WORKSHEET

Topic:						
European Co	ountries					
1 Austria	2 Belgium	3	Bulgaria	4 Croz	ntia	5 Cyprus
6 Czech Republic	7 Denmark	8	Finland	9 Fran	ce	10 Germany
11 Greece	12 Hungary	13	Ireland	14 Italy	y	15 Lithuania
16 Luxembourg	17 Netherlands	18	Poland	19 Portug	gal	20 Romania
21 Slovakia	22 Slovenia	23	Spain	24) Swede	en	25 United Kingdon
1. Match the natio	nality with the right o	country:				
 a) Austrian b) Croatian c) Hungaria d) German e) French f) Spanish 	n	i) j) k) l) m)	Finnish Danish Irish Greek Portuguese Polish		r) s) t) u) v) w)	British Swedish Lithuanian Slovenian Luxembourgian _ Slovakian
g) Italian h) Czech		o) p) q)	Belgian Romanian _ Bulgarian		x) y)	Dutch Cypriot

•	There are several suffixes that we can use to create the names of the nationalities:
	Example:

- a) -an American;
- b) -ian Canadian;
- c) -ish Turkish, Scottish;
- d) -ese Japanese;
- There are also several endings:

Example: Greek

2- Iden	2- Identify the suffixes used for some of the nationalities on exercise 1:			
a)		g)		
b)		h)		
c)		i)		
d)		j)		
e)		k)		
f)		l)		

- 3- Read the clues and complete the crossword:
- 1) Someone from Poland is...
- 2) Someone from Hungary is...
- 3) Someone from Greece is...
- 4) Someone from Belgium is...

- 5) Someone from Slovakia is...
- 6) Someone from Ireland is...
- 7) Someone from Cyprus is...
- 8) Someone from Finland is...

	1.			3.			
		2.					
			4.				
					6.		
5.							
		7.					
8.							
	-						



WORKSHEET

Topic:

The World of Transport	
	BY TRAIN / BY BUS / BY CAR
a) Train	I) Ticket collector
b) Railway Station	m) Platform
c) High-speed train	n) Timetable
d) Goods train	o) Direct train
e) Underground	p) Transfer train
f) Carriages	q) Bus
g) Ticket	r) Bus station
h) Single ticket	s) Bus driver
i) Return ticket	t) Stop
j) Ticket office	u) Car
k) Ticket machine	v) Rent a car
1) Airport	15) Check –in
2) Arrival	
3) Departure	
4) Passenger	
5) Passport	
6) Gate	
7) Flight Crew	
8) Pilot	
9) Take off	23) Check-in desk
10) Land	
	24) Customs officer
10) Land	24) Customs officer 25) Flight attendant
10) Land 11) Plane	24) Customs officer 25) Flight attendant 26) Metal detector

1- Choose the words from the list bellow to fill in the tables with at least ten examples for each item. The same word cannot be used twice:

single ticket crew departure take off flight transfer train boarding card locomotive cockpit check-in baggage reclaim platform goods train metal detector departure lounge railway station train land return ticket terminal customs carriages hand luggage

At the railway station	At the airport
_	
_	_
_	_
_	_
_	_
_	_
_	_
_	_
_	_
_	_



Student: ____ - Nr: ___ - Class: ___

Page II /___

	2-	Match the sentences of the column A with their	defin	itions of colur	nn B. Follow th	e example:
	1)	a card people show before getting on a				
		plane;	a)	customs office	er;	
	2)	a train to carry products;	b)	cockpit;		
	3)	person that checks what is brought in from	,	•		
		abroad;	c)	boarding card	; <u> </u>	
	4)	area where passengers collect their	d)	platform;		
		luggage;	e)	goods train; _		
	5)	a train that travels very fast;	f)	hoarding gate		
	6)	place where the pilot flies the aircraft;				
	7)	area where people stand waiting for a	g)	flight crew;		
	0/	train;	h)	high-speed tra	ain;	
	8)	people who work on a plane during a flight;	i)	baggage recla	aim;	
	9) 10)	a ticket to a place and back again; a gate people go through to get into a	j)	return ticket;		
	10)	plane;	J)	return ticket, _		
Г	3- (Complete the sentences with the words given:				
Ĺ	a)	When you arrive at the	VO	u enter the		
	,	·	,-			
		and you go to the check-in desk.				
	b)	If your bags are heavier than the		you have to pa	y for	·
	c)	You wait in the and v	vhen y	our flight is		
		you leave the terminal from a		·		
	d)	When you arrive at your destination you			the plane and	ao through
	u)				•	
		collect your luggag	e fron	n		and exit
		through				
hagg	age t	reclaim excess baggage gate		get off	customs	
D000	upo i	Onail. Onooss pappago Bato		B00011	Ognitio	weight limit
depai	rture	lounge immigration boarding		terminal	airport	3

