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# NUTS AND BOLTS

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Simple guidelines on the use of ESL TeenStuff resources



ESL TeenStuff

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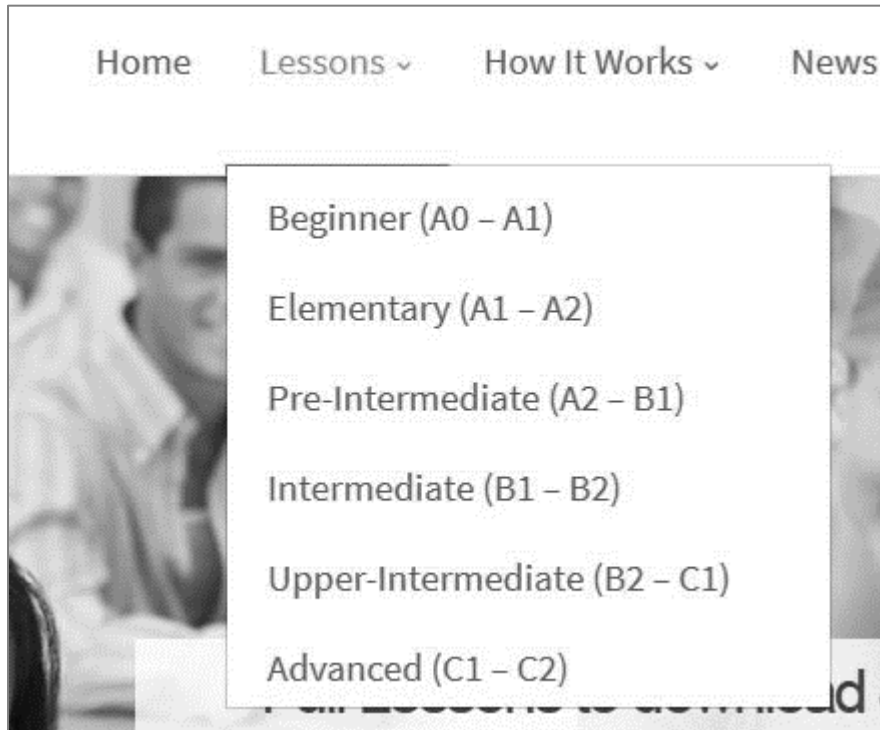
## Quick Start Guide

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## Quick Start Guide

### 1. Select your lesson level.





Click on the level of your class from the menu under “Lessons”:




### 2. Select your lesson and download the materials.

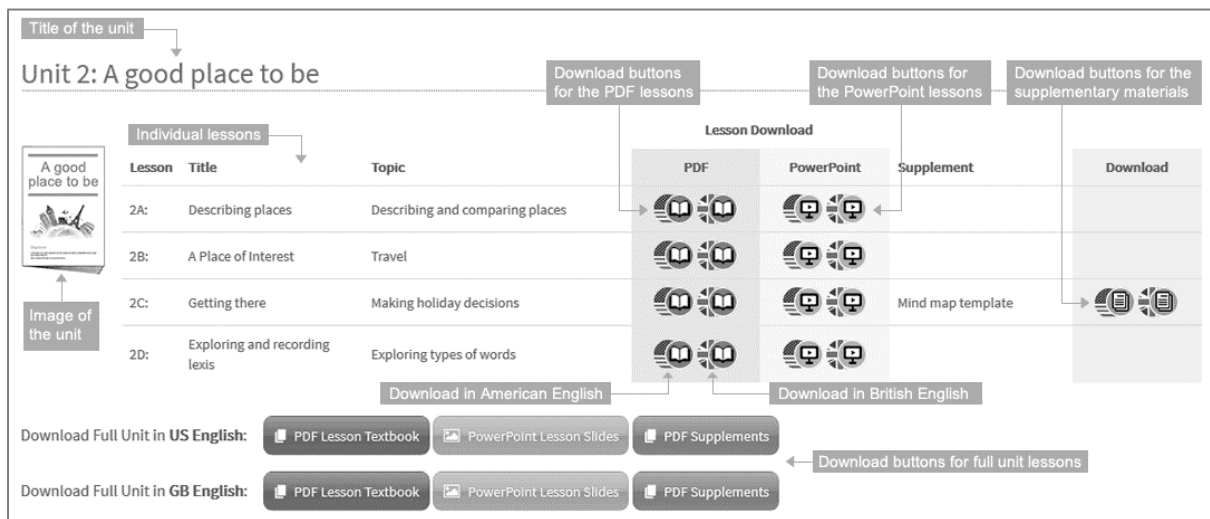
On the lessons page you will see a list of **lessons organized by unit**. You can choose to follow the lessons **in the order on the page** or you can ‘**dive in**’ and select any lesson you want.

You have the following options to download a lesson:

- **download a “textbook” style lesson as a PDF file.** You can print this out and give to your students. Download by clicking on  (US English) or  (GB English).
- **download a PowerPoint slide lesson.** You can use with a projector or on a PC screen in your lesson. Download by clicking on  (US English) or  (GB English).

- **download and use both the PDF and PowerPoint lessons together.** Your students have the PDF lesson print outs and the teacher uses a projector.
- **download PDF supplementary materials.** These optional materials can be printed off and used to enhance your lesson. Download by clicking on .

You can download a single lesson or a full unit. All lessons are available in **American English** and **British English**.



*Breakdown of a lesson unit*

### 3. No need to plan!

Just read through the materials before you teach. The lessons are **self-explanatory** and **easy to use**.

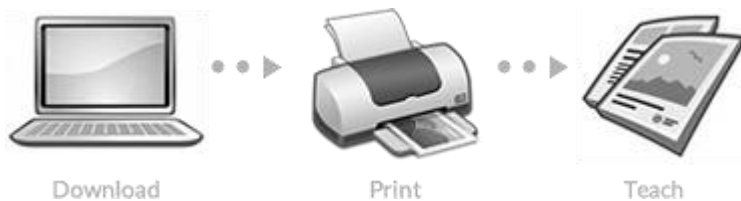
### 4. Teach your lesson.

Our lessons are full of **useful language** and **enjoyable tasks**. Our lesson textbooks will guide you and the class through each lesson and provide lots of practice in all of the **essential skills of English**.

# 1. Using the PDF lessons and PowerPoint slides

Our lesson textbooks are available in two versions: the **PDF lessons textbooks** and **PowerPoint lesson slides**. You can use them in the following ways:

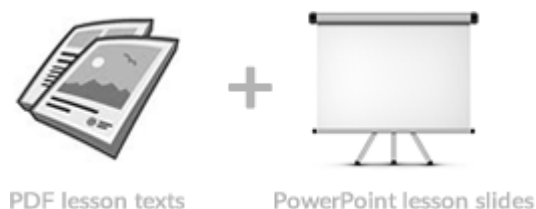
**PDF lessons textbooks:** download, print and hand out to your students. Use them in class as your textbook – both students and teacher use them.



**PowerPoint lessons slides:** download and show in class either projected onto a screen (or whiteboard) or on a PC screen. Use this in class as your textbook – teacher shows the slides and students follow.



**Both PDF lessons textbooks and PowerPoint lessons slides:** use together in class – the teacher displays the lesson via a projector or PC screen and students follow with their PDF text printouts.



## 2. Lesson organization

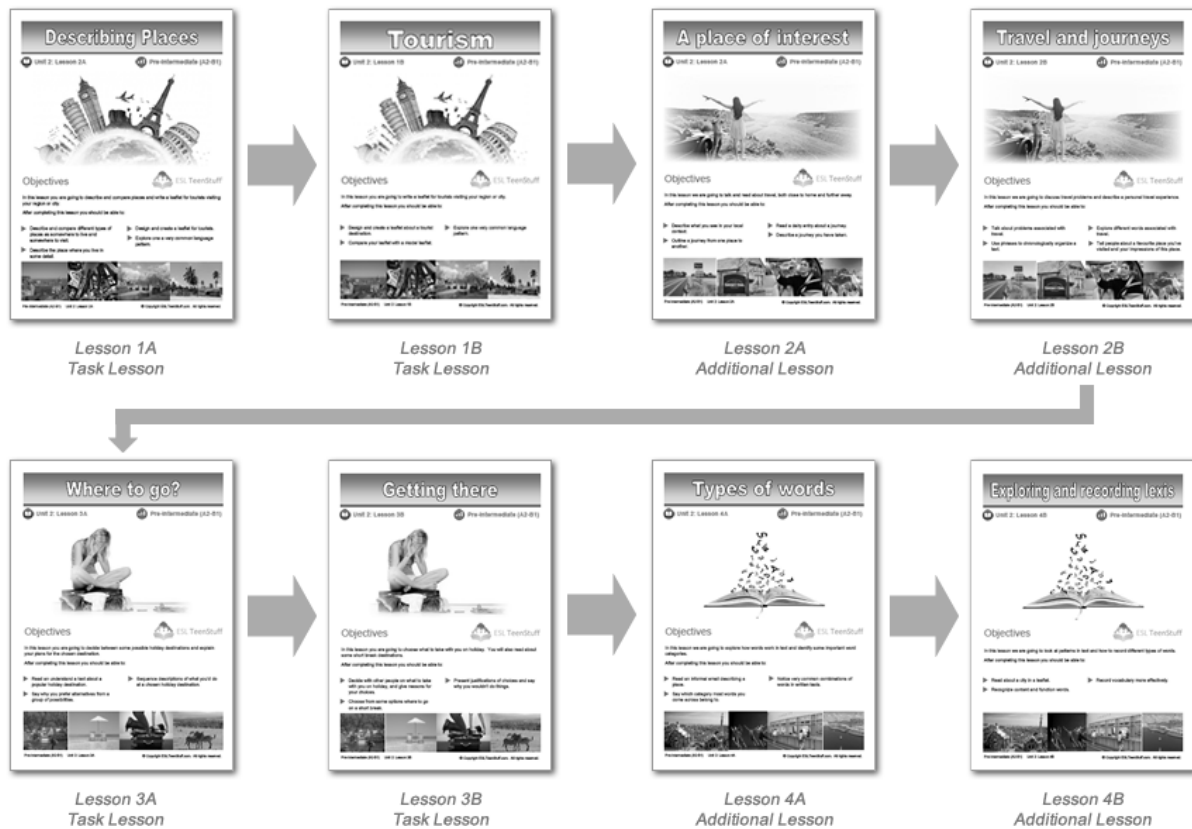
Lessons are organized into theme-based units. Each unit contains 8 theme-related lessons.

