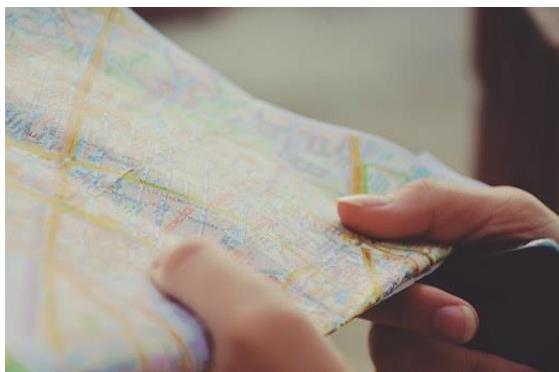


GIRAMONDO

lesson plan

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Worksheet | 1



TRAVEL MISHAPS

My Travel Mishap | Anecdote

Tell your own travel mishap story. First, tick the questions below you want to answer. Then prepare what you're going to answer for each of them and how.



- When did the story happen?
- Where were you at that time?
- What were you doing there?
- Why were you travelling (on business/on holiday/to visit someone/...)?
- Who were the other people in the story?
- What happened to you?/What's the main story?
- Why was it a problem?/What trouble did it cause?
- How did it make you feel?
- How did you solve the situation? What happened as a result?
- How did the story end?
- Did you learn anything?

Travel Mishaps conversation lesson

level: pre-intermediate (A2)+

class: group

time: 60 min.

skills: speaking, vocabulary

Warm up

1. If your students have been on holiday recently, have a little chat about the trip(s). Don't push but note if they talk about any problems they experienced.
2. Explain that today, you'd like to talk about **travel mishaps**. Any idea what that might mean? Give a definition (bad luck, or an unlucky event or accident while you travel) and elicit the correct pronunciation /mɪshæp/. Check understanding by asking the students what travel mishap they experienced on their holiday (if they mentioned any in the previous activity), or to give you a few general examples.

Vocabulary

3. Cut out **cards** in worksheet 1, and depending on the number of students in your class, let them choose one or more pictures and briefly describe what mishap might be connected with the picture (e.g. losing a passport, your luggage being sent to another airport, getting lost, missing a train, leaving your wallet at home, getting sick, breaking your leg, hotel room not booked etc.). Help with any new/difficult vocabulary at this stage.
4. Once everyone's familiar with the phrases, put all the cards **face down** on the table and play a little game. Turn them one by one and whoever is the first one to say what the mishap is (insist on correct phrasing this time!) can keep the card. The winner is the student with most cards at the end of the game.
5. Ask the students if any of the mishaps have happened to any of their friends. Any unbelievable stories? (Don't ask for their personal stories at this stage; that's the focus of the next activity.)

Anecdote

6. It's time for your students to **tell their own travel mishap stories!** Using worksheet 2, let them choose which questions they want to answer, using them as an outline for their story. Then, give them a few minutes to prepare what they want to say and what language they'll need. Provide any useful vocabulary if necessary.
7. Students take turns to tell their stories. The others listen and prepare a question to ask at the end of each student's turn.
8. If you note any mistakes, don't interrupt but take notes and discuss them after the student's finished talking.

Role-play

9. Together with the students, choose 3 – 4 pictures from worksheet 1 and create ‘real-life workstations’ in the classroom.
10. Put the students into pairs and have them rotate around the classroom going from one workstation to another, **role-playing real-life situations** related to the pictures (e.g. reporting lost luggage, seeing a doctor, asking for directions etc.). For lower-level students, provide useful phrases/models first.

Cooler

11. Students take turns to give an example of a travel mishap until the last of them says, ‘I don’t know.’