

The Travel Show (in Peru) - Suggestions for Teachers

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Step 1 - What do you know?

This section is intended to elicit learners' ideas regarding their expectations when watching a travel programme. It is also intended to encourage the learners to speak to each other and the teacher and exchange their ideas. Alternatively, with low level learners, you might choose to try the Step 2 task (below) before this task. The complete activity might last 10 - 15 minutes.

Suggested method:

1. Tell the learners that they will watch a video of part of a travel programme. **DO NOT REVEAL THE DESTINATION.**
2. Ask the learners to recall the name of any travel programmes they have watched. Elicit any responses. Ask the learners' to describe the programme if possible.
3. Ask the learners to think about what kind of 'topics', 'topic areas' or 'information' is usually in a travel programme. Tell the learners to write their ideas on the worksheet. Tell the learners they may work with a partner. Monitor what the learners are writing to ensure they correctly understand the task and give further explanation to any of the learners who require it.
4. Elicit ideas from the learners and write these on the board. If there is a need, make some suggestions of your own. Typical responses might be as follows: *sightseeing, the culture, the climate/weather, shopping, a special product, unusual animals, food and drink, the natural environment, historic spots, museums, customs and transport.*

Step 2 - Tune In!

This section is intended to encourage the learners to think (more) about this genre of television programme. Alternatively, with lower level learners, as this task is easier than the task in Step 1, you might choose to do it as the first activity, before going back to Step 1. One intended goal of this task is to encourage the learners to start thinking about various activities connected with the holidays and travel and to share these ideas with other members of the class. A more difficult goal is to focus on the message that a programme's creator gives to the audience in the opening sequence of music, images and graphics. The complete activity may take up to 20 minutes to complete.

Suggested method:

1. Tell the learners that they will see a short clip of images from the beginning of the programme. Explain that there is no speaking to be heard, just music and pictures. Also, tell the learners not to write anything until the clip is finished; explain that will miss something if they do not watch the screen.
2. Play the video clip twice. Then ask the learners to write down any images they can remember in note form.
3. After a minute or two, play the clip again. Allow the learners time to write in anything they missed.
4. Replay the video. This time pause at each image and elicit an oral response from the learners. Learners may not know the correct names for a couple of the images such as

road sign and geyser.

5. Explain the notion that the programme makers want to communicate a message about the programme's content through the images. Japanese learners should know the word '*te-ma*' which has been adopted and adapted from the English word 'theme'. This may help the learners to understand what kind of a response is required for the task.
6. Ask for suggestions from the learners about two possible themes. The two best suggestions should be something like i) *travel or movement* and ii) *recreation, enjoyment or having fun*. If this task is too difficult for very low level learners, you could tell the learners about these two themes and proceed to #7 (below).
7. Ask the learners to group the images into one or other of the two boxes under the spaces on the worksheet for the theme titles.

Step 3 - Introduction

The aim in this section is simply to establish the setting of the video by listening to the presenter's introduction. The learners only have to identify the name of the country. This task should take about 3 minutes to complete.

Suggested method:

1. Tell the learners they are going to listen to the introduction. Ask them to listen carefully because the presenter speaks very quickly. Tell the learners they have to listen for the name of the country. Tell them that they will hear the name of the country twice.
2. Play the video clip twice.
3. Elicit responses from the learners. It is probable that the correct answer will be given by one of the learners. Some of the other learners may be surprised because their pronunciation of the Peru does not match the presenters, even though they would spell the name exactly the same way. Japanese pronunciation would be 'PeRuu'.
4. Elicit the spelling of Peru and tell the learners to write it in the space provided on the worksheet.

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Step 4 - Getting Your Bearings

The purpose of this section is to encourage the learners to think about what they know or what they guess about Peru and then to share these thoughts with the other members of the class. After that the learners will watch a short clip containing a montage of images of the country. The learners' will then compare their knowledge or expectations of Peru with the images in the video, writing descriptive notes about the images which matched their expectations. This section should take 10 - 15 minutes to complete.

Suggested method:

1. Ask the learners to think about what they know about Peru. Tell them that if they don't know anything about the country they should use their imagination and make guesses about what Peru is like. Ask the learners to write down what they know or guess on the worksheet. If you wish to give the learners no clues beforehand, do not distribute the worksheet. Instead, get the learners to write on a separate piece of paper. Give them 5 minutes to complete this task.