Within the group of 8 lessons, 4 lessons are **task lessons** and the other 4 are **additional lessons** (each lesson 60-90 minutes +). A and B lessons are related to each other and should be taught over two lessons (A in the first lesson and B in the second).

Below is an example of a unit with its four lessons:

Unit	Lessons	Pages / Slides	Timing	Supplement
3	1A Task Lesson	5-8	60-90 minutes +	Optional
	1B Task Lesson	5-8	60-90 minutes +	Optional
	2A Additional Lesson	5-8	60-90 minutes +	Optional
	2B Additional Lesson	5-8	60-90 minutes +	Optional
	3A Task Lesson	5-8	60-90 minutes +	Optional
	3B Task Lesson	5-8	60-90 minutes +	Optional
	4A Additional Lesson	5-8	60-90 minutes +	Optional
	4B Additional Lesson	5-8	60-90 minutes +	Optional

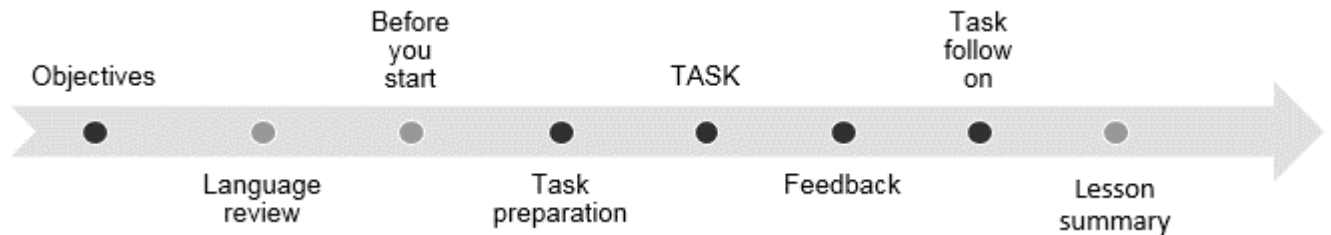
Therefore, if you are following the flow of our lessons you would teach the unit as follows:



- The focus of Lessons 1 and 3 is a **task**, with other activities leading up to the task or following the task.
- The focus of Lessons 2 and 4 is on **extended topics** with activities concentrating on the skills of **reading**, **writing** and **speaking**.

### 3. Task lessons (Lessons 1 and 3 in each unit)

Each task lesson has the following sections (covered throughout the A and B lessons).



#### 3.1 A task lesson walk-through

In the explanation of the materials below, we will show both the PDF materials and PowerPoint slides side-by-side. Whether you use just one version of the texts or both together, you can follow the instructions below in the same way.

We will use the two-part lessons “Describing Places” and “Tourism” in this example, which is a Pre-Intermediate level (A2 – B1) lesson, Unit 2, lessons 1A and 1B. The procedure explained below can be applied to any task lesson for all levels.

- download the lesson from our website [www.eslteenstuff.com](http://www.eslteenstuff.com)

You are free to use the materials in any way that you wish. For each step we provide our recommendation on usage.

#### STEP 1 – Lesson A: Title and lead in (suggested strongly)

You might use the **title** and/or **photographs** shown below to speculate about what the topic area might be for the lesson. Here, this is places/travel. You could, for example, elicit some vocabulary items from the picture on the subtopics buildings, means of transport, geographical features etc. or ask the students to tell you what they know about the places shown.



PDF lesson  
Title page (top section)



PowerPoint lesson  
Title slide



## STEP 2 – Lesson A: Overview and objectives (suggested strongly)

This is an **outline** of what the learners should be able to do by the end of the lesson framed as ‘can do’ statements. Make sure the learners understand the content of the **objectives** you choose to use. At the bottom of the PDF page are a set of **4 photographs** lifted from the pages of the lesson. These can be used for additional speculation as well as for eliciting key lesson vocabulary.



**Objectives**

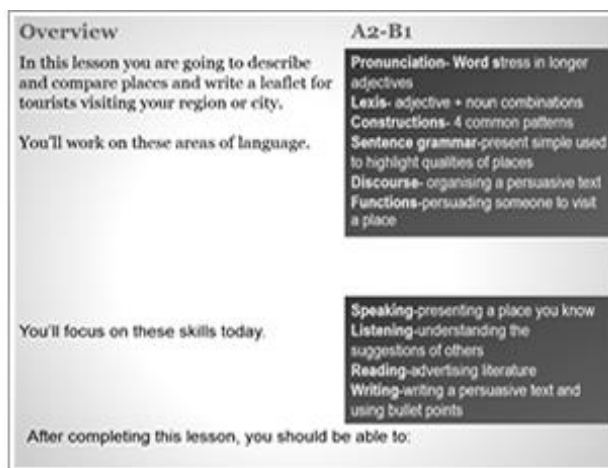
In this lesson you are going to describe and compare places around the world. You will also describe the place in which you live.

After completing this lesson you should be able to:

- Describe and compare different types of places as somewhere to live and somewhere to visit.
- Describe the place where you live in some detail.
- Talk about holiday experiences.



PDF lesson  
Title page - Objectives (bottom section)



**Overview**

In this lesson you are going to describe and compare places and write a leaflet for tourists visiting your region or city.

You'll work on these areas of language.

**A2-B1**

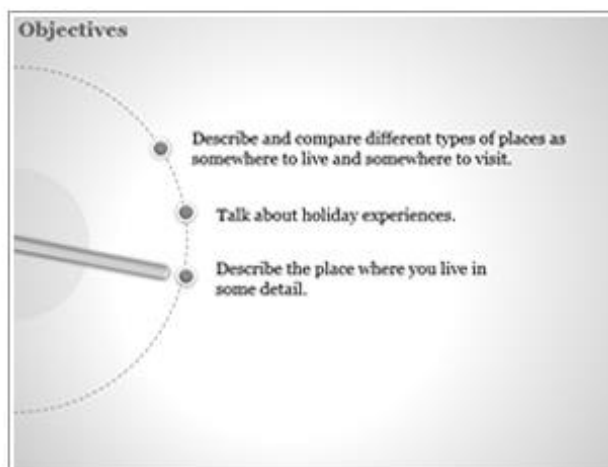
**Pronunciation**- Word stress in longer adjectives  
**Lexis**- adjective + noun combinations  
**Constructions**- 4 common patterns  
**Sentence grammar**-present simple used to highlight qualities of places  
**Discourse**- organising a persuasive text  
**Functions**-persuading someone to visit a place

You'll focus on these skills today.

**Speaking**-presenting a place you know  
**Listening**-understanding the suggestions of others  
**Reading**-advertising literature  
**Writing**-writing a persuasive text and using bullet points

After completing this lesson, you should be able to:

PowerPoint lesson  
Overview slide



**Objectives**

- Describe and compare different types of places as somewhere to live and somewhere to visit.
- Talk about holiday experiences.
- Describe the place where you live in some detail.

PowerPoint lesson  
Objectives slide

## STEP 3 – Lesson A: Language Review (optional)

This page recycles language and issues from the previous lesson and therefore only needs be used if you are following the order that our lessons are presented in.



**Language review**

**A** Work with a partner.  
Think of questions you could use to get information about someone you've never met.

• full name	• family
• age	• school subjects
• birthday	• likes
• born in	• dislikes
• come from	• favourite colour
• live in	• future plans

**Examples**

Where does she come from?  
What does she want to do in the future?

**B** Think of a person you know well and who is important to you.

- Ask and answers questions with your partner.
- Take some notes.
- Use your notes.
- Plan a short presentation about the person your partner told you about.
- Practice your presentation.
- Present your partner's chosen person to the class.

