

# 8 Week Module Plan: Using FLOW Speak's "On Vacation" Course

**Theme:** Travel

**Level:** Low Intermediate (B1)

## Module Plan Overview

The goal of this module plan is to provide ESL teachers with a ready-to-use module plan that works in conjunction with the 8 week "On Vacation" FLOW Speak course.

The sections below are divided by weeks. Each section provides:

- The theme of the week
- The week's FLOW Speak lessons that are in the "On Vacation" course
- Suggested activities to do with your class that week

## Introduction to FLOW Speak

FLOW Speak is an AI speaking tool built to give English learners more speaking practice. There are six different lesson types to help students build confidence and fluency.

FLOW Speak pairs well with teacher-led instruction. Teachers lead the way, while FLOW Speak provides the support for ongoing speaking practice during or after class.

Students can use the FLOW Speak mobile app (available for [Android](#) and [IOS](#)) or the [web application](#).

In order to take the "On Vacation" course, students will need a paid account (starting from \$7.50/month). You can either purchase accounts for your students or you can have them purchase a premium account for themselves.

You can learn more about the FLOW Speak platform at [flowspeak.io/education](https://flowspeak.io/education) or set up your class by registering at [admin.flowspeak.io/register](https://admin.flowspeak.io/register).

Helpful guides:

- [Getting started with the On Vacation course](#)
- [Quick Start: Using FLOW With Your Class](#)

## How to use the On Vacation Course Module Plan

You can use this module plan with your class in whatever way works best for you. You might want to follow it week-by-week, or you might want to use this as a base and modify it to fit in with your existing plans. Be sure to supplement the activities and lessons as needed with scaffolding exercises that catch any learning needs specific to your students.

### FLOW Speak lessons as homework or in-class activities?

Some teachers prefer to have their students do the week's FLOW Speak lessons as homework, and some prefer to do the lessons in-class.

#### **As homework**

Assign the weekly FLOW Speak lessons as homework for your students. If your class has grades, consider making completion of the lessons part of the grade. Additionally, we recommend you instruct your students to retry responses or retake the entire lesson until they can achieve an 80% or above average score. This encourages a good practice habit - repetition until you reach the goal.

If your class does not have grades, be sure to emphasize the importance of continuing the speaking practice after class to solidify what was covered in class.

#### **As an in-class activity**

If you prefer to have your students do the FLOW Speak lessons in-class, build time into your module plan for the activity. You can then help students as needed while they take the lessons. Teachers find using FLOW Speak at the start of class as a warm up or at the end of class can be helpful. The way you practice in class is often exactly how students will use FLOW Speak at home.

*It is recommended that students bring headphones to complete the activities in class.*

## Course Details

The 8 week "On Vacation" course guides learners through the process of planning and embarking on a vacation to an English-speaking country. Students will practice planning an itinerary, booking flights and hotels, confirming or cancelling a reservation, asking for advice, and finally, sharing their travel experiences with others.

**Outcomes** - by the end of this module plan, learners will be able to:

- Create a basic travel itinerary
- Make and cancel a flight or hotel reservation
- Ask basic questions in an airport
- Communicate with hotel staff to check in, check out, and ask for recommendations
- Ask for directions to a destination
- Share and discuss travel experiences with others

# Week 1: Planning a Vacation

## On Vacation Course: Week 1 Lessons

Lesson	Type	Level	Duration
Packing for a Trip	Listening	Beginner ( A2.2 )	2 minutes
Plan ahead	Expression	Intermediate ( B2.1 )	4 minutes
Confirmation number	Expression	Intermediate ( B1.1 )	4 minutes
Planning a trip	Conversation	Beginner ( A2.2 )	5 minutes
Types of vacation	AI Talk	Beginner ( A2.2 )	5 minutes

## Suggested Activities

### Warm Up

Create a mindmap, either as a whole class or in groups of 3-4 students. Ask students to think of different places to travel and why they might choose that location.

### Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

Vacation	Visit	Tour	Hotel
Travel	Stay	Local	Itinerary
Destination	Beach	Airport	Packing list
Tourist	Location	Plane	Confirmation Number
Holiday	City Center	Flight	Reservation

### Describe your perfect vacation

Ask students to work in pairs to describe their perfect vacation. Questions could include:

- Where would you go?
- What would you do? ( 2 - 3 things )
- Why would this vacation be perfect?

### Introduce FLOW Speak

Introduce FLOW Speak to your students so they know what it is and how it can help them.

