

Lesson Plans: Travel

Isabelle Chou

0. Background

A. Description of the program

This unit was designed for use in a private language institute in Taiwan. The program offers nonacademic EFL classes for adult learners to improve their English proficiency in different skill areas.

B. Description of the students

The students are 15 intermediate level EFL students. Most of the students are high school students. The students have limited exposure to authentic reading texts, and they do not have many chances to practice their writing skills. They cannot express their ideas, feelings, and thoughts in writing well. Students either completed a lower level course in this program or were enrolled in this class based on the results of a placement test.

C. Description of the course

Reading and Writing 2 is an intermediate level course in the program designed to enhance student vocabulary, reading comprehension skills, and writing skills. Classes meet twice a week for 90 minutes for three months. Students can use computers and have access to the Internet in the institute. This particular unit is designed to help students get more exposure to authentic texts and learn different strategies for improving their reading comprehension.

D. Recent work

This unit is made up of four lessons based on the theme of travel. Prior to this unit, students have been learning other strategies for improving reading comprehension.

Lesson 1

I. Getting ready to teach the lesson

A. General topic of lesson

A desirable destination for travel

B. Goals

1. General unit goals: Students will
 - learn more about the places and different cultures in the world.
 - read articles or information and understand the main ideas.
 - apply their background knowledge and their readings in speaking and writing.
 - learn to use computer and the Internet as tools for their learning.
 - learn vocabulary related to the topic of travel.
 - have exposure to authentic reading texts.
 - learn to express their ideas and thoughts in writing.
2. Goals of this lesson: Students will
 - learn about places in the world.
 - learn vocabulary related to the topic of travel.
 - gain more information about the place they want to travel.
 - learn to use computer and the Internet as a tool to their information search and their learning.
 - talk about places they want to visit and put their ideas in writing.

C. Student learning outcomes for this lesson

By the end of this lesson, students will be able to

1. identify places on the world map and learn something about different places from their classmates.
2. understand the meaning of the vocabulary in the discussion questions and use the vocabulary in their discussion.
3. share their experience and knowledge of different places they know with their classmates.
4. write about a place they want to visit and explain the reasons in a 15-minute free writing activity.
5. learn to use the Internet to search for information.
6. read and find information they want on the Internet.

D. Vocabulary and other key language to be taught in this lesson

Vocabulary will be related to travel and names of different places around the world as well as the Internet and computers.

E. Materials

Two world maps and tape to stick the maps on the walls, blank pieces of paper for Activity 1 and 3, discussion question handout for Activity 2 (Appendix 1), computers with access to the Internet, Internet search handout for Activity 4 (Appendix 2), handout for the report about their place for both Activity 4 and homework (Appendix 3).

II. Teaching the lesson

Activity 1: Opening (10 minutes)

1. Point to the map, ask Ss about the names of the continents on the map, and write them down on the board.
2. Give each S a blank piece of paper and ask them to brainstorm about the places (cities or countries) they know or have been to. Tell Ss they cannot write about their cities or countries.
3. Pair Ss and have them share their answers with their partners. Tell Ss to go to the maps to show their partners the places they do not know about.
4. Have Ss find a different partner and report on the place they just learned about from their previous partner.

Activity 2: Vocabulary practice (20 minutes)

1. Ask Ss if they like to travel and want to travel to some of those places they wrote on their paper.
2. Give each S the discussion question handout (see Appendix 1) and have Ss look at the vocabulary on the top of the handout and circle the vocabulary in the discussion questions.
3. Pair Ss and have them try to guess the meaning of the circled words with their partner. Encourage them to guess from the context.
4. Go over each vocabulary word by asking Ss for answers and providing the correct answers if their guesses are wrong.
5. Go over each question on the handout and make sure students understand the questions.
6. Have Ss discuss the questions in groups of three.
7. Wrap up the discussion by asking the Ss to share their answers.

