

CEFR
B1.1

TEACHER GUIDE 5

Vlogging and Travelling

This guide was created for high school teachers who are part of the District Education Office. You will find activities to implement in and out the classroom with your students. This guide consists of six sections as well as the **Student Unit**:

LET the ADVENTURE Begin! Opening activity that familiarizes the student with the topic to work on.

Let's Get READY Preparation activity in which mainly vocabulary related to the topic is introduced.


HANDS On 1 First practice exercises in which the student performs guided mechanical production activities based on the two previous steps. In this section, the necessary structure for the production processes is generally worked on.


HANDS On 2 Second practice exercises in which the student integrates the process carried out with the vocabulary and structures to generate longer communicative productions, generally oriented towards oral and written textual production.


Let's CHECK! Consolidation task in which the student uses the information learned during the object to generate products based on their context and experience.


My LEARNING Progress Formative assessment in which students review how much they have learnt and can apply.


Each section in this guide is explained through four simple icons that allow you to make pedagogical and effective use of the material developed by the student in **the Learning Object**:








 **1. Activity Procedure:** this icon indicates the description of the steps for the development of the task in the Student Learning Object. When you see it, you will have an idea of what the student is required to do in the activity.

 **2. Length:** indicates the estimated time to carry out the activity or activities within each of the sections.

 **3. Extra Activity:** when you see this icon, you can find didactic suggestions to complement the dynamics of this exercise.

 **4. Tips:** this icon presents procedural suggestions to complete or extend the procedure of the previous activities.

 **5. Critical thinking:** when you see this icon, you can find questions and statements to promote reflection, evaluation and socialization of students in class.

FOCUS			SKILL			
Grammar	Vocabulary	Functions	Reading	Listening	Speaking	Writing
						

This material has many practical, simple and easy-to-use tools that seek to help you in your daily work. We encourage you to use this useful resource.

Suggested Curriculum
Module 1
Grade 9th
Globalization

FOCUS



SKILLS



Learning Object 5 allows the consolidation of students' learning performance indicators for **Module 1, 9th Grade**, of the English Suggested Curriculum, as shown below.

Performance indicators:

1. Infers the consequences derived from an action.
2. Recognizes expressions and vocabulary related to tourism.
3. Produces written texts to provide information about a place.

NOTE: this Learning Object can be used at the end of the first academic term to wrap up the conversation about globalization. We recommend teachers to review and adapt the vocabulary and other pertinent aspects according to the Basic Learning Rights (or **DBA**.)

OBJECTIVE(S):

Hello! At the end of this lesson you will be able to describe and interpret tourist brochures and use them as a model to plan and create a tourist vlog.

LET'S GET STARTED!

IN THIS SESSION YOU WILL LEARN:

Words about the use of social networks:
could, should, have to, must, might, may.

How to give **suggestions and recommendations.**

How to create **a travel vlog with different degrees of obligation in the language used.**

Basic Learning Rights (BLR): Sixth Grade

1. Produces medium length texts making recommendations or suggestions related to situations of academic, social or personal interest.
2. Recognizes cause and effect relationships in short written texts on academic topics.

LET the ADVENTURE Begin!



Activity Procedure: students read about different types of tourism and talk about the type of tourism they like the most. If you want to expand references or activities according to the population, read **Module 1, 9th grade** of the **Suggested English Curriculum**.



Length:
15 minutes.

A. Activity 1: students visit a website with information about different types of tourism. After reading, students fill in the spaces in the map with the type of tourism they consider people do in each place. (<https://sites.google.com/view/vlogging-and-travelling/home>)



Activity 1: read about four different types of tourism on this website.

(<https://sites.google.com/view/vlogging-and-travelling/home>)

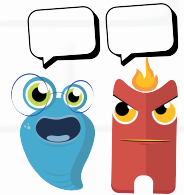
Then, copy the type of tourism you imagine people do in each place on the map.

B. Activity 2: students are required to share the type of tourism they like the most.



Activity 2: Share! Which type of tourism do you like the most? Share your ideas with your family or with the class.

Extra Activity: if this is a face-to-face class, you can ask students to talk and write down a list of places they would like to visit and the type of tourism they would be able to do there.



Tip: if you have a large class, to avoid the mess of students going around back and forth discussing, you can ask students to rearrange their chairs so they can have smaller conversation circles without going all over the classroom.

Critical Thinking: do this activity whether you have a face-to-face or a virtual class. Ask students to say how tourism can affect a place positively (e.g. Economically, in terms of security, rents, etc.)



Let's Get **READY**



Activity Procedure: students will talk about tourism attraction in Colombia. List the most iconic places for people to travel to and then compare their list to a video listing the most popular places to visit in the country.



