

## Week 1 Individual Session: Dream Trips & Trip Planning

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### Session Goals

- ❖ Discuss top travel destinations with a peer
- ❖ Practice justifying choices with persuasive reasons
- ❖ Work together to plan a trip

### Pre-Session Instructions for Learner

- ❖ Make a list of 5 places you want to visit. Describe the places and why you want to visit them.
- ❖ Read [this article](#) about trip planning; take notes on any difficult words or sentences you didn't understand
- ❖ Research some of the world's most famous landmarks

### Pre-Session Instructions for Volunteer

- ❖ Make a list of 5 places you want to visit and why.
- ❖ Review the conversation questions here: [Travel Conversation Questions](#)
- ❖ Read [this article](#) on travel planning
- ❖ Be ready to screen share the [video](#)
- ❖ Research some of the world's most famous landmarks

### During the Session:

- ❖ **[5 min]** Check in with your learner, ask about their week, and introduce this new unit. Explain that you will be discussing travel for the next few weeks.
- ❖ **[Lead-in]** Screen share this [document](#) and look at the pictures where famous landmarks are depicted. Discuss the following questions with your buddy:
  - Do you know any of these landmarks?
  - Where are they located? When were they approximately built?
  - What is special about these landmarks?
  - Which one would you like to see in real life? OR Which one have you already seen?

**Some notes:** 1) *The Eiffel Tower is located in Paris, France. It was built in 1889, and at 300 meters was the tallest building in the world. The tower was met with mixed emotions when it was first built.*

2) *The Statue of Liberty is in New York Harbor, in New York City. France presented the statue in 1884 to honor the United States' hundred-year anniversary of independence from Britain. The statue has since stood as a universal symbol of freedom and*

*democracy and has greeted tourists and immigrants entering the United States from all over the world.*

*3) Stonehenge, prehistoric stone circle monument, cemetery, and archaeological site located in England. It was presumably a religious site and an expression of the power and wealth of the chieftains, aristocrats, and priests who had it built.*

*4) The Leaning Tower of Pisa is one of the most remarkable architectural structures from medieval Europe. It is located in the Italian town of Pisa. The tower was completed in the 14th century.*

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - To hit the road ( idiom) = to start a journey
    - We have to be there by 8 am, so we're hitting the road early tomorrow"
  - Globetrotting ( noun)=the action of traveling widely around the world
    - It's a great opportunity for globetrotting tourists
  - Middle of nowhere ( idiom)=A remote place far from any city, town, or village
    - They live in the middle of nowhere
  - Authentic ( adjective)=being actually and exactly what is claimed
    - Travelers of all ages, resources, and experience are looking for more "authentic travel" — engaging and meaningful experiences.
  
- ❖ **[10 min]** Start the conversation with questions from the above link. Below are 5 initial suggestions; feel free to adjust based on the learner's English level!
  - What was the most interesting place you have ever visited? Why?
  - What was the worst/best trip you have ever been on? Why?
  - Where did you spend your last vacation?
  - Are there popular places in your country that people visit? Where?
  - Do you like organizing your own trips? Why or why not?
  
- ❖ **[10 min]** Ask the learner to share their list of places they want to visit and why. Ask questions about the places the learner mentions. For example:
  - Have you been there before?
  - Do you know anyone who's been there? What did they say about their trip?
  - What would you like to do there?
  - How long would you like to visit for?
  - What time of year would you like to go?
  
- ❖ **[5 min]** Share some of the places you want to visit and why. Instruct the learner to ask you questions about them. If they have trouble coming up with questions, screenshare the list of questions above.
  
- ❖ **[10 min]** Screen share and watch the [trailer](#) of a program about ethical and sustainable traveling. Before watching, ask your learner to share the ideas on what "ethical traveling" is. After watching the questions:

- What is your opinion of the concept of “ethical traveling”?
- Have you ever been anywhere where you felt ashamed of the tourists?
- Do you respect the local customs when you travel?
- In what way can tourism help encourage conservation?
- Do you think it’s possible and viable to expect ethical travel practices from every traveler and also from every travel destination?
- How would the ethical travel habits change countries’ tourism industries?

