

# ACTIVITY: WHAT WILL IT COST TO FLY?

**SPL Level:**

4-6+

**Language**

**Skills:**

R L S

**CASAS**

2.24

## Competency Area:

Transportation

## Objective:

Students compare airfares among competitive travel agencies. Students ask and answer questions about fares and buy travel tickets.

## Newspaper section:

Travel Section

## Required Class Time:

30-45 minutes

## Target Vocabulary:

compare, competitive, agency, restricted, confirm, flight, depart, arrive, aisle, carry-on luggage, reservations, leg room

## Grammar Points:

Question formation

## Materials List:

Newspapers

## In-Class Procedure:

1. **Before class:** Select one or two destinations that have several ads with competing fares in the travel section.
2. **Warm up:** Ask students about their experiences traveling by air. Ask students how they make their travel plans and plane reservations. Ask students about their experiences with travel agencies.
3. Put students in pairs. Give each pair the travel section of the newspaper. Ask them to find ads for the assigned destination. Pairs clip out the ads and compare prices, flight routes, and any restrictions.
  4. As a class, brainstorm questions that would be appropriate to ask a travel agent, such as:
    - a. Which airline will I fly?
    - b. What is the flight number?
    - c. When does the flight depart?
    - d. How soon do I need to be at airport?
    - e. Can I have a window seat?
    - f. Will there be a lay over?
    - g. Does it cost more for an aisle seat?
    - h. When does the flight arrive?

Describe what kinds of responses a travel agent might give to these questions. Give students time to write responses down for each question.

5. In pairs or a line dialog have line A students use information that has been found on airfare and line B students ask questions. Students then switch roles.

For advanced student questions that may be added.

- How many carry-on bags may I have?
- Can I have an emergency aisle, with more legroom?
- Do I need to call and confirm reservations?
- Will there be a snack served or a meal?

## TAKE HOME ACTIVITY:

### **For adult learner:**

Ask students to choose a destination they are interested in. Ask why they chose that destination. Ask students to search the newspaper for ads featuring flights to that destination. Report back regarding competitive prices to the destination.

### **For learner and child(ren):**

**Ages 2-5:** Ask children to draw a picture of what they think they may see from an airplane. Ask what destination would be fun to travel to in an airplane.

**Grades 1-4:** Ask children to write or draw what they may see while traveling in an airplane. Discuss perspective with them. This is a good discussion topic for children who tend to see things only from their own perspective (i.e. behavior, right and wrong, fairness)

### **Tips and Options:**

# ACTIVITY: FINANCING A CAR

**SPL Level:**  
3-6+

**Language Skills:**  
R W

**CASAS**  
1.9.5

## **Competency Area:**

Transportation

## **Objective:**

Student use the terms for financing an auto.

## **Newspaper section:**

Car ads

## **Required Class Time:**

30 minutes

## **Target Vocabulary:**

financing, percent, payments, per month, ads, advertisement, dependable, used, estimate, gas mileage, cost

## **Materials:**

Newspapers, auto ad clipped from a previous week's newspaper, copies of auto ads abbreviations (see Appendix) calculators (if available).

## **In-Class Procedure:**

1. **Warm-up:** Teacher directed on whiteboard; Ask which learners own cars. Ask how they paid for their cars - cash or loans? Ask what it costs to drive a vehicle? (gas, insurance and maintenance)
2. Introduce targeted vocabulary words.
3. Give each student a newspaper and a handout of auto classified abbreviations. Students go through car dealership ads to find a car that they might wish to buy. The ad needs to have specific numbers for computation.
4. Model on the whiteboard how to calculate finance charges over a 3-year auto loan using an ad from a previous week's newspaper.
5. Students:
  - a. calculate how much will they pay in one, two or five years with known payment amount listed on ad.
  - b. decide if a new or used car would be a better deal for them.
6. Students share their results in small groups.

## TAKE HOME ACTIVITIES:

### **For adult learner:**

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Have students write a brief explanation of whether they would prefer to buy a new or used car based on the information they learned in class.

### **For learner and child(ren):**

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Have students take home the colorful ads for cars. Young children can cut out the pictures and play a sorting game by color, size, or shape.

### **Tips and Options:**

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Advanced level students might

- a. estimate insurance on known information
- b. estimate gas costs for a year based on typical miles driven

# ACTIVITY: ROAD CONDITIONS

## Competency Area:

Transportation

## Objective:

Students read maps and interpret weather conditions using a legend

## Newspaper section:

Weather Page

## Required Class Time:

30-45 minutes

## Target Vocabulary:

dry, wet, slick, icy, foggy, snow, rain, hail, snow-packed, conditions

## Grammar points:

None

## Materials List:

Newspapers - Weather Page. Game boards (one per pair or group of 3), game board markers (one per student), pennies (one per pair or group).

