

# LANGUAGE TRAVEL COMPANION – GUIDE



◆ **Domain:**

Appreciation of language

◆ **Benchmark:**

Are aware that languages use different idiomatic expressions in order to convey the same idea and cannot be translated directly from one language to another

◆ **Description:**

The pupils must prepare a list of at least 20 phrases/sentences that would be helpful to an Israeli teenager travelling in an English speaking country. They are also asked to choose one situation and explain their choice of words/expressions.

◆ **Rationale for choice of topic:**

Students know what their specific needs are when travelling. This activity prepares them for real life and emphasizes the need to understand the expressions, idioms and structures of another language.

◆ **Suggestions for implementation (prior to and/or during):**

It might be fun for the students to bring lists of tourist phrases from guide books or travel companion language books to class. Comparing how one might order a hamburger in different languages, or comparing different ways in the same language, could be a good motivating activity. This task can also be done in pairs or groups.

◆ **Suggested time allotment:**

Single lesson.

◆ **Prerequisites:**

- familiarity with language travel companions
- familiarity with different expressions for different circumstances

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## LANGUAGE TRAVEL COMPANION - TASK

Your school is planning a class trip to England. Your teacher has asked every student to prepare a "Language Travel Companion." Most Language Travel Companions include common and useful *expressions*.

### Part 1

**Write** a Teenage Language Travel Companion that includes a list of sentences to be used in the following situations (**at least three sentences** for each situation):

- greeting friends and family ("I'm pleased to meet you.")
- meeting new people and making new friends ("How do you do?")
- shopping and finding out prices ("Where is the shopping center?")
- eating at a restaurant and buying food in the supermarket
- changing money at the bank
- asking directions – to find a museum, a bus stop, etc.

### Part 2

**Choose** one situation and **explain** your choice of words/expressions to your class.



**Note:**

**Read** the checklist before you start working and **fill it in** when you finish.

Language Travel Companion - שיחון - كتاب محادثة  
تعبير - ביטויים - expressions

## LANGUAGE TRAVEL COMPANION - CHECKLIST

<b>What to check</b>	✓
I wrote at least 3 sentences/expressions for each situation.	
The sentences/expressions were relevant for each situation.	
I prepared notes for my explanation of my choice – to help me in presenting it to my class.	
I spoke clearly.	

## LANGUAGE TRAVEL COMPANION - PART 1 - RUBRIC

**5**

**On Target**

Three suggestions for each one of the six situations.

Suggestions are relevant to the situations.

Vocabulary is appropriate to each situation.

Mostly correct spelling.

**3**

**On Your Way**

Two or three suggestions for between three and five situations.

Suggestions are relevant to the situations.

Vocabulary is appropriate to each situation.

Spelling mistakes detract from meaning or reader's understanding.

**1**

**Starting Out**

One to two suggestions for one to two situations.

Suggestions may not be relevant to the situations.

Vocabulary is inappropriate to a situation; or is limited.

Poor spelling makes it impossible to understand.

## LANGUAGE TRAVEL COMPANION - PART 2 - RUBRIC

**5**

**On Target**

Reasons for choice are directly related to suggested expressions.

Makes eye contact with audience throughout presentation and speaks loud enough for audience to hear.

Generally fluent with almost no hesitations.

Vocabulary is appropriate.

**3**

**On Your Way**

Some match between reasons for choice and suggested expressions.

Makes some eye contact with audience and speaks loud enough for audience to hear.

A few hesitations.

Vocabulary is appropriate.

**1**

**Starting Out**

Either no reasons for choice are given or they do not match suggested expressions.

No attention paid to making eye contact with audience or speaking loud enough for audience to hear.

Mostly hesitant, with many breaks.

Vocabulary is poor.