**C** As you listen to the presentations make a note of any errors you hear.  
Give some feedback to the presenters at the end.

- How did your classmates perform?
- What types of things could they improve?

Pre-intermediate (A2-B1) Unit 2 Lesson 1A  
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PDF lesson  
Language review page

**Language Review**

**Work with a partner.**  
Think of questions you could use to get information about someone you've never met.

**Use your notes.**

Plan a short presentation about the person your partner told you about.

Practice your presentation.

Present your partner's chosen person to the class.

**Examples**

Where does she come from?  
What does she want to do in the future?

**Example**

Katerina told me about her older sister. Her full name's Paula Nina Silva and she's from Stockholm in Sweden where she was born. She's 19 and her birthday is on 7<sup>th</sup> March...

As you listen make a note of any errors you hear.  
Give some feedback to the presenters at the end.

**How did your classmates perform?**  
**What types of things could they improve?**

**full name**  
**age**  
**birthday**  
**born in**  
**come from**  
**live in**  
**family**  
**school subjects**  
**likes**  
**dislikes**  
**favourite colour**  
**future plans**

Think of a person you know well and who is important to you.

Ask and answers questions with your partner.  
Take some notes.

PowerPoint lesson  
Language review slide

**A** Work with a partner.  
Think of questions you could use to get information about someone you've never met.

• full name	• family
• age	• school subjects
• birthday	• likes
• born in	• dislikes
• come from	• favourite colour
• live in	• future plans

**Examples**

Where does she come from?  
What does she want to do in the future?

PDF lesson  
Language Review page - Exercise A

There are usually two or more distinct activities in Language Review sections, the idea being that you should choose what is more appropriate for you and/or use your own ideas and items you have noted from previous lessons.

For example, the activity shown on the left could be used in isolation and the others on the page dropped or modified substantially.

## STEP 4 – Lesson A: Before you start (suggested)

This page builds on the work you did at the beginning of the lesson (speculating and eliciting vocabulary on the title page) with two or more activities.

## Describing places

### Destinations

**A** Before you start, work with a partner. Describe the places you can see in these postcards.



**B** Join another pair. Compare your ideas. Talk about these ideas.

- What it would be like to live in each place.
- The place you would prefer to live in.
- The place you would least like to live in.
- The place which is most like where you live now.

**C** Report your conclusions to the class.

**D** Match each of the postcards to one of these noun phrases in the box on the right.

Postcard image: AP/IC © 2012 © 2012 © 2012

PDF lesson  
Before you start page

## Before you start Destinations

**Work with a partner.** Describe the places you can see in these postcards.



**Join another pair.** Compare your ideas. Talk about these ideas.

What it would be like to live in each place.  
The place you would prefer to live in.  
The place you would least like to live in.  
The place which is most like where you live now.

**Report your conclusions to the class.**

Match each of the postcards to one of these noun phrases.

- a small country village
- a historic town
- a large metropolis
- a place by the sea
- an ideal place to live
- a great place to visit

**With a partner,** decide at which of these places you would be most likely to experience these things.

- an exciting nightlife
- amazing architecture
- busy streets
- fantastic shops
- historic monuments
- a relaxing atmosphere
- clean air
- beautiful countryside

Imagine you are choosing a place to visit on holiday. Rate the phrases from 'most' to 'least' important.

Compare your rankings **as a class.**


Which qualities are most popular?  
Which are least popular?

PowerPoint lesson  
Before you start slide

An example of activity in this section is as follows:

## Destinations

**A** Before you start. Work with a partner. Describe the places you can see in these postcards.



PDF lesson  
Before you start page - Exercise A

**B** Join another pair. Compare your ideas. Talk about these ideas.

- What it would be like to live in each place.
- The place you would prefer to live in.
- The place you would least like to live in.
- The place which is most like where you live now.

**C** Report your conclusions to the class.

**D** Match each of the postcards to one of these noun phrases in the box on the right.

PDF lesson  
Before you start page - Exercise B-D

In **Exercise A**, the instruction '*Work with a partner*' is shown in italics and all **classroom interaction instructions** are given in italics. In this case, pairs work together to describe the places in the pictures.

Such instructions are suggestions only, but the aim is to promote interaction between students. With a weaker class you could form larger groups, or with stronger students, give pairs two photos each, or give them varied time limits. If in doubt, we advise that you follow the instructions as given.

In **Exercise B**, the class management instruction '*Join another pair*' is again given in italics (i.e. students are now in groups of four) and all **class management instructions** are given in italics. Again, this is a suggestion, but one which would promote interaction between students.

**Prompts** (also **Exercise B**) which students work from are usually given in boxes, speech bubbles or short texts. The bullet-pointed ideas in the green box are an example of this.

The next step (**Exercise C**) is to move towards a class round up. This activity could easily stop here. However, an option has been given to extend this with explicit focus on a language point in **Exercise D**. Exercises **E** and **F** are simple task discussions.

## STEP 5 – Lesson A: Task preparation (essential)

If you are restricted by time, you could eliminate the previous steps and start your lesson here.



**Describing places**  
**Places to be**

**A Task preparation**  
Describe these photos.  
Use these ideas:  
What it's like  
What you can see  
What you feel about it  
The weather there  
Geographical features

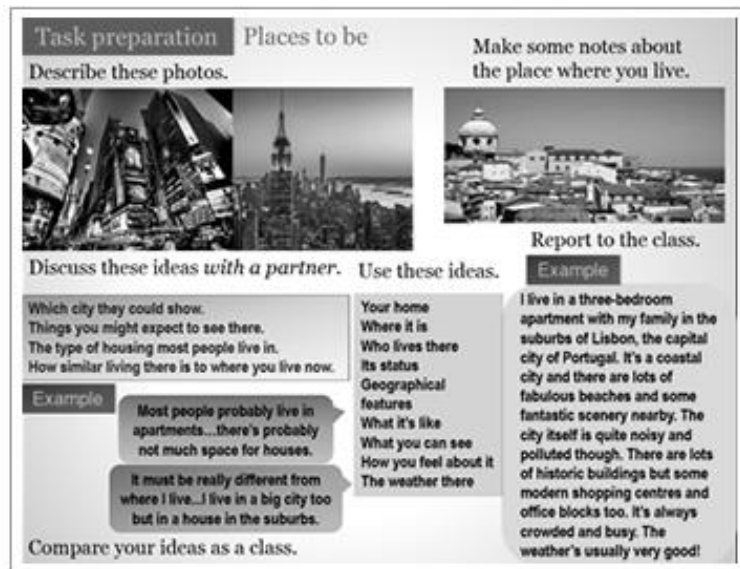
Discuss these ideas with a partner.  
• Which city they could show.  
• Things you might expect to see there.  
• The type of housing most people live in.  
• How similar living there is to where you live now.

**Example**  
Most people probably live in apartments...there's probably not much space for houses.  
It must be really different from where I live...I live in a big city too but in a house in the suburbs.

**B Compare your ideas as a class.**  
**C** Make some notes about the place where you live.

**D Report to the class.**  
**Example**  
I live in a three-bedroom apartment with my family in the suburbs of Lisbon, the capital city of Portugal. It's a coastal city and there are lots of fabulous beaches and some fantastic scenery nearby. The city itself is quite noisy and polluted though. There are lots of historic buildings but some modern shopping centres and office blocks too. It's always crowded and busy. The weather's usually very good!

PDF lesson  
Task preparation page



**Task preparation** **Places to be**  
Describe these photos.  
Make some notes about the place where you live.

Discuss these ideas with a partner. Use these ideas.  
Which city they could show.  
Things you might expect to see there.  
The type of housing most people live in.  
How similar living there is to where you live now.

**Example**  
Most people probably live in apartments...there's probably not much space for houses.  
It must be really different from where I live...I live in a big city too but in a house in the suburbs.

**Your home**  
Where it is  
Who lives there  
Its status  
Geographical features  
What it's like  
What you can see  
How you feel about it  
The weather there

**Example**  
I live in a three-bedroom apartment with my family in the suburbs of Lisbon, the capital city of Portugal. It's a coastal city and there are lots of fabulous beaches and some fantastic scenery nearby. The city itself is quite noisy and polluted though. There are lots of historic buildings but some modern shopping centres and office blocks too. It's always crowded and busy. The weather's usually very good!

PowerPoint lesson  
Task preparation slide

In **Exercise C** below, **prompts** are given in the box. Check that the students are clear about what they have to do and understand content words/phrases such as 'geographical features', etc. Elicit examples.



**C** Make some notes about the place where you live.

Use these ideas.

Your home	What it's like
Where it is	What you can see
Who lives there	How you feel about it
Its status	The weather there
Geographical features	

PDF lesson  
Task preparation page - Exercise C

**D** Report to the class.

Example



I live in a three-bedroom apartment with my family in the suburbs of Lisbon, the capital city of Portugal. It's a coastal city and there are lots of fabulous beaches and some fantastic scenery nearby. The city itself is quite noisy and polluted though. There are lots of historic buildings but some modern shopping centres and office blocks too. It's always crowded and busy. The weather's usually very good!

