1 Recomendaciones de viaje

Unit Framework

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Writing a leaflet with travellers’ tips for a country of students’ choice</th>
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<tbody>
<tr>
<td>Writing skills</td>
<td>Organising ideas into sub-headings with main points</td>
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<tr>
<td></td>
<td>Modifying writing plans in progress</td>
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<tr>
<td>Grammar/Functional focus</td>
<td>Imperative (tú form)</td>
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<td></td>
<td>Giving simple instructions</td>
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<td>Audience</td>
<td>Gap-year students</td>
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<td>Preliminary grammar revision</td>
<td>Imperative (2nd and 3rd persons singular)</td>
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Introduction – whole class

Ustedes van a poner en común los diferentes problemas que pueden ocurrir cuando se viaja a otros países. Después leerán un folleto informativo con recomendaciones de viaje para Latinoamérica. Ustedes utilizarán sus propias ideas y las que encuentren en el folleto para preparar el esquema de su trabajo final. Tras identificar y practicar las estructuras que aparecen en el folleto escribirán un folleto con recomendaciones de viaje destinado a estudiantes que vayan a viajar a un país de su elección.

1 Poner en común

Put the class into small groups to brainstorm for the kinds of problems that arise when travelling abroad. Make a list on the board in Spanish.

Possible answers

- Se contraen enfermedades
- Es difícil encontrar comida vegetariana
- La policía no es amable con los extranjeros
- No hablar el idioma local

2 Clasificar

Students sort the ideas into groups (there may be more or less than four of these depending on the feedback) and then think of a heading for each category. The aim is to get them thinking up and predicting the main ideas that they will encounter in the reading.
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Possible answers

<table>
<thead>
<tr>
<th>Problemas de comunicación</th>
<th>Problemas con la comida</th>
<th>Problemas burocráticos</th>
<th>Problemas de salud</th>
</tr>
</thead>
<tbody>
<tr>
<td>no hablar el idioma local</td>
<td>es difícil encontrar comida vegetariana</td>
<td>la policía no es amable con los extranjeros</td>
<td>se contraen enfermedades</td>
</tr>
</tbody>
</table>

3 Leer

Encourage students to read the text without using a dictionary and to try and guess the meaning of any unknown words from the context provided by the sub-headings.

4 Completar

Students complete the sentences using the correct information from the text. This exercise works as a further comprehension device to help students to fully understand the text and some of its key words.

Answers

1. Es posible conseguir rebajas en los precios si posees un carnet de estudiante.
2. Antes de viajar, infórmate sobre el país que vayas a visitar y, sobre todo, averigua si existen conflictos.
3. Las mayores ventajas de los productos que puedes comprar en tus viajes es que son bonitos y baratos.
4. Aunque el transporte público es fiable, los servicios pueden alterarse por causa de huelgas y manifestaciones.
5. En lugar de estar solamente en lugares para turistas, deberías intentar llegar a conocer a los nativos del país que visitas.

5 Buscar

The students look for synonyms in the text. You could ask them to do this activity in pairs or groups and encourage them to brainstorm about possible synonyms before they try to locate them in the text.

Answers

| conseguir – obtener | reducciones – descuentos |
| tomar – consumir | intentar – tratar de |
| medicamentos – medicinas | indispensables – imprescindibles |
| lugareños – gentes del lugar | hospitalarios – acogedores |
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6 Decidir

The aim here is to check the students’ understanding of the text by deciding whether the statements are true or false and justifying their choice by quoting the relevant part of the text that they have read. Students should quote directly from the text in their answers.

Answers

1 Es recomendable viajar con una bolsa extra de equipaje. V

Justificación: lleve una mochila vacía para poner en ella ...

2 Debes tener cuidado con tus posesiones para no atraer el peligro. V

Justificación: no llames la atención de posibles ladrones ...

3 Hacer autostop aumenta la posibilidad de rapto. V

Justificación: no hagas autostop, el peligro de secuestro ...

4 El consumo de estupefacientes no es problemático cuando viajas. F

Justificación: las penas por consumo o tráfico de drogas ...

5 El artículo recomienda sumergirse en la cultura y las costumbres del país que se visita. V

Justificación: es recomendable tratar de llegar a conocer a las gentes del lugar ...

7 Emparejar

This multiple choice exercise aims to help students understand the author’s intentions when writing the text. It draws their attention to the intended audience and the main purpose of the text.