Spend some time to have everyone create their account. Do a lesson together so learners get comfortable using the platform.

**FLOW Speak Lessons**

Either in-class or as homework, ask your students to complete the week one lessons in the On Vacation course.

**Packing for a trip: Classroom Speaking Activity**

Get your students ready to plan a trip. Use the group activity “Packing for a Trip” to facilitate an interactive activity where students must work together to make a packing list based on a specific trip itinerary. The activity plan and materials can be found [here](#).

## Week 2: Making and Changing Travel Reservations

### On Vacation Course: Week 2 Lessons

Lesson	Type	Level	Duration
Cancel your reservation	Bite	Beginner ( A2.2 )	3 minutes
Cancellation policy	Expression	Intermediate ( B1.1 )	4 minutes
Refund	Expression	Intermediate ( B1.2 )	4 minutes
Making travel reservations	Booster	Beginner ( A2.2 )	5 minutes
I still wanna go	AI Talk	Intermediate ( B2.1 )	5 minutes

### Suggested Activities

#### Lesson review

Spend some time to review the FLOW Speak lessons from last week. Talk with students about what they learned and practice using the expressions as a group.

#### Warm Up

Ask your students to write a list of places where you can make a reservation or a booking. Once done, ask students to share their responses with the class.

#### Vocabulary Builder

Teach the vocabulary below. Recommended activities include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

Book	Voucher	Availability	Could
Reserve	Expensive	Change	Would
Cancellation Policy	Non-refundable	Cancel	May
Refund	Schedule	Confirm	Reschedule
Credit	Available	Arrival	Check-in/Check-out

#### Make a reservation

Prepare students to make a reservation by practicing polite requests. You might want to review modal verbs before starting this activity. Then, introduce phrases such as “I’d like to book...” and “May I make a reservation for...” Using written dialogues may help your students to build and practice their vocabulary at this stage.

**Cancellation Mind Map**

Break the class into groups and have them create a mind map of reasons that someone might need to cancel their vacation. Ask the groups to share their map with the class or make a combined map on the whiteboard together.

**Cancel a booking**

Once students are familiar with different reasons for cancellations, work on common phrases used to cancel or reschedule reservations. Practice phrases such as “I need to cancel my reservation please” and “May I reschedule my booking for ...”

**FLOW Speak Lessons**

Either in-class or as homework, ask your students to complete the week two lessons in the On Vacation course.

## Week 3: Creating an Itinerary

### On Vacation Course: Week 3 Lessons

Lesson	Type	Level	Duration
Travel Advice	Bite	Beginner ( A2.1 )	3 minutes
Haggle	Expression	Intermediate ( B1.1 )	4 minutes
Around the corner	Expression	Beginner ( A2.1 )	4 minutes
Taxi ride	Booster	Intermediate ( B1.1 )	5 minutes
How much to the airport?	AI Talk	Intermediate ( B1.1 )	5 minutes

### Suggested Activities

#### Lesson review

Spend some time to review the FLOW Speak lessons from last week. Talk with students about what they learned and practice using the expressions as a group.

#### Warm Up

To activate students' prior knowledge, play a word game focused on types of tourist destinations to visit in a city. Try to get students to come up with words such as museum, monument, landmark, art gallery, castle, historic buildings or locations, amusement parks, national parks, etc. For an added real-world component, ask students to use an online map of their current city and write down locations of places they think tourists would like.

#### Vocabulary Builder

Teach the vocabulary below. Recommended activities include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

Sightseeing	Sites	Haggle	Drop off
Self-guided	Famous	Souvenirs	Pick up
Recommend	Historical	Around the corner	Taxi
Museum	Price	Close by/Near by	Bus
Monument	Negotiate	Across from	Shuttle

#### Ask for recommendations

Prepare students to ask for advice and recommendations while travelling. Introduce phrases such as "Excuse me, could you tell me where to find ..."; "What do you recommend?"; and "I'm

interested in \_\_\_\_” to your students. You may wish to bring in a role playing game or dialogue practice as students learn to ask for advice and directions.

### **Navigating with a Map**

Use a simplified map of a city to help your students practice directions. Students may need to review prepositions such as “Across from”, “between”, “in front of”, “behind”, “at the corner of”, etc. before the map activity. Ask students to work in pairs. At the beginning of each round, tell the students where they are on the map. Then, one student will ask for directions to a specific location and the other student will answer them using the map.

### **Shopping in a New Country**

Facilitate a class discussion about shopping. Start with guided questions related to shopping culture in the class’s current location.

