

Unit 2 What a trip!

Vocabulary

a long-haul	flight	a discerning	traveller
an arduous	journey	bustling	crowds
for a split	second	to put	it mildly
a leisurely	stroll	culture	shock
an unforeseen	delay	an uneventful	journey
a scenic	route	an alternative	route

Titles

time will tell	a likely story	don't get me wrong
a stroke of good luck	a lucky break	an impromptu visit
a far-flung destination	an iconic landmark	overseas travel

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Activity

Individual and group work:
speaking

Aim

To revise travel vocabulary and storytelling idioms in a communicative way; to practise producing extended stretches of language

Vocabulary

Travel

Idioms

Making stories interesting

Preparation

Cut up a set of Vocabulary cards for each group for the matching activity, and one set of Title cards for the speaking activity.

Time

20 minutes (although this will depend on the size of your class)

Teaching notes

Procedure

- › Photocopy and cut up the Vocabulary cards and Title cards.
- › Put your students into groups of three and give each group a set of the Vocabulary cards. Tell them that they are going to match the halves of several phrases referring to travel and storytelling.
- › Encourage them to talk about the meaning of each phrase as they match them up, and to ask about any phrases they don't understand. They should leave the matched cards on a shared desk or table to be referred to later.
- › After confirming that the halves have been matched correctly, tell your students that now they are going to speak individually about a place they have visited – without revealing what place it is. The goal is to use as much of the vocabulary on the cards as possible.
- › Check that your students understand the task. Then let each one select a card from the deck of Title cards; tell them that this is meant to help them come up with ideas. Caution them against writing complete sentences while preparing; rather, they should take notes which include the vocabulary items from the cards that they would like to use. Give them approximately five minutes to prepare their long turn while you circulate and provide support.
- › When your students have finished preparing, select a student to go first or ask for a volunteer.
- › Before the first student speaks, tell the other students that they have two tasks: to try to identify which place the speaker is talking about, and to take note of which items from the cards the speaker uses (you should keep track of this as well). Then, after reminding them that they should try to speak for at least two minutes, ask the first speaker to begin.
- › When the first speaker's turn ends, let the students discuss what they think as a group, and encourage them to ask the speaker questions if they are stuck. The number of vocabulary items that the speaker used is tallied, and the speaker is given a score.
- › Once the answer is revealed – either because the students guess correctly, or the speaker reveals it – the next speaker moves to the front of the class, and the process repeats. After everyone has spoken, work with your students to confirm which student has the highest score.