Page II /___ Student: ___ _____ – Nr: ____ – Class: ____

GRAMMAR WORKSHEET

Topic:		
The Present Perfect		

The Present Perfect is used to express:

- An action that began in the past and continues to the present:
 - used with FOR, tells the **duration** of the action;
 - used with SINCE, tells the <u>beginning</u> of the action;
- An action done during a determined period of time and it hasn't finished yet.
- The importance of an action that happened in the past without mentioning the exact moment it occurred.
- An action finished in the past:
 - used with JUST

The Present Perfect is formed by using:

- the PRESENT SIMPLE ——— TO HAVE;
- the PAST PARTICIPLE ——— of the verb that represents the action.

Example

I have never been to New York.

PAST PARTICIPLE

• The Past Participle of the regular verbs is formed with verb + ed / d;

Examples: Watched; lived; arrived; studied; arrived; travelled;

• The Past Participle of the irregular verbs hasn't got any specific rule. It has to be memorized. (There is a list of irregular verbs).

Infinitive	Past Simple	Past Participle
Be	Was/were	been
Have	had	had
Do	did	done
Go	went	gone
come	came	come
get	got	got

• Expressions of time frequently used with the Present Perfect:

Already —	Ever —
How long —	Never —
For —	Recently —
Since —	Lately —
Just —	Up to now —
Yet —	So far —

1- Complete the tables with the PAST SIMPLE and the PAST PARTICIPLE of the verbs given:

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
Be			Speak		
Visit			Make		
Meet			Pay		
Go			Watch		
Travel			Wash		
Walk			Learn		
See			Climb		
Take			Run		
Buy			Close		
Rest			Open		
Phone			Teach		
Fly			Have		
Look			Sing		
Stay			Cut		
Enjoy			Drink		
Do			Eat		
Bring			Play		

2- I	Fill in the gaps with the PR	ESENT PERFECT in the AFFIRMATIVE form:
a)	Joan	(wait) for Bob for a quarter of an hour.
b)	The students	(visit) the gallery.
c)	Sue and I	(finish) our work.
d)	Julia	(buy) a new car recently.
e)	Ronald	(be) to the horse races.
f)	They	(wash) their car.
g)	1	(take) lots of photos in Oxford.
h)	You	(forget) your umbrella.

Student: _____ - Nr: ____ - Class: ____

3- I	Rewrite the sentences in the negative and inte	errogative forms. Follow the example:	
a)	Carol has baked a cake.		
	1- Carol hasn't baked a cake.	2. <u>Has Carol baked a cake?</u>	
b)	Harry has finished his homework.		
1-		2	
c)	Patrick and Sue have visited Paris.		
1		2	
d)	I have been to Dublin.		
1		2	
e)	We have bought a new house.		
1		2	
f)	You have drunk too much.		
1		2	
g)	She has helped her friend.		
1		2-	
h)	Paul has arrived on time.		
1		2	
4- 1	Form sentences using the PRESENT PERFE	CT:	
			
a)	Her sister / watch / never / that film		
b)	Philip / not buy / ticket to Bath		
c)	It /rain / a lot this Spring		
d)	She / be /ever / to Bristol?		
e)	Sally and Bob / leave / just / the party.		
f)	I / not take / many photos / yet.		
g)	How long / you / live / in the USA?		
h)	We / stay / never / at a beach resort / in Braz	zil.	

