
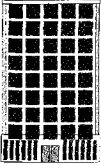
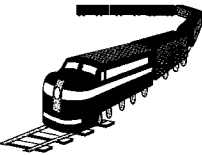

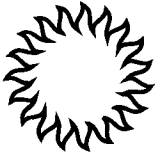





fold



 <p>take foreign currency?</p> <p>Plan?</p>	<p>1. take traveler's checks 2. change my money when I get there</p> <p>Decision</p>
 <p>stay in a hotel?</p> <p>Plan?</p>	<p>1. find a youth hostel 2. sleep in a tent</p> <p>Decision</p>
 <p>travel by train?</p> <p>Plan?</p>	<p>1. rent a car 2. travel by bus</p> <p>Decision</p>
 <p>travel with friends?</p> <p>Plan?</p>	<p>1. travel alone 2. travel with my parents</p> <p>Decision</p>
 <p>go to the beach?</p> <p>Plan?</p>	<p>1. visit the museums 2. take a lot of photographs</p> <p>Decision</p>
 <p>take a suitcase?</p> <p>Plan?</p>	<p>1. take a big bag 2. take a backpack</p> <p>Decision</p>
 <p>come back soon?</p> <p>Plan?</p>	<p>1. travel for a year 2. come back next month</p> <p>Decision</p>
 <p>write me a letter?</p> <p>Plan?</p>	<p>1. phone you 2. send you a postcard</p> <p>Decision</p>
 <p>take a guidebook?</p> <p>Plan?</p>	<p>1. take a map 2. buy one when I get there</p> <p>Decision</p>
 <p>stay in town?</p> <p>Plan?</p>	<p>1. go hiking in the mountains 2. spend a week in the jungle</p> <p>Decision</p>

Getting Ready to Go Worksheet 13

ACTIVITY

Whole class: speaking

Mixer (For detailed instructions and advice on using mixers, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, asking and answering questions about travel plans.

GRAMMAR AND FUNCTIONS

Going to for plans

Will for a decision made at the time of speaking

VOCABULARY

Travel

PREPARATION

Make one copy of the worksheet for each group of up to ten students. Cut the worksheet up into cards, being careful to cut and fold as indicated. Each card has two sides, and should be folded so that it has "Plan" on one side and "Decision" on the other. You will need to keep one card for yourself to demonstrate the activity.

TIME

15 to 20 minutes

PROCEDURE

1. If there are more than ten students in the class, divide them into groups. Give one folded card to each student in the class. Keep one for yourself.
2. Tell the students that they are going to ask and answer questions about travel plans, using their cards as cues.
3. Write an example dialogue on the board, indicating the language the students should use.

For example:

Student A: *Are you going to take some foreign currency?*

Student B: *No, I think I'll take traveler's checks.*

Explain that Student A asks the questions using *going to* to ask about Student B's travel plans, but that Student B (the traveler) has not finalized plans yet and uses *will*, as they are making decisions at the time of speaking. This is why there are two cues for the answer given by Student B, who makes a decision at the moment of speaking by choosing one of the cues for the answer.

4. Demonstrate the activity with individual students using the card you kept for yourself. Tell the students to hold their card so that the side marked "Plan" is facing them, and the side marked "Decision" is facing their partner. This is how they should hold their mixer cards throughout the activity.
5. Now ask the students to go around the class or group, and ask and answer questions with as many different partners as possible, using their cards as cues. In this activity, the students repeat the same question several times, but practice different answers each time they change partners.
6. When the students have spoken to several partners, ask them to exchange cards and repeat the activity, holding their cards as before.
7. Ask the students to exchange mixer cards several times so that they practice asking different questions each time they change cards. Unlike other mixers, in this mixer the students **do not** turn their mixer cards around the other way, as this would mean that they would be making the same choice of response each time. This might make the concept of deciding at the moment of speaking unclear.