PDF lesson  
Task preparation page - Exercise D

Examples and models are often given in **speech bubbles**, as shown in **Exercise D** above.

## STEP 6 – Lesson A: Lesson summary and self-study suggestions (suggested)

Lesson objectives are re-visited, suggestions for self-study (homework) are given and the lesson rounded up.

Today you...	Homework Idea
<ul style="list-style-type: none"><li>talked about different places and what makes them more, or less, appealing to you as places to live or to visit.</li><li>presented the place you live.</li></ul>	<ul style="list-style-type: none"><li>Write a text about the place you live based on the report you gave in class.</li><li>Bring your text to your next lesson.</li></ul>

PDF lesson  
Lesson summary and self-study suggestions

## STEP 7 – Lesson B: Task (essential)

The new lesson (Lesson 1B) continues on from lesson 1A. Everything done so far (except the Language review) can be seen as preparatory to the task.

The task is clearly shown in the title of the PDF page or PP slide.

**Tourism**

**Design a leaflet for tourists** **A**

**Task**  
Read the announcement from a local newspaper.

**DESIGN IT RIGHT - COMPETITION**  
We are the number ONE advertising agency for all of your local needs and we are looking for the next generation of marketing professionals. Are you young and creative? Are you passionate about your local area? Do you fit the bill?

If the answer is 'yes' to these questions, design a TOURIST LEAFLET and win yourself a trip to a destination of your choice in our region for a day for four people.

Send your entries to this email address as an attachment:  
competition@designitright

**B** You have decided to enter the competition. Work in small groups. Talk about these things.

- The type of people who might visit your choice of place
- The destinations you should include in your leaflet
- Why tourists should go to these places
- Adjectives you could use to make your text interesting
- The use of a title-pictures-bullet points

Pre-intermediate A2/B1 120-130 minutes

PDF lesson  
Task page

**TASK** Design a leaflet for tourists. Look at this leaflet.

Read this announcement from a local newspaper.

**DESIGN IT RIGHT-COMPETITION**  
We are the number ONE advertising agency for all of your local needs and we are looking for the next generation of marketing professionals. Are you young and creative? Are you passionate about your local area? Do you fit the bill?

If the answer is 'yes' to these questions, design a TOURIST LEAFLET and win yourself a trip to a destination of your choice in our region for a day for four people.

Send your entries to this email address as an attachment:  
competition@designitright

You have decided to enter the competition. Work in small groups.

Talk about these things.

The type of people who might visit your choice of place  
The destinations you should include in your leaflet  
Why tourists should go to these places  
Adjectives you could use to make your text interesting  
The use of a title-pictures-bullet points

Discover the city of the explorers

One of Europe's most picturesque and attractive capital cities, Lisbon is built on a series of hills with captivating views from every angle. Don't miss the many world heritage monuments and wander the ancient streets of the old quarters of Alfama and Bairro Alto. Lisbon is officially Europe's best value capital. The weather is mild even in winter and the surroundings offer the chance to relax on sandy beaches, visit fairy-tale castles and appreciate the stunning countryside. Don't miss out!

Visit romantic Lisbon

How could you improve this leaflet?  
Think about the ideas you discussed earlier.

Create your leaflet.  
Display your leaflet.  
Read and evaluate the other leaflets.

PowerPoint lesson  
Task slide

Task instructions are often given accompanied by a **short text** (below-left) which develops the context and gives a reason, and a goal, for the completion of the task. Spend some time on this. This will be followed by further instructions and prompts designed to provide scaffolding for the learners when they do the task.

**DESIGN IT RIGHT-COMPETITION**  
We are the number ONE advertising agency for all of your local needs and we are looking for the next generation of marketing professionals. Are you young and creative? Are you passionate about your local area? Do you fit the bill?

If the answer is 'yes' to these questions, design a TOURIST LEAFLET and win yourself a trip to a destination of your choice in our region for a day for four people.

Send your entries to this email address as an attachment:  
competition@designitright

PDF lesson  
Task page - text in Exercise A

**B** You have decided to enter the competition. Work in small groups. Talk about these things.

- The type of people who might visit your choice of place
- The destinations you should include in your leaflet
- Why tourists should go to these places
- Adjectives you could use to make your text interesting
- The use of a title-pictures-bullet points

PDF lesson  
Task page - text in Exercise B

Discover the city of the explorers

One of Europe's most picturesque and attractive capital cities, Lisbon is built on a series of hills with captivating views from every angle. Don't miss the many world heritage monuments and wander the ancient streets of the old quarters of Alfama and Bairro Alto. Lisbon is officially Europe's best value capital. The weather is mild even in winter and the surroundings offer the chance to relax on sandy beaches, visit fairy-tale castles and appreciate the stunning countryside. Don't miss out!

Visit romantic Lisbon

PDF lesson  
Task page - text in Exercise C

**Prompts** are given in **Exercise B** (above-center) to aid students in their discussions.

**Models** of a finished product (above-right), or a **solution** to a problem, are sometimes provided, again especially useful for students who are at a lower level of proficiency. You will need to have these covered/hidden during the tasks themselves.

The idea behind these tasks is for you and your students to find 'gaps' in their knowledge and skills while using language in real time. For this reason, monitoring them, and their output, closely is key. Structured feedback has been included in the lessons as the next phase of the lesson.

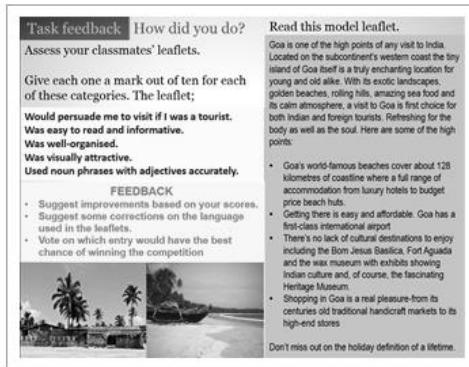


## STEP 8 – Lesson B: Task feedback (essential)

In these resources, learners either give feedback on their own performance as an individual or as a member of a group. Alternatively, feedback can be given by a partner, other members of their group, or from the class as a whole. Full guidance is given on the page or slide devoted to this important phase of any lesson.



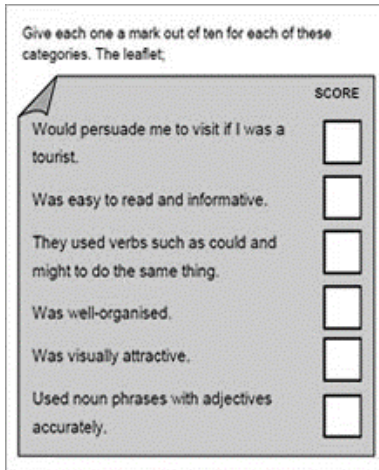
PDF lesson  
Task feedback page




PowerPoint lesson  
Task feedback slide

In the example, student-produced leaflets are displayed and classmates are asked to assess these using the criteria shown below. They then discuss and compare ideas as a class. In general, criteria used for student-student feedback are based on relative success in solving the communication problem enshrined in the task, as well as fluent and/or accurate language use in trying to solve it in real time.

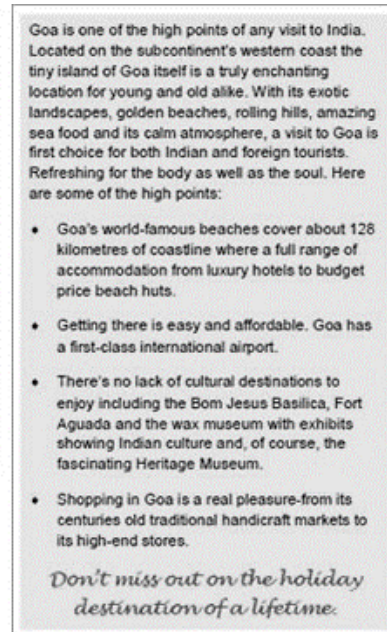
You may choose to intervene at this stage and provide positive and negative feedback on issues raised.



PDF lesson  
Task feedback assessment



PDF lesson  
Task feedback instructions




PDF lesson  
Task feedback - Model solution

Model solutions to problems (as shown above) are provided in some lessons.

## STEP 9 – Lesson B: Task follow on (suggested)

This section includes additional work which is thematically linked to the task.



**Tourism**  
**Language patterns**

**Task follow on**

**ABOUT LANGUAGE**  
**Key Patterns**

There is a small number of patterns you can easily learn which will help you increase your vocabulary a lot.

Here are some useful patterns to look out for:

adjective + noun - a tiny island  
verb + noun - visit India  
verb + adverb - arrive safely  
noun + noun - summer clothes

Look at these examples:

a picturesque city (adjective + noun)  
an attractive capital (adj. + n.)

Work with a partner.  
Make a note of examples.

adj. + n.  
a coastal city  
good weather  
a historic town

Can you remember any other examples from earlier in the lesson?

**Task follow on** Language patterns

**ABOUT LANGUAGE**  
**Key Patterns**

There is a small number of patterns you can easily learn which will help you increase your vocabulary a lot.

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Look at these examples:

a picturesque city (adjective + noun)  
an attractive capital (adj. + n.)

