

ΠΟΛΙΤΙΣΤΙΚΗ ΕΚΔΡΟΜΗ ΣΕ 4 ΕΥΡΩΠΑΪΚΕΣ ΧΩΡΕΣ: ΙΤΑΛΙΑ, ΙΣΠΑΝΙΑ, ΠΟΡΤΟΓΑΛΙΑ, Μ. ΒΡΕΤΑΝΙΑ - ΔΙΔΑΚΤΙΚΗ ΠΡΟΤΑΣΗ ΓΙΑ ΤΟ ΛΥΚΕΙΟ.

Πολίτου Μαρία
Καθηγήτρια Αγγλικών Δευτεροβάθμιας
Εκπαίδευσης
Επιμορφώτρια Τεχνολογιών της
Επικοινωνίας και της Πληροφορίας
Πανεπιστημίου Μακεδονίας
mpolitou@sch.gr

Τσίφα Βασιλική
Καθηγήτρια Αγγλικών Δευτεροβάθμιας
Εκπαίδευσης
Επιμορφώτρια Τεχνολογιών της
Επικοινωνίας και της Πληροφορίας
Πανεπιστημίου Μακεδονίας
vtsifu@sch.gr

ABSTRACT

The instructive proposal that follows has been designed with the Software Xenios (Microworlds: Europe, UK towns, London map) and the Internet. Its theme is the organizing of an educational trip in Europe (Italy, Spain, Portugal, G. Britain) and is intended for Lyceum students. The theme was inspired by the participation of schools in European Programs and projects aiming mainly at the exchange of cultural information. In the particular instructive proposal a class of a Lyceum assigns to certain teams of students to use the Internet and prepare the program of a trip. The students study the map (Software Xenios, Microworlds: Europe, UK towns) and propose certain cities taking into consideration the archaeological places, the important sights and the local culture (entertainment). In the end the program will be presented to the rest of the students so that it is further discussed and the relative decisions are made. The students will select the program that best satisfies their expectations and wishes.

The above simulated situation aims at the involvement of the students in authentic/real-life situations and in the use of communicative speech in the target language. The critical thought and the undertaking of initiative from the students are encouraged via the research in the Internet, the evaluation and choice from the amount of information offered.

ΠΕΡΙΛΗΨΗ

Η διδακτική πρόταση που ακολουθεί έχει σχεδιαστεί με το λογισμικό Ξένιος (Μικρόκοσμοι: Europe, UK towns, London map) και το διαδίκτυο. Έχει ως θέμα τη διοργάνωση μιας εκπαιδευτικής εκδρομής στην Ευρώπη (Ιταλία, Ισπανία, Πορτογαλία, Μ. Βρετανία) και απευθύνεται σε μαθητές Λυκείου. Το θέμα επιλέχθηκε με αφορμή τη συμμετοχή σχολείων σε Ευρωπαϊκά Προγράμματα και την εμπλοκή τους σε εργασίες (projects) με κύριο στόχο την ανταλλαγή πολιτιστικών πληροφοριών. Στη συγκεκριμένη διδακτική πρόταση μία τάξη ενός Λυκείου αναθέτει σε ορισμένες ομάδες μαθητών να χρησιμοποιήσουν το διαδίκτυο και να ετοιμάσουν ένα πρόγραμμα εκδρομής. Οι μαθητές μελετούν το χάρτη (Λογισμικό Ξένιος, Μικρόκοσμοι: Europe, UK towns) και προτείν-

νουν κάποιες πόλεις με γνώμονα τους αρχαιολογικούς χώρους, τα αξιοθέατα, την τοπική κουλτούρα (διασκέδαση). Στο τέλος το πρόγραμμα θα παρουσιασθεί στους υπόλοιπους μαθητές της τάξης προκειμένου να συζητηθεί περαιτέρω και να ληφθούν οι σχετικές αποφάσεις. Το πρόγραμμα που ικανοποιεί τις προσδοκίες και τις επιθυμίες των μαθητών θα επιλεγεί ως καλύτερο.