Activity 3: Free writing exercise (30 minutes)

1. Ask Ss to think of the place they want to travel to the most, the reason for their choice, and the activities they want to do there.
2. Put Ss in different pairs and ask Ss to talk about their ideas for 10 minutes. Students can write down their ideas while talking to their partners. T circulates among pairs to give them help with vocabulary or sentences.
3. Give each S a blank sheet of paper. Tell Ss they are going to write about a place they want to visit. They need to explain why they want to visit the place what they want to do there.
4. Write these questions on the board:
 “Where do you want to visit?”
 “Why do you want to visit this place?”
 “What do you want to do there?”
5. Tell Ss this is a free writing activity and their writing will not be graded. Tell Ss to write about this topic for 15 minutes, and tell them not to worry about their grammar too much and to try to write as much as they can.
6. Assign Ss a different partner, and have them read their new partner’s paper.
7. Teach Ss the language needed to report on other people’s answers, the third person singular. For example,
He/She wants to go to _____ because he/she _____.
When he/she goes to/ visits _____, he/she wants to _____.
8. Have Ss share what they have read with a different partner using the language from Step 7.

Activity 4: Scavenger hunt (25 minutes)

1. Tell Ss they will do an Internet search on the place they wrote about in their free writing activity. Take the class to the computer lab at the school. (The Ss are familiar with Internet searches.)
2. Ss will do a scavenger hunt to look for particular information about their cities/counties. Give Ss the questions for the scavenger hunt (see Appendix 2).
3. Go over the questions with the Ss, and ask them to find answers on the Internet and give examples.
4. Tell Ss they do not need to understand every word they see in the online text: they just need to understand the information for answering the questions.
5. Walk around and help Ss with their online searches.
6. Tell Ss that if they cannot find all the information they need during class time, they can do it after class for homework.

Homework assignment (5 minutes)

1. Tell Ss to use the information they find on line to answer the questions on the handout.
2. Prepare a short oral report to share their findings in class next time.

Lesson 2

I. Getting ready to teach the lesson

A. General topic of lesson

A terrible travel experience

B. Goals

1. General unit goals: (see Lesson 1)
2. Goals of this lesson: Students will
 - learn more about places in the world.
 - learn vocabulary related to the topic of travel.
 - understand the main ideas of the article they read.
 - learn about Western culture in terms of traveling.
 - write about their travel experience.

C. Student learning outcomes for this lesson

By the end of this lesson, students will be able to

- share their finding about the places from their Internet searches with classmates.
- brainstorm vocabulary related to travel.
- guess the meaning of vocabulary from context using the article given in class and understand the article.
- compare another culture and their own cultures on how they travel.
- learn to use past tense sentences to describe their past experience in their writing.
- read other people's sentences and continue their stories in writing.

D. Vocabulary and other key language to be taught in this lesson

Vocabulary related to travel

E. Materials

Two world maps and tape to stick the maps on the walls, cardboard cards for Activity 1, the article "Travel" for Activity 3 (Appendix 4), blank pieces of paper for Activity 4, and the article "Save Money on Your Air Fare with a Travel Package" for homework (Appendix 5).

II. Teaching the lesson

Activity 1: Opening (20 minutes)

1. Give each S a card and ask them to write the name of the country/city they are going to share about on the card.
2. Tell Ss to take out their homework (the scavenger hunt), and put Ss in pairs.
3. Put Ss into groups of 3 or 4. Tell Ss to take turns sharing the findings and the pictures of their places using the answers they got from the scavenger hunt in their groups.
4. Tell Ss what to include in their oral report:
 - Show their country card
 - Show the location of the place on the map
 - Share the picture and the findings in your group.

Activity 2: Semantic mapping (10 minutes)

1. Ask Ss if they have learned anything about different places in the world from their classmates. Ask Ss if they think it is always good to know more about the place that they want to visit before they go.
2. Do a semantic mapping activity. Ask Ss, “When you think about yourself as a student traveling to another place without much money, what kind of information do you need, and what do you need to consider?”
3. Write the words *travel* and *student* in the middle of the board and encourage Ss to think of words or concepts they associate with these two key words (e.g., money (budget) and cheap hotels); then write these words on the board to relate them to the two key words.