Work with a partner.  
Make a note of examples.


adj. + n.  
a coastal city  
good weather  
a historic town

Can you remember any other examples from earlier in the lesson?

PDF lesson  
Task follow on page

PowerPoint lesson  
Task follow on slide

This example shows an About Language lesson insert (shown below). Learners are asked to read some basic information about a key feature of the target language, in this case, various commonly-used phrase types. The aim is to develop student noticing skills which learners can use in texts they encounter in class and elsewhere.

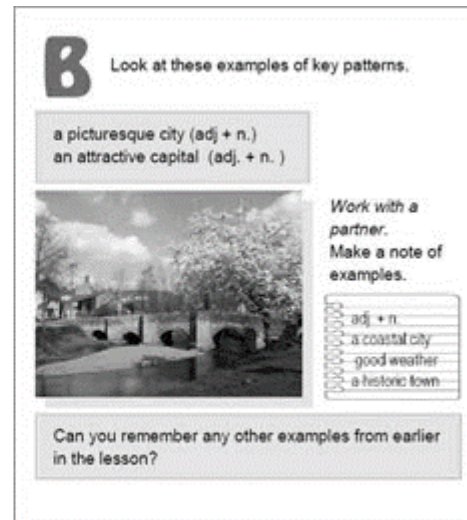


**ABOUT LANGUAGE**  
**Key Patterns**

There is a small number of patterns you can easily learn which will help you increase your vocabulary a lot.

Here are some useful patterns to look out for:

adjective + noun - a tiny island  
verb + noun - visit India  
verb + adverb - arrive safely  
noun + noun - summer clothes



**B** Look at these examples of key patterns.

a picturesque city (adj. + n.)  
an attractive capital (adj. + n.)

Work with a partner.  
Make a note of examples.

adj. + n.  
a coastal city  
good weather  
a historic town

Can you remember any other examples from earlier in the lesson?

PDF lesson  
Task follow on - About Language section

PDF lesson  
Task follow on - Exercise B

The students now move on the focus on one example language pattern (adjective + noun) in Exercise B above, and are given some examples of this from earlier in the lesson.



## STEP 10 – Lesson B: Lesson summary and self-study suggestions (suggested)

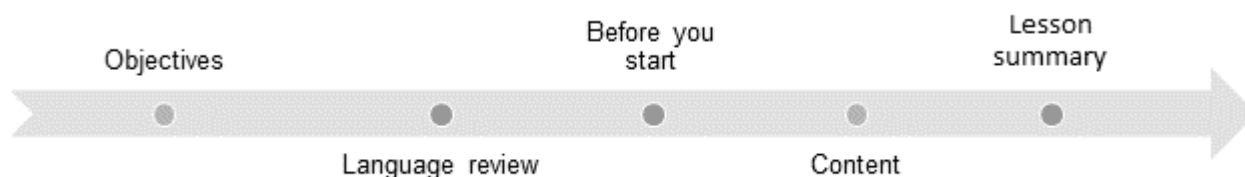
Lesson objectives are re-visited, suggestions for self-study (homework) are given and the lesson rounded up.

Today you...	Homework Idea
<ul style="list-style-type: none"> <li>Talked about different places and what makes them more, or less, appealing to you as places to live or to visit.</li> <li>Presented the place you live, read a text about a city and then produced a leaflet written to persuade tourists to visit your region or city.</li> <li>Read a text about a tourist destination in India and analysed a text from earlier in the lesson to help you notice examples of the pattern adj. + n.</li> </ul>	<p>Look at your leaflets again.</p> <ul style="list-style-type: none"> <li>Note down any adjective + noun combinations you find.</li> <li>Bring these to the next class.</li> </ul> <p>Look at the text about Goa. Use a highlighter pen, find more examples and mark these.</p> <p>Start a section of your folder or notebook for vocabulary on the topics 'places' and 'travel'.</p>

*PDF lesson*  
*Lesson summary and self-study suggestions*

## 4. Additional lessons (Lessons 2 & 4 in each unit)

Each additional lesson has the following sections (covered throughout the A and B lessons).



**The additional lessons contrast with the task lessons (1 and 3) in that they are *less focused on tasks* and *contain extended topics and language focused themes*. The additional lesson activities support the task lessons by concentrating on the skills of **reading, writing and speaking**, as well as **development as learners**.**

### 4.1 An additional lesson walk-through

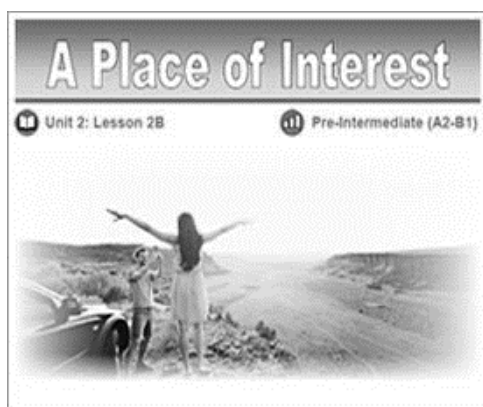
We will use the two-part lessons “A place of interest” and “Travel and journeys” in this example, which is a Pre-Intermediate level (A2 – B1) lesson, Unit 2, lessons 2A and 2B. The procedure explained below can be applied to any additional lesson for all levels.

- download the lesson from our website [www.eslteenstuff.com](http://www.eslteenstuff.com)

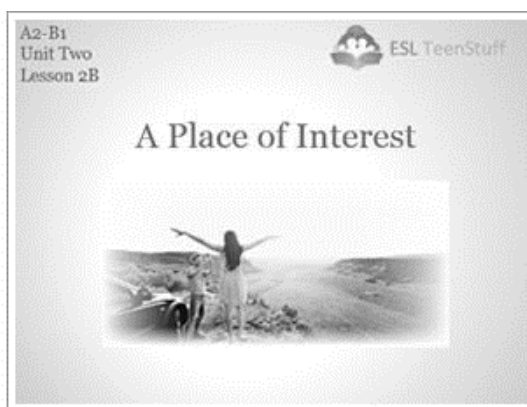
You are free to use the materials in any way that you wish. For each step we provide our recommendation on usage.

### STEP 1 – Lesson A: Title and Lead in (suggested strongly)

You might use the **title** and/or **photographs** shown below to speculate about what the topic area might be for the lesson. Here, this is places/travel. You could, for example, elicit some vocabulary items from the picture or ask the students to speculate on what they think is happening in the picture.



PDF lesson  
Title page (top section)



PowerPoint lesson  
Title slide

## STEP 2 – Lesson A: Overview and objectives (suggested strongly)

This is an **outline** of what the learners should be able to do by the end of the lesson framed as ‘can do’ statements. Make sure the learners understand the content of the **objectives** you choose to use. At the bottom of the PDF page are a set of **4 photographs** lifted from the pages of the lesson. These can be used for additional speculation as well as for eliciting key lesson vocabulary.



**Objectives**

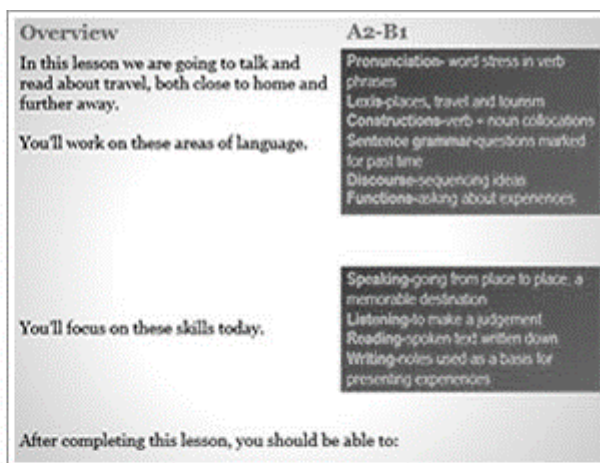
In this lesson we are going to talk and read about travel, both close to home and further away.

After completing this lesson you should be able to:

- Describe what you see in your local context.
- Outline a journey from one place to another.
- Talk about problems associated with travel.
- Tell people about a favourite place you've visited and your impressions of this place.

Four small photographs are shown at the bottom: a road sign, a gas station, a person in a car, and a person walking.

PDF lesson  
Title page - Objectives (bottom section)



**Overview**

In this lesson we are going to talk and read about travel, both close to home and further away.

You'll work on these areas of language.

**A2-B1**

- Pronunciation- word stress in verb phrases
- Lexis-places, travel and tourism
- Constructions-verb + noun collocations
- Sentence grammar-questions marked for past time
- Discourse-sequencing ideas
- Functions-asking about experiences

You'll focus on these skills today.

- Speaking-going from place to place, a memorable destination
- Listening-to make a judgement
- Reading-spoken text written down
- Writing-notes used as a basis for presenting experiences

After completing this lesson, you should be able to:

PowerPoint lesson  
Overview slide



**Objectives**

- Describe what you see in your local context.
- Outline a journey from one place to another.
- Talk about problems associated with travel.
- Tell people about a favourite place you've visited and your impressions of this place.