Η παραπάνω επικοινωνιακή περίπτωση προσομοίωσης (simulation) επιδιώκει την εμπλοκή των μαθητών σε αυθεντικές καταστάσεις (real life situations) και στη χρήση πραγματικού επικοινωνιακού λόγου στη γλώσσα-στόχο. Ενθαρρύνεται η κριτική σκέψη και η ανάληψη πρωτοβουλίας από τους μαθητές μέσω της έρευνας στο διαδίκτυο, της επιλογής και αξιολόγησης του όγκου των πληροφοριών.

ΛΕΞΕΙΣ ΚΛΕΙΔΙΑ: Culture, history, virtual visit, attractions, Museums, local customs, guided tours, travel plan.

ΣΥΝΟΠΤΙΚΗ ΠΕΡΙΓΡΑΦΗ ΤΗΣ ΔΙΔΑΚΤΙΚΗΣ ΠΡΟΤΑΣΗΣ

Η αφετηρία της εκδρομής είναι η Θεσσαλονίκη με πρώτο κράτος επίσκεψης την Ιταλία. Οι μαθητές θα πρέπει να επιλέξουν ανάμεσα στη Βενετία και τη Ρώμη που αντιπροσωπεύουν δύο διαφορετικές ιστορικές και πολιτιστικές περιόδους και να αιτιολογήσουν την επιλογή τους ανάλογα με τα ιδιαίτερα ιστορικά και πολιτιστικά δεδομένα της κάθε πόλης, αλλά και τα ιδιαίτερα ενδιαφέροντα των ιδίων.

Από την Ιταλία επισκέπτονται την Ισπανία. Έχοντας υπόψη τόσο το πλούσιο ιστορικό παρελθόν της χώρας όσο και τη διαφορετική τοπική κουλτούρα και πολιτιστική παράδοση (με εξέχοντα χαρακτηριστικά το χορό Φλαμέγκο και τις Ταυρομαχίες) φροντίζουν να βρουν λύσεις για το πρόγραμμα τους ανάμεσα στη Μαδρίτη και τη Βαρκελώνη.

Το τρίτο Μεσογειακό κράτος η Πορτογαλία θα τους δώσει το ερέθισμα να ανακαλύψουν στοιχεία της Πορτογαλικής ιστορίας και κουλτούρας, ίσως περισσότερο άγνωστα σε εμάς τους Έλληνες, ανάμεσα στο Πόρτο και την Λισσαβόνα.

Έχοντας πάρει ένα μικρό δείγμα της πολιτισμικής ταυτότητας των προηγούμενων χωρών κατευθύνονται στη Μ. Βρετανία και αποφασίζουν να επισκεφθούν 3 πόλεις της, πριν καταλήξουν στο Λονδίνο όπου και θα παραμείνουν περισσότερες ημέρες. Η επίσκεψη τους στο Λονδίνο θα περιλαμβάνει (εικονική) ξενάγηση στα κυριότερα αξιοθέατα (Λογισμικό Ξένιος, Μικρόκοσμοι: London), καθώς επίσης και γνωριμία με τον τρόπο διασκέδασης και την κουζίνα τους/ εστιατόρια.

ΤΑΞΗ: Α & Β Λυκείου

ΓΝΩΣΤΙΚΟ ΑΝΤΙΚΕΙΜΕΝΟ: Αγγλική Γλώσσα – Ευρωπαϊκή και Αγγλική κουλτούρα.

ΔΙΔΑΚΤΙΚΕΣ ΩΡΕΣ: 10

ΕΡΓΑΛΕΙΑ: ΞΕΝΙΟΣ: Μικρόκοσμοι, ΔΙΑΔΙΚΤΥΟ: ηλεκτρονικές διευθύνσεις.