Activity 3: Reading and vocabulary exercise (25 minutes)

1. Give Ss an article about travel to read in class for about 10 minutes (see Appendix 4).
2. Tell Ss not to use their dictionaries. They should just read for the general understanding of the article.
3. Pair Ss and have them discuss the meaning of the words in bold and italics from the article to practice guessing meaning from context.
4. Then go over the vocabulary (the words in italics) in the article on a transparency.
5. Have Ss read the article again. Discuss the article with Ss, and tell Ss this article is mainly about how British students travel.
6. Ask Ss to compare with their partners the differences between British students and Taiwanese students in terms of how they travel.

Activity 4: Chain writing (30 minutes)

1. Ask Ss if they have had a terrible travel experience before and have them share their experience. T can share his /her own terrible traveling experience if no one wants to share.
2. Give each S a blank piece of paper.
3. Tell Ss they are going to write about a terrible travel experience. Tell Ss they can make it up if they do not have any travel experiences.
4. Ask Ss what tenses people use when describing a past experience, and ask Ss how to make a sentence with the past tense. For example, “I go to Japan when I am 10 years old.” Students have to change it to “I went to Japan when I was 10 years old.”
5. Put Ss into groups of 5, and have each group form a small circle.
6. Tell Ss to write their names at the top of their papers and tell them to include the place they visited in their sentences. Tell Ss they do not have to use themselves in the story. It can be about someone else and the story can be true or made up. Tell Ss the story should be written in paragraph form.
7. Ask everyone to start their own story, stop them when time is up, and ask them to pass their paper to their right and continue their classmate’s story. Give each S 3 to 4 minutes to write each time and tell Ss to write at least one sentence for each round. Repeat the same step until the papers are back to the first Ss who started the stories.
8. Have Ss read their own paper to a partner.

Homework assignment (5 minutes)

1. Give Ss the article “Save Money on Your Air Fare with a Travel Package” to read at home (see Appendix 5).
2. Give Ss the vocabulary exercise handout (see Appendix 6).

3. Tell Ss to rewrite their stories to make them clear and more well-organized. Tell Ss they can change the content if they want to since their stories were written by different people. Tell Ss their stories will be read by their peers in class next time.

Lesson 3

I. Getting ready to teach the lesson

A. General topic of lesson

How to save money with a travel package

B. Goals

1. General unit goals: (see Lesson 1)
2. Goals of this lesson: Students will
 - learn vocabulary related to the topic of travel.
 - learn different reading skills for different purposes.
 - learn to revise their peers' and their own writing.
 - learn to use the Internet as a tool to help them search for information.
 - get exposure to different types of authentic reading materials.

C. Student learning outcomes for this lesson

By the end of this lesson, students will be able to

- choose appropriate vocabulary to complete the sentences in the vocabulary exercise.
- proof-read their peer's writing and revise their own writing using the proof-reading handout.
- scan for specific information in the reading text.
- find and read the information about different travel packages on the Internet.

D. Vocabulary and other key language to be taught in this lesson

Vocabulary related to travel and proofreading

E. Materials

Transparency of the vocabulary exercise handout for "Travel" from Lesson 2, OHP, proofreading pointer handout (Appendix 7), transparency of the proofreading pointers, vocabulary exercise handout for "Save Money on Your Air Fare with a Travel Package" (Appendix 8), and scanning exercise handout (Appendix 9).

Teaching the lesson

Activity 1: Opening (10 minutes)

1. Ask Ss to take out the vocabulary exercise they did for homework.
2. Pair Ss and ask them to check their answers.
3. Go over the answers with the class using the transparency and the OHP.

Activity 2: Proofreading exercise (30 minutes)

1. Have Ss take out the story of a terrible traveling experience they wrote in the last class.
2. Tell Ss they are going to proofread their writing with a peer and then revise it at home. Explain what *proofread* means: "To read in order to find errors and make corrections."

3. Tell Ss that after they rewrite their stories, next time in class everyone will vote for the best story.
4. Give Ss the proofreading pointers handout and go over the handout on the OHP with the class. Explain the terms used in the handout, such as *clause*, *conjunction*, and *possessive pronoun*. (see Appendix 7).
5. Pair Ss and have them exchange their writing. Ask them to use the pointers to proofread their partner's writing and write their comments on the writing. Tell Ss if the errors they find belong to Point 1, circle the errors with a pencil and write #1 next to the errors (and to do the same for other categories).
6. During the proofreading, go to each pair to give Ss help when they are not sure of their answers or when they have questions.
7. Tell Ss to return their partner's writing with their comments on the writing, and tell Ss to read their partner's comments and ask their partner questions if they do not understand.