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5-	5- Complete the sentences with FOR or SINCE:	
a)	a) Susan has studied German	2011.
b)	p) Paul has lived in Paris	six years.
c)	c) I have waited here	30 minutes.
d)	d) They have been in the café	9 o'clock.
e)	e) Have you met Betty	_ January?
f)	He hasn't phoned his parents	a week.
g)	g) We have travelled abroad	a fortnight .
h)	n) I haven't seen herI	ast summer.
6	6 Complete the contences with the DDESENT DED	FECT and the PAST SIMPLE with the verbs in brackets:
a)	·	(be) to Japan? No, I
a)	never(visit) it.	(be) to Sapati: No, 1
b)		wear .
c)		
d)	•	,
u)	(stay) there for a w	`
e)	e) I(meet) Jo	an at the railway station yesterday.
f)	f) We(not enjoy)	our stay in India last summer.
g)	g) I(not be)	to Norway yet.
h)	n) Our return journey	(take) us four days.
i)) I(not l	have) a holiday since January.

Page II /___ Student: _____ - Nr: ____ - Class: ____

CLASS DEBATE

Topic: The United Nations

- there are 189 members in the United Nations;
- there is a big diversity of languages;
- which language should be used to communicate?
- a) the class will be divided into three different groups;
- b) each group will defend the use of a different communication language;
- c) find arguments to defend your position and try to persuade the other groups, supporting your point of view.

Group 1 — ENGLISH

- English is an international language;
- English has the largest number of speakers;
- It is already the accepted lingua franca;
- It is used in many areas of everybody's daily and professional life.

Group 2 — CHINESE

- Chinese is the language with the largest number of native speakers;
- China is becoming an economic and political super-power nation;
- Many countries are already including Chinese as a school subject.

Group 3 — SPANISH

- Spanish is becoming more and more important;
- It is the 3rd language in the world with the largest number of speakers.
- It is already the second most learnt foreign language in the world.
- It is the most studied foreign language among native speakers of English.

USEFUL LANGUAGE

- To express opinion:
- → I believe...;
- → In my opinion...;
- ➤ I think that...;
- ➤ In my view...;
- → I strongly believe...;
- → The way I see it...;
- → It seems to me that...;

- To list points:
- ➤ In the first place...;
- → First of all...;
- ➤ To start with...;
- **→** Firstly...;
- ➤ To begin with...;

- To add more points:
- ➤ What is more...;
- → Another major reason...;
- → ... also...;
- → ... furthermore...;
- → ... moreover...;
- ➤ In addiction to this...;
- → ... besides...;

Student: _____ - Nr: ___ - Class: ___ Page II /__

ENGLISH UFCD- 6661 — Travelling in Europe

— To introduce	—To introduce	→ To sum up;
contrasting viewpoints:	examples:	→ All in all;
➤ It is argued that;	→ For example;	→ All things considered
➤ People argue that;	→ For instance;	→ Taking everything into
→ Opponents of this view	→ such as	account;
say;	→ in particular;	
	→ especially;	
	—To conclude:	

Page II /___ Student: _____ - Nr: ____ - Class: ____

GRAMMAR WORKSHEET

Topic:		
Comparative of Adjectives		

— To compare people, things or situations we use the **comparative** form of adjectives. Now study the following table:

	Comparative of Superiority	Comparative of Equality	Comparative of Inferiority
Short Adjectives	- er than	as + adj + as	less + adj + than
Long Adjectives	more + adj + than	as + adj + as	less + adj + than

Good — better than;

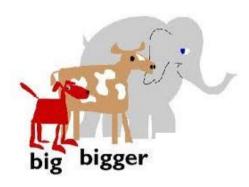
Bad — worse than;

Far — further than or farther than

— Spelling Rules:

a) 1 syllable ending in e:

large: ADJ. + R + THAN - larger than.



b) 1 syllable (cons. + vowel + cons.)

fat: DOUBLE CONSONANT ADJ. + ER + THAN - fatter than.

c) 2-syllables adjectives ending in y

lucky: ADJ. + IER + THAN - *luckier than*.

d) 2-syllable adjectives stressed on the first syllable or ending in **-ow**, **-er** and **-le**

common, narrow, clever, simple: ER + THAN or

MORE + ADJ. + THAN – *simpler than* or *more simple than*.