ΣΥΜΠΛΗΡΩΜΑΤΙΚΟ ΥΛΙΚΟ: Διάφορα φυλλάδια και έντυπα προγραμμάτων από τουριστικά πρακτορεία δίδονται στις ομάδες μαθητών εκ των προτέρων, για να έχουν μία εικόνα ενός οργανωμένου πλάνου εκδρομής στο εξωτερικό.

ΚΥΡΙΟΙ ΠΑΙΔΑΓΩΓΙΚΟΙ ΚΑΙ ΔΙΔΑΚΤΙΚΟΙ ΣΤΟΧΟΙ

Οι στόχοι της παρούσας διδακτικής πρότασης για τους μαθητές είναι:

- Να διευρύνουν το γνωστικό τους πεδίο σχετικά με τον Δυτικό Ευρωπαϊκό Πολιτισμό.
- Να έλθουν σε επαφή με την Μεσογειακή και Βρετανική κουλτούρα με την εικονική επίσκεψη σε Ευρωπαϊκές πόλεις μέσω του διαδικτύου (virtual visit).
- Να ασκηθούν στην αναζήτηση, συλλογή και αξιολόγηση πληροφοριών από το διαδίκτυο.
- Να συμμετέχουν ενεργά στις δραστηριότητες και να αναπτύξουν πνεύμα συνεργασίας στην ομαδική δουλειά.

ΕΠΙΜΕΡΟΥΣ ΔΙΔΑΚΤΙΚΟΙ ΣΤΟΧΟΙ

- Να βελτιώσουν τις γλωσσικές τους δεξιότητες στη γλώσσα-στόχο.
- Να εξασκηθούν στη διαγώνια ανάγνωση κειμένων (scanning and skimming techniques) για αναζήτηση συγκεκριμένης πληροφορίας.
- Να παρουσιάζουν πληροφορίες σε γραπτό οικονομικό και πειστικό λόγο (Writing skills).
- Να χρησιμοποιούν ρεαλιστικό επικοινωνιακό λόγο για να αιτιολογούν και να υποστηρίζουν τα επιχειρήματά τους (Speaking skills).
- Να εμπλουτίσουν το λεξιλόγιό τους σχετικά με πολιτιστικά θέματα.
- Να γνωρίσουν τα κυριότερα αξιοθέατα του Λονδίνου.

ΠΕΡΙΓΡΑΦΗ ΚΑΙ ΑΝΑΠΤΥΞΗ ΤΩΝ ΔΡΑΣΤΗΡΙΟΤΗΤΩΝ

EUROPEAN CITIES

Students search the Internet to collect the information they need to prepare their travel plan. While surfing they have their travel plan grid beside them to take down notes as well as their worksheets.

ITALY: VENICE – ROME

The students start their trip from Italy. There are two possible destinations: Venice and Rome. Each city represents a different cultural era. The students visit the cities virtually and try to get to know as much of each as possible in order to be able to make a choice on which to visit.

WORKSHEET 1

1. Visit the following site and study what someone can see in the Venice museums. If you were to suggest only three of them to visit which ones would they be? Write a short paragraph giving reasons for your choice (distance – visiting days & hours – admission) and a short description on the kind of exhibitions.
<http://www.invenicetoday.com/museums/townmuseums/townmuseums.htm>
2. Visit the site <http://www.invenicetoday.com/guides/> (→ Venice Guided Tours on the left margin). Read the information provided on guided tours and decide whether the following statements are True (T) or False (F).
 - a. “...organize tailor-made visits...” means to organize visits to tailors in