Activity 3: Reading and vocabulary exercise (10 minutes)

1. Tell Ss to take out the article "Save Money on Your Air Fare with a Travel Package."
2. Talk about the title of this article and discuss it with the class.
3. Ask Ss if they know the words *air fare* and *package* from reading the article.
4. Ask Ss if they have experienced buying a travel package and have them share their experiences. If they do not have any experience with this, T can share his/her experience.
5. Give Ss the vocabulary exercise sheet, and have them circle or highlight the vocabulary in the article and try to match the vocabulary with the correct definition (see Appendix 8).
6. Pair Ss and have them check their answers together.
7. Go over the answers with Ss.

Activity 4: Scanning exercise (20 minutes)

1. Tell Ss they are going to do a scanning activity using this article.
2. Explain what scanning is and why we need to practice scanning.
3. Put the transparency of the article on the OHP and demonstrate how to scan using one of the questions on the handout (see Appendix 9).
4. Give Ss the handout for the scanning activity and tell them to read fast to just look for the answers that the questions ask for and skip other parts of the article.
5. When Ss are finished, pair them and ask them to check their answers with their partner.
6. Go over the answers with the class.

Activity 5: Information gap (15 minutes)

1. Tell Ss to assume that their classmates are going on vacation with a limited budget and they have asked you to find a travel package on the Internet which can best meet their needs.
2. Assign Ss a partner and tell Ss to ask their partner for the following information:
 - The place where they want to go for their vacation (Ss can use the place they wrote about in their free-write).
 - Their budget
 - The length of their vacation
 - What they want to be included in the package (flight, hotel, car)
3. Write down several websites where Ss can look for travel packages.
 - <http://www.cheapfares.com/>
 - <http://www.eztravel.com/>
 - <http://www.travel.yahoo.com/>

Homework assignment (5 minutes)

1. Tell Ss to rewrite their stories.
2. Tell Ss to plan 2 different travel packages for their partners, so they can choose the package they like the most.
3. Tell Ss to write down the information they find about the packages on a piece of paper and bring it to class next time.

Lesson 4**I. Getting ready to teach the lesson***A. General topic of lesson*

Plan a travel package and review of lessons one, two and three.

B. Goals

1. General unit goals: (see Lesson 1)
2. Goals of this lesson: Students will
 - review all the learned vocabulary related to travel.
 - apply the reading skills they have learned to different types of authentic texts.
 - read their peers' stories to build their own community of practice.

C. Student learning outcomes for this lesson

By the end of this lesson, students will be able to

1. explain the vocabulary related to travel that they have learned in class to their classmates.
2. use the information they get from the Internet to plan travel packages for their classmates.
3. read their peers' stories and select the best story among the whole class.

D. Vocabulary and other key language to be taught in this lesson

All the vocabulary related to travel learned in class.

E. Materials

Copies of the form for voting for the best story (Appendix 10), vocabulary sheet for Group A and Group B (Appendix 11), and tape to stick the stories on the walls.

II. Teaching the lesson*Activity 1: Opening (25 minutes)*

1. Tell Ss they are going to read everyone's revised story on the walls and vote for the best story.
2. Give Ss the paper to vote and ask Ss to walk around the room to read everyone's story (Appendix 10).
3. Tell Ss to write down their favorite writer's name on their ballot and write down why they think it is the best story.
4. Tally the votes and announce the best story by reading the writer's name and the comments written on the ballots out loud.
5. Ask the winner to stand in front of the class, and ask the class to give the writer of the best story a big round of applause.

6. Give the ballots back to Ss whose stories were chosen by their classmates, so they can read their classmates' comments. Tell the Ss whose stories did not get any votes not to feel discouraged and still praise their work.

Activity 2: Vocabulary review (20 minutes)

1. Tell Ss they are going to review all the vocabulary words they have learned related to travel.
2. Give Ss the vocabulary sheet and divide Ss into two groups, Group A and Group B.
3. Tell both Group A and Group B to work on their part of the vocabulary and to make sure they know the meaning of each word because they are going to explain the meaning of their vocabulary to the other group.
4. Pair Ss from Group A with Ss from Group B and tell them to explain their vocabulary to their partners.