A-	Match the situations with the comparative they represent:	
2- 3-	Speaking English fluently is more important than people think American English is less formal than a) British English. Speaking English is as important as b) speaking one's native tongue The number of native Chinese speakers is larger than the number of native English speakers	Comparative of Equality; Comparative of Superiority; Comparative Inferiority.
R-	Put the adjectives in brackets in the comparative form:	
1.	In the EU there is a (great) variety of	of official languages in
1.	the USA. (superiority)	on omciai languagesin
2.	Most foreigners find learning Portuguese	(difficult) learning
	English. (equality).	, ,
3.	In the EU some languages are	(important) others. (superiority).
4.	Portuguese is spoken by a	(large) number of people
	Arabic. (superiority).	
5.	In some American states, Spanish is	(widespread) English. (equality).
6.	Native speakers are	(torelant) towards foreign languages
	non-native speakers. (inferiority).	
C-	Write sentences using the comparative of superiority:	
1-	English — Spanish (widespread)	
2-	London — Madrid (cold)	
3-	China — Portugal (big)	
4-	The USA — Sudan (rich)	
5-	Portuguese food — Japanese food (good)	
6-	New York City— Brussels (cosmopolitan)	

Page II /___ Student: _____ - Nr: ____ - Class: ____

MOVIE GUIDE

Topic:	
The Terminal: Film Watching	

The Terminal, by Steven Spielberg (2004), is a film that focuses on how a person can barely understand English is able to overcome this difficulty.

1- Read the text below and match the expressions in bold with their corresponding pictures:

The film is about a man called Viktor Navorski (Tom Hanks) who arrives at JFK airport (_____) from a fictitious Eastern European country, Krakozhia. When he arrives at the airport, he learns that his homeland has suffered a military coup and that the US no longer recognizes any official documents from there. He can't enter the United States and he can't return home. He is forced to live in the airport. So he sleeps on benches (_____) in an under-construction passenger gate and lives off fast food. When he first arrives at JFK airport, he can hardly speak English, but over weeks and months he learns English by reading tourists guides and comparing them to his own (_____) and by listening to television news reports.

Over the course of nine months, Victor makes many friends. They are a collection of airport employees (_____). He also falls in love when he meets flight attendant Amelia Warren (_____) (Catherine Zeta-Jones). She assumes he is a frequent flier the ways she keeps bumping into him at John F. Kennedy International Airport.



Student: _____ - Nr: ___ - Class: ___ Page II /__

	What do the following words mean?		
1-	flier;	a)	a steward or a stewardess in an aircraft;
2-		b)	meet by chance;
2- 3-	coup; flight attendant;	c)	not real or true, being imaginary or having been fabricated;
4-	passenger gate;	d)	a sudden, violent and illegal seizure of
		/	power from a government;
5-	hardly;	e)	scarcely, with great difficulty;
6-	bench;	f)	person or thing that flies;
7-	employee;	g)	a person employed for wages or salary;
8-	•	h)	an exit from an airport building to an
0-	bump into;		aircraft;
9-	homeland;	i)	a person's or a people's native land;
10-	fictitious;	j)	a long seat for several people, typically
			made of wood or stone.
a)	What does Victor do to improve his Eng	glish?	
b)	In your opinion what is the best way to	learn a foreign langua	age?
4- I	n about 50 words write your opinion abo	ut the film.	

Student: _____ - Nr: ____ - Class: ____ Page II /___

2- What do the following words mean?	
1- fictitious;	a) a steward or a stewardess in an aircraft;
	b) meet by chance;
2- homeland;	c) not real or true, being imaginary or having
3- bench;	been fabricated;
4- employee;	d) a sudden, violent and illegal seizure of power
	from a government;
5- flier;	e) scarcely, with great difficulty;
6- passenger gate;	f) person or thing that flies;
7- bump into;	g) a person employed for wages or salary;
	h) an exit from an airport building to an aircraft;
8- hardly;	i) a person's or a people's native land;
9- coup;	j) a long seat for several people, typically made
10- flight attendant;	of wood or stone.
	o. 11000 o. 010110.
3- Answer the following questions:	
a) How does Victor improve his English?	
b) What's the best way for you to learn a foreign language?	
4- In about 50 words write your opinion about the film.	

