

PLANNING A TRIP

This month's Teacher's Corner explores the uses of gerunds and infinitives, how to use them, and when.

This week we will conclude our gerund and infinitives activities by practicing giving and receiving travel advice.

LEVEL

Intermediate to Advanced

LANGUAGE FOCUS

Speaking, listening (primary focus); reading, writing (secondary focus)

GOALS

During this activity students will

- Practice using infinitives and gerunds in the context of travel and learning about the world
- Practice speaking and listening skills offering travel advice on a particular country

MATERIALS

- Teacher: whiteboard or chalkboard, markers or chalk, a timing device
- Students: pencils or pens, notebooks or writing paper, recording devices (optional)

PREPARATION

This activity takes place during two separate class periods. Part One includes a homework assignment for the students to research a country. Part Two uses the completed homework for a speaking and listening activity.

1. Read through all the materials carefully.
2. Print the Travel Notes in Appendix 1. Make enough copies so that each student has one to complete as homework.

3. Before class begins, write on the chalkboard the prompts and sentence structures from Appendix 1 so that the class can do an example version together.
4. For Part Two of the activity, have one blank sheet of paper for each student to write down the name of the country they researched.
5. **Optional:** On individual slips of paper, write down the names of countries. There should be the same number of countries as students in the class. Place these slips of paper in a hat or box.

ACTIVITY PART ONE: HOMEWORK – TRAVEL RESEARCH

1. Begin this section of the activity by directing the students' attention to the board.
2. Give the students time to read through the sentences written on the board. Then ask the class, "If someone came to our country to visit, what should he or she know before arriving?"
3. As a class work through the prompts on the board, filling in the information about your own country.
 - a. **Note:** An optional approach is to have students form pairs or small groups and work together to fill out the information. Then each group can share their ideas with the class.
4. After filling in all the information, provide each student with a copy of the Travel Notes from Appendix 1.
5. Explain to the students that for homework they should research another country and fill in the information on the sheet about that country.

- a. **Note:** If students are likely to all pick the same country or similar countries, you can have students draw the names of countries out of a hat or box to ensure students all pick different countries.

ACTIVITY PART TWO: TRAVEL FAIR

1. After students have had the opportunity to do their research homework, begin the class by having students present their homework.
2. As students get out their homework, give each student a blank sheet of paper to use as a sign. Have the students write down the name of their country on the paper. The writing should be large enough to see from a distance.
3. Next, split the class into two groups, Group A and Group B.
 - a. Group A: During this turn, Group A are the travel advisers. Have them place their signs at their desk and have their travel notes ready.
 - b. Group B: Have the students in Group B move around the room and look at the country signs. These students should find a country to which they would like to travel. These students will also need a pen and paper to take notes about the countries they visit.
4. During this exercise have students in Group B ask questions to students in Group A about their country. The Group A students should answer the questions and provide the information they wrote down in the travel notes for homework. Students in Group B should take notes about the information they have learned.



5. After the Group B students have visited several countries, have the groups switch roles. This time, Group B presents their countries' information, and the students in Group A visit the countries.
6. Conclude this portion of the activity by having students share the information they learned about the country they most want to visit.

Appendix 1: Travel Notes

Directions: Choose a country to research as a travel destination. Find information on interesting places to visit in that country, interesting historical information, and important cultural information a tourist would need to know when visiting that country. Write your research in the notes below, and add any additional information at the bottom.

Travel destination:

Best time of year to visit:

Top three places to visit:

Sentence structures with infinitives:

For example: I advise tourists to bring many types of clothes because the weather changes often.

I advise tourists _____.

I encourage tourists _____.

Tourists should plan _____.

It is a good idea _____.

It is necessary _____.

Sentence structures with gerunds:

For example: Climbing to the top of Mt. Rainier is an adventurous way to spend a day near Seattle.

_____ will be an enjoyable way to spend a day.

_____ is recommended.

Tourists might be nervous about _____.

Tourists should consider _____.

Travelers should anticipate _____.

Additional notes: