

Map Work

I was born in...

I have visited...

I would like to visit...

Steps

- Each student receives a copy of a world map and three pencils of different colors.
- Using the three colors, ask students to create a key, choosing one color for each of these categories: *I was born in...I have visited...I would like to visit...* If possible, post three posters of different colors on the wall to scaffold the task.
- Make sure students write this key on the map so they can remember the correct sentence starters and what each color represents.
- After students color their maps, they use these sentence starters to explain their maps to their classmates in concentric circles or face-to-face.

Tips

- This is a fun activity for the end of week one. Students usually enjoy drawing and personalizing their maps. This activity allows them to explore their knowledge of geography and learn to respect their classmates' experiences as world travelers.
- Don't worry about introducing present perfect. You can just note that this structure is for places where they've been in the past. You don't have to give an entire grammar introduction to this structure for the activity to be successful.
- Even beginning level students love this activity. You can use the variation "I *want to* visit..." instead of *would like to*.

Variations

- You can repeat this activity later in the course using a map of the U.S. (with the variation *I live in...* instead of *I was born in...*).
- Or, using a fresh copy of a world map, ask students to interview one another and label how many students come from each country. This way, students have the opportunity to identify their classmates' countries.
- For examples of maps that fit on a 8/12 x 11" photocopy, see the front and back covers of *U.S. Citizen Yes* by Ronna Magy (Thomson Heinle, 1996).