Student: _____ - Nr: ____ - Class: ____ Page II /___

GRAMMAR WORKSHEET

Topic:	
Phrasal Verbs related to TRAVELLING	

Verb	Meaning	Phrasal Verb	Meaning
1- To drop	-	To drop off	
2- To check		a) to check in	
		b) to check out	
3- To pick		to pick up	
4- to set		to set out	
5- to take		To take off	
6- to get		a) To get on	
		b) to get away	
7- to speed		To speed up	
8- to look		To look around	
		To look forward	
9- to hurry		To hurry up	
10- to go	·	To go back	
11- to see		To see off	

1-	Match the words in the l	eft A with th	neir definition	ns in the right:				
				1)	take and leave	e someone som	ewher	e;
a)	check in			2)	say goodbye	to someone who	is lea	aving;
b)	take off			3)	return to the	e place where	the	journey
c)	get on				started;			
d)	drop off			4)	climb on boar	d;		
e)	get away			5)	start a journey	/ ;		
f)	see off			6)	register at the	airport;		
g)	set out			7)	fetch someon	e somewhere;		
h) pick up 8) travel somewhere for a break holic			holida	ay;				
i)	go back			9) begin the flight.				
2-	Complete the text with the	phrasal v	erbs given:					
/hen /	Alex left for the USA, his	family		him	n (1) a	at the airport. A	fter	_
reakfa	st he had to	((2) not to mi	ss his flight. If	t was a teary g	oodbye, but he	was	-looking
	(3) to t	the new o	challenges	he was go	ing to face	in the USA.	Не	forward - getting av
	(4) the pl	ane and tex	cted messag	ges to his frier	nds in the few r	ninutes left. A s	hort	-dropped
hile la	ater the pilot announced	that they w	ere prepari	ng to		(5). As the pl	ane	-take off
as _	(6)	he enjoyed	the pleas	ure of the m	oment as wel	I as the feeling	g of	hurry upspeeding
	(3) 5	everything.						-got on

Student: _____ - Nr: ____ - Class: ____

ROLE-PLAY

Topic:

Travel and Transportation		
Scenario 1: Parking Ticket Location: Street Corner / Characters: ticket agent and driver		
Student A: You are returning to your car after a	Student B: You are writing a ticket for a car when	
quick stop at the grocery store for milk. A parking	the owner returns. The owner explains that he/she	
officer is writing you a ticket. Explain that you didn't	didn't have the correct change and were only in the	
have correct change for the meter. Be polite and	store for one minute. Give the owner a break and a	
apologetic.	warning.	
Class Questions		
Your class will have to be able to answer the following • Who are the characters? • Where does the conversation take place?	questions after you perform your skit. • How does the driver handle the problem? • What does the ticket agent decide to do?	
Writing		
 Work together with your partner to write a dialogue to 2. Use some of the expressions below in your skit. 	based on the scenario.	
Useful Expressions		
 I didn't have the correct change; 	 The parking meter has run/expired; 	
 I was running in for a quick second; 	 I'll let you off this time 	
A rule is a rule;	 I promise it won't happen again. 	

Student: _____ - Nr: ____ - Class: ____

Topic:	
Travel and Transportation	
Scenario 2: Pass Location: Boarder Crossing / Characters: customs offi	
Student A: You are heading back to France after a	Student B: You are a customs officer. Ask the
business meeting. You were in Switzerland for two	driver the purpose of his/her stay in Switzerland
days. You spent € 100 on souvenirs for your kids.	What is he/she bringing back to France? Ask for
	citizenship and passport. Ask the driver to open the
	trunk for an inspection.
Class Questions	
Your class will have to be able to answer the following que	• •
Who are the characters?What does the traveler have to tell the officer?	Where does the conversation take place?What extra precautions does the officer take?
Writing	
 Work together with your partner to write a dialogue base Use some of the expressions below in your skit. 	d on the scenario.
Useful Expressions	
Do you have your passport?	 I don't have much to claim;
What was the purpose of your trip?	 I'm heading home to France;
 I was here on business; 	 It's just a routine inspection;
 I picked up a few souvenirs; 	