*\*Ethical tourism and responsible tourism mean thinking about the consequences of your actions as a tourist on the environment, local people and local economy.*

- ❖ **[15 min]** Choose a place from one of your lists and plan a trip together! Pull up the article from the homework and use it as a guide. First, ask the learner if they had any questions or didn’t understand any part of the article, and clarify as needed. Then, start planning! Be sure to cover all the key points in the article, from choosing the best month to visit to figuring out itineraries. Imagine you have an unlimited budget, and get creative!

## Week 2 Individual Session: Talking About Travel

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### Session Goals

- ❖ Practice travel vocabulary
- ❖ Describe and discuss a new travel destination
- ❖ Share information about a familiar travel destination

### Pre-Session Instructions for Learner

- ❖ Watch the [video here](#). Take notes.
  - Choose two images from the video and describe them: What is in the image? What sounds do you hear? How does the image make you feel?
  - *Optional*: Choose 3 places in the video you want to visit and describe why you want to visit them.
- ❖ Research a location in your country that you are already familiar with. Create a 2-3 minute oral presentation about the location. (You do not have to make a powerpoint or any written presentation - but you can if you want to!). Use these questions to guide you:
  - *Why should someone visit this location?*
  - *What are some things to do in this location?*
  - *How much money do you need in this location?*
  - *Why is this location better than other places?*
  - *What are some possible dangers or problems about going to this location?*
- ❖ **Challenge**: Use at least 4 modal verbs (i.e. should, must, will, can, could, may, might) in your presentation to make suggestions, strong recommendations, predictions, OR to soften a claim. To learn about/review modal verbs view [this web page](#).

### Pre-Session Instructions for Volunteer

- ❖ Make a copy of [this document](#) for the ABC game below
- ❖ Watch the video [here](#) and be prepared to talk about it with the learner.
- ❖ Think of a place you know well and prepare to tell the learner about it (2-3 minutes oral presentation)

### During the Session:

- ❖ **[15 min]** Start the session with a vocabulary warm-up! Share your screen with the above document open. Challenge the learner to think of a travel-related word that starts with each letter of the alphabet (Airplane, Boat, Cruise)
  - If your learner is struggling, you can give hints. For example, “Sometimes people take a vacation on a large ship traveling from port to port. All the food and

entertainment is on the ship. In English, this is called a ...". Or, take turns coming up with words!

- Optional: For advanced learners, you can do a 2nd or 3rd round with new sets of words

❖ **[10 min]** Discuss the [video](#) linked above.

- Play the video using screen share (don't forget to share your computer sound, not just your screen). Have the learner stop you when you reach the scenes/images your learner chose to take notes on. Discuss the images based on the learner's notes/ideas.
- Finish watching the video. Ask the learner about their general interpretations of the video and the two places they want to visit.

❖ **[10 min]** Have the learner give their short presentation. Do not interrupt them for vocab/pronunciation errors, but take notes.

- Ask a few follow up questions about their chosen location
- Discuss the presentation with the learner: what did you like about the presentation? What did they do well?
- Mention a few of the most prominent errors and practice repeating them correctly.

❖ **[10 min]** Give the presentation you have drafted about a location you are familiar with. Direct the learner to ask 4-5 questions about the chosen location.

❖ **[5 min]** Compare the two locations (the volunteer's location and the learner's location.)  
Example questions:

- How are these places similar?
- How are they different?
- Which one would you want to visit more? Why?

❖ **[10 min]** Brainstorm together - if you were going to make a travel video about one (or both!) of your chosen locations, what would you include? Use the New Zealand travel video as an example. How would you change it? What would you keep the same? If necessary, you can give the learner 2-3 minutes to take notes before discussion.

