

The Country That I Want to Go To

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APPENDIX A: Worksheet A

Class: _____ No: _____ Name: _____

Activity 1. T or F

1. 2. 3. 4. 5. /5

Activity 2. New Words

Want . . . /Want to . . . Curry Bullfighting Flamenco dance Taj Mahal Currency Why?/Because	
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Activity 3. Let's Find Out More About These Countries

Country	Capital City	Currency	Famous Thing
Australia			
Brazil			
Canada			
China			
France			
Germany			
India			
Italy			
New Zealand			
Peru			
Russia			
South Korea			
Sweden			
Thailand			
United Kingdom			
United States			

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Activity 4. Bingo

Fill in the top lines in each box with the names of the 16 countries on the previous page. Then ask your friends, "Do you want to go to . . . ?" If the answer is yes, write your friend's name between the brackets. When two lines are completed, say "Bingo." Be sure to ask for a reason why they want to visit the country!

{ _____ } (_____)	{ _____ } (_____)	{ _____ } (_____)	{ _____ } (_____)
{ _____ } (_____)	{ _____ } (_____)	{ _____ } (_____)	{ _____ } (_____)
{ _____ } (_____)	{ _____ } (_____)	{ _____ } (_____)	{ _____ } (_____)
{ _____ } (_____)	{ _____ } (_____)	{ _____ } (_____)	{ _____ } (_____)

Activity 5. Writing

Write about the country that you want to go to.

Introduction: Hi, My name is (_____). Today, I'm going to talk about (_____) The country I want to go to is (_____). I have three reasons (_____) _____)
Main Body
Point 1:
Point 2:
Point 3:
Conclusion:

APPENDIX B: Worksheet B

Activity 6. Listen To Your Friend’s Speech

Name	Evaluation		Other Comments
	Eye Contact Spoke Loudly Spoke Slowly Spoke Clearly Easy to understand Content	A B C A B C A B C A B C A B C A B C	
	Eye Contact Spoke Loudly Spoke Slowly Spoke Clearly Easy to understand Content	A B C A B C A B C A B C A B C A B C	
	Eye contact Spoke Loudly Spoke Slowly Spoke Clearly Easy to understand Content	A B C A B C A B C A B C A B C A B C	

Activity 7. Let’s Make True or False Questions

<p>1.</p> <p>2.</p> <p>3.</p>

Teacher’s Comments

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Activity 8. Class Speech

Name	Evaluation		Other Comments
	Eye contact Spoke loudly, slowly, clearly Easy to understand Content T or F questions	A B C A B C A B C A B C A B C	
	Eye contact Spoke loudly, slowly, clearly Easy to understand Content T or F questions	A B C A B C A B C A B C A B C	
	Eye contact Spoke loudly, slowly, clearly Easy to understand Content T or F questions	A B C A B C A B C A B C A B C	
	Eye contact Spoke loudly, slowly, clearly Easy to understand Content T or F questions	A B C A B C A B C A B C A B C	
	Eye contact Spoke loudly, slowly, clearly Easy to understand Content T or F questions	A B C A B C A B C A B C A B C	
	Eye contact Spoke loudly, slowly, clearly Easy to understand Content T or F questions	A B C A B C A B C A B C A B C	
	Eye contact Spoke loudly, slowly, clearly Easy to understand Content T or F questions	A B C A B C A B C A B C A B C	
	Eye contact Spoke loudly, slowly, clearly Easy to understand Content T or F questions	A B C A B C A B C A B C A B C	

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Activity 8. Class Speech

Name	Evaluation		Other Comments
	Eye contact Spoke loudly, slowly, clearly Easy to understand Content T or F questions	A B C A B C A B C A B C A B C	
	Eye contact Spoke loudly, slowly, clearly Easy to understand Content T or F questions	A B C A B C A B C A B C A B C	

Teacher's Comments

APPENDIX C: *Teacher's Notes*

➤ Class 1

Activity 1. True or False (5 minutes)

Read your speech or have the following conversation (if in a team-teaching class) and ask students the true or false questions that follow. Repeat the dialogue twice if necessary, being sure to ask the questions after the first reading. Students can then test themselves to see how good their comprehension is. After every T/F question time, find out how many students were able to get all the correct answers. If there were any mistakes, go over the dialogue more slowly and ensure that any problems are corrected before moving on.

