

A LETTER FROM A HOLIDAY PLACE (A GROUP POSTER)

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Level: Intermediate and above

Time: at least 4 periods (40 mins each)

Objectives:

- revising vocabulary related to weather and holidays (adjectives)
- searching and reading for specific information
- revising Past Simple, Past Continuous, Present Perfect, Present Perfect, Present Perfect Continuous
- writing a letter describing a stay at a holiday resort (informal)

Resources required: computers (one per 2 students) with the Internet connection, websites, Microsoft PowerPoint, a multimedia projector

Other resources required for letter writing: a large poster sheet for one group (min. A1 format), scissors, glue, markers.

Knowledge: Students should be able to type the URLs, use search engine and make computer presentations.

URLs: http://www.lonelyplanet.com/theme/islands/islands_index.htm;
<http://www.lonelyplanet.com/destinations/>; <http://www.wunderground.com>

Tip for teachers:

If you are teaching with *Enterprise 3* (Pre-Intermediate), this project may be a good follow-up for Unit 3 "Around the World" (pp. 14-17) and you may start with **Stage 2**. In addition, you may use *Target Vocabulary 2* by Peter Watcyn- Jones, Penguin Books 1994 (Section 3: Extract from holiday brochures, p.51). It will help students to revise holiday vocabulary and build up a list of adjectives describing places, weather, people, food, atmosphere, their experience and so on.

The procedure:

Stage 1 (offline):

1. The teacher explains to students that they are going to write a group letter (4-5 people in a group) and present it as a class poster. Before they do that, they will have to search for information about their particular holiday place, and this time they are all going to different islands. They will be given a worksheet to complete with required information and then they will have to summarize their findings and present them to their peers as a PowerPoint presentation.

Tip for teachers:

Lonely Planet provides information on Tasmania, Galapagos, Saba, Baffin, Sark, Mauritius, Kefallonia, Bahrain. I would suggest teachers offer students to choose between Saba, Mauritius or Bahrain, as there is the most information on one website and additional search is not required. Of course, more advanced students can choose other places and study the links *Lonely Planet* provides for additional information.

2. The teacher asks students to remember their previous experiences of travelling to a particular resort place, asking them questions which require using descriptive words:

- Where did you go? What is this place like?
- Where did you stay? What was it like?
- What was the weather like?
- What was the food like?
- What were the local people like?
- Did you visit any sites (palaces, museums, parks and so on)? What were they like?
- What were the beaches like?
- Did you have a good time?

Tip for teachers:

After students have shared their experience you may want them to complete the following chart on the board and in their notebooks:

Weather

Hotel, guest-house, camp-site

Beaches

Food

People

Place

(general)

Atmosphere

sunny, cloudy, rainy, sticky, hot, etc.

luxury, cheap, clean, lovely, marvelous, fabulous, etc.

clean, filthy, crowded, quiet, gorgeous, etc.

local, traditional, exotic, tasty, delicious, disgusting, etc.

friendly, unfriendly, helpful, hospitable, etc.

fabulous, gorgeous, fantastic, etc.

relaxing, lively,

busy,

exotic, etc.

You may want them to work on the chart further while they are reading and searching for required information. Thus, they will build a word bank to use later in their letters-posters. One student in a group may be responsible for this assignment.

Stage 2 (online):

1. The teacher asks students to split into groups (4-5 people) and distributes worksheets (one per a student) to be completed. See the [worksheet](#).
2. Students go to the computers and start their search (they may assign each group member to search for particular information to save time).
3. After students have completed the worksheet, they join as a group to summarize their findings and to work on a PP presentation design. Teacher may give them the following guideline sample for slides:

Slide 1- Title, students' names

Slide 2 - General information

Slides 3-4 - Attractions

- Slide 5-7 - Activities
- Slide 8-9 - Events
- Slide 10 - When to go
- Slide 11 - Facts for travelers
- Slide 12 - By students' choice

Tip for teachers:

Students may want to include pictures into their presentations. This will require additional time (for searching or scanning). Students also should be reminded about copyright issues. The teacher should stress the importance of text itself (they will use it for further writing) and encourage students not to pay too much attention to visuals this time.

As for the text, students may summarize the information they got using their own words or they may use some vocabulary and phrases from the website. It may be useful to refer students to *Target Vocabulary 2* to check on expressions usually used in holiday brochures.

4. When the presentations are ready, students present them as a group. The teacher should spend some time giving feedback on the content, use of language, grammar mistakes.

Stage 3 (offline)

Writing a letter from a holiday place (a group poster):

1. Teacher asks students to work in groups, imagine themselves at that particular place (they presented) and start drafting their letter. At this stage, the teacher can revise the usage of Past Simple, Past Continuous, Present Perfect and Present Perfect by asking students questions like:

- a. Where are you now?
- b. Where are you staying?
- c. What is the weather like?
- d. When did you come?
- e. How long have you been staying there?
- f. What have you done or been doing so far?
- g. What have you done/ visited/explored/ yet?
- h. How did you like it?
- i. Did you have a good or bad experience/ an incident?
- j. What were you doing when it happened? OR What was happening at that moment?

2. The teacher may give students a paragraph plan below to write a letter:

Introduction:

Para 1: greetings, say where you are

Main body:

Para 2: say where you are staying, when you came, what the weather is like, your general impressions

Para 3: sights you have seen/activities you have done, your impressions of that, interesting facts

Para 4: food you have tasted/description of good/bad experiences

Conclusion:

Para 5: end the letter

3. When students have completed their drafts and reviewed them for mistakes, the teacher gives them a poster sheet and markers. They will write their final draft on a poster. (To ensure using appropriate tenses and vocabulary the teacher may create his/her own [Sample verbs sheet](#) and [Sample adjectives sheet](#). Students will cut the given words, glue them to a poster and write all other words in handwriting).

4. Students fix their posters to the wall.

5. The teacher may use the next period for the presentation of posters and feedback on grammar and language problems.

Worksheet

Theme: Islands

<p><u>Place:</u></p> <p><u>Location (where):</u></p> <p><u>Population:</u></p> <p><u>Languages:</u></p>
<p><u>Attractions (2-3 sites of your choice):</u></p>
<p><u>Activities (2-3 activities of your choice):</u></p>

<u>Events (2-3 events of your choice):</u>
<u>When to go:</u>
<u>Facts for traveller:</u>
<u>Getting around:</u>
<u>Additional information:</u>

Sample adjectives sheet:

fantastic	fascinating
fabulous	famous
wonderful	amazing
lovely	beautiful
magnificent	luxurious

Sample verbs sheet

arrived	are staying
have been exploring	was/were walking
are having	went
have tried	visited

have already done	have been lying
have already visited	it was