Length:
25 minutes.

C. Activity 3: students write down what they consider the 5 most important tourist attractions in Colombia.



Activity 3: What are the most important tourist attractions in Colombia? Copy the names of 5 places you would recommend to any tourist visiting.



D. Activity 4: students watch a video listing the most popular tourist attractions in the country, then they compare them to the places they wrote in the previous exercise. (https://www.youtube.com/watch?v=czfKyc-HtF4&ab_channel=Secret-Travel.Guide)



Activity 4: It's time to do some listening. Watch this video

(https://www.youtube.com/watch?v=czfKyc-HtF4&ab_channel=Secret-Travel.Guide)

and check the places you wrote in the previous exercise. Are they mentioned in the video?

Yes _____ No _____.

E. Activity 5: Students watch the video a second time and complete the graphic organizer given in the activity with information from the video.



Activity 5: Watch the video again, and complete the following graphic organizer with information from the video.

Colombia Travel Guide		
Place	What can you do there?	Do you like it? (Yes/No)
1. Lost City	 You can see the villages of the Tayrona people.	
2. Tayrona National Park	You can taste fresh coconut. 	
3. Salento	 You can go hiking in Cocora Valley.	
4. Cartagena	You can see unique sights. 	
5. Visit a coffee farm	 You can learn about the process of coffee production.	
6. Guatapé	You can climb a giant rock. 	

7. Medellín	 You can take a cable car.	
8. Bogotá	You can see street art and graffiti. 	
9. Tatacoa desert	 - You can enjoy the view of a real desert. - You can see the stars at night.	
10. San Cipriano Valle del Cauca	- You can travel on the old rails of the train.  - You can have an adventure.	

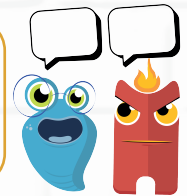
F. Activity 6: students are now required to add two more places to the list of recommended tourist attractions, also students must write an activity tourists can do in each place.



Activity 6: now, add two places in Colombia that you recommend to tourists. Write one activity you can do in each place. Use words and phrases from activity 5 as a guidance.

Place	What can you do there?
1.	
2.	

Extra Activity: you can expand on the previous extra activity from the last section. Ask students to discuss and then write how tourism can impact a place in a negative way. (e.g. Overpopulation, rubbish, inflation. Etc.)



Tip: For this activity, you can take students to the computer's lab or the school library so they can look for information about overtourism.

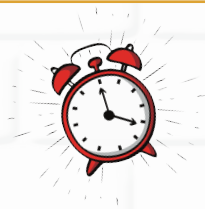
Critical Thinking: ask students to reflect for a moment and then write a list of the elements most tourist attractions have in common. What are the elements that make people so attracted to visit them?



HANDS ON 1



Activity Procedure: students learn how to give recommendations and suggestions about tourist attractions. First by reading and evaluating some sentences and saying the type of sentence it is. Then, by exploring what a travel Vlog is and analyzing some videos to name the common characteristics a travel Vlog has.



Length:
25 minutes.

G. Activity 7: students use the information in the Language Box and identify the type of suggestion each of the sentences in the chart is. Students write down the letter that represents the best option from the ones given. Video links: Trip to Azerbaijan (https://www.youtube.com/watch?v=yzxX5XUto-o&ab_channel=KaraandNate). Trip to Bali (https://www.youtube.com/watch?v=i9E_Blai8vk&ab_channel=PriscillaLee) A week in Paris (https://www.youtube.com/watch?v=tKXrpRrj7Ow&ab_channel=Elena-Taber)



Activity 7: using the information from the Language Box, write in front of each sentence the letter (a, b, c, or d) that represents the type of suggestion it is:

- a. Obligatory
- b. Strong suggestion
- c. Suggesting an option
- d. Presenting an option.

1. You **should** visit the walls in Cartagena. _____
2. You **must** take a boat to see the Fjords in Norway. _____
3. You **may** want to buy sunglasses in Bariloche. _____
4. You **could** take a taxi from the airport to the hotel. _____

H. Activity 8: students talk about what a travel blog is, then they analyze a set of videos and extract the most important characteristics of a travel Vlog. Students write down their ideas in the space given.



Activity 8: Do you know what a **travel vlog** is? Analyze the videos and extract the most important characteristics of a **travel Vlog**. Use the chart to take notes of your ideas.

What is a travel vlog?	What do the vloggers do in the video?	What do they include in the video?	What makes the videos interesting?

I. **Activity 9:** students read a text about San Andres, Colombia and circle the expressions that indicate obligation. After that, students underline the expressions that indicate strong suggestions. Students are required to check the Language Box in case they need guidance.



