



Lesson Plans

Lesson Plan: Delivering a Prepared Commentary of a Local Tourist Site

Sector: Tourism	Occupation: Local Tour Guide (NOC 6441)
Theme: Tourist site narrations	Occupational Task: Deliver a narrative about a local tourist site.

Essential Skills (ES) developed during the learning activities:

Oral Communication

- Select from a moderate range of formats and styles to present information. (ES 2)
- Give a formal greeting. (ES 2)
- Interact frequently with several people; give a short talk or directions to a small group. (ES 2)
- Language is both factual or concrete and abstract. (ES 2)
- Moderate range of general and context specific or technical vocabulary and idioms. (ES 2)

Thinking Skills

- Use memory to deliver commentary and to remember facts, statistics, and details.

Continuous Learning

- Must continue to acquire new or updated information for commentary.
 - May need to talk to experts or co-workers or participate in site meetings to obtain this information.
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Canadian Language Benchmarks (CLB) competencies developed during the learning activities:

Speaking

- Present information in a coherent connected discourse. (CLB 6/7)
- Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. (CLB 6)
- Describe a simple process (CLB 6)
- Describe and compare people, places etc. (CLB 6)
- Speak with appropriate eye contact, body language, voice volume, rate, fluency and intelligibility. (CLB 6/7)
- Use an introduction, development and conclusion. (CLB 7)

Language and culture focus for the learning activities:



Vocabulary

- Site specific vocabulary, sequential language i.e. then, before, after that.
- Dates, and times, vocabulary for describing, architectural descriptors, location vocabulary: in front behind, to my right, to your left etc.

Culture

- Culturally appropriate tone, register and body language.

Suggested teacher resources and classroom materials needed:

- Movie "Road Trip" – Comedian Tom Green plays a student who acts as a local tour guide for his university – weird enough for the students to have a lot of fun looking at the pros and cons of his presentation style.
- Travel shows on television or video
- Effective Presentation Skills A Practical Guide for Better Speaking by Steve Mandel; Crisp Publications; ISBN 0931961246; pages 47-53
- Effective Presentations by Jeremy Comfort; Oxford University Press; ISBN 0194570657; pages 24-29
- The Complete Idiot's Guide Public Speaking by Laurie Rozakis; Alpha Books, A Pearson Education Macmillan Co.; ISBN 0028633830; pages 319-326

Estimated time for the learning activities: 2 hours

Learner Profile:

- Well educated individuals who probably had careers in the tourism industry in their first countries, hoping to find a niche in tourism here.
- Will likely be learners who are enthusiastic risk takers and who are not intimidated about having to speak to English first-language speakers.
- May have difficulty with distilling information into relevant chunks; will want to include all the information – significant or otherwise.

Learning Objectives:

- Learner will be able to speak clearly, using suitable tone, volume, and body language.
- Learner will be able to make an oral presentation using grammatically correct language and appropriate pacing.
- Learner will be able to show relationships, for example, the connection between a historical object and its use at the site.
- Learner will use critical thinking skills to select what is key information about the site.
- Learner will be able to tell the story including reasons and consequences for what happened at a particular site.

Learning activities:



1. Instructor shows a short clip from a movie or documentary featuring a tour guide. Learners use a short instructor designed evaluation form to evaluate the tour guide. Learners discuss the presentation style of the tour guide in the clip. Instructor records on the blackboard the pros and cons of the style of the tour guide. The class brainstorms a checklist of appropriate skills. Instructor guides the class to include verbal skills such as the use of complete sentence structures, volume, tone, pace, clarity and humour; nonverbal skills such as eye contact, positive facial expressions, gestures, body position; content skills such as demonstrated understanding of material, content appropriate for level, coherence and flow of material. (60 minutes)

2. Working in small groups of 3-4, one learner gives a 10 minute presentation of his/her researched site (from the previous lesson) to his/her partners. The groups should be mixed so that each presenter is focussed on a different site, and there is no repetition of material. The partners evaluate the style of the speaker following this checklist developed by the class. Subsequent partners give their presentations and are evaluated and commented on. Discussion of the evaluation is then encouraged so that learning can take place.

Additional and/or extension learning activities:

- Learners could extend the role-playing by asking the presenter questions and the presenter answering as a tour guide. The learners asking the questions could role-play as tourists.

Evaluation:

- Informal evaluation – generally observing students successfully applying appropriate presentation skills
- Formal evaluation – instructor evaluates each student presentation using the checklist and assigns a formal grade

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