- case you are interested in clothes. T F
- b. People with different interests will follow the same tour if they travel together as a group. T F
- c. When you contact them they send you a list of tours to choose from. T F
- d. You find the tours organized on a specific site T F
- e. Having booked the tour you also confirm it a little before your visit to the city. T F
- f. Tours usually cost a little less than 200 €. T F
- g. If you book a guided tour you don't pay admission to the museums. T F
- h. The money paid for the tour is handed to the guide. T F
- i. Expert guides are provided in case you are interested in and ask for a particular museum. T F
3. You are looking for a hotel near the historic center of the city and near most of the museums you have chosen. Which do you think is the most suitable in terms of distance from the museums you have suggested visiting, atmosphere, services offered? The following site will help you: <http://www.invenicetoday.com/hotels/>
4. You are staying in Rome for a day and you wish to see as much of it as you can. What are the choices offered? The following site will help you decide: <http://www.web-rome-hotels.com/Rome-hotels-tour/Tours-of-Rome.htm> Which tour do you think is more suitable in terms of interest, price, time available etc. How much does it cost? How long does it take? Contact virtually the agent and make arrangements. What do you do? What do you say? (Speaking and/or Writing Activity)
5. Entertainment is also included in your travel plan. The following sites have some interesting information about it. <http://www.romexplorer.com/fun.html> & <http://www.concierge.com/venice/resources/entertainment/>

SPAIN: MADRID AND BARCELONA

The next country the students visit is Spain. Again there has to be a choice between two major cities in different regions and with a different cultural background: Madrid and Barcelona. The students explore the cities before they decide on which to include in their travel plan.

WORKSHEET 2

Virtual visit to Madrid – Barcelona

- A. Visit the following site <http://www.red2000.com/spain/t-map.html>. Click on Madrid and Barcelona in turn and skim through the passages. Then try to answer the following questions.
1. Where is Barcelona situated?
 2. Where does Barcelona wealth reflect on?
 3. Which famous museum can you visit in Madrid?
 4. Where do people enjoy themselves the most: Madrid or Barcelona? Justify your answer.

5. Which is the capital of Spain?
 6. Which is the richest city of Spain?
- B. On the following site there is some interesting information on the dining customs in Madrid. Using the scanning and skimming technique try to find whether the following statements are True or False.

http://www.softdoc.es/madrid_guide/eatingout/eatingout.html#customs

- | | | |
|--|---|---|
| 1. People in Madrid usually have breakfast at home. | T | F |
| 2. If you wish fresh juice for breakfast you can easily get it. | T | F |
| 3. The traditional Spanish breakfast is more delicious early in the morning. | T | F |
| 4. Lunch habits in Madrid are not very different from Greek ones. | T | F |
| 5. Taking a nap is a common thing in Madrid | T | F |
| 6. You can save money by eating well at lunch and having a light dinner. | T | F |
| 7. If you wish to have fish you must be prepared to spend a lot of money. | T | F |
| 8. Tipping is obligatory in Spain. | T | F |
- C. On the following sites there is some information on the entertainment opportunities both in Madrid and Barcelona. Skim through the texts and decide which one seems more attractive and offering more choices for amusement. Take down notes, which will help you justify your choice of which city to include in your travel plan.
- http://www.softdoc.es/madrid_guide/entertainment/entertainment.html
<http://www.softguides.com/barcelona/entertainment/entertainment.html>

WORKSHEET 3

Since you are going to visit Spain perhaps you would also like to learn a few things about the history of flamenco and bullfighting. You can do so by visiting the sites:

<http://www.spain-barcelona.com/general/flamengo.htm> &

<http://www.spain-barcelona.com/general/bull-fighting.htm>

Then write two short paragraphs, one for each event. You may also have a look at some relevant photos on the site <http://www.spainbyclick.com/travel/gallery.htm>

PORTUGAL: LISBON AND PORTO

The last European country to visit is Portugal. This time the choice as to which city to visit seems a bit difficult since not much is known about this country. But students are sure to manage get their way just by clicking on the links suggested.

WORKSHEET 4

A. The following sites offer you a virtual tour of Lisbon and Porto, two of the major cities in Portugal, providing at the same time information on the country and city history as well as the places shown.