## Week 3 Individual Session: Travel Challenges

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### Session Goals

- ❖ Engage in conversation to solve travel-related challenges
- ❖ Work together to adjust travel plans to fit a budget

### Pre-Session Instructions for Learner

- ❖ Write 5-10 examples of problems that happen while traveling (For example: Someone can steal your wallet)
  - **Challenge:** Write at least 4 sentences describing how these problems can happen using *narrative tenses* (i.e. simple past, past continuous, or a combination) For a review of narrative tenses visit [this](#) page. (Example: While I **was riding** the train, someone stole my wallet!)
- ❖ Watch the video [here](#) and [here](#). Take notes on vocabulary you do not understand.
- ❖ **CHALLENGE:** Advanced learners can challenge themselves with [this article on budgeting](#) for a trip!

### Pre-Session Instructions for Volunteer

- ❖ Think of 4-5 scenarios based on airport, train station, and bus station interactions. These should focus on problems that happen while traveling, or unexpected situations.
  - Example: Buying a plane/train/bus ticket in-person, checking if a plane has arrived or not, trying to find lost luggage, rescheduling a flight at the airport.
- ❖ Watch the video [here](#), [here](#) and read [this article on budgeting](#) for a trip

### During the Session

- ❖ **[5 min]** Here are some words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - Hustle and bustle ( idiom) = to have many activities, used to describe a crowded and modern place
    - You need to go somewhere to escape the hustle and bustle of this modern city.
  - Itinerary( noun)=a plan of a journey, including the route and the places that you visit
    - Visits to four different countries are included in your itinerary.
  - Long-haul flight =flights that extend beyond 6 hours
    - Last year a friend and I took a long-haul flight to Peru.
  - Go off the beaten track (idiom) =to visit an uncommon place

- Unlike my brother, I prefer to go off the beaten track.
- ❖ **[5 min]** Have the learner share the examples of travel problems they prepared for the session.
- ❖ **[10 min]** Choose some of the scenarios you prepared and a few from the learner, and practice role plays based on these interactions. Be clear and explain 1) what the scenario is and 2) who you are playing and who the learner is playing.
  - *Optional:* You can role play each interaction twice, having the learner practice both “sides” of the interaction for each scenario.
  - Ask the learner what the most difficult scenario was and why.
  - Ask the learner if they have experienced any of these problems in real life
- ❖ **[15 min]** Discuss travel safety measures
  - Ask the learner about safety on a plane, train, boat, and bus. What safety measures do you need to follow on these different forms of transportation? (Optional: do safety measures differ by country? What are norms around seatbelt use, fear of flying, etc?)
  - Ask the learner if they’ve ever been in a plane, train, or bus accident? What about a near miss? If so, invite them to share the story if they would like. (You can share a story too, if you have one).
- ❖ **[10 min]** Come up with a new travel safety measure
  - Ask if the learner had any questions about the vocabulary and grammar in the airline safety video. Clarify as necessary
  - Give the learner 1-2 minutes to brainstorm a “new” safety procedure - a new, innovative way to protect people while they travel.
  - After 2-3 minutes, if the learner does not have an idea, talk through it with them. Brainstorm with them, tossing ideas back and forth.
  - Consider the following questions about the safety measure you decide on:
    - Why is it innovative?
    - Why is it important?
    - Where would you use it?
- ❖ **[10 min]** Screen share and watch the video [here](#) about odd laws in different countries that may lead to problems with the police when traveling overseas. Then discuss the following questions with your learner:
  - What is the strangest law mentioned in the video that could confuse the traveler from your county?
  - How could a traveler prepare oneself before going abroad?
  - What information needs to be taken into account regarding the local customs and traditions when planning a trip?
  - What would you recommend a traveler to learn about law in your county before visiting it?

- ❖ **[15 min]** Budgeting is a common challenge for many travelers! Go back to the trip you planned in Week 1. Now, imagine you have to do your trip on a tight budget. How would you need to adjust your plans? Revise your itinerary together to cut the budget as much as possible.
  - This is a great opportunity for practicing comparing and contrasting with descriptive language. *Example:* if money wasn't a problem, we could stay at a luxurious, 5-star hotel. If we had to save money, we'd book a room in a hostel. It would be more crowded and more run down, but it could also be fun to meet other travelers.
  - If your learner read the challenge article, ask about any confusion and clarify as needed. Be sure to refer to recommendations from the article in your discussion and planning process!



