

6.2

LEVEL

Intermediate

TOPIC

A terrible journey

ACTIVITY TYPE

Ordering pictures

LISTENING
FOCUSPredicting, listening
for details

TIME

45 minutes

(main activity 25 mins)

KEY LANGUAGE

bounce, celebrate,
check in, crash,
delayed, drop, fear,
gate, grab,
knock, lightning,
oxygen mask,
panic (verb),
relieved, scared,
scream, storm,
take off, terminal,
terror;

Past tenses,
comparatives

PREPARATION

One photocopy (cut
up) for every three
students

CD 1 track 21

What a journey!

Warm up

- Write *Travel* on the board and encourage students to call out various ways people travel (by plane, by boat, by car, by bicycle, by train, etc.). Put students into groups and tell them to compare the various ways of travelling. Write *convenience, cost, speed, danger* on the board and give a few examples, such as *It's quicker to travel by train than by bicycle, but it's more expensive*. Next, tell students to list all the stages involved in travelling by plane, from arrival at the airport to passing through immigration control at the destination (check in, go to the gate, board the plane, etc.). Review all the stages on the board.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give examples where necessary.

Main activity

- 1 Tell students to think of some problems that may happen when travelling by plane, such as a delayed flight, lost luggage, etc. Then divide them into groups of three. Give each group a set of picture cards. Explain that they are going to listen to a woman talk about a terrible journey by plane, and that they must put the pictures in the correct order. Give them time to study the pictures, then tell them to try to predict the correct order. Give each group a few moments to exchange their ideas, then play the recording.

Monitor each group to see how many have put the pictures in the correct order. If necessary, play the recording again.

Answer key

The order is **c, h, d, b, a, e, g, f**.

- 2 Finally, tell students to repeat the story from memory. Explain that they should use the pictures as a guide. They should each take turns telling the story one picture at a time.

Follow up

Tell students to think about a journey they remember. It may be a difficult or dangerous journey, or one they found very enjoyable. Give each student time to think and make notes of their story. Then put them into groups of three or four and ask them to tell their stories. You may wish to tell each student to make notes on their classmates' stories. Then you can mix groups and tell students to use their notes to repeat the stories they heard.

