Beyond the Tourist Map

A school trip that becomes a real cultural exchange

NAME: _____ DATE: _____

READING TEXT

READ CAREFULLY

Next month, a group of students from Canada is going to visit Ecuador. They will spend four days in the city of Otavalo as part of a cultural exchange project. Their teacher has already made a reservation at a small family-run hostel near the town center. The students are excited because they are going to learn about local traditions, not just visit famous places.

On the first morning, their Ecuadorian guide, Mateo, meets them at the hostel. He explains that the group will visit the famous handicraft market. There are many stalls with handmade bags, colorful textiles, and jewelry. Mateo tells the visitors that they should ask sellers before taking close-up photos of their products. He also reminds them to be respectful when they learn about local customs.

At the market, Emma wants to buy a woven bag for her sister. She asks the seller, "How much does this one cost?" The seller smiles and explains how the design is connected to the community's history. Emma decides to buy it because she likes the story behind it. Later, the students try a traditional dish for lunch. Some of them find the flavor unusual, but they enjoy sharing the experience.

In the afternoon, the group walks to a nearby lake. They take a bus because the road is long, and Mateo helps them check the route. One student, Lucas, leaves his water bottle on the bus. He tells the driver, but the bus has already left. Mateo advises him to keep his important belongings in a small backpack next time.

On the final day, the Canadian students prepare a short presentation about something they have learned. Emma talks about the market, the food, and the importance of asking questions politely. She says, "Travel is not only about taking pictures. It is also about listening to people and understanding their way of life." Before leaving, the students exchange contact details with their new friends and promise to stay in touch.

PART A / MULTIPLE CHOICE

4 QUESTIONS

Choose the best answer according to the reading. Mark **A, B, or C**.

1. Why is the Canadian group visiting Otavalo?

A. To take part in a cultural exchange project. B. To study at a local university. C. To visit their relatives.

2. What does Mateo advise the students to do before taking close-up photos?

A. Buy something from every seller. B. Ask the sellers for permission. C. Use their phones without asking.

3. Why does Emma decide to buy the woven bag?

A. It is the cheapest item in the market. B. Her teacher asks her to buy it. C. She likes the story behind its design.

4. What lesson does Lucas learn after leaving his bottle on the bus?

A. He should keep important belongings in his backpack. B. He must travel alone next time. C. He should never take the bus.

LIVEWORKSHEETS

ENGLISH FOR TRAVELING

CHECK YOUR UNDERSTANDING

Complete the activities after reading the story.

PART B / TRUE OR FALSE

3 QUESTIONS

Read each statement. Mark **True (T)** or **False (F)**.

5. The students will stay in a large international hotel. [ ] True [ ] False

6. The seller explains the meaning of the woven bag's design. [ ] True [ ] False

7. The group travels to the lake by train. [ ] True [ ] False

PART C / MATCHING

3 ITEMS

Match each word (8–10) with the correct meaning (A–C). Write the letter on the line.

WORDS	DEFINITIONS
8. **Stall** _____	A. Made by hand, not by a machine.
9. **Handmade** _____	B. A small place or table where goods are sold.
10. **Belongings** _____	C. Things that someone owns or carries.

PART D / VOCABULARY IN CONTEXT

USE THE READING

Complete the sentences with the words from the box. Use each word once. Pay attention to the meaning of the whole sentence.

reservation route traditional exchange

11. We have a hotel _____, so our room is ready when we arrive.

12. The guide checks the bus _____ before the group leaves.

13. The students taste a _____ dish that people in the area often eat.

14. A cultural _____ gives visitors a chance to learn from local people.

PART E / GRAMMAR ON THE GO

FUTURE FORMS & MODALS

Choose the correct option to complete each travel-related sentence. Mark **A, B, or C**.

15. Look at those dark clouds! It _____ rain soon.

A. is going to B. will to C. going

16. The bus leaves at 8:00 tomorrow. We _____ at the station at 7:30.

LIVEWORKSHEETS

A. meet B. are meeting C. met

17. Visitors _____ ask before taking photos of people or their products.

A. should B. shouldn't to C. are

18. You _____ show your passport at the airport check-in desk.

A. have B. have to C. should to

Plan a Cultural Day Trip!

PART F / GROUP WORK

Work in groups of 3–4. Imagine that you are welcoming exchange students to your town or a place in Ecuador. Create a one-day cultural itinerary that helps visitors learn about local life, not only take photographs.

Your mission: Plan a day with three stops. Include one cultural place, one local food experience, and one activity where visitors can meet or learn from local people.

GROUP ROLE	RESPONSIBILITY
Travel planner	Chooses the places and organizes the schedule.
Culture expert	Suggests local customs and respectful behavior.
Language coach	Checks useful English expressions and grammar.
Reporter	Shares the group's itinerary with the class.

OUR ONE-DAY ITINERARY

TIME	PLACE / ACTIVITY	WHAT WILL VISITORS LEARN?
Morning	_____	_____
Afternoon	_____	_____
Evening	_____	_____

Language challenge: Write three sentences to present your plan. Use at least one future form and two modals for advice or obligation.

1. _____

2. _____

3. _____

Share and reflect: Present your itinerary in 1–2 minutes. Listen to another group and identify one cultural idea you would like to include in your own trip.

Before you submit: Check that you answered Parts A–E and that every member contributed to the group itinerary.

LIVEWORKSHEETS