

When in Rome

Asking for and giving advice when on holiday.

1. Discuss

Discuss the following with a partner.

1. Where did you go on your last holiday?
2. Who did you go with?
3. How long did you go for?
4. Did you have any problems?

2. Reading

A. Read the article about visiting Rome.

As a travel writer, I am fortunate enough to have the opportunity to visit many fantastic cities every year. There's something about Rome, however, that brings me back time and time again. Here are a few **tips** to help you enjoy this amazing city as much as I do. If you're planning a trip to Rome, the best time to go is in autumn or spring. If you don't like hot weather, you shouldn't visit in July or August when temperatures rarely drop below 30 degrees in the daytime. You're also likely to find cheaper hotel prices outside the summer months, and attractions are likely to be a lot less **crowded**.

The Colosseum



Of course, no trip to Rome is complete without visiting the Colosseum, but if you're planning to visit any tourist attraction, you should book your tickets ahead of time, otherwise you'll have to wait before you're able to enter. And although being organized is a good idea, you shouldn't plan to do too much in one day. Places like the Vatican will take you half a day at least, so why not relax and take your time?

One of the main reasons people visit Italy is to enjoy its amazing food. If you're looking for a tasty lunchtime dish to get you through a day of **sightseeing**, you should try the Carbonara, one of the city's most famous dishes. Eating in Rome is not always cheap, so you should avoid eating in restaurants near the major attractions. You'll find good quality food wherever you go, so why not save yourself a few euros by walking just a little bit further.

If you're planning to visit any religious buildings, you should wear suitable clothing. Visitors are not allowed to enter churches and **chapels** unless their shoulders are completely covered. Another thing to remember is that you're going to be doing a lot of walking during your holiday, so comfortable shoes are essential.

Lastly, and perhaps most importantly, be careful. **Pickpockets** may be a problem in tourist areas, so you shouldn't carry much cash with you. When traveling in an **unfamiliar** city, it's always better to be safe than sorry.

Whatever type of tourist you are, Rome has something for everyone. And now that you know a few secrets, there's really nothing stopping you from booking your flights, getting on a plane, and saying 'Buon Giorno' to Rome.



Pasta alla Carbonara

B. Answer the questions about the article.

- 1. When is the best time to visit Rome?
- 2. What dish does the writer recommend?
- 3. Where do tourists need to cover their shoulders?
- 4. Why do tourists need to be careful?

C. Match the words in bold in the article to the definitions.

- 1. Visiting attractions. _____
- 2. People who steal. _____
- 3. Strange or unknown to you. _____
- 4. Having many people. _____
- 5. Small churches. _____
- 6. Pieces of advice. _____

3. Giving Advice

A. Review the information about using should and shouldn't.

We use should and shouldn't when giving advice or making recommendations to others. Should is a modal verb and is always followed by a verb in its infinitive form without 'to'.

	Subject	Modal verb	Infinitive without to		
1.	You	should	visit	Rome in the autumn.	(It's a good idea)
2.	You	shouldn't	eat	in expensive restaurants.	(It's not a good idea)

B. Complete the sentences with a verb in the box, then circle should or shouldn't in each.

-
- book
 - wear
 - try
 - visit
 - carry
 - avoid
-

- 1. You **should / shouldn't** your tickets ahead of time.
- 2. You **should / shouldn't** eating in restaurants near attractions. They are expensive.
- 3. You **should / shouldn't** in July or August. It's too hot!
- 4. You **should / shouldn't** suitable clothing.
- 5. You **should / shouldn't** too much cash.
- 6. You **should / shouldn't** the Carbonara.

C. Here are some more tips for tourists. Rewrite the advice using should and shouldn't.

- 1. It's a good idea to try Italian coffee. _____
- 2. It's not a good idea to take a taxi from the airport. _____
- 3. It's wise to stay in safe areas. _____
- 4. It's not a good idea to walk alone at night. _____

D. Write two pieces of advice for each person using should and shouldn't.

1. I want to improve my English. What should I do?

+ You should

- You shouldn't

2. I want to stop smoking.

+

-

3. I need to save more money.

+

-

4. I am having difficulty sleeping.

+

-

E. Put the words in the correct order to form questions.

1. stay / should / where / I

.....