2. Elicit responses orally and write these up on the board without commenting on whether the learners' ideas are correct or not. Some ideas might be as follows: *dangerous, llama, lots of nature, Japanese president, Fujimori, Latin America, Spanish, Portuguese, people live in mountains, hot, violence, Japanese Embassy attack.*
3. Give the worksheet to the learners if you have not previously done so.
3. Tell the learners they will see a short clip of images from Peru. Tell the learners to watch the clip and not to write anything until it is finished.
4. Play the clip twice. Then point out the frames from the video clip which are on the worksheet. Play the clip without sound, pausing as each image that is on the worksheet appears in the video. Identify it by calling out its letter.
5. Ask the learners to check the answer which most closely reflects their response to whether the images in the video match their ideas about Peru. Japanese learners should easily understand the meaning of words like 'image', 'idea' and 'match' as these words have been adopted into everyday use in Japan.
6. Tell the learners to write a description for the frames where their ideas and the images matched. There is no need for the learners to write complete sentences.
7. Finally, point out the map at the bottom of the page. Tell the learners to watch the last part of the clip again and look out for the placing of the words on the two maps in the video. Remind the learners not to write until the video clip is finished.
8. Play the clip once.
9. After allowing the learners time to fill in the information, elicit answers. Use an overhead projector if you have one to display the map on the worksheet or freeze-frame the video to allow learners to see if they were correct.

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Step 5 - All about Cuzco

This section is intended to focus on predicted relationships between the images and possible content topics. Then the sequence in which the content is presented will be examined. The learners should not have too much difficulty with the tasks in this section. It should take 10 minutes or less to complete both tasks in this section.

Suggested method:

1. Direct the learners' attention to the images on the right side of the page. Tell them that the pictures are all images from the video that the learners are about to see. Point out the letters next to each image.
2. Direct the learners' attention to the box containing the topics in the video clip. Check to make sure the learners understand the meaning of all of the words.
3. Tell the learners' to make predictions about the topic for each image, matching the images and topics. The learners should be told to write the appropriate letter next to each topic.
4. Give the learners sufficient time to complete the task, then elicit their suggestions for

each image or each topic. Eliciting for each image means the learners will have to say more than just a letter as an answer. Tell the learners whether or not they are correct for each suggested answer they give.

5. Direct the learners attention to the second box down. Tell the learners to write the letter of the images in the sequence as those images appear in the video clip.
6. Play the video clip with sound once.
7. Elicit answers from the learners.

Step 6 - The sacred valley

This section is intended to encourage the learners to construct sentences or fragments of sentences using the nouns and adjectives provided on the worksheet (or any others that they can think of), to describe the images in the video. The time required to complete this section will depend entirely on the ability level of the learners in the class. Allow the learners plenty of time to complete the task if they find it challenging.

Suggested method:

1. Direct the learners' attention to the boxes containing the list of nouns and the list of adjectives. If necessary, explain the meaning of *noun* and *adjective*. Explain the meaning of *noun* first.
2. Explain that the nouns and adjectives are all taken from images which can be seen in the video. Check the learners' comprehension of both groups of words.
3. Play the video with sound twice. As you do this, make sure the learners are watching the screen; not writing with their heads down.
4. Give the learners plenty of time to construct sentences or sentence fragments. Monitor the learners' progress and give assistance where necessary. Also, for the purpose of useful responses, note any learners who have written interesting, complex or numerous descriptions.
5. Play the video without sound, pausing the video and eliciting responses from the learners. If the video equipment you are using has pause, slow motion, jog or shuttle features, use them to show down and/or stop the video at important points. Playing silently is useful as the silence amplifies the visual and makes it easier for the learners' utterances to be heard. If you feel it is necessary, you could also write the learners' suggestions on the board.

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Step 7 - Are your words theirs?

This section is intended to encourage the learners to predict speech in the soundtrack of the video. There are two clips. The first clip is a single scene with the presenter talking directly to the camera. The subject of the scene is obvious (the drink). The second clip features many different scenes with the presenter narrating or talking to other people in the video. The subject matter of the narration or dialogues is less clear, but equally, more adaptable to different ideas the learners might have. Both tasks may require 15 minutes each to complete.

