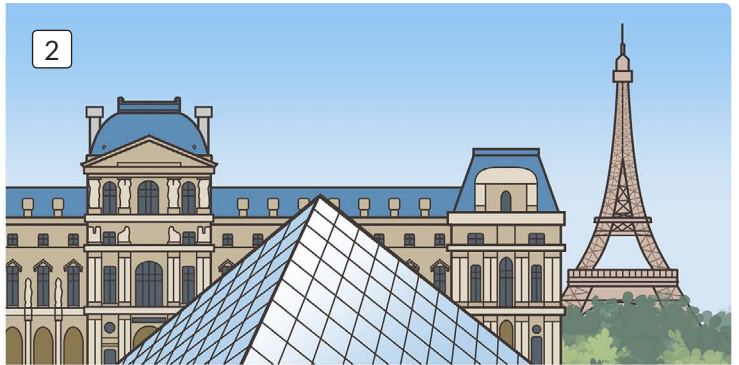


# Let's Go to Europe

Talking about Europe and European countries.



## 1. Discuss

### A. Ask and answer the questions about the pictures.

1. What city can you see in the first picture? How do you know?
2. Who are the men in the first picture?
3. What famous landmarks can you see in the second picture?
4. What else is that country famous for?
5. What city is shown in the third picture?
6. What is that kind of transportation called?
7. What country traditionally hosts the event in the fourth picture? What is it called?
8. What is the woman holding?
9. What else is that country famous for?
10. What nationality are the people from the countries in the pictures?

### B. Ask and answer the questions about your likes, dislikes, and experience.

1. Have you been to Europe? Where did you go?
2. What European country would you like to visit?
3. Would you like to live in Europe? Why/why not? Where would you live?
4. What country do you think has the most interesting customs?
5. Have you eaten European food? How was it?
6. What are your favorite European companies?
7. What do you know about European history?
8. What things from Europe do you like or admire? What do you dislike about Europe?
9. Do you have any European things in your home?
10. What countries in Europe can you name? Do you know their capital cities?

## 2. Vocabulary

Complete the sentences with the words in the box.

- |                                      |                                     |                                     |                                       |
|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> destination | <input type="checkbox"/> continent  | <input type="checkbox"/> Euro €     | <input type="checkbox"/> landlocked   |
| <input type="checkbox"/> peak        | <input type="checkbox"/> production | <input type="checkbox"/> hemisphere | <input type="checkbox"/> capital city |

1. The Alps are the longest mountain range in Europe. The highest \_\_\_\_\_ in the Alps is Mont Blanc.
2. 90 million tourists visit France every year. It is the number one tourist \_\_\_\_\_ in the world.
3. More than 50% of the total world \_\_\_\_\_ of chocolate is sold and eaten by Europeans.
4. Twenty-three countries in Europe use the \_\_\_\_\_ as their currency.
5. There are 50 countries in Europe and more than 742 million people living on the \_\_\_\_\_.
6. Berlin is the \_\_\_\_\_ of Germany and its population is over 3,500,000.
7. Many countries in central Europe do not have access to an ocean and share borders only with other countries. These are called \_\_\_\_\_ countries.
8. The European continent is located completely in the northern \_\_\_\_\_.

## 3. Questions and Answers

A. Match the questions on the left to the best response on the right.

- |   |   |
|---|---|
| 1. _____ Are you going to Europe this year?                 | a. Yes, I am. I studied it in high school.    |
| 2. _____ Have you been to Paris?                            | b. I'd go by train if I were you.             |
| 3. _____ Do you know the French national anthem?            | c. No, I'm not, but I would love to one day.  |
| 4. _____ What is the best way to travel around Europe?      | d. No, I don't. Do you?                       |
| 5. _____ Are you interested in European history?            | e. I think it does. Let's check the Internet. |
| 6. _____ Iceland has volcanoes and hot springs, doesn't it? | f. Yes! Many times.                           |

B. Complete the questions and answers. Review the questions above for help.

1. **A** What \_\_\_\_\_ ?  
**B** The capital city of \_\_\_\_\_ is Madrid.
2. **A** Why \_\_\_\_\_ to France ?  
**B** I went \_\_\_\_\_ to eat the food.
3. **A** Where were \_\_\_\_\_ ?  
**B** The first Olympic Games were held in Athens, Greece.
4. **A** What \_\_\_\_\_ ?  
**B** EU stands for \_\_\_\_\_.

5. A What language ..... they ..... ?  
 B They speak ..... in Italy.
6. A How ..... to fly to Rome?  
 B It takes two hours .....
7. A What currency ..... they ..... ?  
 B They use the pound in England.
8. A Where is the Sagrada Familia?  
 B .....

## 4. Role-play

### A. Practice the conversation at a train station ticket counter.

- A Next!
- B Yes, I need to go to Sunderland. What is the best way to get there?
- A Is that one way or return?
- B One way thank you.
- A Well, the Cross Country Liner goes to Sunderland every hour. You have to transfer at Newcastle.
- B I see. How long does it take to get there?
- A It takes two hours and twelve minutes.
- B And... How much does it cost?
- A A single, one way ticket costs £107.
- B One hundred and seven pounds!?! For one ticket?
- A For one person. Yes, sir. Standard class.
- B Is there anything cheaper?
- A I'm sorry sir. There is only one train service to Sunderland.
- B OK. I'll take a single ticket, please.
- A That's £107.