Answers

1 El texto va dirigido a
   a personas jóvenes

2 La intención del autor es
   c aconsejar al lector

3 El autor del texto recomienda
   b una preparación previa al viaje

4 Según el texto, el viajero debe ser
   a cauto pero abierto a experiencias nuevas
8 Contextualizar

The aim here is to get students to contextualise the text in terms of who it was written for in order to raise awareness of the importance of the reader in the writing process. When it comes to their own written assignments, it is essential that, first and foremost, they are clear about who they are writing for so that they can gear content and style towards that specific readership.

Answer

c Estudiantes

The following points support the answer:

El texto está escrito con la forma ‘tú’ del verbo, que lo hace más informal. El texto ofrece recomendaciones que pueden ser útiles para muchos tipos de viajeros, pero hay varias recomendaciones que son especialmente importantes para los estudiantes:

• Contrata un seguro médico y un seguro de viaje.
Los estudiantes son probablemente el único de los 4 grupos de viajeros que no tengan ya un seguro médico y de viaje.

• Infórmate sobre los posibles descuentos que puedes obtener con tu carnet de estudiante.
Esta información no es relevante para los otros grupos de viajeros.

• No hagas autostop, el peligro de secuestro es real.
Los estudiantes son los únicos que considerarían hacer autostop.

9 Seleccionar

These headings will form the preliminary framework for students to work with.

Point out that when they select the content for a written task they have to consider what is relevant for the reader. A typical mistake that students make is to simply put down everything they know about a subject with no sense of audience. Throughout this book we will pay particular attention to the relationship between the reader and the style, content and form of the written outcomes.

10 Ordenar

In pairs, students work out the order of the headings. This will give them the overall structure of their written work. There is no correct order but it makes sense that some items come before others, such as Antes de viajar.

11 Buscar

Ask students to go through the text and to underline all of the imperative forms.
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12 Practicar

Students practise forming the imperative here and its function is reviewed in Unit 4.

You may need to remind students of the following points:

- In the imperative, the affirmative and negative forms of verbs are different.
- Personal pronouns that are the subject of a command come after the imperative.
- Object pronouns are added to affirmative imperative endings.

**Answer**

<table>
<thead>
<tr>
<th>obtener</th>
<th>vacunarse</th>
<th>ponerse</th>
<th>consumir</th>
</tr>
</thead>
<tbody>
<tr>
<td>obtén</td>
<td>vacúnate</td>
<td>ponte</td>
<td>consume</td>
</tr>
<tr>
<td>obtenga</td>
<td>vacúnese</td>
<td>póngase</td>
<td>consuma</td>
</tr>
<tr>
<td>no obtengas</td>
<td>no te vacunes</td>
<td>no te pongas</td>
<td>no consumas</td>
</tr>
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</table>

13 Rellenar

Students practise putting the correct verb forms under the appropriate headings as a warm-up for the final written task which requires them to use the tú form of the imperative.

14 Hacer una lista

Students make a random list of travellers’ tips using the imperative. They should concentrate on content rather than accuracy at this stage. If some students find it difficult to come up with ideas you could take differences between your own country and other countries as a starting point. What might they need to bring with them if they were going to Scotland or New Zealand, for example?

15 Revisar

They now organise the list according to the headings they have. They will no doubt have to review their original main headings in the light of these new tips. Point out that it is important not to get tied down to the original outlines or frameworks and that good writers constantly amend these as their ideas take shape.
16 Redactar

Students write their first draft and hand it in to you to point out any mistakes. Remind them to use the tú form of the imperative as they are writing for Spanish-speaking students of their own age.

The second option gives a choice for students to practise using a reading text as a prompt to write a short piece. The students should include as many details as possible from the text that are relevant to the task. In order to achieve the maximum grade, the students must make sure that they have used the information from the source text appropriately and that they have manipulated it without undue copying of the source text.

The teacher should insist on the importance of the appropriate use of register and style required for the type of text and the audience that is aimed at. Language accuracy is not formally addressed here; with the focus being rather on the content and the format of the students’ writing.

17 Reescribir

Photocopy the grammar checklist on page 119 and hand it out or put it on an OHT to guide students when they revise their first drafts.

18 Navegar

Ask students to put the additional points they find in inverted commas. The aim here is to get them reading the structures they have been practising in an authentic context.