Suggested method:

1. Direct the learners' attention to the picture of the presenter holding up her drink. Ask the learners if they remember the clip. (It is scene from a clip the learners have previously seen.) Tell the learners they will view the clip again. Tell the learners to imagine that each of them is the presenter in the video. Ask them to imagine what they would say to the camera. Remind the learners to watch the presenter's hands and face to give them more ideas.
2. Play the clip twice without sound.
3. Allow the learners time to write down their ideas. Monitor what is being written to make sure it is being written in the first person and to find out which learners can be called on to provide worthwhile suggestions. Assist learners who need help expressing their ideas.
4. If you feel it is necessary, you could play the video clip without sound once more. This time mimic the presenter's hand movements at facial expressions.
5. Elicit suggestions from as many learners as necessary to build up a composite of the presenter's monologue. Write these suggestions on the board. Alternatively or additionally, if there are learners who have written in some detail, ask them to use what they have written to do a 'voice over' of their words as the video clip is played back silently.
6. Play the video clip with sound. If necessary, play the video clip in short sections to catch the following: the name of the drink - *coca tea*; what the drink is useful for - *being at high altitude*; what the drink is made from - *coca leaves and hot water*; what the presenter thinks of the drink - *it's very nice*. You might also bring up the point about the drink being made from the same plant as cocaine, but that it is not addictive.
7. Direct the learners' attention to the next set of images. Point out which is the first image, the second image, and so on. Tell the learners they will do the same kind of exercise for the next clip. Explain that the learners are free to write anything they wish using their imagination. You could also point out that they can write in the first person, in a narrative ("*like a story*") form, in a dialogue ("*like a conversation*") form, or any combination of these.
8. Play the clip twice without sound.
9. Allow the learners time to write down their ideas. Monitor what is being written to find out which learners can be called on to provide worthwhile suggestions. Assist learners who need help expressing their ideas.
10. If you feel it is necessary, you could play the video clip without sound once more.
11. If you have an overhead projector or overhead video camera, use this to display the images and 'speech bubbles'. If not, draw the 'speech bubbles' on the board. Elicit suggestions from as many learners as necessary and write these on the projected worksheet or on the board. Alternatively, ask individual learners to use what they have written to do a 'voice over' of their words as the video clip is played back silently.

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Step 8 - Send us a postcard

This is the last activity. It involves the learners viewing a much longer segment of video. This should not be a problem as the task doesn't require specific understanding of the English

elements in the soundtrack. The video is intended to provide images and sounds to inspire the learners to think of ideas for the writing task. The learners have to imagine they are in Peru and write a postcard to a friend using the images and sounds seen in the video clip. The postcard is then 'sent' to a recipient by exchanging worksheet around the classroom and the recipients read the postcards to themselves before reporting the content of the postcard to other class members. Again the time required to complete the task will depend on the learners' ability level. The video clip lasts about 6 minutes. The writing task could last between 5 and 10 minutes. The remaining tasks can last a further 10 - 15 minutes, depending on how many times the final activity is repeated.

Suggested method:

1. Tell the learners to imagine that each of them is visiting Peru as a tourist. Tell the learners that they are going to write a postcard to a friend back home. Direct the learners' attention to the mock postcard pointing out the front and back, and in particular, the area for the message. Make sure the learners realise the message is written on the left side and the recipient's name and address on the right side (Many learners do not know this or forget it somehow!)
2. Tell the learners that they will see the final section of the video. Tell them not to worry if they do not understand the language. Tell them that they should be watching to get ideas for writing their postcards. Tell the learners not to write anything while watching the video.
3. Play the video clip with sound once. Make sure the learners are watching the video; not writing with their heads down.
4. Allow the learners time to write their postcards. Monitor the learners' progress and assist any learners who are having difficulty.
5. When the postcards have been completed (or a substantial number of them are complete or nearly complete), remind the learners to write their names on the bottom of the postcards.
6. Tell the learners to give their postcards to each other. Encourage them (if feasible), to give their postcards to class members sitting at some distance from them. Alternatively, collect the postcards and 'play postman by delivering the postcards to recipients'. Every class member (excluding the teacher) should be a sender and a recipient.
7. Tell the recipients to read silently the postcard each has received.
8. Tell each recipient to find another class member (not the author of the postcard they received), and report the content of the postcard to that class member and to listen to the other class member's report. Remind the learners to report in the third person using the appropriate verb tense.
9. Collect the postcards and return them to their authors (by using the name written at the bottom of the card). If desired, continue by repeating steps 6 - 9.

This is the end of the lesson using *The Travel Show* video.