Example Questions:

- Where do you go shopping?
- What things do you buy there?
- What are your favorite stores? Why?
- Is the price negotiable at this store?

Then, ask students to compare shopping in their new country to their origin country. Is shopping the same or different there? Can they negotiate (haggle) in their home country?

### **Transportation Part 1**

Discuss transportation with your students. Write these three categories on the board: Taxi, Public Transport (Bus), and Driving. Create a pros and cons list with the class. For example, a pro of a taxi may be that it’s fast, while a pro of the bus is that it’s cheap. Ensure all the students get a chance to voice their opinions.

### **Transportation Part 2**

Split students into small groups. Ask your students to research the cost to the airport in your city. They must compare prices and trip length of at least 3 options (for example, a train, a rideshare service, and a taxi), but you can assign more if time permits. Ask them to present to the class the three options they found and explain which option they would pick.

### **FLOW Speak Lessons**

Either in-class or as homework, ask your students to complete the week three lessons in the On Vacation course.



## Week 4: Booking a Flight

### On Vacation Course: Week 4 Lessons

Lesson	Type	Level	Duration
Rebooking a Flight	Bite	Intermediate ( B1.1 )	3 minutes
Running late	Expression	Intermediate ( B1.1 )	4 minutes
Layover	Expression	Intermediate ( B1.1 )	4 minutes
Oversized luggage	Booster	Intermediate ( B1.1 )	5 minutes
Changing flights	AI Talk	Intermediate ( B1.1 )	5 minutes

### Suggested Activities

#### Lesson review

Spend some time to review the FLOW Speak lessons from last week. Talk with students about what they learned and practice using the expressions as a group.

#### Warm Up

Get students ready to talk about flying. Start the session by getting students to get up and move in response to some opinions around flying. Designate one side of the room as the “Yes” side and the other as the “No side. When you ask a question, students will choose a side of the room based on their opinion.

Example questions:

- I like flying.
- Flying is stressful.
- I fly a lot.
- I go to the airport early before my flights.
- I bring a lot of bags when I travel.

#### Vocabulary Builder

Teach the vocabulary below. Recommended activities include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

Flight	Running late	Baggage	Overweight
Canceled	Behind schedule	Suitcase	Extra Fee/Charge
Rebook	Layover	Carry-on Bag	Representative
Gate Agent	Direct Flight	Personal item	Pack
Customer Service	Luggage	Baggage allowance	Organize

**Fly direct?**

Ask your students to share their opinions on layovers. Do they like layovers? How long is too long for a layover? What about too short?

Next, show the students how to search for flights on a search engine like Google Flights or Skyscanner. Show them how to apply filters for layovers, baggage included, etc. Then, ask students which flight they would choose and why.

**Baggage Allowance**

Split the class into small groups. Assign a different airline to each group. Ask them to find the baggage allowance information on the airlines website. They will need to find the dimensions and weight for each of these categories: Personal Item, Carry-on Bag, and Checked Bag. For extra points, they can find which fare class includes which free baggage items.

**Rebooking a Flight**

Once students are comfortable and confident using flight vocabulary such as layover, direct flight, gate agent, etc., it is time to prepare them for a real-world conversation with an airline's customer service representative. Using a dialogue, get students into pairs to role play as the gate agent and the passenger. Get students to practice phrases such as "I'd like to rebook..." and "Could I change my flight?" Encourage students to recycle vocabulary from previous lessons as well, such as "reschedule" and "confirmation number".

**FLOW Speak Lessons**

Either in-class or as homework, ask your students to complete the week four lessons in the On Vacation course.

## Week 5: Flight Trouble

### On Vacation Course: Week 5 Lessons

Lesson	Type	Level	Duration
Flight trouble	Listening	Beginner ( A2.2 )	2 minutes
Relieved	Expression	Intermediate ( B1.1 )	4 minutes
Frustrated	Expression	Intermediate ( B1.1 )	4 minutes
Lost luggage	Conversation	Intermediate ( B2.1 )	6 minutes
Flight delay	AI Talk	Intermediate ( B1.1 )	5 minutes

### Suggested Activities

#### Lesson review

Spend some time to review the FLOW Speak lessons from last week. Talk with students about what they learned and practice using the expressions as a group.

#### Warm Up

Ask students to remember a time when they had problems while traveling. For example, a flight delay, lost baggage, a train was canceled, etc. How did they feel?