PowerPoint lesson  
Objectives slide

## STEP 3 – Lesson A: Language Review (optional)

This page recycles language and issues from the previous lesson and therefore only needs be used if you are following the order that our lessons are presented in.



**TIME FOR REVIEW**

## Language review

**A** List five places you have visited in your life. These can be a village, town, city or region.

**B** Work with a partner. Find out one place your partner does not know about.

Example: Have you ever been to New York? No, do you know London? London? Yes, I do... I went there on holiday two years ago for a week.

**C** Choose one place from your partner's list. Ask and answer questions. Find out this information.

Where it is  
How to get there  
Geographical features  
What you can see there  
What you can do there  
What you think of it  
The weather  
Your ideas

**D** Report what your partner said to the class. Check the answers on the last page.

**E** Read this extract from a tourist leaflet.

Visit romantic Paris  
Come to the wonderful city of Paris, France's world-famous capital of culture, gastronomy, sport, fashion and government. Wander the winding streets and wide boulevards of this unique city. Discover its many historical monuments and amazing art galleries. Stop for a rest at a traditional café or modern restaurant, or enjoy the spectacular views as you stroll along the banks of the River Seine.

**F** Find adjectives which mean these things in the text.

- extremely good
- known globally
- there is only one
- not straight
- from the past
- customs specific to a culture
- unusually good or exciting
- surprisingly good

**G** Match them to these nouns. Then check the answers on the last page.

- city
- capital
- street
- city
- monuments
- art gallery
- café
- view

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PDF lesson  
Language review page

## Language Review

List five places you have visited in your life. These can be a village, town, city or region.

**Work with a partner.**  
Find out one place your partner does not know about.

Example: Have you ever been to New York? No, do you know London? London? Yes, I do... I went there on holiday two years ago for a week.

Choose one place from your partner's list. Ask and answer questions. Find out this information.

Where it is  
How to get there  
Geographical features  
What you can see there  
What you can do there  
What you think of it  
The weather  
Your ideas

Report what your partner said to the class. Check the answers on the last slide.

Read this extract from a tourist leaflet.

Visit romantic Paris  
Come to the wonderful city of Paris, France's world-famous capital of culture, gastronomy, sport, fashion and government. Wander the winding streets and wide boulevards of this unique city. Discover its many historical monuments and amazing art galleries. Stop for a rest at a traditional café or modern restaurant, or enjoy the spectacular views as you stroll along the banks of the River Seine.

Find adjectives which mean these things in the text.

- extremely good
- known globally
- there is only one
- not straight
- from the past
- customs specific to a culture
- unusually good or exciting
- surprisingly good

Match them to these nouns.

- city
- capital
- street
- city
- monuments
- art gallery
- café
- view

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PowerPoint lesson  
Language review slide

There are usually two or more distinct activities in Language Review sections, the idea being that you should choose what is more appropriate for you and/or use your own ideas and items you have noted from previous lessons.

## STEP 4 – Lesson A: Before you start (suggested)

This page builds on the work you did at the beginning of the lesson (speculating and eliciting vocabulary on the title page) and builds towards the activities on pages that follow.

## A place of interest

### On your way

**A** Before you start, work with a partner. Choose the items in the list below into these categories.

Town/City	Country	Both

**B** Work as a group. Add more items to each category. Deep talk with other groups. Repeat a couple of items words and phrases.

**C** Discuss these questions.

How do you get to school?  
Do you follow the same route every day?  
What do you see on your way to school?

**D** Think of a journey you make often. Describe what you see to a partner.

Example: I usually come by car. My mother gives me a lift and it takes about forty minutes to get to school. On the way we pass the shopping centre... the bus station... the park in the centre of town... and then cross the bridge over the river.

Compare your ideas with another pair.

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PDF lesson  
Before you start page

## Before you start

### On your way

**Work with a partner.**  
Divide the items in the list into these categories.

Town/City	Country	Both

a cottage  
an apartment block  
a house  
a mansion  
office blocks  
a village shop  
a shopping centre  
a laundry  
a cinema complex  
woods  
a park  
a lane  
a stream  
a footpath  
an underpass  
fences  
a bus station  
a bus stop  
a car park  
a pedestrian crossing  
a roundabout

Compare with another pair.  
**Work as a group.**  
Add more items to each category. Swap lists with other groups. Make a note of new vocabulary.

How do you get to school?  
Do you follow the same route every day?  
What do you see on your way to school?

Think of a journey you make often. Describe what you see to a partner.

Example: I usually come by car. My mother gives me a lift and it takes about forty minutes to get to school. On the way we pass the shopping centre... the bus station... the park in the centre of town... and then cross the bridge over the river.

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PowerPoint lesson  
Before you start slide

The two activities on this page are examples of **shared activities**, in that they involve support from other learners, i.e. pair or group work, so that learners can achieve what they could not do left to their own devices.

Looking at the first activity, learners are initially asked to work in pairs to engage with the vocabulary by putting them into categories.

## A

**Before you start. Work with a partner.**

Divide the items in the list below into these categories.

Town/City	Country	Both

- a cottage
- an apartment block
- a house
- a mansion
- office blocks
- a village shop
- a shopping centre
- a laundry
- a cinema complex
- woods
- a park
- a lane
- a stream
- a footpath
- an underpass
- fences
- a bus station
- a bus stop
- a car park
- a pedestrian crossing
- a roundabout

Once initial explorations have been conducted, learners begin the activity proper in pairs. Learners should note their conclusions for later comparison with another pair of students.

As in many cases in the lessons, students can be asked to exchange information and pool knowledge and ideas which are then checked as a class.

## B

**Work as a group.**

Add more items to each category.

Swap lists with other groups.

Make a note of new vocabulary.

## STEP 5 – Lesson A: Reading: experience activity (essential)

This page contains a comment element among the additional lessons: an **experience activity**. These activities focus on the exchange of meaning and the goal is fluency development.

### A place of interest

#### Getting from A to B

**A** Look at these vocabulary notes on the topic of 'transport'.

- buy/book/get/ a ticket
- set off-arrive/get there
- buy/get petrol-fill up
- stop off-take a break
- rail-road-motorway
- a garage-motorway services
- by car
- look
- go quickly-take your time
- on the way
- from...to...

**B** Read this diary entry about a journey.

We set off from the coastal town of Amble, where Grandma lives, at 9.00. The kids sat at the back. We filled up at the garage just outside Amble. It was rush hour so we took our time and arrived on the outskirts of Newcastle at 10.15, stopping off on the way for a snack at the Snowy Owl Hotel north of the city. We took the A69 across to the west so we could avoid the city centre traffic. From there we took the M6 motorway down to Lancaster. Lovely views of snow on the Lake District mountains. We took a break at Tebay Motorway Services so we could use the toilets. It's only 30 minutes from there to Lancaster, so we got there at just after 3.30. Not bad. We all had an early dinner.

**C** Decide which of the words and phrases in A were NOT used in the text.

**D** Decide on the order the places were mentioned.

**E** Make notes about a journey you've been on. Use your notes and tell a partner about your journey.

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PDF lesson  
Reading page

### Reading

#### Getting from A to B

Look at these vocabulary notes on the topic of 'transport'.

buy/book/get/ a ticket  
buy/get petrol-fill up  
rail-road-motorway  
by car  
go quickly-take your time  
from...to...  
set off-arrive/get there  
stop off-take a break  
a garage-motorway services  
look  
on the way

Read this diary entry about a journey.

We set off from the coastal town of Amble, where Grandma lives, at 9.00. The kids sat at the back. We filled up at the garage just outside Amble. It was rush hour so we took our time and arrived on the outskirts of Newcastle at 10.15, stopping off on the way for a snack at the Snowy Owl Hotel north of the city. We took the A69 across to the west so we could avoid the city centre traffic. From there we took the M6 motorway down to Lancaster. Lovely views of snow on the Lake District mountains. We took a break at Tebay Motorway Services so we could use the toilets. It's only 30 minutes from there to Lancaster, so we got there at just after 3.30. Not bad. We all had an early dinner.

Decide which of the words and phrases were NOT used in the text.

Decide on the order the places were mentioned.

Make notes about a journey you've been on. Use your notes and tell a partner about your journey.

PowerPoint lesson  
Reading slide

The activity evolves through the use of a written model and is supported by an optional ordering activity. Learners describe a journey at the end of the page.

The activity begins with vocabulary which might be usefully employed to extend the theme of describing a journey to other contexts.

**A** Look at these vocabulary notes on the topic of 'transport'.

- ♦ buy/book/get/ a ticket ♦ set off-arrive/get there
- ♦ buy/get petrol-fill up ♦ stop off-take a break
- ♦ rail-road-motorway ♦ a garage-motorway services
- ♦ by car ♦ look
- ♦ go quickly-take your time ♦ on the way
- ♦ from...to...

Notice that attention has been given to presenting this not exclusively at individual word level. This is a common thread to the way vocabulary is treated at all levels and across the resources.

Following on, the model text mirrors and extends that from the previous lesson phase. Further work on sequencing is provided by the ordering of a set of photographs showing the phases of the journey described in the text.





**B**

Read this diary entry about a journey.

