



## Activity 11 and 12

### Other people's views | Activity 11a

<b>Focus:</b>	Speaking/Listening
<b>Level:</b>	Pre-intermediate and upwards (A2 and upwards)
<b>Key Language:</b>	questions, conditionals, agreeing and disagreeing
<b>Aims:</b>	to develop speaking skills and build confidence, to develop learners' world view

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### Travel agents | Activity 12a

<b>Focus:</b>	Speaking
<b>Level:</b>	Intermediate and upwards (B1 and upwards)
<b>Key Language:</b>	holidays, superlatives, negotiating
<b>Aims:</b>	to practise lexis related to holidays, to practise presenting and questioning skills, to develop language of negotiation and compromise

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## Activity 11 and 12



### Other people's views | Activity 11b

#### Procedure

1. Choose a topic and a problem or recent change relevant to your students and their study (e.g. the siting of a new supermarket; changes to a rule or law).
2. Have learners list all the different groups of people who are involved in the situation (e.g. politicians, local residents, business owners) and agree on the five groups of people most affected by this particular problem or change.
4. Divide the class into five groups and tell each that they are representing one of those sets of people they have selected.
5. The students in each group discuss the views that the people they are representing would have on this issue.
6. They present their views to the wider group. Other groups comment on and question the views presented.
7. To extend the activity, create teams of negotiators, with one representative from each group. Each team has to come up with a solution to the problem. Solutions are compared, and the class votes on the most likely to solve the problem.

#### Tips

- Tip 1: Dealing with more than six points of view (of people affected by the problem) can be problematic. In larger classes have more than one group of students working on each point of view, rather than having more points of view.

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### Travel agents | Activity 12b

#### Procedure

1. Ask students to put five headings on a piece of paper: Destination, Accommodation, Time of Year, Activities, Extras. Tell them they are going to design their ideal, money-no-object holiday and give them five minutes to make notes under each heading.
2. Divide the class in half and take half the students outside the room. Explain to them that they are shopping for a holiday for their new boss, and that the holiday s/he wants is the plan they wrote on their paper. They will visit a number of travel agents to find the best deal.
3. Explain to the other half of the class that they are travel agents. The holiday they can offer customers today is the plan they wrote on their paper. Ask them to spread out around the room. Invite the 'shoppers' back into the room and ask each one to sit in front of a 'travel agent'.
4. Give each 'shopper' two minutes to find out about each holiday on offer and explain what their boss is looking for. 'Shoppers' may make notes but cannot commit to buy a holiday.
5. After two minutes, ask 'shoppers' to stand up and move to the next 'travel agent'. At this point, you can input / elicit / feed back on useful language and common errors.
6. Repeat steps 5 and 6 so each 'shopper' gets to hear about at least five holidays. Ask 'shoppers' to decide which holiday they will buy for their boss. While they are deciding, ask 'travel agents' if they think they have sold their holiday.
7. Finally, invite 'shoppers' to explain which holiday they chose, and why, referring to what their boss actually wanted!

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