### B. Change roles and practice again.

### C. Role-play the conversation again, but choose destinations in your city or country.

# Let's Go to Europe



Level: Elementary: A2  
Pre-Intermediate: A2+

Updated: Dec 13, 2023

Language: Function: Asking and answering questions.

Teaching time: 90 minutes.

Overview: 'Let's Go Places' is a series of English lesson handouts that encourage your ESL students to talk about their experiences and share their opinions about interesting and practical situations. Let's Go Places uses pictures and topic based activities to help students explore new vocabulary and build English fluency through questions and answers.

## 0. CONSIDERATION

'Let's Go Places' aims to help your students explore new vocabulary and build English fluency through questions and answers. If students are enthusiastic about discussing the questions in Part 1A and 1B and the resulting conversations, you might consider allowing them to continue their conversations and complete the remainder of the Handout in a following lesson or assign it as homework.

## 1. DISCUSS

- A. In pairs, students take turns asking and answering the questions about the picture(s). Encourage students to answer in complete sentences. This will help to reinforce English sentence structure and patterns. There are ideal answers which you may wish to offer students if they ask, but students should feel comfortable answering in their own way. Skip any questions that aren't appropriate for your class. Answers may vary but model answers are provided.

1. It is London. I can see Elizabeth Tower (Big Ben), a double-decker bus, and two Queen's Guard.
2. They are Queen's Guard soldiers.
3. The Louvre museum and the Eiffel Tower.
4. Answers may include: Notre-Dame, fashion, food, wine, cheese.
5. Venice in Italy.
6. It is called a Gondola.
7. Germany. It is Oktoberfest.
8. She is holding a pretzel and mugs of beer. The huge 1-liter beer mugs called a Maß (pronounced: mass) are the standard drinking glass at Oktoberfest.
9. Answers may include: sausage, castles, bread, and cars.
10. English, French, Venetian, and German.

- B. In pairs, students take turn asking and answering the questions about their likes, dislikes, and experiences. As in Part 1A, encourage students to answer in complete sentences and continue the conversation if interesting. You might choose to participate if appropriate.

## 2. VOCABULARY

Read the words in the box and have students repeat after you. Emphasize the stressed syllables to help students pronounce difficult or unfamiliar words.

Individually or in pairs, students complete the sentences using the vocabulary in the box. If students don't know a word, ask that they pass and come back to it after using all the words they do know. Students can compare their answers with a partner

and discuss any differences or check answers as a class. Review the sentences with the class and answer any questions that arise.

1. peak
2. destination
3. production
4. Euro €
5. continent
6. capital city
7. landlocked
8. hemisphere

## 3. QUESTIONS AND ANSWERS

- A. Individually or in pairs, students match the sentences and questions on the left with the best response on the right. Students can check their answers with a partner and discuss any differences or check answers as a class.

1. c. No, I'm not, but I would love to one day.
2. f. Yes! Many times.
3. d. No, I don't. Do you?
4. b. I'd go by train if I were you.
5. a. Yes, I am. I studied it in high school.
6. e. I think it does. Let's check the Internet.

- B. Individually or in pairs, students fill the gaps to complete the questions and answers. Remind students to check the subject, verb, and vocabulary used in either the question or answer. In some cases, students may use their own ideas to complete the answers. Answer any questions that arise as students work through the activity. Students can check their answers with a partner and discuss any differences or check as a class.

1. What is the **capital city of Spain**?  
The capital city of **Spain** is Madrid.
2. Why **did you go** to France?  
I went **to France** to eat the food?
3. Where were the **first Olympic Games held**?  
The first Olympic Games were held in Athens, Greece.
4. What **does EU stand for**?  
EU stands for **European Union**?
5. What language **do they speak in Italy**?  
They speak **Italian** in Italy.
6. How **long does it take** to fly to Rome?  
It takes two hours **to fly to Rome**.
7. What currency **do they use in England**?  
Thy use the pound in England.

8. Where is the Sagrada Familia?  
**The Sagrada Familia is in Barcelona, Spain.**

#### 4. ROLE-PLAY

- A. In pairs, students practice the conversation. Monitor and answer any questions that arise.
- B. Students change roles and practice again.
- C. Students role-play the situation again, but choose destinations in their city or country.

Here are a few pointers and suggestions to manage students role-plays.

1. As facilitator of the role-play you should support students in their role. Don't do anything to interrupt the role-play. Leave grammar correction to the end. Correcting students in the middle of a role-play interrupts the pretend environment. Make notes and do a debriefing after.
2. Encourage students to exaggerate their actions, opinions, and movements. Exaggeration helps students immerse themselves in the role.
3. Stage a rehearsal first. Students can practice their role in small groups with coaching from the other students.
4. Role-plays can be unpredictable which makes them both a valuable learning tool and at the same time difficult to manage. Students can first discuss possible situations that could occur in the role-play situation as well as additional vocabulary. Write these on the board. This will give students some idea what to expect and avoid any surprises.