We set off from the coastal town of Amble, where Grandma lives, at 9.00. The kids sat at the back. We filled up at the garage just outside Amble. It was rush hour so we took our time and arrived on the outskirts of Newcastle at 10.15, stopping off on the way for a snack at the Snowy Owl Hotel north of the city. We took the A69 across to the west so we could avoid the city centre traffic. From there we took the M6 motorway down to Lancaster. Lovely views of snow on the Lake District mountains. We took a break at Tebay Motorway Services so we could use the toilets. It's only 30 minutes from there to Lancaster, so we got there at just after 3.30. Not bad. We all had an early dinner.

**C**

Decide which of the words and phrases in A were NOT used in the text in B.

Decide on the order the places were mentioned.

**D**

Decide on the order the places were mentioned.



The objective for this activity, is to make the speaking phase at the end of this section of the lesson easier for the learners, allowing them to exchange meaning without undue focus on form. The goal, that is, is fluency. Consequently, knowledge they need has been provided to help deal with the speaking challenge.

**E**

Make notes about a journey you've been on.

Use your notes and *tell a partner* about your journey.

## STEP 6 – Lesson A: Lesson summary and self-study suggestions (suggested)

This last page provides a summary of this lesson as well as homework / self-study suggestions. Answers are also given for exercises that require them (a common component of the lesson texts and usually found at the back).



## A Place of Interest

### Summing up

#### Today you...

- Explored vocabulary you can use to describe things you see in your local environment.
- Told the class how you get from one place to another and what you see while getting there.
- Read about a car journey, a holiday experience and some problems people can have when they travel abroad.
- Reviewed some vocabulary used to talk about moving from place to place and told the class about a place which is significant for you.

#### Homework Idea


- Write up your description of your favourite place and illustrate this with images.
- Make a note of vocabulary from this lesson.
- Extend your vocabulary notes on the topics of 'travel', 'places' and 'tourism'.

Language Review: Answers from page A

<b>ADJECTIVES</b> extremely good known globally there is only one not straight from the past customs specific to a culture unusually good or exciting surprisingly good	<b>NOUN PHRASE TEST</b> wonderful world famous unique winding historical traditional surprisingly good or exciting amazing	<b>NOUN PHRASE ANSWERS</b> city modern city street monuments with view art gallery
---	--	--

Two additional noun phrases in the text are:


- a wide boulevard
- a modern restaurant

  
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*PDF lesson  
Lesson summary and self-study suggestions  
with answers*

## A2-B1 Unit Two



## ESL TeenStuff

## Lesson 2A

### Today you...

explored vocabulary you can use to describe things you see in your local environment.

told the class how you get from one place to another and what you see while getting there.

read about a car journey

#### HOMEWORK IDEAS

Make a list of three places you have travelled to recently.  
Prepare to describe your journey to each of these places in your next lesson.

*PowerPoint lesson  
Lesson summary and self-study suggestions slide*

### Answers from Language review

#### Visit romantic Paris

Come to the wonderful city of Paris, France's world-famous capital of culture, gastronomy, sport, fashion and government. Wander the winding streets and wide boulevards of this unique city. Discover its many historical monuments and amazing art galleries. Stop for a rest at a traditional café or modern restaurant, or enjoy the spectacular views as you stroll along the banks of the River Seine.

#### The adjective + noun phrase combinations in the text are

- a wonderful city
- a world-famous capital
- a winding street
- a wide boulevard
- a unique city
- historical monuments
- an amazing art gallery
- a traditional café
- a modern restaurant
- a spectacular view

#### Two additional noun phrases in the text are

- a wide boulevard
- a modern restaurant

extremely good - wonderful  
known globally - world famous  
there is only one - unique  
not straight - winding  
from the past - historical  
customs specific to a culture - traditional  
unusually good or exciting - spectacular  
surprisingly good - amazing

A2-B1 Unit Two Lesson 2A

*PowerPoint lesson  
Answers slide*

## STEP 7 – Lesson B: Reading: guided activity (essential)

The new lesson (Lesson 2B) continues on from lesson 2A. This page contains another comment element among the additional lessons: a **guided activity**. These activities provide a lot of support for learners since they involve the use of partly completed activities.





### Travel and journeys

#### Travel problems

**A** Look at these photos.  
Suggest a problem which a traveller might have with the things or situations in each?

**B** Decide on the order the phrases in the box in A appear in this text.

**C** What were the problems?

**D** Read the next part of the text.

**E** Work with a partner.  
Put these words in the order they appear in the text.

**F** Look at the notes you made about your journey in the previous lesson.  
Put your partner about your journey.  
Use the words in the box in E.

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PDF lesson  
Reading page

### Reading Travel problems

Look at these photos.  
What problems might a traveller have with the things or situations in each?

bring sun cream  
forget a phone  
take photos  
pack your bags  
book a flight  
get a taxi  
board a plane  
go sightseeing

Decide on the order the phrases in the box appear in this text.

I had to book my flight the night before I travelled, leaving little time to pack my bags properly. I had to get up early to get the taxi to the airport. When I finally got to Liverpool Airport I remembered I'd forgotten to bring my sun cream. I hadn't forgotten my phone though, so I'd be able to take some photos in sunny Florida. I was looking forward to going sightseeing in the beautiful Sunshine State.

What were the problems?

Read the next part of the text.

So, I got up at 5 in the morning. The taxi was waiting outside the house. I'd booked it the night before. When I got to the airport I checked in and went through security with no problems at all. But after that I had to queue for a while at the passport control. The plane took off on time and I actually arrived in Miami an hour early. I then waited in baggage reclaim... and waited. Finally, after everyone else had gone an air-steward came and asked me if I was OK. My bag had fallen off the belt! The air-steward found it an hour later. In the end I had to rush to catch a bus to my hotel.

Work with a partner.  
Put these words in the order they appear in the text.

When  
After that  
In the end  
Finally  
Then

Look at your notes about your journey again.  
Tell your partner about your journey.  
Use the words in the box.

PowerPoint lesson  
Reading slide

As an example, in the second of two reading activities, the focus is on vocabulary items embedded in a model text where learners are asked to find and order cohesive devices used for sequencing spoken text in monologue form, e.g. when, then, after that etc.

**D** Read the next part of the text.

So, I got up at 5 in the morning. The taxi was waiting outside the house. I'd booked it the night before. When I got to the airport I checked in and went through security with no problems at all. But after that I had to queue for a while at the passport control. The plane took off on time and I actually arrived in Miami an hour early. I then waited in baggage reclaim... and waited. Finally, after everyone else had gone an air-steward came and asked me if I was OK. My bag had fallen off the belt! The air-steward found it an hour later. In the end I had to rush to catch a bus to my hotel.

**E** Work with a partner.  
Put these words in the order they appear in the text.

When In the end Then  
After that Finally

The target language is presented in the text which the learners search and the goal, i.e. to focus on the order that the target items have been used, is unlikely to result in any errors being made.

**F** Look at your notes you made about your journey on the previous page.

Tell your partner about your journey.

Use the words in the box in E.

Finally, the option given here is for them to repeat an activity they did on the previous page, wherein they used notes and rehearsed telling a partner about a longer journey they have made.

## STEP 8 – Lesson B: Speaking (suggested strongly)

This page provides students with the opportunity to speak about their experiences, thoughts and ideas based on the topic of the lesson.

**Travel and journeys**

**Amazing journeys**

**A** Speaking  
Discuss these questions as a class.

- Why do people travel long distances?
- Why would you travel to other countries?
- What kind of holiday destinations do you prefer visiting?
- What are some problems with international travel?

**B** What are some differences in meaning between these words?

- a trip
- a journey
- travel
- a tour

**C** Match each word in B to a definition below.

Going from one place to another, especially in a vehicle.

A visit to a place or area, especially one during which you look around a place to learn about its history and culture.

Going to a place which takes a short time to get there, or is a relatively short distance away.

To go to another place which is far away and/or for a longer period of time.

**D** Think of the most amazing place you've been to in your life.

Make notes on your answer to these questions.

- Why did you go there?
- When did you go?
- Who were you with?
- How did you get there?
- What were the highlights?
- Were there any problems?
- Why would you recommend the place to others? Why?

**E** Tell the class about your place.

**F** Decide on the top three destinations the people in your class would like to visit.

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PDF lesson  
Speaking page

**Speaking** **Amazing journeys**

Discuss these questions *as a class*.

Think of the most amazing place you've been to in your life.

Why do people travel long distances?  
Why would you travel to other countries?  
What kind of holiday destinations do you prefer visiting?  
What are some problems with international travel?

What are some differences in meaning between these words?  
a trip  
travel  
a journey  
a tour

Match each one to a definition.

Going from one place to another, especially in a vehicle.  
A visit to a place or area, especially one during which you look around a place to learn about its history and culture.  
Going to a place which takes a short time to get there, or is a relatively short distance away.  
To go to another place which is far away and/or for a longer period of time.

Make notes on your answer to these questions.

Why did you go there?  
When did you go?  
Who were you with?  
How did you get there?  
What were the highlights?  
Were there any problems?  
Why would you recommend the place to others? Why?