## In-Class Procedure:

1. **Warm-up:** Lead a discussion about the weather. Is it warm outside? Did it snow last night? Talk about road conditions. Introduce the target vocabulary describing road conditions.
2. Have students turn to the weather page, and find the weather and road conditions.
3. Students should recite the telephone numbers for local and statewide road conditions.
4. Discuss local and statewide weather and road conditions on that day.
5. Choose several locations around the U.S. and ask students what they think the weather and road conditions are probably like at that location.
6. Hand out "What are the Conditions?" board game. Students will need to choose a marker to represent their game piece. Demonstrate how to toss a penny (head moves one and tail moves twice) and move the markers around the board.
7. When landing on a square, student must read the question, refer to the newspaper weather page, and answer appropriately. First student to reach FINISH wins.

SPL Level:

2-4

Language

Skills:

R S

CASAS

2.3.3

## TAKE-HOME ACTIVITIES:

**For adult learner:** \_\_\_\_\_

None

**For learner and child(ren):** \_\_\_\_\_

With younger children color and cut out weather conditions from child's Weather page. With child, look over the weather page and have child decide which weather cut out it would be in different locations.

**Tips and Options:** \_\_\_\_\_

Students may have no experience from their home countries in playing board games. You may need to demonstrate to them how to roll the die, move their individual markers (all in a clockwise direction), take turns, etc.

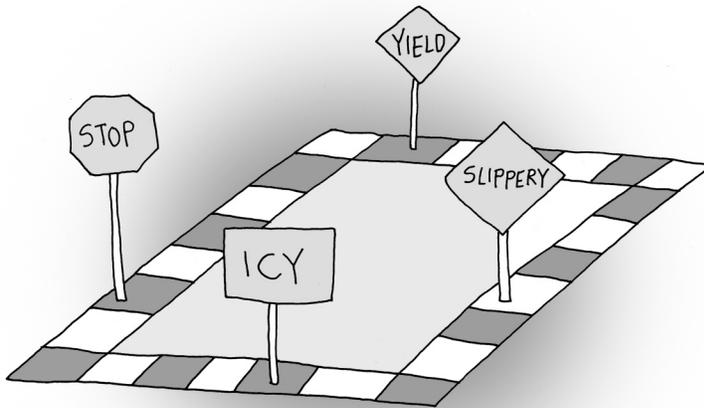
There is a corresponding intergenerational activity in the CDE Intergenerational Learning Activities notebook, Consumer Economics' Take Home Activity - Weather.

**Is it cold in  
Dallas, TX?**

**What are the road  
conditions in  
San Diego, CA?**

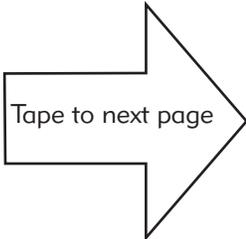
**What are conditions in  
Cleveland, OH?**

**START**



**FINISH**

**Are roads slick in  
Chicago, IL?**



**What are the conditions  
in Denver, CO?**

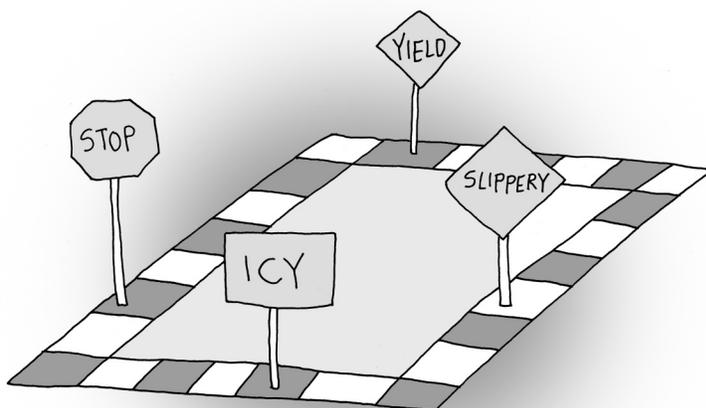
**Is it raining in  
Miami, FL?**

**What are the road conditions in Indianapolis?**

**Is it raining in Atlanta, GA?**

**Is there hail in Philadelphia, PA?**

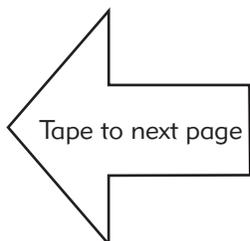
**Is it snowing in Minneapolis, MN?**



**What are the road conditions in Washington, DC?**

**Is it foggy in Portland, OR?**

**Is the sun shining in Las Vegas, NV?**



**Are roads icy in Boston, MA?**

# ACTIVITY: ROAD REPAIRS AND HIGHWAY CONSTRUCTION

**SPL Level:**  
3-6+

**Language Skills:**  
R W L S

**CASAS**  
2.2.3, 2.2.5

## **Competency Area:**

Transportation

## **Objective:**

Students identify location of road construction projects and decide if it will impact students' commutes.