## Week 4 Individual Session: Transportation

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### Session Goals

- ❖ Discuss modes of transportation
- ❖ Talk about driving

### Pre-Session Instructions for Learner

- ❖ Before the session, record a video (1-2 minutes) describing what your favorite form of transportation is and why. Share this video with your buddy before the session.
- ❖ Read the short article at [this link](#).
- ❖ **CHALLENGE:** Advanced learners can challenge themselves with [article](#) about Titanic story!
- ❖ Think about driving rules in your country.

### Pre-Session Instructions for Volunteer

- ❖ Watch the video that the learner created about transportation. Write 2-3 follow-up questions you have about the video to ask the learner.
- ❖ Read the articles [here](#) and [here](#).
- ❖ Watch the [video](#) and be ready to screen share it.

### During the Session

- ❖ **[5 min]** Here are some words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - to hail a taxi / to flag down a taxi = when you raise your arm to get a taxi driver's attention to encourage it to stop in the street
    - I hailed a taxi in the downtown to get to the suburb as soon as possible.
  - Bottleneck( noun)=a narrow or busy section of road where the traffic often gets slower and stops
    - He drove around the outside of the town to avoid the bottleneck in the centre.
  - Jam-packed =crowded with people
    - Trains were jam-packed with holidaymakers
  - flustered(adjective) =upset and confused
    - She seemed a little flustered after her trip.
- ❖ **[10 min]** Watch and discuss the learner's video.
  - Share your screen (and sound) and play the video that the learner created before the session. If you are having technical difficulties, ask the learner to recap their video in a few sentences.

- Ask the follow-up questions you prepared before the session.
  - Discuss the negative aspects of the learner's selected mode of transportation and how it compares to other modes of transportation.
  - Give feedback on errors and areas for improvement and have the learner practice any difficult phrases or words.
- ❖ **[10 min]** What are the weirdest things that have happened to you on public transportation?
- Raucous fellow travelers, long delays and wrong stops, finding unexpected items left behind by others, funny misunderstandings...public transportation can be the backdrop for many types of unexpected incidents. Ask the learner to share stories of weird, unusual, funny, or scary incidents that happened to them (or their family or friends) on public transport. Think of your own stories to share as well.
- ❖ **[20 min]** Discuss and compare public transit systems in your countries. In addition to asking questions and sharing experiences, it could be fun to brainstorm solutions to the challenges the learner mentions.
- What is public transit like in your hometown/country?
    - What kinds of transportation are available? Which are the most popular?
    - Is it cheap (affordable?) Is it free? Should public transport be free?
    - How do you pay (card or cash)? Is there a "pass" option (pay once a month for unlimited rides)?
  - What do you want to change about public transit in your country/region?
    - Is there any way to improve the system?
    - How can you solve the problem with traffic jams and traffic congestions in rush hours?
    - Have any improvements happened recently?
  - Which is better: public transport or driving your own car? Which is more reasonable in your region?
  - When you plan a vacation, is transportation a factor in your planning?
    - What do you think is the safest mode of transport to travel? Screen share the [video](#) to watch and check.
    - Do you choose places to visit based on how easy it is to travel there?
    - Do you plan for the cost of transportation?
    - Have you ever missed out on a trip you really wanted to take because there was no feasible way to travel there?
- ❖ **[10 min]** Talk about driving in your countries. Ask your buddy if he/she can drive a car, about the process of getting a driving license in their county, talk about driving rules in your countries, upper and lower age limit for driving. Then read the following statements and together with your buddy decide whether you agree or disagree with the following statements, justifying your opinions:
- Slow drivers cause more accidents than fast drivers
  - Driverless cars cause a lot of accidents

- People who drink and drive should lose their driving license for life
- Speed cameras do not prevent accidents
- Drivers who are over 70 are as dangerous as young drivers
- The minimum age for driving should be 21
- The speed limit on motorways should be lower

❖ **[10 min]** Titanic -- Oh No!