1. <http://www.virtourist.com/europe/lisbon/index.html>

2. <http://www.virtourist.com/europe/porto/index.html>

- i. Study the sites, take down notes and decide on which city you will suggest

visiting.

ii. Match the following columns

Column A

1. Portugal
2. Lisbon
3. Rossio
4. Castello de San Jorge
5. Vasco da Gama
6. Porto
7. Paco Episcopal
8. Tripeiros
9. Henrique the Navigator
10. Wine of Porto

Column B

- a. Ponte D. Luis
- b. sailed around the Cape of Good Hope
- c. was built in 1147
- d. 1755 earthquake
- e. 1920's tramways
- f. Iberian Peninsula
- g. financed many Sea Expeditions
- h. the citizens of Porto
- i. Douro Valley
- j. 15th century Gothic style construction.

D. Having paid a virtual visit to Lisbon and Porto write a short paragraph about them (or comment orally). What are your impressions of your virtual tour? (Writing and/or Speaking activity).

ROUND UP ACTIVITY

After you have completed your search in the Internet, write three short paragraphs about each of the cities you suggest visiting giving reasons for your choice.

ENGLISH TOWNS

When students arrive in England they will visit 3 towns. Each of them has its own cultural identity and Greek students will have the opportunity to explore them. **Brighton** is the most enchanting, exciting, extraordinary seaside city in Britain with cosmopolitan air. **Bristol** is a historic city with a rich maritime past and a vibrant contemporary present. **Oxford** is the home to one of the world's most prestigious universities with academic and cultural air in it. Since they have only one day to visit each town, they should make a research about the attractions and various places of each town. In this way, they will plan in advance their visits to sightseeing and will

arrange their activities.

BRIGHTON

We start our activity from <http://xenios.cti.gr>, choose the English part and then we click on The journey. From the next screen select the Microworld **Travelling in the UK – A virtual map of the UK**. Go to UK towns in E-slate. Students travel from London by train first to **Brighton** and then to **Bristol and Oxford**. They read the description about Brighton and use the link below the picture to enter Brighton's web page.

WORKSHEET 5

1. First enter the link below the picture [http:// www.brighton.co.uk/](http://www.brighton.co.uk/) and select from the main menu on the left **Tourist Guide**. A virtual tour is great for getting your bearings of what is what and where. Click on **Virtual tour** and take a look around the lovely city of Brighton. An interactive map appears (Scroll your mouse over the map and little boxes will pop up with names of places/areas/streets/in, if you would like to see this place in more details click on it. The map has flashing red circles, which are all indicators of places you could see in more detail).

Match the places in column **A** with the sentences in column **B** in order to have an idea about the most important places and streets in Brighton

Column A

1. Lanes Street
2. Regency Square
3. Pavilion
4. Beach Jazz Cafes
5. Ship Street
6. Black Lion Street

Column B

- a. is the seafront street
- b. adjoins North Street and Lanes Street
- c. faces the seafront
- d. is the most famous shopping street in Brighton
- e. is between Victoria Gardens and Castle
- f. are in front of Conference Centre

2. Since the plan of the trip includes only one day in Brighton you should arrange your activities and tours properly so that you will have the opportunity to visit as many places as you can. From **Tourist Guide** on the main page you select first **Attractions & Walks** and then **Historic Buildings**. Read the information given about **The Royal Pavilion and Preston Manor** and choose which one you will visit. Then enter from the same menu **Walks** and suggest only one guided walking tour. Do the same by clicking on **Museums** and read the information given as well in **Brighton Museum & Art Gallery** and **Hove Museum & Art Gallery** and choose only one to visit.

Fill in the table with the places of your choice and write one or two reasons to explain this choice.

Historic Buildings & Museums

Historic Buildings	Museums	Walks
--------------------	---------	-------

--	--	--

3. Return to the main page and choose **Shopping**. Click on **See the map** and then choose from the map **The Lanes**, the most famous shopping street in Brighton.

What can a visitor see and do while exploring The Lanes? (Speaking activity).

BRISTOL

Using Microworld UK towns again students depart from Brighton to Bristol by train. They should enter the link below the description of Bristol to explore this old medieval town.

WORKSHEET 6

1. Enter <http://www.about-bristol.co.uk/> and visit **Old City** and **Beyond the Wall**. You may need to skim and scan these web pages of Bristol to find out what it is worthwhile visiting and what you would like to see. Name the areas, the churches, the markets, gateways, etc.