NOLL	. =, (.
Topic:	
Travel and Transportation	
Scenario 3: To <u>Location:</u> Airport / <u>Characters:</u> taxi di	river and person heading to a hotel
Student A: You need a ride from the airport to the hotel. When you see how much it will probably cost with the meter running, you ask about a flat fee. Have an argument with the driver.	Student B: You are a taxi driver. You have to take a traveler to their hotel. You have a flat fee rate, bu it is probably more than using the meter in this case Ask how the traveler will be paying. Have ar argument.
Note: a flat fee is a set rate (ex. \$50)	
Class Questions	
 Your class will have to be able to answer the following que Who are the characters? How do the traveler and the taxi driver get along? 	 estions after you perform your skit. Where does the conversation take place? What is the most economical way for the traveler to get to the hotel?
Writing	
 Work together with your partner to write a dialogue base Use some of the expressions below in your skit. 	ed on the scenario.
Useful Expressions	
Where are you off today?	I'm sorry, but that's the way it is.
Will that be cash or debit?	Is the meter running?
 Do you need a receipt? 	 How much is this going to cost me?
Is there a flat flee?	

	Topic:	
	Travel and Transportation	
	Scenario 4: Taki Location: Bus Stop / Characters: bus driv	
children. for each old. You	t A: You are a parent with two young. You need to find out how much the fare is of you. Your kids are one and five years u don't have the correct change, and you get to a doctor's appointment.	Student B: The parent who just got on the bus needs information about fares. Tell the parent that you do not give or make change. Recommend a corner store for making change. At the last minute, offer the family a free ride.
Class Q	uestions	
Your cla • •	ss will have to be able to answer the following ques Who are the characters? How much money does the family have to pay? What is the parent's main problem?	tions after you perform your skit. • What does the bus driver do in the end?
Writing		
	together with your partner to write a dialogue based ome of the expressions below in your skit.	on the scenario.
Useful E	Expressions	
•	The baby is free of charge.	There is a corner store down the block.
•	The adult fare is € 2.00.	Can you make an exception this once?
•	I'm afraid I don't have the correct change.	• I'm in a rush.
•	Sorry, but I can't make change.	

ROLE-PLAY

Student: ___

_____ – Nr: ____ – Class: ____

Topic:	
Travel and Transportation	
Scenario 5: The Lu Location: Airport / <u>Characters</u> : fli	
Student A: You missed the announcement about where to pick up your luggage because your baby was crying. Ask the flight attendant as you disembark. Ask about oversized luggage, too. You have some golf clubs and a stroller to pick up	Student B: Help a passenger by explaining which luggage carousel the bags will be on. Give the letter of the carousel and the floor number. Tell the passenger where to pick up oversized luggage.
Class Questions	
 Your class will have to be able to answer the following questors: Who are the characters? Why didn't the passenger hear the announcement about where to pick up the luggage? Where does the conversation take place? 	 what does the passenger need to do to find the oversized luggage?
Writing	
 Work together with your partner to write a dialogue base Use some of the expressions below in your skit. 	d on the scenario.
Useful Expressions	
 I missed the announcement. 	Thanks for your assistance.
 Could you repeat the instructions, please? 	You can pick up your luggage at carousel
 Follow the passengers down the escalator. 	В.
You should see a service counter.	Head down to the arrivals level.

Topic:	
Travel and Transportation	
Scenario 6: 3 <u>Location</u> : Parking lot / <u>Characters</u>	g: Shuttle bus driver and traveler
Student A: You parked your car in the long-term parking lot at the airport. You are getting on a shuttle to the airport. Ask if you should keep the ticket in your wallet or put it on your dashboard. Tell the driver your destination and terminal.	Student B: You are a shuttle driver. Tell the passenger to keep the parking ticket in his/her wallet. Give the traveler a ticket to remember which section of the lot he/she parked in. Ask the traveler's destination and terminal.
Class Questions	
 Your class will have to be able to answer the following que Who are the characters? What questions does the traveler have? Where does the conversation take place? 	 estions after you perform your skit. What does the shuttle driver give the traveler? Where is the traveler going?
Writing1. Work together with your partner to write a dialogue bas2. Use some of the expressions below in your skit.	ed on the scenario.
Useful Expressions	
 Should the ticket go on my dashboard, or 	Keep this with you for when you return.
should I keep it on me?	 I'm going to Terminal 2.
 Which terminal are you going to? 	Is this the shuttle to the airport?
 What is your destination today? 	Don't lose your ticket.