Note: In some countries in which English is not the dominant language, teachers who natively speak the dominant language are paired with nonnative-speaking teachers. This is referred to as team-teaching. In a team-teaching class, it is a good option to involve the other teacher (see Example Conversation, with two teachers).

Example Speech (1 Teacher)

Hi, I love travelling. Last spring, I went to Thailand and Malaysia. I rode an elephant in Thailand and I saw the Petronas Towers in Malaysia. Next, I want to go to India, because I want to see the Taj Mahal and I want to eat Indian curry. I also want to go to Spain, as I want to see bullfighting and try Flamenco dancing.

Questions

1. T1 went to Thailand and Malaysia this spring. T
2. T1 wants to eat curry in Thailand. F
3. T1 wants to see elephants in India. F
4. T1 wants to go to Spain. T
5. T1 wants to try dancing there. T

Example Conversation (2 Teachers)

Teacher 1 (T1): Hey Tom, Where did you go for your spring vacation?

Teacher 2 (T2): I went to Thailand and Malaysia.

T1: What did you do there?

T2: I rode on an elephant in Thailand, and I saw the Petronas Towers in Malaysia.

T1: Where do you want to go next?

T2: I want to go to India.

T1: Why do you want to go there?

T2: Because I want to see the Taj Mahal and I want to eat Indian curry. Where do you want to go?

T1: I want to go to Spain.

T2: Why do you want to go there?

T1: Because I want to see bullfighting and I want to try Flamenco dancing.

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Questions

1. T2 went to Thailand and Malaysia this spring. T
2. T2 wants to eat curry in Thailand. F
3. T2 wants to see elephants in India. F
4. T1 wants to go to Spain. T
5. T1 wants to try dancing there. T

Activity 2. New Words (10 minutes)

Explain the meaning of the new vocabulary to the students. Have them repeat it several times after you. Tell them the meaning in their own language and have them write it in the spaces provided. Say the word a few times in their language and get them to tell you the English equivalent. Then, repeat the process, but in reverse. Lastly, get the students to practice saying the words to their partners. Be careful with the words/phrases *want*, *want to . . .*, and *won't*.

Activity 3. Let's Find Out More About These Countries (20 minutes)

In pairs, get the students to fill in the blank spaces in their tables. Give them 10–15 minutes to do this task. If need be, they can use reference books, but it is better if they try to think of as much information by themselves as possible.

After completion of this task, elicit answers from the students and write them on the board. Following are some expected answers. Of course, under the heading “famous thing,” there can be any number of possible answers.

Country	Capital City	Currency	Famous Thing
Australia	Sydney	Australian Dollar	Ayers Rock
Brazil	Brasilia	Reais	Soccer
Canada	Ottawa	Canadian Dollar	Mounties
China	Beijing	Yuan	The Great Wall of China
France	Paris	Euro	The Eiffel Tower
Germany	Berlin	Euro	The Munich Beer Festival
India	Delhi	Rupee	The Taj Mahal
Italy	Rome	Euro	The Coliseum
New Zealand	Wellington	NZ dollar	rugby
Peru	Lima	Sol	Machu Picchu (Lost Inca city)
Russia	Moscow	Ruble	Ballet
South Korea	Seoul	Won	Kimuchi
Sweden	Stockholm	Krona	ABBA, Vikings
Thailand	Bangkok	Baht	Tom Yam Gun
United Kingdom	London	UK Pound	Big Ben Clock tower
United States	Washington D.C.	U.S. Dollar	Coca cola

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Activity 4. Bingo (10 minutes)

Tell the students that they are going to play Bingo. They must first randomly fill in their charts with the name of a country in the spaces provided. Then, they ask the question "Do you want to go to . . . ?" to classmates. If the answer is "yes," they write their classmate's name below the chosen country and then ask "why?" Their classmate should answer, "Because . . ." Teach this structure beforehand.