## **Newspaper section:**

Local news, Denver and the West

## **Required Class Time:**

20 minutes

## **Target Vocabulary:**

Interstate, alternate, route, carpool, traffic, traffic jam, commute, detour, repairs, pot hole

## **Grammar points:**

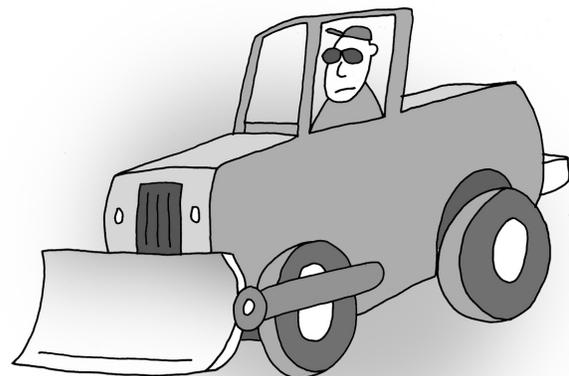
WH questions

## **Materials List:**

Newspapers, worksheets.

## **In-Class Procedure**

1. **Before Class:** Scan the newspaper to identify articles about highway projects. If none appear in the current day's edition, check previous days' editions.
2. **Warm up:** Ask students how they commute to work and to school. Ask if any of them are currently affected by road construction projects. Elicit/review the target vocabulary.
3. Put students in groups. Give them newspapers and a worksheet. Have them find the story and a map about a road construction or highway improvement project.
4. Students read the article and complete the worksheet.
5. When finished, groups share their findings.



## TAKE-HOME ACTIVITIES:

### **For adult learner:**

Students draw a map for an alternative route around the construction area. Debrief this in class, having students hang up their maps.

### **For learner and child(ren):**

Ages 2-5: Fold newspapers to make roads for toy cars. Make tunnels, hills, etc.

### **Tips and Options:**

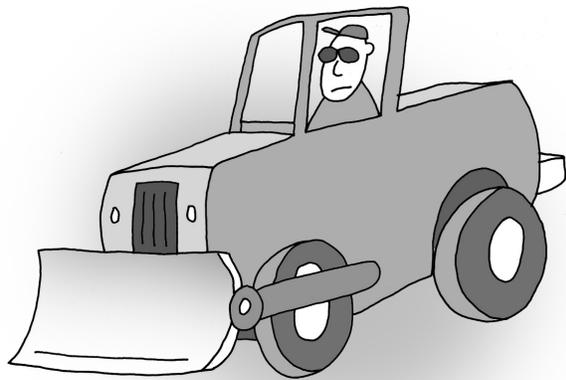
This activity may be used for TREN or for any road construction project, especially in the students' neighborhoods, or in areas of heavy traffic.

# ROAD REPAIRS AND HIGHWAY CONSTRUCTION

Read an article about road repairs or highway construction projects in your community. Answer these questions:

- Where is construction taking place?
- What is the purpose of the construction?
- Will parts of the highway be closed? Which ones?
- How long will the highway be closed?
- When will the project be finished?
- Draw a map of the area affected.

- Will this project affect your commute? If yes, how?





# ACTIVITY: TRADITIONAL TRANSPORTATION

## Competency Area:

Transportation

## Objective:

Students find pictures of means of transportation.

## Newspaper section:

Sections of teacher's choice, Sunday sports and travel.