Activity 3: Password game (20 minutes)

1. Divide Ss into two teams, Team A and Team B, and put two chairs in front of the board.
2. Have one S from each team come to the front and sit in the chairs with their backs to the board.
3. Write one of the vocabulary words on the board so the two Ss in the front cannot see the word.
4. Both teams have to try to explain the vocabulary word to their team member, but they cannot say the vocabulary word written on the board to their team member.
5. The two Ss guess the vocabulary, raising their hand to get their turn to answer.
6. The first S to guess the vocabulary gets one point.

Activity 4: Speaking and listening practice (25 minutes)

1. Tell Ss to take out the travel package information they found for their partner.
2. Tell Ss to sit with their partner and show them the two travel packages they found on the Internet based on their needs.
3. Tell Ss to choose the better package for their vacation and get the detail information about the package from their partner.
4. Tell Ss they are going to report on the travel package and the reasons they chose this package.
5. Teach Ss the language they need to report on their package. For example,
*I plan to go to _____ for ___ days and _____ nights on _____ airlines.
 The price for the package is \$ _____ which includes flight and hotel.*
6. Ask Ss to take turns reporting on their package, and tell Ss to write the place they want to visit and the total amount of money for their package on the board for everyone to see.

Appendix 1

TRAVEL

Vocabulary

journey scenery capital city itinerary suffer permanently
travel insurance explorer anxiety organized

Discussion Questions

1. How many countries have you visited, and which is your favorite country apart from your own? If you have not visited any countries, where would you want to visit?
2. Do you think you would like to live permanently in another country? Why or why not?
3. Which is the longest journey you have ever made? How did you travel? What events do you remember on the way?
4. Which is your favorite journey for beautiful scenery? Please describe what you saw.
5. What capital city is your favorite or which are you interested in visiting? How would you like to spend your time there?
6. Do you enjoy traveling from place to place? Describe one of your itineraries.
7. Do you suffer from traveling sickness or anxiety in cars, boats, or planes? If so, what do you do to overcome these problems?
8. Would you buy travel insurance before going to visit other countries? Why?
9. Imagine you are an explorer and have the opportunity to make a big journey. Which continent would you visit? Where would you go? What would you hope to see?
10. Is organized travel the best way of learning about the world?

*Discussion questions retrieved and adopted March, 21, 2006 from <http://www.btinternet.com/~ted.power/disctrvq.html>

Appendix 2

INSTRUCTIONS FOR INTERNET SEARCH

Connect the computer to the Internet and click on the browser you have on the computer.

A browser window will appear on your screen. Type the URL of a website in the “Address box” (<http://www.google.com/> or <http://www.yahoo.com/>, <http://www.ask.com/#subject:ask|pg:1>) and press <Enter>.

The browser will take you to the website you want to visit.

When you are on the Google or Yahoo! home page, you can start a search by typing keywords for the information you are looking for in the box in the center of the screen and then click on <Search> or <Submit>.

You will see the result of the number of websites the search engine has found related to the keywords you have typed in and a list of links with names of the websites.

You can choose the websites you are interested in by clicking on the words which link to the homepage of the websites.

When on the homepage of a website, click on the links which you are interested in.

Another way to search for information is to type in the questions you want to ask in the box. Ask.com <http://www.ask.com/#subject:ask|pg:1> is a good website to visit. For example, users can type “What is the capital city of Italy?” in the box and click on <Search>. It will show the answers from the websites listed on the screen.

You can save a web address that you think is useful and will use it again by clicking on <Favorites> on the menu bar and selecting <Add> to <Favorites>. Next time if you want to visit this website again, just click on <Favorites> and click on the name of the website.

You can save, e-mail, or print pictures by moving your cursor to the top left of the picture and by right clicking on one of the little icons you see on the picture.

Appendix 3

SCAVENGER HUNT

Instructions

Based on the country/city you wrote about in your free writing activity, follow the instruction on Handout 2 to look for answers to the questions on the Internet to learn more about this place.

