

# ***Travel Abroad Project***

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**NAN'UN-DO**

## TO THE STUDENT

Welcome to *Travel Abroad Project* a unique multi-skills travel and communication course that will give you the opportunity to learn all about a country of your choice, and to plan a real trip there. As you progress through the course, your English reading, speaking, listening and writing skills will greatly improve.

*Travel Abroad Project* is divided into four parts, with a total of 14 task-based units. Each part is made up of three travel planning and research units and one presentation unit in which you will present all kinds of information about your “target” country to others in a group, and listen to their presentations about their countries. In this way, you will not only become an “expert” on your country, but on your classmates’ countries as well. And all this will be done in natural, meaningful, practical English!

Each of the 10 planning and research units is designed to introduce you to essential travel vocabulary and, through a wide variety of activities, take you step by step through the process of researching, recording, and sharing fascinating and useful information about your country. You will make use of travel guidebooks, the Internet and other English sources to find all the information you need. You will then record this information in your separate Travel Journal, which you will use to plan your big final travel abroad project — an exciting and memorable 2- to 3 week trip to the country of your choice.

The four presentation units are designed to help you plan, draft, present, and evaluate in-class presentations. Every step of the process is explained simply and clearly, with handy charts for evaluating your and your classmates’ presentations. Not only will you become an expert public speaker, but you also will become what is just as important in interactive communication — a good listener.

To successfully complete your *Travel Abroad Project*, you will need to work hard. You have a lot of planning, researching and presenting to do. But I’m sure you’ll find that the extra effort you make will pay off in rich rewards. This is going to be the experience of a lifetime!

Richard McMahan

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Learner Survey, InfoSearch, Preparing Presentations, Sample Outline, Sample Itinerary

# UNIT 1

# Getting Ready

## KEY VOCABULARY

Match the words on the left with their definitions on the right. Then listen and check your answers.

1. curiosity
2. similarity
3. difference
4. exotic
5. presentation
6. evaluation
7. confidence
8. embark

  
  
  
  
  
  
  

- a. quality of being similar
- b. feeling of being sure
- c. start a trip or journey
- d. quality of being different
- e. a way of giving information to others
- f. judgement of something
- g. strange but pleasing
- h. desire to learn

### YOUR GOALS FOR THIS UNIT

- To learn what this course is all about
- To find out your own and your classmates' travel strengths and weaknesses

## PREVIEW

Read and listen to this short essay.

People everywhere love to travel. They travel for many different reasons — pleasure, business, study, family, or just plain curiosity. One thing is certain about travel: no matter where you go, you will always learn something new and interesting, not only about the places you visit, but, by comparison, about your own country. It is these similarities and differences that make the places seem so exotic and fun. A foreign country is a great place to learn a new language, pick up a new skill, and make new friends. Studying the history and culture of a country is a great way to improve your education and expand your horizons.

The main goal of this course is to help you plan a real trip to a foreign country of your choice. Along the way, you will learn how to search for fascinating and useful information about the place you intend to visit, and you will develop some important presentation and evaluation skills. By the end of the course, you will be full of confidence and ready to embark on your overseas journey. Wouldn't it be nice if you could actually make the trip you've planned? But even if you can't go right away, this course will give you the skills you need to plan a wonderful trip abroad for yourself when the time does come.

## ARE YOU READY?

Listen and repeat the following questions. Then ask and answer the questions with a partner.

1. Why do people like to travel so much?
2. What can you learn by traveling to a foreign country?
3. What is the main goal of this course?

# TALK ABOUT IT

1. Look at the list of regions of the world below. In pairs, write the names of some countries in each region.

Region	Countries
Africa	
Asia	
Central America	
Europe	
North America	
Oceania	
Southeast Asia	
South America	
The Middle East	

2. In a small group, compare your answers for Step 1. Then try to think of at least one more country for each region. Ask each other this question: *What other countries are in \_\_\_\_\_ ?*

3. What do you think is the most interesting region in the world? Why? Answer with a complete sentence. Follow this example: *I think the most interesting region in the world is Africa, because there are so many different countries there, and the wildlife is amazing.*

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Now share your answer with your group. What region is the most popular in your group?

# INFOSURVEY

Find out what your whole class thinks. Go around and have each group say what region it thinks is the most interesting. Put a check in the appropriate boxes in the chart below, then add up the checks for each region.

Region	1	2	3	4	5	6	7	8	9	Total
Africa										
Asia										
Central America										
Europe										
North America										
Oceania										
Southeast Asia										
South America										
The Middle East										

## TRAVEL CHECK

Complete the *Learner Survey* in the Appendix. You will use it in the next activity and complete it once more, in Unit 14, at the end of the course. It will help you find out what your travel strengths and weaknesses are.

## CLASS SURVEY

Choose four questions from the *Learner Survey* in the Appendix and write them below. Make up one more question of your own about travel. Go around the class and ask several students the questions. Record their answers in the chart below.

Answers: M = Much, S = Some, N = Nothing/None

Survey Question	Students							Total		
	1	2	3	4	5	6	7	M	S	N
1.										
2.										
3.										
4.										
5.										

What are your class's strengths and weakness? Summarize the results of your survey in one or two sentences below.

Class strengths:

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Class weaknesses:

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## TALK ABOUT IT

In a small group, talk about your class's travel strengths and weaknesses.

## TRAVEL JOURNAL ENTRY



Fill out parts 1-4 of the *Vital Information* section of your Travel Journal. Attach photocopies of your passport, credit cards, etc. in the *Important Documents* section. You will attach other photocopies in this section during the course.

## QUICK CHECK

1. Look back at the goals for this unit. Did you achieve them?  Yes  No  
If 'No,' why not?
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2. With a partner, review this unit's key vocabulary.  
Ask your partner: *What does \_\_\_\_\_ mean?*

3. Think of a question you would like to ask your teacher about this unit.
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## BONUS - To Do or Not to Do

1. Make a list of some things you would like to do on a trip abroad. Write them in the *Things I Want to Do* column below.
2. Make a list of the things you would not like to do. Write them in the *Things I Don't Want to Do* column.
3. Compare your lists with those of other groups.

Things I Want to Do	Things I Don't Want to Do