## Required Class Time:

15-30 minutes

## Target Vocabulary:

train, bus, bicycle, motorcycle, airplane, car, taxi, light rail train, and ship

## Grammar Points:

who, how much, where, how

## Materials list:

Newspapers

## In-Class Procedure:

1. **Before class:** Search sections of newspaper for pictures of three to five types of transportation. Use section with the most types of transportation. Copy handout for students. Teacher may wish to make extra copies to be sent home for intergenerational take-home activity.
2. **Warm-up:** Students brainstorm the most popular types of transportation. Teacher writes on the board three or four traditional forms of transportation. Also, a sentence for students to repeat i.e. I take a \_\_\_\_\_ to school. I take a \_\_\_\_\_ to work. Etc. Each student writes their name in the appropriate column of transportation that they have traveled. Students recite sentences by filling in the blank.
3. Teacher may ask questions, "Which type of transportation is used the most? Which is used the least?"
4. Introduce targeted vocabulary words.
5. Students search in selected section of newspaper for pictures of traditional forms of transportation or for the printed words. Pictures or words may be glued to handout.
6. Each student shares with everyone the transportation found. Using the structure "This is a \_\_\_\_\_."
7. Discuss
  - a. Who uses this type of transportation?
  - b. How much does this transportation cost?
  - c. Where does this transportation go?
  - d. How do you get to \_\_\_\_\_? (work, school, the doctor's office, out-of-state friends, out-of-country family members)

SPL Level:  
2-3

Language  
Skills:  
R S

CASAS  
2.2.3

## TAKE HOME ACTIVITIES:

**For adult learner:** \_\_\_\_\_

None

**For learner and child(ren):** \_\_\_\_\_

**Ages 2-5:** Parents choose a section of newspaper and have children search for pictures of transportation. Student handout may be used for children.

Parents and children can play "I Spy" in their community, with one person "spying" a means of transportation and the other finding it and pointing to it. "I see a white bus." "I see a black motorcycle."

**Tips and Options:** \_\_\_\_\_

# TRANSPORTATION

This is a

TRANSPORTATION





# ACTIVITY: TRAVEL TIPS

**SPL Level:**

4- 6+

**Language Skills:**

R W L S

**CASAS**

7.2.1

## **Competency Area:**

Students give advice/tips for traveling to a chosen destination.

## **Newspaper section:**

Travel section

## **Required Class Time:**

45 - 60 minutes

## **Target Vocabulary:**

advice, destinations, safety, convenience, culture, sightseeing, cost

## **Grammar Points:**

Modals - should, shouldn't, ought to, could, might

## **Materials List:**

A variety of travel sections from the newspaper. Teacher may choose to select destination for groups. KWL worksheets for each pair or small group.

## **In-Class Procedure**

1. **Warm-up:** Ask students how many states they have visited. Have students line up in order of how many states they have visited. Ask them to say the names of their states. Then ask students to line up in order of how many countries they have traveled to and say those countries' names.
2. Put students in pairs or groups of three. Demonstrate to the class how to complete a KWL chart. Give each pair a travel section of the newspaper. Assign each group of students an article about a destination to read and get information about.
3. Give each group one KWL worksheet to complete as a group. Before reading the article students in their groups complete the K (Know) and W (Want to learn) sections of the KWL worksheet.
4. Students read the article and, as a group, complete the L (Learned) column of the worksheet.
5. Discuss factors that travelers consider when choosing a destination. Include the target vocabulary listed above.
6. Students write sentences using modals giving advice to travelers to the chosen destination. The advice can center on issues of safety, convenience, sightseeing and/or cultural understanding. The advice "tips" can be drawn from the newspaper article and/or personal knowledge. Encourage groups to write additional travel tips on the back of the worksheet.
7. When finished, groups report back to the class what they learned and their travel tips.



## TAKE HOME ACTIVITY

### **For adult learner:**

Write a paragraph describing what you would choose to see on a trip to this destination. Share with the class the following day.

### **For learner and child(ren):**

All Ages: Safety may be discussed with children, regarding the importance of knowing the following: full name, parents name, address and phone number and talking to strangers.

**Grades 1-4:** Students can talk with children about states that are part of the U.S. and countries around the world. Randomly say the name of states and countries. See if the child can sort the names into states in the U.S.A and international countries.

Go to the public library with the child(ren). Check out age-appropriate books about countries around the world. Look at the pictures and/or read the text. Ask the child if they would like to visit that country. Why? Why not?

### **Tips and Options:**

A related activity can be found in CDE's IGL Notebook under Employment-Take Home Activities - Trucking

# TRAVEL TIPS FOR A DESTINATION

What we already <b>KNOW</b> about this destination.	What we <b>WANT</b> to learn about this destination.
What we <b>LEARNED</b> about this destination from the newspaper article. 	

Write some advice for travelers to this destination. Describe things travelers “could”, “should”, “shouldn’t”, and “ought to” do while there. Your “travel tips” can describe problems of safety, convenience, sightseeing, and cultural understanding.

- 1.
- 2.
- 3.
- 4.
- 5.



# ACTIVITY: TRAVEL VOCABULARY

**SPL Level:**

4-6+

**Language**

**Skills:**

R L S

**CASAS**

2.2.3

## **Competency Area:**

Students interpret travel vocabulary and abbreviations in display ads.