Get your students to share their experiences and describe their emotions. Were they frustrated? Anxious? Worried? Angry? Write these emotions on the board and review them. If you have time (now or later in the class), use these words to play a game of charades with your students.

#### Vocabulary Builder

Teach the vocabulary below. Recommended activities include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

Departures	Worried	Conduct	Delay
Arrivals	Stressed	Search	Flight number
Departure Board	Frustrated	Compensate	Status
Gate number	Annoyed	Lost and Found	Amenities
Relieved	Upset	Describe	Assistance

#### Flight trouble

Using a photo of a departures board (or make your own), ask the students to find their flight and determine if it is on time, delayed or canceled. For each case, ask the students what they

should do (Example: If the flight is on time, they should go to their gate. If the flight is canceled, they should find a gate agent or contact customer service).

### **Lost Luggage**

Develop your students' descriptive skills with a game of "Guess Who". Find pictures of 10+ bags. Print a copy of the bags for each pair of students. One student will role play as the customer service representative, while the other will be the passenger. Give the customer service representative and a copy of each of the bags. Give the passenger one bag which they must describe to the customer service representative. It is important that the students do not point or touch the cards as they describe their missing bag.

### **Flight Delay**

In pairs or groups of three, ask your students to research different airlines to find their flight delay or cancelation compensate policy.

You can also assign the government website for your country of residence to one group. These students can explain the rights and regulations that the airlines must follow in that country to the class.

- United States  
<https://www.transportation.gov/airconsumer/fly-rights#Delayed-and-Cancelled-Flights>
- Canada  
<https://otc-cta.gc.ca/eng/air-passenger-protection-regulations>
- United Kingdom  
<https://www.gov.uk/government/publications/air-passenger-travel-guide/air-passenger-travel-guide#cancelled-rights>

### **FLOW Speak Lessons**

Either in-class or as homework, ask your students to complete the week five lessons in the On Vacation course.

### **Problems at the Airport: Classroom Speaking Activity**

Prepare your students to handle a variety of situations in an airport. Use the group activity "Problems at the Airport" to facilitate an interactive activity where students choose and express the best course of action based on their problem prompt. The activity plan and materials can be found [here](#).

## Week 6: At the Hotel

### On Vacation Course: Week 6 Lessons

Lesson	Type	Level	Duration
At the hotel	Bite	Beginner ( A2.1 )	3 minutes
Available	Expression	Beginner ( A2.2 )	4 minutes
Cost a fortune	Expression	Intermediate ( B2.1 )	4 minutes
Upgrading your hotel room	Booster	Intermediate ( B1.1 )	5 minutes
The best vacation	AI Talk	Beginner ( A2.1 )	5 minutes

### Suggested Activities

#### Lesson review

Spend some time to review the FLOW Speak lessons from last week. Talk with students about what they learned and practice using the expressions as a group.

#### Warm Up

Give the students five minutes to search the internet for a hotel in your area. Ask each student to pick a hotel and give three reasons why they would like to stay there. In a large class, you can ask the students to create small groups to share their hotel and reasons. In small classes, you can ask the students to share with the entire class.

#### Vocabulary Builder

Teach the vocabulary below. Recommended activities include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

Receptionist	Cost a fortune	View	Café
Concierge	Peak season	Current	Adventure
Occupied	Upgrade	Recommendations	Amazing
Vacant/Vacancy	Features	Local	Great
Fortune	Suite	Better	Fantastic

#### Choosing a hotel

Divide students into small groups or work altogether. Using the hotels found in the warm up (or the teacher can choose three hotels for the class), ask the students to create a list of pros and cons for each hotel. Instruct students to include price, amenities, and location in their list. After

each list is created, ask the students to come to a unanimous agreement on which hotel they would like to stay at.

### **Upgrade My Hotel Room**

Adapted from the drama game, “Park Bench/Bus Stop”, this activity requires students to think creatively. Choose one volunteer to be the hotel receptionist. Change this student periodically throughout the activity. The other students will approach the receptionist one at a time or in pairs and make a request for a change or upgrade to their room. Some examples include upgrading for a better view, upgrading to a suite (or penthouse), upgrading to a room with a balcony. Students could also make requests for an extra cot, extra towels, extra pillows, etc.

### **FLOW Speak Lessons**

Either in-class or as homework, ask your students to complete the week six lessons in the On Vacation course.

