

Sample Tools in the Tourism Classroom Lesson Plan

Part A - Pre-classroom preparation

TOPIC/THEME: tourism board promotion video

AGE and LEVEL: adults, pre-intermediate TIME: 50 minutes

LANGUAGE PRIMARY: listening and speaking

SKILLS: SECONDARY: writing

LANGUAGE OBJECTIVE: - by the end of the lesson students will:

- listen for specific information
- write promotional material

VOCABULARY (when applicable): - n/a

METHODOLOGY: task-based

RESOURCE MATERIALS: a tourist board video (for this lesson see <http://www.youtube.com/watch?v=lc6O8H2t2iY> Tourism Peru), worksheet

PREVIOUSLY TAUGHT: effect of tourism on developing countries

Part B - Classroom teaching

WARM UP or REVIEW: handout the worksheet to each student. Discuss the key questions

TIME: 6 min

PRE-TASK: complete the discussion questions; make sure to connect with topics the Ss saw in the previous classes about promotion and tourism in developing countries

TIME: 8 min

TEACHING: inform students that they will be watching a video. Tell them that they will be watching in sections and they will have a chance to view each section twice

- complete the tasks

TIME: 30 min

TASKS:

Task 1 - viewing

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- for the first question turn the TV away from the students or tape poster paper to the screen so that the students can hear the video but can't see the pictures.
 - for the third and fourth question allow the students to watch the section 2 or 3 times, making sure to give them time to write down notes between each viewing.
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Task 2: post viewing

-allow discussion of the first 2 questions

FOLLOW-UP: read the letter from the president of Tourism Peru and allow discussion of the topic and address any problems with vocabulary. Place students in pairs and have them write their own letter

TIME: 10 min

BACK-UP TASK: imagine you work for the advertising company, which produced the video for Tourism Peru. The people at Tourism Peru think you should add more information to the video. Write a short script of additional promotion for the video

HOMEWORK: assign students a country and ask them to bring a print out of the homepage of the tourism board for that country, they will use the information to complete a project next class

REFLECTION:

Sample Resources - Video Sample Lesson Plan Worksheet

Name: _____ Date: _____



Tourism Peru

Video Promotion

Pre-viewing

1. What do you know about Peru?

2. List some of the symbols of Peru.

Discussion

1. What do you think is the best way to promote a destination like Peru?
2. What problems are there in promoting destinations like Peru?
3. Does your country have these similar problems?

Viewing

1. You will listen to the first 45 seconds of the video segment. Based on what you hear, what do you think is on the video?

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Watch the first 45 seconds to confirm your predictions.

2. What is the slogan of the Peruvian Tourism Board?

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3. Watch the video from 1:10 to 1:35. Fill in the missing blanks.

Only one _____ has everything the _____ has to offer. All the _____. All the _____. Every type of _____. They're all _____.

4. Watch the video from 2:21 to 4:00. Place the following lines in order as they appear in the video.

- _____ The food. Drinks. Rituals.
- _____ Rivers. Lakes. Mountains.
- _____ Like a giant catalogue Peru can show the best of its coastline, its highlands and its jungles.
- _____ From the Sechura Desert to the Andes.
- _____ From the Marinera dance to the Alcatraz.
- _____ From the Lord of Saipan to Machu Picchu
- _____ From Paracas to Lake Titicaca.
- _____ From Pacific beaches, to the snow line.
- _____ From flamingos to llamas.
- _____ From dishes like “seviche” to “aji de gallina”.
- _____ From “Chicha de hora” maize beer to distilled Pisco.
- _____ From “algarrobina” carob honey to the ayahuasca vine
- _____ Cultures. Historic ruins shrouded in magic.
- _____ Canyons. Dances. Customs.

Post viewing

1. Do you feel that the video was an effective marketing tool?

2. Where might you expect to see a video like this one?

3. Read the following Letter from the President of Peru Tourism. Do you think web sites are useful marketing tools? Why or why not?

Dear Friends,

We are pleased to present our websites aimed to help the international tourist to get all the travel to Peru information they need and enjoy the best of our country: [PeruTourism](#) ©, [Peru-Turismo](#) © and [Peru4me](#) ©. Our mother company, Viajes Pentagrama S.A. has been working in the area of travel and tourism since its foundation in 1983.



We are proud to be the only Tour Operator network in Peru who specializes in custom made journeys to [Lima](#), [Cusco](#), [Machu Picchu](#), Nazca Lines, [Titicaca](#) Lake and so much more, tailored to meet your highest expectations. Forget about packages, it's time to create your own travel to Peru!

Our network in Peru with hotels, tourist guides, transport companies, tour operators, travel agencies, travel information centers among others, is the best one. With over 20 years of experience we are uniquely qualified to offer you permanent assistance during your travel to Peru. Our completely [satisfied customers](#) can certify that. Our commitment is not to only provide you with good travel service, but our commitment is to provide you with one of the best experiences of your lives.

Welcome to the magic of Peru and [Machu Picchu](#)!

[Miguel A. Lahura](#)
CEO and President
Peru Tourism

4. With a partner write a letter to the public from your tourism board telling the world about your country.

Sample Lesson Self-Evaluation Rubric

Pre-Planning		
Topic/Theme	• theme is clearly identified	✓
	• theme is suitable	✓
Level	• proficiency level is identified	✓
	• other lesson components are suitable for this level	✓
Age	• student age range is clearly stated	✓
	• identified age of students is reflected throughout the practice tasks	✓
Time	• approximate length is given for the whole lesson and each individual component	✓
Language Skills	• one or two skills (only) are targeted	✓
Language Objectives	• there is a clear statement of learning objectives achievable in one lesson (or the specified amount of time)	✓
	• objectives are stated in context of the language skills described above	✓
	• objectives are stated in a way to enable evaluation at the end of the lesson	✓
Methodology	• overall approach is identified	✓
	• other lesson components are congruent with the approach	✓
Resource Materials	• all resources needed for the lesson are clearly identified	✓
	• samples or copies of worksheets, flashcards, and/or vocabulary lists are attached/included where appropriate	✓
In-Class		
Warm-up or Review	• either a warm-up activity or a review activity is clearly described	✓
	• the goal of this activity (<i>students use/review the target language</i>) is met	✓
Pre-task (introduction)	• the goal of this activity (<i>introduction of the lesson</i>) is met	✓
Teaching (demonstration)	• steps and techniques are clearly outlined	✗
	• activity demonstration is included	✗
	• the task reflects the above stated language objectives	✓
	• the goal of this activity (<i>teacher presents new concepts/ideas</i>) is met	✓
Tasks (practice)	• steps and techniques are clearly outlined	✓
	• at least two practice tasks are identified	✓
	• tasks reflect the above stated teaching tasks and language objectives	✓

	• the goal of this activity (<i>students orally use the concepts presented in teaching task</i>) is met	✓
Follow-up (reinforcement)	• activity that wraps-up the lesson (may be a fun application) is presented	✓
	• the goal of this activity (<i>teacher tests/reviews the concepts taught</i>) is met	✓
Homework	• homework has been identified or explanation given for its absence	✓
	• homework tasks relate directly to the objectives of the lesson	✗
	• the goal of this activity (<i>to further reinforce the concepts taught in the lesson</i>) is met	✗

This lesson plan requires careful preparation with the video. It would be helpful to make a complete list of steps such as how the video and the worksheet are connected and how the students will use them. The Homework Section does not relate to the objectives seen in class, the teacher could ask students to examine the tourism board websites and prepare a list of 3 positive aspects and 3 aspects that need improvement which they should present to the class.