Old City Foundations

Old City	Beyond the wall

2. Proceed to **City Centre** and mainly on the section “**The View Today**”. Fill in the missing sentences with the following words.

Remodelled, contrasts, vane, pedestrianised, counterweights, contemporary

- The statue of great orator Edmund Burke.....with a modern office block and the 15th century Stephen’s church.
- As part of a Millennium project the Centre was.....with water features.
- The weather.....on the Bristol and West building is one of several to be seen around Bristol’s Centre.
- The statue of Neptune is one part of the new..... area of the Centre.
- Pero’s Bridge features two steel homes, which act as..... allowing the bridge to be raised for boats to pass through.
- The 19th century two-storey former teahouse has become the Amolfini centre for Arts.

3. From the home page of Bristol click on **Bristol Links** and then **Bristol index**. Write the word restaurants in **Search for** engine and find a nice place in Bristol to eat and drink and relax after a tiring day. (Speaking activity)

Which restaurant did you choose? Why? Where is it? What is its cuisine like?

OXFORD

Travelling from Bristol to Oxford by train on the same Microworld UK towns, students follow the same steps of the procedure as they did in other two Towns and enter the link below the picture <http://www.oxfordcity.co.uk>

WORKSHEET 7

1. Choose *Travel & Tourism* and then *Tourist Information Centre* and finally *Oxford for groups*. Enter *Guided Walking Tours of the city and Colleges* and find all the necessary information you need for a guided tour to colleges.

Find which statements are **True** or **False**.

- Tours are available only in English.
- Tours required for March, April or May need to be booked before Christmas.
- The main introductory tour is called Ghost Tour.
- The “Oxford Past and Present” Tour lasts 4 hours.
- Your guide will describe the history and architecture and how the University operates today.
- “Light-Hearted Look at Oxford” is a walking tour, which includes an overview of the colleges and university with amusing anecdotes and stories.

2. Return to the home page of Oxford and select *Arts & Entertainment*. You should make a research about some important *Museums* and *Galleries & Exhibitions* in case you may visit them.

Fill in the table with at least 2 Museums and Galleries. Be specific and short in writing your answers.

Galleries & Exhibitions - Museums

Name	Location	Opening times	What it is about

3. Write a short account of your virtual visits to the 3 English Towns. Mention only the town you think is the most interesting of the other two and explain the reasons. In addition refer to the places you liked the most of the three Towns and which ones you would prefer to visit.

LONDON

The last destination of this cultural trip is London and students should take into consideration that they will stay only for 3 days. Suggested places for visiting are the

British Museum, Madame Tussaud's Museum and the **Tate Gallery**. Since London is considered to be the capital of cultural events they should attend a theatre performance or a music performance. They will probably go shopping to **Harrods** and being young they will entertain themselves either in a pub restaurant or at a dancing place for one night.

We can start our activity either from the site <http://xenios.cti.gr> and from the English part we select **The journey** and then Microworld London or we click on the red double decker bus on the UK Towns map. We can use the double decker bus to have a virtual tour to the most important sights of London and especially to the places we mentioned above. Every time you find a place, its picture appears next to the London map with some information about it. To have an extended research about each place you should click on the link which appears below the London map.

WORKSHEET 8

A. Visit the British Museum <http://www.thebritishmuseum.ac.uk/> and enter **Visit** and then **Guided tours**. Read the information given on Highlights-Eye openers-Audio tours and find out what each tour offers. Focus on duration, charge, as well as availability of each tour. (speaking activities)

1. Decide which the most convenient tour for your school is. Use persuasive language to support your statements.

2. Return back and by clicking on **Public transport** find out how you can get there. Study the street map and say how you can get to the British museum if you are in Tottenham Court Road or in New Oxford Street.

3. From the main page of British Museum choose **Cultures**. Answer the questions:

- Which are the cultures exhibited on British Museum?
- What do the Greek collections cover and what do the Greek displays include?