Activity 9: Let's read! Circle the expressions that indicate obligation. Then underline the expressions that indicate a strong suggestion. Check the language box for guidance.

J. **Activity 10:** students are asked to reflect before writing suggestions of activities or places to visit in San Andres. Students must write the suggestions in the space given in the activity.



Activity 10: What other suggestions would you give people who visit San Andrés? Write two.

- a. _____

- b. _____

Extra Activity: you can ask students to discuss and then share how they think San Andres can be affected by overtourism (e.g. living costs, destroyed ecosystems, overpopulation, etc.)



Tip: you can take students to the computer's lab or the school library for them to look for information about overtourism.

Critical Thinking: ask students to consider any other places that might be affected by overtourism. Why do they think so?



HANDS ON 2



Activity Procedure: students are required to think of a tourist attraction which they will use to give recommendations on activities and places to visit there. They use all the elements they have explored, studied and learned during the development of the learning object.



Length:
20 minutes.

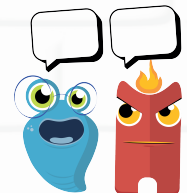
K. Activity 11: for this activity, students are required to select a tourist attraction they like and wish to recommend to somebody else. Students write recommendations and activities tourists can do. This information must be written in the chart provided in the activity.



Activity 11: think of a tourist attraction you would like to recommend. Give recommendations to people on what to do if they travel there. Think about activities, precautions, and things you believe they definitely have to do if they go there. Write those ideas down in the following chart.

Destination / Type of tourism	Important places to visit	Activities	Precautions

Extra Activity: for this activity, you can ask students to create a short video promoting a place in the city. You can select the places students must talk about or let them select the places themselves. Ask students to share the video on a social learning app of their choice.





Tip: if students do not have the means necessary to record a video, this activity can be carry out in class as a presentation, poster session, or round table discussion.

Critical Thinking: to expand on the previous extra activities, you can ask students to think for a moment then talk about what the government and we as individuals can do to prevent the bad effects of overtourism.



Let's CHECK!

L. Activity 12: students use the information from the previous activity and create a Vlog entry about the destination they choose. Students use the expressions they have learned in the Language Box (*must, have to, should, could, may, might.*)



Activity 12: Use everything you planned in the previous section, and create your Vlog entry about the destination you chose. Remember to include expressions we learned in the Language Box (*must, have to, should, could, may, might*), and remember to include the elements you planned in activity 11.

Vlog Entry Title: _____

Introduction: _____

Tell us the activities and places a person can visit in this vacation plan

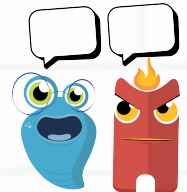


M. Activity 13: now that students have their text ready, they are required to record a short video to give recommendations about travelling to the destination they chose. Students can share the video with their relatives or the class.



Activity 13: now that you have your text ready, record a video in which you give us recommendations about travelling to the destination you selected. Then, share it with your family or with the class. The video should contain the elements in your Vlog Entry from activity 12.

Extra Activity: you can use some of the students' ideas to create signs. Give students paper or cardboard and markers. Then, ask them to craft different signs to use in the classroom. If this is a virtual lesson, ask students to use digital free design tools like Canva.



Tip: this exercise promotes task-based learning. For further information on this approach you can refer to the [Basic Learning Rights](#) and [Module 3, 6th Grade of the Suggested English Curriculum](#).

Critical Thinking: to expand on the previous extra activities, you can ask students to think for a moment then talk about what the government and we as individuals can do to prevent the bad effects of overtourism.



My LEARNING Progress

In this final stage, explain to students that they have the possibility of evaluating themselves through a simple activity that accounts for the essential vocabulary and phrases worked on during the module. You can use this same table to ask different students for pertinent information and thus determine internalized elements and those that need reinforcement.



My LEARNING Progress

Congratulations! This is the end of this adventure!
Now I know these words: could, should, have to, must, might, may.

Now I can:
Understand words and expressions related to tourism and give recommendations.
Analyze the elements of travel vlogs in terms of language and content.
Create a travel vlog, giving recommendations with different levels of obligation through the use of expressions.



It's time to evaluate your progress. For each description, write ✓ in Yes, Almost there, In progress or Not yet according to your own progress.

Description	Yes (90%-100%)	Almost there (80%-90%)	In progress (60%-80%)	Not yet (<60%)
I can identify the words <i>could, should, have to, must, might, may</i> , discussed in the vocabulary section and I understand them in context.				
I can analyze the elements of a travel vlog in terms of language and content.				
I can give suggestions in different levels of strength.				
I can create a travel vlog, giving recommendations with different levels of obligation through the use of expressions.				



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