Questions

1. Where is this country/city? (the location)
2. What is the size of this country/city?
3. What is the population of this country/city?
4. What is the weather like in this country/city?
5. What language(s) do most people speak in this country/city?
6. What is this place famous for?
7. What are some tourist attractions of this place?
8. Find a picture of this place and bring it to class next time.

Appendix 4

TRAVEL

By Ted Power

Students often manage to travel long distances on very limited *budgets*. The secret is to find cheap travel, food and accommodation.

In the 1960s, British students did this through *hitch-hiking* and *youth hostelling*. It can still be done today, though *drivers* are much more reluctant to offer *lifts* to strangers.

Youth hostels are also more expensive as they tend to offer a greater level of comfort. *Hostellers* used to carry their own *sheets or sleeping bags* and would expect to sleep in *bunk beds*, often within large *single sex dormitories*. A long walk to one of few outside toilets was not uncommon.

Today, other possibilities present themselves to people living near one of Britain's *international airports*. The cost of international *rail travel* has become prohibitive, but hopping around Europe on *charter flights* can be done very cheaply. The chief snag is finding *reasonably priced accommodation* when you arrive at your *destination*.

Cheap flights are advertised on *Teletext*, in most Sunday newspapers and on the web sites of *budget airlines* such as "Go", "Easy Jet" and "Ryan Air". Tickets can be purchased by *credit card* over the phone.

The very cheapest flights are to be found on *the Internet* where you can look for special offers, specify what kind of meal you want and even choose your exact seat, providing it has not already been booked. Payment is by credit card over a *secure page* and you will receive *confirmation* of your booking by e-mail.

Whether your reservations are made by phone or on the net, you will be given a *booking reference number*. If it is too late for your tickets to reach you by post, you can collect them at the airport on your *day of departure* by quoting your reference number.

Many British people own *holiday apartments* in Spain and *let* their *properties* to *holiday-makers* when they are not using them themselves. The *apartments* are usually well maintained and in beautiful locations. The *owners* advertise in *Sunday newspapers*, in journals such as *Dalton's Weekly* or *Exchange & Mart* or in exclusive magazines such as *The Lady*.

Appendix 5

SAVE MONEY ON YOUR AIR FARE WITH A TRAVEL PACKAGE

by Bob Martin

Reprinted from: *Fly There For Less--How to Save Money Flying Worldwide*

Purchasing the right travel package can save you big money on your air fare. A package combines your air fare, hotel and possibly some miscellaneous arrangements such as airport-to-hotel transportation, certain meals, a visit to an attraction or a short guided tour at your destination.

A package, however, is not a tour. You travel independently on a scheduled airline and are merely pre-purchasing your land arrangements — normally at an attractive price. The package price is usually much cheaper than if you went out and separately bought each individual component.

But here's the beauty of package deals. If you shop around, you can sometimes come up with a package price that is cheaper than the lowest available air fare.

You could once fly a major airline between Los Angeles and Papeete, Tahiti, on a round-trip advance-purchase ticket for \$1,029. But if you had purchased a package to Tahiti, which included your round-trip air fare from Los Angeles, an economy hotel room and airport-hotel transportation, you would have paid just \$649 and saved \$380! Don't want to stay in an "economy" hotel room? Don't. Stay anywhere you want and throw away the hotel portion of the package. You'll still be \$380 ahead on your air fare.

Packages can be put together by travel operators, travel agencies or even an airline. And package deals are available for just about every area of the world, including destinations within the United States. Because package operators deal in tremendous volume, delivering a steady flow of travelers, they receive substantial discounts on the components they buy and put together. And because the package business is highly competitive, much of the savings are passed on to you in the form of low prices.

Packages generally do not carry advance purchase restrictions. One traveler wanted to fly on short notice from Washington, D.C. to Seattle. United Airlines quoted him a fare of \$1,200. He shopped further and found United had an air fare-hotel package to Seattle for less than half that full-fare price.

Competition also means you should shop around for the best deal. Check the ads in your Sunday newspaper's travel section. Travel agents are also a good source of package deals. Of course, you'll need to know the advance purchase fare to your destination so you can compare prices with the packages.