2. should / I / go / how / for / long

.....

3. dishes / which / I / try / should

.....

4. attractions / which / I / visit / should

.....

4. Conversation

A. You are planning a holiday to the place your partner went in Part 1A and you need some advice. Write four questions you would like to ask using should.

1.

2.

3.

4.

B. Ask and answer your questions with a partner.

C. On your own, think of a town or city you know well. Write down four tips you would give someone planning a holiday there using should and shouldn't.

1. _____
2. _____
3. _____
4. _____

D. Start a conversation with your partner and pretend you are planning a holiday to their city. Ask for and offer advice and give reasons why. Continue the conversation by asking follow-up questions.

When in Rome



Level: Elementary: A2
Pre-Intermediate: A2+

Updated: Dec 12, 2022

Language: Function: Asking and answering questions. Giving advice or recommendations.
Forms: Modal and auxiliary verbs.

Teaching time: 120 minutes.

Overview: Students will be able to confidently use the modal verb 'should' to express what someone should and shouldn't do when they visit somewhere. Emphasis is given to asking for and giving advice and recommendations for holidays.

1. DISCUSS

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit answers from students.

2. READING

A. In pairs, students take turns read the article giving tourist advice for someone planning to visit Rome. Answer any questions that arise and discuss new vocabulary with the class.

B. Individually or in pairs, student answer the questions about the article. Students can compare their answers with a partner and discuss any differences or check answers as a class.

1. The best time to go is in the autumn or spring.
2. The writer recommends Carbonara.
3. Tourists need to cover their shoulders at religious buildings.
4. Because pickpockets may be problem in tourist areas.

C. Individually, students match the words in bold in the article to the definitions. Students can compare their answers with a partner and discuss any differences or check answers as a class.

- | | |
|-------------------------------|--------------------|
| 1. Visiting attractions. | sightseeing |
| 2. People who steal. | pickpockets |
| 3. Strange or unknown to you. | unfamiliar |
| 4. Having many people. | crowded |
| 5. Small churches. | chapels |
| 6. Pieces of advice. | tips |

3. GIVING ADVICE

A. As a class, review the information about using should and shouldn't. Answer any questions that arise and board examples and discuss if necessary.

B. Individually, students complete the sentences with one of the verbs provided and circle should or shouldn't in each. Students can compare their answers with a partner and discuss any differences or check answers as a class.

1. You **should book** your tickets ahead of time.
2. You **should avoid** eating in restaurants near attractions. They are expensive.
3. You **shouldn't visit** in July or August. It's too hot!

4. You **should wear** suitable clothing.

5. You **shouldn't carry** too much cash.

6. You **should try** the Carbonara.

C. Individually, students rewrite the advice using should and shouldn't. Students can compare their answers with a partner and discuss any differences or check answers as a class.

1. You should try Italian coffee.
2. You shouldn't take a taxi from the airport.
3. You should stay in safe areas.
4. You shouldn't walk alone at night.

D. Individually, students write two pieces of advice for each of the people using should and shouldn't. Monitor and assist if necessary. Students can compare their sentences with a partner or elicit answers from students to share with the class and ask the class to decide if it is good or bad advice. Answers will vary.

E. Individually, students put the words in the correct order to form questions. Students can compare their answers with a partner and discuss any differences or check answers as a class.

1. Where should I stay?
2. How long should I go for?
3. Which dishes should I try?
4. Which attractions should I visit?

4. CONVERSATION

A. Individually, students recall the place that their partner went to on their last holiday and write four questions asking for tourist advice about it using should and shouldn't. Monitor and assist if necessary.

B. In pairs, students ask and answer their questions. Encourage students to ask follow-up questions to continue the conversation if interesting. As an extended activity, students can find another partner, ask them where they went on their last holiday, and repeat the activity.

C. Individually, students think of a town or city they know well and write down four tips they would give someone planning a holiday there using should and shouldn't. Ask students to consider a reason why for each.

D. In pairs, students start a conversation and pretend they are planning a holiday to their partner's city. Students should ask for and offer advice and give reasons why. Encourage students to ask follow-up questions to learn more about the recommendations. You might choose to have students present their conversations to the class.