Student: _____ - Nr: ___ - Class: ___ Page II /__

ROLE-PLAY

Topic:

Travel and Transportation		
Scenario 7: Taking the Subway Location: Subway station / Characters: Tourist and subway clerk		
Student A: You are in New York City and you have never used the subway system before. You are confused about how to pay. Ask the clerk about the MetroCard pass. Ask which line will take you to Times Square.	Student B: Help out a confused tourist. He/she can use a credit card to purchase a MetroCard at the vending machine in the station. He/she can fill the pass with money and swipe it as needed. Explain that the N line will take him/ her to 42 nd Street under Times Square.	
Class Questions		
Your class will have to be able to answer the following que Who are the characters? What is the traveler confused about? Where does the conversation take place?	 estions after you perform your skit. Which subway line should the traveler take to get to his/her destination? 	
Writing		
Work together with your partner to write a dialogue base Use some of the expressions below in your skit.	ed on the scenario.	
Useful Expressions		
I'm confused. Can you help me?	Which subway line do I take to Times	
 I can't figure out how to pay. 	Square?	
It's my first time in New York.	• The adult fare is \$ 2.00.	
 You can use your credit card to buy a pass. 	The best thing is to use buy a MetroCard.	

Student: _____ - Nr: ____ - Class: ____

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Travel and Transportation	
Scenario 8: Mal	
<u>Location</u> : Ferry terminal / <u>Cha</u>	
Student A: You are going to take a ferry, but you don't have any small change. Visit the information desk and ask the clerk for help. You have a twenty dollar bill. You need a one-way ticket. You're not sure what the correct change is. You also need a quarter for the phone.	Student B: A tourist asks you where to make change. He/she needs to take the ferry to the island. Explain that it is a free ferry. Tell the tourist where the machine is to make change for the phone. Explain where the phone is, too.
Class Questions	
Your class will have to be able to answer the following que: • Who are the characters? • How does the clerk handle the problem?	stions after you perform your skit. • Where does the conversation take place? • Why is the tourist pleasantly surprised?
Writing	
 Work together with your partner to write a dialogue base Use some of the expressions below in your skit. 	ed on the scenario.
Useful Expressions	
 I don't have any small change. 	 There's no charge for the ferry.
 Where can I get change for a twenty? 	 It's a commuter ferry.
 I need change for the phone. 	That is a pleasant surprise!
Is there a phone around here?	

Student: _____ - Nr: ___ - Class: ___ Page II /__

ROLE-PLAY

Topic:

Travel and Transportation	
Scenario 9: The D Location: Airplane Cabin / Characters: F	
Student A: You are a teenager flying out of the country for the first time. You receive a declaration form on the plane. You aren't sure what to do. Ask the flight attendant for help. Explain that it's your first time traveling abroad. Ask for a pen, too.	Student B: You are a flight attendant. A young passenger doesn't know what to do with the declaration form. Explain that he/she needs to fill out his/her home address, destination, and value of any goods he/she is bringing into the country. Advise the teen to use clear writing and capital letters.
Class Questions	
Your class will have to be able to answer the following que Who are the characters? Why does the passenger need help? Where does the conversation take place? Writing	stions after you perform your skit. • What suggestions does the flight attendant make?
 Work together with your partner to write a dialogue base Use some of the expressions below in your skit. 	ed on the scenario.
Useful Expressions	
 Excuse me, can you explain this form to 	 Write down your destination.
me?	Be sure to write clearly.
 I'm sorry; it's my first time flying. 	 Do you have a spare pen I could borrow?
Include your home address.	Don't lose your form.

Student: _____ - Nr: ____ - Class: ____