When they complete two lines, they shout "Bingo!"

Activity 5. Writing (5 minutes)

Lastly, the students write about the countries that their friends want to go to. They should also use the structure *because*, to give a reason why their friend wants to visit that particular country.

This may have to be given as a homework assignment. You can elicit responses from individual students at the beginning of the next class, and use it as a quick review as well as a warm up for the next lesson.

Example Speech (blanks should be filled in by the students)

Introduction

Hi, my name is (_____). Today I am going to talk about the country I want to go to. I want to go to (Country where you teach). I have three reasons why I want to go there. I love (_____) culture, so I want to experience it. I am also interested in (_____) food, especially (_____), and thirdly, I love sports.

(_____) is rich in culture. I am interested in festivals. There are so many in (____). One of the most famous ones is the (_____) festival. It takes place every (_____)

More than (_____) people visited there last year. If you go there you can see many (_____).

Secondly, (_____)

Thirdly, (_____)

I hope you enjoyed listening to my speech. If you have a chance, please try to visit (_____). I'm sure you will always remember the experience.

Inform students that they will use the next class to do some research on their chosen country. They should teach their classmates something interesting.

Provide some examples, as in "I want to go to Italy because I like pizza. Pizza is famous in Italy. I want to eat pizza every day." Try to elicit responses to show why the example is not good: Use of "I," no new information, and so one, and ask how it could be made better: The student could give the history of pizza, cost, varieties, biggest pizza, how often it is eaten, differences between Italian pizza and pizza in home country, etc.

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➤ Class 2

Students prepare and expand upon their written work from the first class. They can use computers to find some interesting information and facts about their chosen country. Additionally, they should make use of at least two visual aids. Depending on the technology available, they can simply print off two pictures, or they can prepare a PowerPoint presentation.

➤ Class 3

Activity 6. Listen To Your Friend's Speech (10 minutes)

In groups of four, they should make a speech and introduce their chosen country to their friends. The winner is the student who makes the best speech. Be sure to tell them to try and judge each other as fairly as possible and not to decide the winner by a lottery system. They should make as many comments as they can and give feedback to each other. Show them before they begin how to make a good speech and how a bad one would sound and look.

Activity 7. Make True or False Questions (10 Minutes)

After a winner has been decided, the remaining three students in each group should make true or false questions for the class speech. The winning speaker should try to make his or her speech better. Tell them to make true or false questions that sound similar to the correct answer.

Teacher's Comment (2 minutes)

Give students some positive feedback and encouragement. Tell them to try to have a good class speech contest and that you're looking forward to hearing their interesting speeches.

➤ Class 4

Activity 8. Class Speech (40 minutes)

Give the students a couple of minutes of final preparation before beginning this class.

In their groups of four, they will make a speech in front of the class. The three students that don't make a speech can ask true or false questions.

Remind them to make eye contact; to speak loudly, slowly, and clearly; and to use easy English, that is, English that the other class members should know. If they use difficult vocabulary, then the other class members won't be able to understand the speech.

They can use a few new words, but they should explain the new vocabulary as they speak. Ideally, they can try to elicit feedback from the other class members as they make the speech. This is done by asking such questions as "Does anyone know what . . . means?" or "Who can tell me the meaning of . . . ?"

Alternatively, they can use gestures or draw pictures on the board or use picture cards. They may even bring examples of a particular item from their homes or show photographs of an item.

Although it is not ideal, they may be permitted to write the new words on the board before beginning their speeches; be sure to tell them to point to the word when they say it.

The speaker should stand in front of the class and when finished return to the side. The person asking the question then stands in the middle. In this way, the class is able to see which student is actually doing the talking.

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➤ Class 5

Remaining students make a speech on the country they want to go to. This might take two classes to complete. Upon completion, consider giving students a written assignment to reflect and share their views on the presentation.

Teacher's Comment

After all the groups have finished, give them some positive feedback. Of course, it is okay to make mention of areas of concern, and this should be encouraged. It is possible to get the whole class to practice weak areas of the speech-making process. However, it is always good to give as much positive feedback as possible, as this will make the students eager to study harder.