

10C Teacher's notes Tourist information

Activity: Information gathering

Language point: Tourist information; giving reasons (Unit 10, Section D)

Time: 30 minutes

Materials: One handout for each pair of students, cut along the dotted line into two role sheets.

Procedure:

- Review these items of vocabulary: *museum, temple, theme park, cave*. Ask *Do we have these things in our country? Which have you visited?*
- Say to the class, *You are a tourist. A tourist officer tells you about an old tower. You want more information. What information do you ask for?* (Example answers: *Where is it? When does it open? How old is it? How much do tickets cost? Is there a discount for students?*)
- Now say, *Can you think of some questions about permission?* (Example answers: *Is it possible to go inside the tower? Can I climb to the top of the tower?*)
- Remind students that when someone asks you a *yes/no* question about permission, it's a good idea to explain why and give a reason. Give these example questions and answers and elicit some possible reasons.

A *Can we go inside the tower?*

B *Yes, of course.*

Example reason: *There are lots of interesting paintings on the walls.*

A *Is it possible to climb to the top of the tower?*

B *I'm afraid not.*

Example reason: *It's very dangerous at the top.*

- Divide the class into two groups, A and B. Give the Student A handout to each student in group A and the Student B handout to each student in group B.
- Tell students to read through their role sheet carefully and draw their attention to the *Useful language* phrases. Tell them they need to study the information at the top of the sheet and think about the questions they need to answer at the bottom part of their sheet. Put the students into A/A and B/B pairs to compare their ideas.
- Reorganize the class into A/B pairs. First, Student A is the tourist officer and Student B is the tourist. Student B asks questions about Maxo Art Museum and Big Fun Theme Park, and makes notes on the notepad part of his/her role sheet. Then, students swap roles: Student B asks questions about The White Temple and Waterfall Cave, and makes notes on the notepad part of his/her role sheet.
- While the students are doing the activity, walk around and listen for any problems with grammar, vocabulary or pronunciation. Make a note of these, along with examples of good language use, and give feedback to the class at the end of the activity.
- Option: When all the pairs have finished their conversations, put the students back into A/A and B/B pairs to talk about which of the four places they'd most like to visit, and why. Get some of the students to tell the rest of the class which of the four places they'd most like to visit and why.