## **Newspaper section:**

Travel section

## **Required Class Time:**

30-45 minutes

## **Target Vocabulary:**

package deal, all inclusive, non-stop air, per person, fare, cruise and port tax

## **Grammar points:**

None

## **Materials list:**

Newspapers, class set of worksheets - 2 per student.

## **In-class Procedure:**

1. **Warm-up:** Have students discuss where they are from and what types of transportation they use for traveling.
2. Give each student a newspaper travel section and a worksheet. Discuss the vocabulary words. Students scan the display ads in the travel section and find an ad that uses as much as the target vocabulary as possible. Each student fills out their worksheet.
3. When each student has completed their worksheet, put the students in pairs. Give each student a second, blank, worksheet.
4. Have students do a role-play /information gap activity. One student is the travel agent and looks at their completed worksheet. The other student is a traveler and holds their blank worksheet. The traveler "calls" the travel agent and asks questions to get the information on the worksheet. The travel agent reads the answers from their completed worksheet. The traveler listens and writes the information onto their blank worksheet in the appropriate boxes.
5. Monitor, providing assistance with proper pronunciation.



## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Learner selects a display ad and destination. She/he writes a paragraph describing the details of the travel arrangements and shares the paragraph with a classmate the next day.

### **For learner and child (ren):**

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**Age 2-5:** Have the children pretend to be going on a vacation with their family and discuss what toys and clothing they would need to take depending on the destination. Children could draw a picture of the destination.

**Grades 1-4:** Children can “plan” a trip. Have them make a list of food, clothes and other items they may need for the trip. Older children can use a map to compute mileage.

### **Tips and Options:**

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# TRAVEL VOCABULARY

Fill in the information from a display ad in the newspaper.  
With a partner, take turns asking questions to get information.

i.e. What is the package deal for Puerto Vallarata?  
How much does it cost per person?

<b>package deal</b>	<b>air and hotel 3 nights</b>	<b>cruise and port tax</b>
<b>per person</b>		<b>all inclusive</b>
<b>air and hotel 7 nights</b>	<b>fare</b>	<b>non-stop air</b>



# ACTIVITY: WATCH OUT FOR CARS!

## Competency Area:

Transportation

## Objective:

Students identify different types of vehicles.

## Newspaper section:

Sports, Business, Auto Classified Ads

## Required Class Time:

30 minutes

## Target Vocabulary:

car, sedan, truck, SUV, jeep, ATV, station wagon, mini-van

## Grammar Points:

None

## Materials:

Newspaper sections, scissors, 3 x 5 cards in one or two colors, glue sticks, large pictures of the vehicles identified in target vocabulary (available from auto dealerships' promotional brochures)

## In-class procedure:

1. **Before class:** Get 3 x 5 cards for student pairs to make memory games. Each learner or pair of learners needs 14-16 cards of the same color, or 7-8 cards of color A and the same number of cards of color B. Confirm that newspapers have pictures to illustrate each type of vehicle.
2. **Warm-up:** Discuss the types of vehicles students drive or are familiar with.
3. Introduce targeted vocabulary, illustrating each word with a large picture of that type of vehicle.
4. Put students in pairs and give each pair a newspaper, scissors and glue stick.
5. Students look for pictures that match the targeted vocabulary and cut the pictures out, finding as many as possible.
6. Learners glue each picture on a 3 x 5 card and write each corresponding word on another card. (An easier version is to put all the pictures on cards of color A and all the words on cards of color B.)
7. Learners may play the Memory Game in pairs or by themselves. To play, place all 3 x 5 cards face down. Taking turns, students turn over one card of each color (i.e. one word card and one picture card). If the word and picture match, the student keeps the cards. If the word and picture don't match, the cards are turned back face down and play continues until all pairs are matched. As students turn over cards they say the name of the vehicle and the word card.

**SPL Level:**

2-3

**Language**

**Skills:**

R S

**CASAS:**

none

## TAKE HOME ACTIVITIES:

### **For adult learner:**

Learners complete the take-home worksheet.

### **For learner and child(ren):**

Memory cards may be taken home to share with children of all ages.

### **Tips and Options:**

Students might be able to name some names of car manufacturers.

## WATCH OUT FOR CARS!

Go to a place where you can see lots of cars (examples: a supermarket parking lot or an intersection in our neighborhood.) Watch the cars for 10 minutes. Put an "X" next to each type of car you see.

- sedan
- truck (for personal use)
- truck (for business use)
- jeep
- SUV
- station wagon
- ATV
- mini-van (for a family)
- van (for a business)

