

## TRAVELING (Pre-Intermediate – A2)

### INTRODUCTION

“The world is a book, and those who don't travel only read a page”. As can be understood from this quote, travel has great effects on our lives. Since English is one of the most spoken languages in the world, we can assume that travel has a great contribution to language learning. As this topic will attract a lot of attention to students, as a teacher, you can ask if any of the students in your class who have traveled abroad, the contribution of this trip to English learning, and description of their experiences there. In addition, certain students can make a corner of the classroom as an English travel corner, and from time to time, useful additions can be added to this corner. It is through such a corner that learners can practice both target language and cultures.

### TARGET VOCABULARY

- Trip:* A journey in which you go somewhere, usually for a short time, and come back again.
- Describe:* To say or write what someone or something is like.
- Corner:* The point, area, or line that is formed by the meeting of two lines, surfaces, roads, etc.
- Useful:* Effective; helping you to do or achieve something.
- Arrive:* To reach a place, especially at the end of a journey.
- Luggage:* The bags, suitcases, etc. that contain your possessions and that you take with you when you are travelling.

### OBSERVATION THROUGH LEAD-IN QUESTION

- ❖ Do you want to travel to another country or do you want to travel in your own country? Why?
- ❖ Would you like to take a cruise? Where to?
- ❖ Have you ever lost your luggage at the airport? When?
- ❖ Do you prefer a budget or first class hotel? Why?
- ❖ What age range do you think vacation is good for? Children? Teenagers? Adults?

## QUESTIONS FOR IMAGE/TEXT ANALYSIS

### #Image1

- ❖ Where do you think this photo was taken?
- ❖ If you were at the place where this photo was taken, which of these places would you like to go? Do you recognize any of these places?
- ❖ Would you like to live in a coastal city like this one?
- ❖ Why do you think they preferred long and colorful woods?



*(A signboard showing various famous settlements in America)*

## #Image2

- ❖ To which transportation system does this sign belong to?
- ❖ Where is this photo taken? Do you recognize any of these places?
- ❖ What is the name of this subway station?
- ❖ What do the numbers and letters represent in the circle?
- ❖ Why are there different colors? What do they mean?
- ❖ Who is the elevator for? Where can you find it?



*(Subway sign in New York City, USA)*

### #Image3

- ❖ Where was this photo taken?
- ❖ Which directions are represented in the sign?
- ❖ Which languages do you think there are in the picture? Which one is written on top and why?
- ❖ What parts of the airport can you go by looking at these signs?
- ❖ Why do you think green color is used in one particular sign? What does the sign represent?



*(An informative sign at new Istanbul Airport, Turkey)*



## DIGITAL RESOURCES FOR POST-ANALYSIS PRACTICES

- ❖ [Why traveling is important](#) (Video)
- ❖ [Travel photo galleries](#) (Images)
- ❖ [15 reasons why you should travel the world](#) (Tutorial Video)
- ❖ [Significant benefits of traveling](#). (Text and Video)
- ❖ [The best countries in the world to travel](#) (Images)

## IDEAS FOR BRIDGING ACTIVITIES

- ❖ Ask the students to check the history, sightseeings, and kitchen of a country they want to go to. They can work individually or in pairs to prepare a short presentation in which they can provide detailed information about their destination country.
- ❖ Ask the students to create a poster covering pictures of the most visited countries in the world and the reasons for visiting them.
- ❖ Provide students a guided instruction on creating a sign they can possibly see at a bus station, train station, or an airport. Students create their signs at home and bring them back for a collection of exhibit.

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