- Review vocabulary and challenging sentences from the article.
- Ask the learner what they knew about the Titanic before reading and what new things they learned.
- Ask the learner if they ever get nervous when traveling (on planes, boats, buses, etc.)
  - Do you think the passengers on the Titanic were nervous when they left England? Why or why not?
- If they built a Titanic II, would you travel on it? Why?
  - Discuss “superstitious” tendencies (i.e, people who believe in bad luck)
  - Do you believe in bad luck? Does the Titanic name have bad luck now?

## Week 5 Individual Session: Tours, Directions, and Exploring

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### Session Goals

- ❖ Discuss and compare different ways of exploring and learning about new locations
- ❖ Give a tour of a familiar place
- ❖ Practice using directional vocabulary and phrases

### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) and think about the following questions:
  - How does the couple get the student's attention? What other phrases can you use to get someone's attention?
  - What kinds of vocabulary, grammar, and phrases does the student use to give directions?

### Pre-Session Instructions for Volunteer

- ❖ Review the [vocabulary warm-up](#). Add words and adapt our sample as needed for your buddy's level (make a copy of the file to make any changes).

### During the Session

- ❖ **[10 min]** Start the session with [a vocabulary warm-up!](#) Screenshare the exercise, read each sentence out loud, and ask the learner to guess what the **bolded** word means. They can ask you questions / make guesses if they do not figure out the definition right away. After they figure out the definition, they can try coming up with their own sentences using the word.
- ❖ **[10 min]** Giving Directions Role-Play
  - Discuss the directions [video](#) with the learner. Answer any questions and highlight the different types of vocabulary, grammar, and phrases the characters in the video use.
  - Share your screen and pause the video so that you can both see the map. Now, use the map to give directions. The "tourist" chooses a spot and asks for directions. The "local" gives directions and the "tourist" confirms them.
- ❖ **[20 min]** Have a discussion with your buddy about how he/she prefers to explore new places. Here are some sample questions to get you started. Don't forget to share your own experiences as well!
  - When you visit a new city, do you prefer to take a guided tour or explore on your own? Why?

- What are the advantages and disadvantages of package tours?
  - What are the pros and cons of traveling first class and backpacking?
  - What makes a good tour? What makes a bad tour? How can the traditional guided tour format be updated to appeal to young people?
  - Have you ever gone on a themed tour of a location (food tour, haunted tour, tour of spots associated with a particular celebrity or TV show?)
  - Do you like to use guidebooks? What about audio tours? Why or why not? What makes a good guidebook or audio tour?
  - Have you ever read travel blogs when planning for a trip (or while on a trip)? Tell me about a travel blog you enjoy.
  - Do you ever ask locals for directions when you're in a new place? Or do you just use Google Maps? Do you think you miss out on an "authentic" travel experience when using Google Maps?
  - When traveling, do you ever approach locals just to chat and get to know them and their home?
- ❖ **[5 min]** Ask your learner: If you were going to a new country, and could only use ONE of the following: guided tour, guidebook, travel blog, or talking to locals, which would you choose and why?
- ❖ **[15 min]** Design a guided tour!
- Ask the learner to choose a familiar location - their hometown, a place they visit often in the summers, the city where they go to school/college, etc.
  - Then, ask the learner to brainstorm a themed tour of this location. Give them a few minutes to plan their response before presenting an overview of the tour to you. They should explain the tour theme and describe the different stops.
  - If you have time, plan out the logistics for the tour. Would the tourists walk or take a bus? What route would they follow (feel free to pull up Google Maps and use some directions vocabulary/grammar to describe the route!)

## Week 6 Individual Session: Getting unique experience

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### Session Goals

- ❖ Talk about getting new experience when traveling
- ❖ Create a bucket-list of travel experience

### Pre-Session Instructions for Learner

- ❖ Watch the videos about unique hotels [here](#).
- ❖ Review the [article](#).

### Pre-Session Instructions for Volunteer

- ❖ Watch the video about unique hotels [here](#).
- ❖ Review the [article](#).
- ❖ Be ready to screen share the [video](#).

