

Solving travel problems (teacher's notes)

1. Warm-up 5 mins

Aims: to break the ice and foster a safe environment for learning.

Procedure: Introduce the topic. Ask student(s) the questions. Details are not important at this point.

2. What problems might you have if you ... (Activity 1) 10 mins

Aims: to generate interest in the topic, revise useful vocabulary and develop speaking for fluency.

Procedure: Give one minute to look through the useful phrases. Show the picture or give the definition of any difficult vocabulary.

<p><i>get a puncture</i></p> 	<p><i>miss the flight</i></p> 	<p><i>forget your passport</i></p> 
<p><i>get sunburnt</i></p> 	<p><i>bad service</i></p> 	<p><i>your wallet is stolen</i></p> 
<p><i>go to embassy</i></p> 	<p><i>be mugged</i></p> 	<p><i>get stuck in a traffic jam</i></p> 
<p><i>call an ambulance</i></p>	<p><i>lose luggage</i></p>	<p><i>lack of cleanliness</i></p>



Set the task. Elicit the answers. Encourage student(s) to use the useful phrases and add more ideas.

If you work in a group, let students discuss in pairs. Then conduct a content feedback.

3. Discuss the questions (Activity 2) 15 mins

Aims: to provide speaking practice.

Procedure: If you work in a group, allow students some time to think before they answer. Then maintain a discussion between all members of the group. Ask if the participants had similar situations as the previous speakers. If a group is too big, let students discuss their answers in pairs. If you work one-to-one, comment on your student's answers and express your opinion.

4. Roleplay (Activity 3) 15 mins

Aims: to provide speaking practice.

Procedure: Divide students in pairs. Set the task, one student should talk about the problem from the list, the second should give an advice. Ask to take turns. Alternatively, one person is thinking about the problem and other people give him advice using the phrases. Set the example. If you work one-to-one, take turns to role play dialogues with the student.

5. Sum up 5 mins

Put errors on the board or whiteboard and let student(s) correct them.

Summarise the lesson and tell student(s) what results they have achieved (Now you can ... After our speaking lesson you will be able to....)

Ask them if they have any questions.