

TRAVEL BROCHURE

A project for 9th grade students

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AIMS

- To improve reading, speaking , writing and listening skills
- To enrich topic-related vocabulary
- To learn how to create a travel brochure
- To practise public speaking

OBJECTIVES

- **Cognitive objectives:**
- To fully understand an online text related to the topic
- To use the specific information in paragraphs of their own
- To acknowledge the structure of travel brochure

OBJECTIVES

- **Affective objectives:**
- To raise awareness of the intrinsic values of national tourist destinations
- To raise confidence in expressing their opinion
- To motivate students in participating to the class by using English as means of communication

LESSON STRUCTURE

- **Step 1:** *Group work* -determine the outcome
- **Step 2:** *Individual work*- research
- **Step 3:** *Group work*- structure the brochure
- **Step 4:** *Individual and group work* –preparing the presentation
- **Step 5:** *Group work*-peer evaluation and feedback

Step 1: Determine the outcome

Activity 1

- *In groups of four discuss/answer the following questions:*
 1. What places in your country have you visited so far? What did you like/dislike about them?
 2. What places would you like to visit in the future? Why?

Activity 2: Mind Map

In your group discuss and decide which places/ destinations to include in your advertising leaflet and draw a mind-map



Step 2: Research

Activity 1

- *Watch the video and decide in your groups what kind of information to include in your travel brochure, then make notes in your notebooks*
- <https://www.youtube.com/watch?v=eabtn90h-bU>

Activity 2: Browse the internet for specific information

- Student 1: e.g. find relevant pictures and information on the location/sites
- Student 2: e.g. look for information on means of transport, visiting hours, fees
- Student 3: e.g. find accommodation and catering suggestions in the area
- Student 4: e.g. find suggestions for entertainment

Suggested sites:

- <https://www.google.com/search?client=firefox-b-d&q=travelminit>
- <https://www.google.com/search?client=firefox-b-d&ei=OHYKXeDPFuigrGTS1pagA>
- <https://www.google.com/search?client=firefox>
- <https://www.google.com/search?client=firefox-b-d&ei=tnYKXYabLeuWjgbSkLDwDw&q=amazing+places+in+romania>

Activity 3

- Save the important information and pictures in a common document:
(<https://www.google.com/docs/about>)

Step 3: Structure the brochure

Activity 1

Group work: Discuss and decide on:

- Which information to be included in the brochure
- Technical aspects such as font, size of pictures, layout, title(s)

Activity 2

- *Group work :*
- on your computer create your travel brochure
- Check-proof for possible mistakes and /or redundant information(ask for teacher's help, if necessary)
- Print your brochure(make sure there are enough brochures for each group in the class)

Step 4: Prepare the presentation

Activity 1

- *In your group* decide on each member's part of presentation
- *Individual work*: on your notebook write a paragraph about the aspect to be presented (use persuasive language, rhetorical questions, direct addressing, actual data, adjectives, personal opinion)

Activity 2

Peer observation:

- Show your paragraph to your team mates and ask for feedback
- Refine your paragraph and try to memorize it
- If necessary, practise your presentation with your team mates

Step 5: Presentation and evaluation

Activity 1:

Individual work:

- Present your part of the brochure in front of the class.
- Pay attention to- pronunciation
 - fluency
 - language accuracy
 - body language
 - attitude

Activity 2

- *Group work*: peer evaluation
- While your classmates are presenting their brochure make notes on the following aspects, then decide in your group on the final score
- Mark with: 0=Poor, 1= Good, 2=Very good

| Name | Task achievement | Pronunciation / fluency | Language accuracy | Body language / attitude | Originality | TOTAL (max 10 p) |
|------|------------------|-------------------------|-------------------|--------------------------|-------------|----------------------|
| | | | | | | |

Activity 3

- **Feedback:**
- Decide in your group the student to give feedback to the other groups (every member of the group will give at least 1 feedback)

Activity 4

Final evaluation:

- The final mark will be 50% peer evaluation (calculated as an average mark of each group's score) and 50% teacher's evaluation, based on the same criteria

Sources:

- https://www.britishcouncil.ro/sites/default/files/english_for_the_community_baseline_study_march_2018.pdf
- TAG Sibiu Course-English for the Community- The British Council and the Romanian – American Foundation
- www.oldsite.edu.ro/index.php/resurse/c1096/?startnum=1