### During the Session

- ❖ **[5 min]** Start with the warm-up activity. Discuss the difference between people who:
  - Go to the Maldives **and** those who go to Outer Mongolia
  - Enjoy meeting local people **and** those who enjoy meeting people from their county
  - Buy a lot of souvenirs **and** those who think that souvenirs are tacky.
  - Enjoy sunbathing **and** those who enjoy trekking
- ❖ **[5 min]** Here are some words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - To get itchy feet = to start to want to travel
    - After three years in the job she began to get itchy feet..
  - Vulnerability ( noun)=the fact of being weak and easily hurt physically or emotionally
    - Those who organized the attacks exploited vulnerabilities in the nation's defenses.
  - Thirst for adventure =to have an intense desire to travel, explore new places and have new experiences.
    - She has a thirst for adventure. She just can't stop traveling.
  - picturesque(adjective) =attractive in appearance
    - We strolled through the picturesque streets of the old city.
- ❖ **[10 min]** There are some people who take risks while traveling by trying really dangerous activities,like whitewater rafting, tree-top adventuring and others. Talk to your

buddy. Why do you think people opt for heart-pumping pastime activities on vacation? Possible variants: *they want to take photos to impress their Instagram followers, want to test their limits etc.*

- Screen share and look through an [article](#) talking about thrill-seekers. Discuss the following questions:
  - Which activity offered in the article are you ready to try? Which one would you never do?
  - Can you think of any other life-threatening activities? Are there any others originating from your country?
  - Are you a risk taker? Have you ever done any risky activity in your life?
  - Would you ever risk your life for anyone? How about your money?
  - Are risk takers more successful in life?
  
- ❖ **[15 min]** Another way of getting totally new emotions and the best practices is staying over in diverse places. Discuss the video about the unusual [hotels](#) to stay in using the questions below:
  - Where is the weirdest place you've slept during your travels?
  - In which of the hotels in the video would you like to stay overnight?
  - Why do some travelers prefer to stay in odd unusual places overseas?
  - What is your opinion on exclusive accommodation offers, like living in a tree, in haunted houses, on a safari, living in local tribes. Are they just posh offers for the rich or a real opportunity to broaden one's horizons?
  - Where do you generally prefer to stay when you go on vacation? (Hotel, hostel, Airbnb house / room, etc.)
  - What are the most important amenities for you?
  - Compare staying at a hotel/hostel or camping while being on vacation?
  - Do you think the type of accommodation one takes reflects one's social status?
  - How do accommodation preferences change with age?
  
- ❖ **[10 min]** Tell your learner you are going to watch the [video](#) about Couch surfing. Then discuss the following questions together:
  - What are the advantages and disadvantages of couchsurfing?
  - Have you ever tried or would you like to couchsurf? Are you ready to host any holidaymakers in your place? What tourist attractions would you show them in your location?
  - What are the dangers involved in couchsurfing?
  - What is the difference between Airbnb, Booking (and other websites offering accommodation) and Couchsurfing?
  
- ❖ **[10 min]** Watch the [video](#) about space tourism, in particular, how space tourists come back to Earth after three days in orbit. Talk to your buddy:
  - Would you like to travel into space? Why or why not?
  - Would space tourism be more affordable in the future? How much are you ready to pay to visit the space?

- Would you agree to help colonize a planet if you knew you couldn't come back to earth?
  - Do you think people will ever communicate with intelligent aliens? Why or why not?
- ❖ **[15 min]** Create a bucket list of travel experiences. Screen share this [website](#) with your learner.
- Explain that you're going to create a bucket list (a list of the experiences or achievements that a person hopes to have or accomplish during their lifetime).
  - Ask the learner to complete a to-do list of experience for the lifetime - talking about places to visit, to stay, to try, to see, to learn etc. Ask to add to choose from the available options and at least 5 points for each of the sections (travel, new experiences, skills etc.). Go through them together step by step.
  - Give them a few minutes to plan their response and justify their choices.