Tell the class about your place.


Decide on the top three destinations the people in your class would like to visit.

PowerPoint lesson  
Speaking slide

In the case of this particular lesson, students are guided through some exercises which will help prepare them for the final speaking tasks. One of these exercises is an **independent activity** where students work alone to prepare their answers or ideas.



**D** Think of the most amazing place you've been to in your life.



Make notes on your answer to these questions.

- ♦ Why did you go there?
- ♦ When did you go?
- ♦ Who were you with?
- ♦ How did you get there?
- ♦ What were the highlights?
- ♦ Were there any problems?
- ♦ Why you would recommend the place to others? Why?

During the independent activities students have to rely on their own resources exclusively and is purely there to provide focus on the topic for the coming activity, as shown below:

**E** Tell the class about your place.

**F** Decide on the top three destinations the people in your class would like to visit.

Exercise E is there to provide content on which the learners can work and then make judgements in Exercise F. Exercise F is the activity proper. Students could be asked how they would like to action this. There are many possibilities; creating a short text, telling the class which destinations they have chosen or holding a class vote, among others.

## STEP 9 – Lesson B: Lesson summary and self-study suggestions (suggested)

This last page provides a summary of the lesson as well as homework / self-study suggestions.

### Travel and journeys

#### Summing up

#### Today you...

- read about a holiday experience and some problems people can have when they travel abroad.
- reviewed some vocabulary used to talk about moving from place to place and told the class about a place which is significant for you.

#### Homework Idea

- write up your description of your favourite place and illustrate this with images.
- make a note of vocabulary from this lesson.
- extend your vocabulary notes on the topics of 'travel', 'places' and 'tourism'.




ESL TeenStuff

Permission (2017) - Unit 2 Lesson 2B

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*PDF lesson  
Lesson summary and self-study suggestions  
with answers*

A2-B1 Unit Two



ESL TeenStuff

Lesson 2B

### Today you...

read about a vacation experience and some problems people can have when they travel abroad.

reviewed some vocabulary used to talk about moving from place to place and told the class about a place which is significant for you.

#### HOMEWORK IDEAS

Write up your description of your favorite place and illustrate this with images.  
Make a note of vocabulary from this lesson.  
Extend your vocabulary notes on the topics of 'travel', 'places' and 'tourism'.

*PowerPoint lesson  
Lesson summary and self-study suggestions slide*

## 5. Supplementary materials

For our *Premium Members* supplementary materials are available for each lesson in the form of printable worksheets. These can be dropped into the lesson at specific point and although optional, enhance the learning experience of your students.

The supplements come in two forms:

- supplements which are tied directly to the lesson
- supplements which are extensions to the lesson

These supplements come in many different forms and provide variety to the lesson.

### 5.1 A supplementary material walk-through

This section illustrates how one lesson supplement, in this case Unit 2, Lesson 2A (Pre-intermediate A2-B1), might be used as support in the classroom.

- download the supplement and lesson from our website [www.eslteenstuff.com](http://www.eslteenstuff.com)

This particular supplement is linked to a text (shown below) from that lesson.



Read this diary entry about a journey.

We set off from the coastal town of Amble, where Grandma lives, at 9.00. The kids sat at the back. We filled up at the gas station just outside Amble. It was rush hour so we took our time and arrived on the outskirts of Newcastle at 10.15, stopping off on the way for a snack at the Snowy Owl Hotel north of the city. We took the A69 across to the west so we could avoid the city center traffic. From there we took the M6 highway down to Lancaster. Lovely views of snow on the Lake District mountains. We took a break at Tebay Highway Services so we could use the toilets. It's only 30 minutes from there to Lancaster, so we got there at just after 3.30. Not bad. We all had an early dinner.

Lesson text  
(US English version)



Read this diary entry about a journey.

We set off from the coastal town of Amble, where Grandma lives, at 9.00. The kids sat at the back. We filled up at the garage just outside Amble. It was rush hour so we took our time and arrived on the outskirts of Newcastle at 10.15, stopping off on the way for a snack at the Snowy Owl Hotel north of the city. We took the A69 across to the west so we could avoid the city centre traffic. From there we took the M6 motorway down to Lancaster. Lovely views of snow on the Lake District mountains. We took a break at Tebay Motorway Services so we could use the toilets. It's only 30 minutes from there to Lancaster, so we got there at just after 3.30. Not bad. We all had an early dinner.

Lesson text  
(GB English version)

## STEP 1: Lead in


The students by this stage have worked on some useful vocabulary to describe a journey and have been asked to identify which phrases have not been used in the above text. The teacher could now ask them to hide their texts on PDF/removes the PP from view. The class could then summarize what they recall from the journey using the phrases they have just worked on. In either case, the learners will almost certainly be unable to recall the place names or pronounce them. The teacher could, therefore, offer support by writing these up on the white board (not in the order they appear in the text) and drilling them.

The students could then be asked to try to recall the sequence in which these items occur in the text.


## STEP 2: Set up

The supplement can now be given out as a handout. Some discussion on the theme 'maps' might follow, perhaps asking them whether or not people still use paper versions of these, in which circumstances these may be useful, or whether they prefer using online maps or GPS systems. Instructions can now be given.

Supplementary materials [www.ESLTeenStuff.com](http://www.ESLTeenStuff.com)

**Road Map**  UK English version

1. Work with a partner. Read the text and draw the route the family take on the map. Start at the town of Ambleside on the east coast.



2. Mark on the map where you think the following places are:  
the gas station just outside Ambleside, Snowy Owl Hotel, the Lake District mountains, Tebay Highway Services.

Pre-Intermediate (A2-B1) Unit 3: Lesson 16 © Copyright ESLTeenStuff.com. All rights reserved.

Supplementary worksheet



### STEP 3: Run

Clear instructions are available on the worksheet. Students are here asked to mark places from the text on the map.

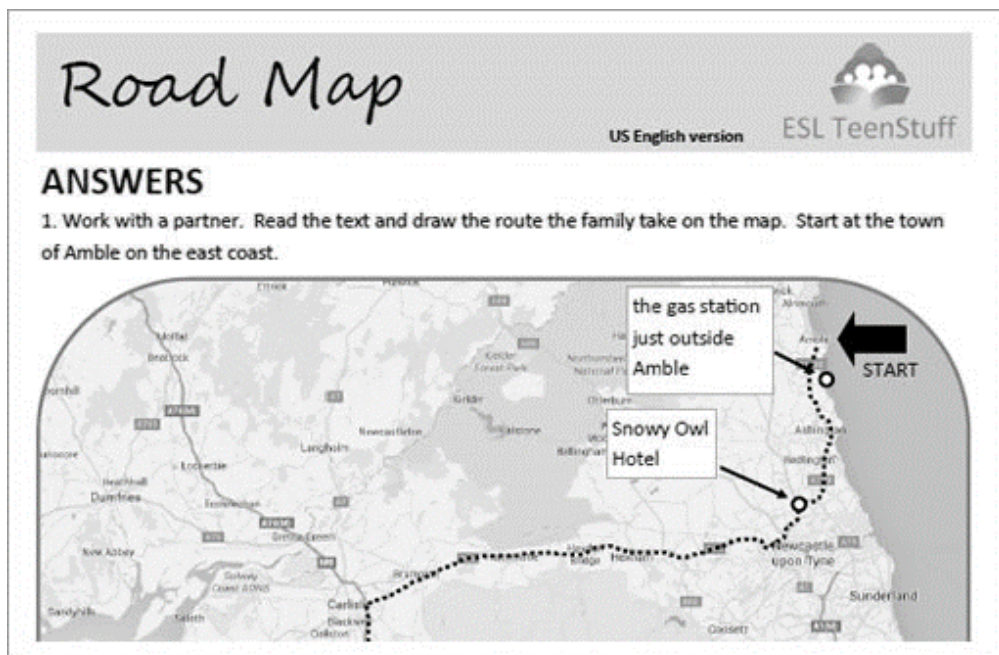


*Worksheet showing clear instructions*

Put students into pairs. Have Student A read the text (not showing his/her partner) and Student B listen and draw the route. You can also repeat the activity by changing roles.

You could then refer back to the items on the board and elicit the order in which they occur in the text and then have the learners compare their routes with other pairs or as a class.

Finally, you can ask the learners to check their routes against answer page on the handout:




*Worksheet answer page*

## STEP 4: Post activity

Finally return to the lesson text and ask the learners to match the places on the map with the photos found there before following the instructions to make notes on a journey they have been on and presenting this to the class. Alternatively, you might ask them to guess distances, duration of journey, speculate about what can be seen in the various places and so on.

**D** Decide on the order the places were mentioned.



*Textbook*

*Match the places on the map to the photos in the text*



## 6. Conclusion

We hope that the explanations and walk-throughs are helpful and provide a good, basic understanding of how our materials work and how they can be used in your classes.

Below are links to two files, one contains a print version of this page and the other provides more detailed explanations of our materials including the theoretical framework.

If you have any questions, please don't hesitate to contact us on our website at [www.eslteenstuff.com](http://www.eslteenstuff.com).