

Road trips

LEARNING OUTCOMES

- I can learn about road trips around different countries and use what I learn to make connections with my own culture.
- I can discuss road trips in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

cenote [n]: a deep hole underground that contains water

colonial [adj]: made in a style common to another country

detour [n]: a way of going from one place to another that is not the shortest route

gorge [n]: a deep river valley with steep sides

loom [v]: to appear as a large shape

lush [adj]: very green and fertile

mural [n]: a large wall painting

outskirts [n]: the edge of a town

tour [v]: to travel around

WARMER

Draw a rough map of the students' country on the board and write in some of the bigger cities. Ask students questions such as *How many of you have visited X?* and make a rough note of numbers. Ask *Are there any differences between the north and south of the country?* Start a discussion about local traditions and customs in their country.

- 1** Ask students to read through the statistics and answer the questions with their partner. Elicit answers from students in open class when they finish.

Answers

- 1** France **2** Students' own answers.
3 Students' own answers.

- 2a** Ask students to read through the text quickly and decide with their partner if all three writers enjoyed their trips. Elicit ideas on which country the students would like to visit.

Answers

Yes; Students' own answers.

- 2b** Students scan the text more carefully, decide if the statements are true or false and correct the false sentences. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

Answers

- 1** F (She travelled by bus.) **2** F (There is no mention of skyscrapers. You can see colonial buildings.)
3 T **4** F (It's the deepest gorge in Europe.) **5** T
6 F (She's not sure which is more beautiful.)

- 2c** Ask students to read through the statements and decide who said each one. Elicit answers from the class.

Answers

- 1** Tom **2** Kim **3** Gabriela **4** Gabriela **5** Tom
6 Kim **7** all three **8** Kim

Gateway to culture

- 3a** Put students in pairs or small groups to discuss the quotes about travel. Then elicit ideas from the class.

Answers

Students' own answers.

PROJECT

- 3b** Explain to students that they are going to work in groups to plan and write about a trip. They will need Internet access to do their research, and this can either be done in class or at home. Put students into groups of three or four for this activity.

For Step 1, students work with their group to brainstorm places they want to visit. In Step 2, ask students to choose three or four places, and to follow the points for their Internet research to prepare information for their travel blog. If working at home, each group member can do some individual research and then share their ideas and findings with their group in the next class.

- 3c** Once they have gathered the necessary information, students draft a plan of their trip in class in groups. Then allow students time to write a travel blog of how the trip went. Encourage them to use the reading text to help them and to include information on what they learned from their trip. Remind them to check their writing for grammar and spelling. If time and space allows, put the texts on display in the classroom for other groups to read and compare. Have a class vote on which trip the students would most like to take.