B. Madam Tussaud's Museum

Enter <http://www.madame-tussauds.com/site/london/frontdoor.htm> and try a **simulated tour**. Read what the game is about and then click on **enter**. Explore the areas of the footage and try to answer the questions by finding the password. Click on the webcam to view live footage. Write the names of the celebrities exhibited on the following stages.

Celebrities

Premiere night	The World Stage	Chamber of horrors

C. Visit Tate Gallery <http://www.tate.org.uk> and from Highlights choose **Explore Tate Britain** which is an interactive tour of the Gallery. Select **Tour the Galleries**. It's worth exploring a range of rooms to see what you can find. You can also click on some rooms to discover the contents of each room.

1. Write only the names of the galleries and mention the works that impressed you.
2. Return to main page choose **Exhibitions** and particularly **Future**. Pick up two such

as Alan *Davie* and *Video Positive*. Say what they are about and mention the period they are available to the public

WORKSHEET 9

A. You can visit the biggest department store in London and buy a souvenir for your family or something nice for you. Enter <http://www.harrods.uk> and make a short research to find out where you can buy some products or do some things.

Answer the questions:

On which floor you can buy?
 sunglasses
 beauty treatment products
 a souvenir
 small leather goods

On which floor you can have?
 a hair styling
 a meal with heady views of Knightsbridge
 an ice cream

B. Covent Garden is the entertainment centre of London with many shops, restaurants, pubs, opera and theatre places. It's time students entertained themselves before they leave from London. Visit this popular area of tourists <http://www.coventgardenlife.com> Click on *Theatre, Music & Opera, Clubs & Nightlife* and look for information about theatre performances as well as opera and ballet performances. You can also search for nice places to have something to eat and dance

Write a short account of your choices. You should mention the name of the theatre performance or other performance you would like to attend, the name of the theatre, the admission and when it is available.

You can also write the place where you would like to eat and dance and the reason you selected it among other pubs and restaurants.

FOLLOW UP ACTIVITIES

It will be the first time abroad for most of your fellow students and some of them can't speak English very well. Taking that into consideration you and your team decide to include some useful tips in the travel plan you are preparing, in order to help your friends in case they find themselves in one of the following situations. What should they do? What should they say?

A. LOST IN THE CITY!

You are walking along the city with your friends. A happening taking place in the street attracts your attention and you stop for a few minutes to watch. Before you know it your friends are all gone. You feel unsure but fortunately you have the name of the hotel with you. What do you do? What do you say?

B. FOLLOW THE MONEY!

While sitting at a café you realize that you have lost your purse. Most of your cash, some traveller's checks, your mum's credit card, your passport and some postcards and souvenirs you had bought were in it. What do you do? How do you report your loss?

C. CALL ME!

You have the time of your life abroad but suddenly grow nostalgic for your family. You decide to call them but while trying to do so you realize that you don't know how to use the public phones. A young girl is standing nearby looking at you struggling over the phone. What do you do? What do you say?

Worksheet 10

Complete the chart with details you have picked up during your virtual trip to the European cities. The notes will help you reach a final decision on which cities to visit from each country.

ITINERARY			THINGS TO SEE/ INTERESTING- PLACES	THINGS TO DO/ ACTIVITIES	ENTER- TAINMENT	HISTORICAL BACK- GROUND
Day	Destination					
	Country	City				
1 st	Italy	Venice				
		Rome				
2 nd	Spain	Madrid				
		Barcelona				
3 rd	Portugal	Lisbon				
		Porto				

Table1: Travel Plan 1 – European Cities

Worksheet 11

Itinerary			THINGS TO SEE/ INTERESTING PLACES	THINGS TO DO/ ACTIVITIES	ENTERTAINMENT
Day	Destination				
	Country	City			
4 th	England	Brighton			
5 th		Bristol			
6 th		Oxford			
7 th		London			
8 th					
9 th					

Table2: Travel Plan 2 – English Towns & London