Here's a few more packages worldwide that had price tags lower than promotional air fares:

- One week in Copenhagen, Oslo or Stockholm, including round-trip air transportation on SAS, airport transfers, hotel accommodations for six nights, full breakfast each day and a \$50 refund on the first \$100 spent shopping. Price from New York: \$495. Advance purchase fare: \$740. Savings: \$245.
- Athens with hotel for seven nights, breakfast, airport transfer and a round-trip flight on KLM. Price from New York: \$549. Advance purchase fare: \$799. Savings: \$250.
- A week in Rio de Janeiro, including hotel, continental breakfast, airport transfer and round-trip air. Price from Los Angeles: \$799. Advance purchase fare: \$1,027. Savings: \$228.
- A hotel for five nights in Hong Kong, round-trip flight on Korean Air from San Francisco or Los Angeles, airport-hotel transfers. Price: \$824. Advance purchase fare: \$900. Savings: \$76.
- Three nights in a Bermuda hotel and round-trip air from the U.S. East Coast. Price: \$283. Advance purchase fare: \$372. Savings: \$89.

That's just a sampling. Other packages priced lower than the lowest promotional fare would also have let you travel to Amsterdam, London, Austria, Florida, Jamaica, Argentina, Venezuela, Ecuador and Peru.

Drawbacks

Don't look for these packages if you're traveling during the peak season. Packages priced lower than air fare pop up during the off season to fill empty airline seats and vacant hotel rooms. But if you're planning an off-season trip, thoroughly check out package opportunities.

When investigating package prices, note that the price will be listed as per person, double occupancy. If you are traveling alone, you'll have to add a single supplement to the price. All package prices used in the above examples are per person for two people traveling together.

When buying a package because you want a less-expensive air fare and plan to throw away the ground features, keep in mind that your return air reservation will let you stay at your destination for only as long as the package calls for. Most are sold for one-week stays, but you can also find three-, four- and five-day packages.

*Retrieved March 21, 2006 from <http://www.inquisitivetraveler.com/pages/artlib/travpack.html>

Appendix 6

VOCABULARY EXERCISE

Travel

Choose a word from the list below that best completes each sentence.

| | | | |
|---------------|-------------|--------------|---------|
| hitch-hiking | destination | confirmation | budget |
| accommodation | departure | flight | booking |

1. I went to LA at Christmas time. The _____ to LA was really expensive. I spent a lot of money on the air fare.
2. We don't have to worry about where to stay in Japan because the travel agent has arranged our _____ already.
3. You need to tell me your _____ first, so I can get an idea of how much money we can spend on this trip.
4. We finally arrived at our _____, which was New York.
5. You need to write an e-mail to get _____ from the hotel of the hotel reservation, so we can be sure to have a place to stay when we get there.
6. Cheaper prices for the hotels are available on early _____s, so it's better to plan our trip and make a reservation for a hotel in advance.
7. We need to check in at the airport two hours before _____, so we have to leave our place early.
8. I think _____ is dangerous because you may meet some bad guys who will take you to places you don't know.

Appendix 7

PROOFREADING POINTERS

You should proofread every paper you write for every class several times. The following pointers will help you remember some specific trouble spots that you should check for. Remember that proofreading must be done slowly and carefully.

Make sure your capital letters and punctuation marks are very clear. Make sure your commas and periods are clearly different.

Never put a comma at the beginning of a line.

Avoid using the following words to begin a sentence: And But So (Also) (Especially)

Example: My uncle is a singer. **Also**, he can dance and act well.

Better: My uncle is a singer. He can **also** dance and act well.

Never use an article and a possessive pronoun together.

Errors: **the my** garden **a her** job

OK: the garden/ my garden a job/ her job

Do not use *a* with plural nouns.

Errors: **a** strange **places** **a** difficult **decisions**

OK: a strange place/ strange places a difficult decision/ difficult decisions

In most cases, use simple verb form after *to*.

Errors: to watched to played had to went

OK: to watch to play had to go

The following pronouns are considered singular.

| | | | | |
|-------|----------|-----------|------------|------|
| Every | Everyone | Everybody | Everything | Each |
|-------|----------|-----------|------------|------|

| | | | | |
|-----|--------|---------|----------|--|
| Any | Anyone | Anybody | Anything | |
|-----|--------|---------|----------|--|

| | | | | |
|------|--------|--------|---------|--|
| None | No one | Nobody | Nothing | |
|------|--------|--------|---------|--|

Error: **Everyone want** to get a good grade.