## Week 7: Finalizing Travel Plans

### On Vacation Course: Week 7 Lessons

Lesson	Type	Level	Duration
A trip to Mexico	Listening	Beginner ( A2.1 )	2 minutes
Below expectations	Expression	Intermediate ( B1.2 )	4 minutes
Top-notch	Expression	Beginner ( A2.1 )	4 minutes
Finalizing trip plans	Conversation	Intermediate ( B1.1 )	5 minutes
Your first travel experience	AI Talk	Beginner ( A2.2 )	5 minutes

### Suggested Activities

#### Lesson review

Spend some time to review the FLOW Speak lessons from last week. Talk with students about what they learned and practice using the expressions as a group.

#### Warm Up

Write a list of these seven things on the board: flights, hotels, performances, museums, taxis, landmarks, and restaurants. Ask your students to rank these items 1-7 based on how important they are to book in advance of your trip (#1 being most important and #7 being something that doesn't need to be booked).

#### Vocabulary Builder

Teach the vocabulary below. Recommended activities include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

Culture	Performance	Finalize	Agree
Cocktails	Perfect	Same page	Comfortable
Beach	Top-notch	Airbnb	Snorkeling
Below expectations	High-quality	Rent	Sandcastles
Disappointed	Excellent	Ocean	Traveled

#### Best vs. Worst

Ask the students to share their best travel destination and worst. They can give one reason why. Write two lists on the board. When a student writes their destination, get them to add the reason in one word beside it. For example, if a student's worst destination was Florida because their whole family got sick on vacation, they could write "Florida - flu" on the board. At the end of the

activity, ask the students if there are any trends that help make vacations the best or the worst, such as price, illness, weather, food, etc.

### **Activities**

Your class is taking a trip to Tofino, Canada. Split the class into groups and assign a topic to each. One group is in charge of hotels, one is in charge of activities, one is in charge of restaurants, one is in charge of transportation, etc. In a large class ask two groups to work on activities and two to work on restaurants (for example, one does indoor activities and one does outdoor, or one does breakfast restaurants and one does dinner).

Give the students at least 30 minutes to plan their portion of the itinerary. Then get them to present their plans to the class.

### **FLOW Speak Lessons**

Either in-class or as homework, ask your students to complete the week seven lessons in the On Vacation course.



## Week 8: Sharing Travel Experiences

### On Vacation Course: Week 8 Lessons

Lesson	Type	Level	Duration
Visiting Paris	Listening	Intermediate ( B2.1 )	2 minutes
Highlights	Expression	Intermediate ( B2.1 )	4 minutes
Skyline	Expression	Beginner ( A2.1 )	4 minutes
This hotel is awesome!	Conversation	Beginner ( A2.1 )	7 minutes
Tell me about your trip	AI Talk	Beginner ( A2.1 )	5 minutes

### Suggested Activities

#### Lesson review

Spend some time to review the FLOW Speak lessons from last week. Talk with students about what they learned and practice using the expressions as a group.

#### Warm Up

Create a vacation story with the class. Start the story with a single sentence. Then pass the story off to a student. They will add one sentence and pass the story to the next student. Continue until every student has added to the story once or go around the room twice if your class is small. This can be done orally, written on the whiteboard, or the teacher can act as a scribe and type the story out.

#### Vocabulary Builder

Teach the vocabulary below. Recommended activities include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

Cruise	Exciting	Gym	Tasty
Overwhelming	Skyline	Pool	Flavorful
Confusing	Stunning	Breakfast	Visited
Exhausting	Awesome	Delicious	Magical
Highlights	Bathtub	Fresh	Explored

#### Our Crazy Vacation

Split the class into groups of 3-4 students. The students will work together to write their crazy vacation story. Each student must speak during the end presentation.

Ask the students to write a story about a vacation to a destination of their choosing. Each story must include the vocabulary words from Week 8. For extra points, the students can incorporate vocabulary words from other weeks. Mark the students based on both their presentation and their written script. Students may choose between a shared speech in which each student shares a part of the trip or in a “re-enactment style” play.

Give students at least two lessons to complete this activity (one for preparation and practice and one for presentations). However, the length of preparation time in class should be reflected in the length of the presentation. For example, classes that spend two days on this activity should not plan for more than a 5-minute presentation. Students should be encouraged to remember their lines rather than rely on reading the script.

Celebrate the students’ success at the end of this unit by getting students to bow at the end of their presentation and encourage the class to clap for their classmates. This activity should be playful and fun while reinforcing the information that the class has learned over the past 8 weeks.

### **FLOW Speak Lessons**

Either in-class or as homework, ask your students to complete the week six lessons in the On Vacation course.