraid of animals.d. The agent wants her to give him better ideas for her vacation. |
| <p>2. Which vacation has a higher price?</p> <ul style="list-style-type: none">a. The Deep Sea Adventure is more expensive than the Mountain Getaway.b. Both the The Mountain Getaway and the Deep Sea Adventure have the same cost.c. The Mountain Getaway is more expensive than the Deep Sea Adventure. | <p>4. What does Anna like to do when she travels?</p> <ul style="list-style-type: none">a. Take a bike tourb. Go in a helicopterc. Ride horsesd. Travel by train |

STEP 1

Look at the map. Tell your partner what you associate with each continent. Write it in the box.



1. _____
2. _____
3. _____
4. _____
5. *I associate penguins and snow with Antarctica.*
6. _____
7. _____



STEP 2

Look at the old travel posters. See how they associate famous things with each place. With your partner, choose a country or city you would both like to visit. Make a travel poster for that place. Show it to the class and tell about the things they can do there.



<https://learningenglish.voanews.com>