

**Unit 11: Adventure travel****Day Two: An imaginary trip****Objective**

1. Students will create a story about an imaginary trip using phrases and short sentences.
2. Students will describe past events.
3. Students will illustrate the story in a film strip format.

**Setting the Stage (10 minutes)**

Teacher prompts students, in pairs, to talk about what they remember about the Powerpoint slide show that they saw yesterday. After 5 minutes, Teacher asks the class to brainstorm what they talked about with their partners and Teacher writes on front board or on overhead transparency phrases and short sentences of the information the students call out.

**Input (35 minutes)**

Teacher and students create a new story about several young people planning and then going on a trip. Teacher encourages student participation and involvement by asking and recycling yes/no, either/or, who/what/when/where questions about the information as the class builds the story.

Teacher encourages students to be creative in deciding the various details of their story. The elements that are highlighted in bold font are details that the students are to provide.

Several friends (**names of friends**) talk about going on an excursion or adventure together.

They go to a **travel agency, information center or bookstore** and get some brochures.

They read the brochures while eating a **snack** at a **café, restaurant, at school, or at home**.

They choose a trip. (**name of country**)

They go to a post office (**name of street where post office is located**) to apply for a passport.

They go to a bank (**name of bank**) and withdraw money (**amount of money**).

They meet on the **day of departure** and go by **taxi, car or bus** to the **airport or train station**.

They arrive and go to their hotel. (**name of hotel**)

They go to bed.

The next day, they plan an adventure. (**zoological park, boat ride, hike to a mountain top, swim at a beach, go to amusement park, visit a rain forest, museum, shopping**).

Some kind of problem occurs. (**they get lost; someone loses something; someone gets sick; the weather turns bad, etc.**)

The problem is resolved and they return to the hotel.

They have dinner. (**restaurant, cafeteria, fast-food restaurant**)

The next day, they leave for their next adventure. (**students suggest one.**)

Teacher writes down all important vocabulary on the board in both the target language (TL) and the students' native language (L1). Teacher points to the words or phrases on the board whenever they arise in the story.

**Guided Practice (10 minutes)**

Teacher has prepared a written version of a story similar to the one that the students created. Teacher hands out a copy of this story to pairs of students. Teacher instructs students to read and to translate the story into L1.

**Closure (2 minutes)**

Teacher encourages students to volunteer aloud what they've learned today.

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