OK: Everyone wants to get a good grade.

In formal writing, *although* and *because* clauses must be connected to a main clause.

Error: I still have trouble speaking English. Because I don't practice much.

OK: I still have trouble speaking English because I don't practice much.

Look for the word *even* in your sentences. Do you need to add *though*?

Error: **Even** I didn't know anyone in Honolulu last year, I have many friends now.

OK: Even though I didn't know anyone in Honolulu last year, I have many friends now.

Avoid using two kinds of conjunctions to join the same clauses.

Error: **Although** I study a lot, **but** I still make many mistakes.

OK: **Although** I study a lot, I still make many mistakes.

OK: I study a lot, **but** I still make many mistakes.

Check verb forms carefully:

Is every main verb a possible English form? Do progressive verbs have **BE** form, too?

Do time phrases and verb tenses match?

Are third person singular present tense verbs in **-s** form?

Use your dictionary to check for the following when you are not sure:

Word forms, for example *safe, safety, safely*.

Verb + preposition combinations, for example *get married* ____ someone.

Words that you often misspell or are not sure how to spell.

Count/Noncount nouns, for example *homework* and *advice*, not homeworks or advices.

Do not use just a comma to join two sentences. This is a comma *splice error*.

Error: I live in Waikiki, I often walk to the beach.

OK: I live in Waikiki. I often walk to the beach.

OK: I live in Waikiki, so I often walk to the beach.

OK (but less common): I live in Waikiki; I often walk to the beach.

*Adapted from Kirschenmann, J. (1996). *Proofreading Pointers* [Handout]. Honolulu: Hawai'i Pacific University.

Appendix 8

VOCABULARY EXERCISE “Save Money on Your Air Fare with a Travel Package”

Part 1. Find and circle the vocabulary listed below in the article.

| | | | |
|---------------|---------------------|--------------------|------------------|
| purchase (v.) | transportation (n.) | round-trip (n.) | peak season (n.) |
| air fare (n.) | travel agency (n.) | promotional (adj.) | economy (adj.) |

Part 2. Use the vocabulary from Part 1 to fill in the blanks below.

_____ a system or method for carrying passengers or goods from one place to another.

_____ the price of an airplane trip.

_____ a business that arranges travel and vacations.

_____ to buy something.

_____ inexpensive to buy or use.

_____ of or relating to serving as publicity.

_____ a trip from one place to another and back, usually over the same route.

_____ the period of time when travel is most active and rates are highest.

Appendix 9

SCANNING ACTIVITY FOR “SAVE MONEY ON YOUR AIR FARE WITH A TRAVEL PACKAGE”

Instruction: Please read through the article quickly to find the answers to these questions.

1. How much would you have paid if you had purchased a package to Tahiti including your round-trip air fare, an economy hotel room, and airport transportation?
2. How much would the traveler have paid if he wanted to fly on short notice from Washington, D.C., to Seattle without purchasing the package?
3. Where can you find the ads for packages?
4. How much can you save if you purchase the package to fly to Athens from New York?
5. Does the package to Hong Kong from San Francisco or Los Angeles include breakfast?
6. How much is the advance purchase fare to Rio de Janeiro?
7. If you are traveling alone, will the prices of the packages listed in the article be the same?
8. When is the good time suggested by the author to look for good package deals?

Appendix 10

VOTE FORM

The writer of the best story is _____.
(student's name)

Reasons for choosing this story

Appendix 11

Vocabulary- Group A

| | | |
|-------------|--------------|---------------|
| journey | scenery | capital city |
| itinerary | air fare | travel agency |
| round-trip | economy | promotional |
| peak season | confirmation | hitch-hiking |
| destination | | |



Vocabulary – Group B

| | | |
|-----------|---------|------------------|
| suffer | flight | travel insurance |
| explorer | anxiety | permanently |
| purchase | budget | accommodation |
| departure | booking | transportation |
| organized | | |