

Anyone for a tour?

LEARNING OUTCOMES

- I can learn about tour guides around the world and use what I learn to make connections with my own culture.
- I can discuss tour guides 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

accredited [adj]: official approval

bubble tea [n]: refreshing tea made with fruit or frothy milk, served hot or cold

cuttlefish [n]: a fish with a shell

etch [v]: to make marks on a hard surface

faux pas [n]: something embarrassing you do in a social situation

lychee [n]: a round, white fruit in a hard red skin

squeeze [v]: to fit into a small space

stroll [v]: to walk without hurrying

WARMER

As a class, brainstorm different jobs in the tourism industry and write them on the board. Ask students to work in pairs and discuss what the different jobs would involve and whether the students would like to work in that industry. Discuss answers briefly as a class.

- 1** Ask students to look at the rules of etiquette and answer the questions with their partner. Elicit answers from students in open class when they finish.

- 2a** Ask students to read through the text quickly and decide with their partner if all three writers enjoyed their tours.

Answer

Yes, they all enjoyed their tours.

- 2b** Students scan the first paragraph more carefully and decide which statements Jerry made. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

Answers

✓: 1, 3 and 6

- 2c** Students scan the rest of the text more carefully and decide who made which statements. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

Answer

1 Jake **2** Fiona **3** Hans **4** Hans **5** Jake **6** Fiona
7 all three **8** Fiona

Gateway to culture

- 3a** Put students in pairs to discuss the questions about tour guides. 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 a trip for tourists. 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. Ask certain groups to choose a town in their own country, and tell other groups to choose a town in a different country.

For Step 1, students work with their group to brainstorm different towns in which to plan a trip for a group of tourists. In Step 2, students choose a town and follow the points for their Internet research to prepare information for their tour itinerary. 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 prepare their presentation in class in groups. Allow students to choose how they would like to present their findings. Allow sufficient time for preparation before each group presents their ideas to the class. Encourage them to point out what they will do and how they will travel, as well as highlighting what the tourists will learn about the local culture.