

# Get the message across

## Language focus

introduction to basic functional travel language

## Key vocabulary

travel: *airport, bag, baggage, bus, delay, hotel, lost, money, police station, restaurant, shop, street, towel, train station*

## Skills focus

speaking: getting your meaning across; writing a dialogue

## Level

elementary

## Time

60 minutes

## Preparation

one photocopy, cut up, for every group of 5 or 6 students; blank scrap paper for each student to use for drawing

## Extra notes

This activity can be used with higher levels too to revise functional travel language.

## Warm-up

- 1 Divide the board into two areas, A and B, and put students into two teams.
- 2 Invite one member of team A to come to the board, and give them a list of words to draw. (They are not allowed to speak, but they may also mime.) Words should be connected to the topic of travel and could include the following: *aeroplane, boat, car, train, bus, taxi, suitcase, bag, rucksack, airport, train station, hotel, restaurant, map, beach, mountains, sunglasses, hat, towel.*
- 3 Set a time limit of two minutes. The team members should guess the words being drawn and get a point for each word they guess within the time.
- 4 Then it is team B's turn to do the same.

## Main activity

- 1 Put students into teams of five or six and give each team a set of cards. Tell them that each card depicts a problem they may have when travelling abroad.
- 2 Students take it in turns to pick a card, look at the picture and communicate the message in the picture to their team. The team have to guess where they are and what the problem is. For the first round the students can only use mime and drawing. They mustn't speak! The team must guess the situation and the problem in English only.

### Answers

- |  |  |
|--|--|
| 1 The airline has lost her bag.                                  | 2 He wants to know where he can find the bus stops.                              |
| 3 She wants to know where the Museum of Modern Art is.           | 4 She is asking where she can find a cash machine.                               |
| 5 She is asking for a wake-up call.                              | 6 He has no cash and wants to know if he can pay by credit card.                 |
| 7 He wants to know what time the train to Birmingham will leave. | 8 He is reporting the theft of his rucksack, containing his wallet and passport. |

- 3 When all the cards have been used up and the teams have guessed the situations and the problems for each card, put students into pairs and give each pair one card.
- 4 Now students are going to focus on one situation in pairs and write a short and simple dialogue for the situation. They can also use mime and drawing to support the language they have. Tell students that you *don't* expect them to have all the language they need to do this but encourage them to ask you for useful language chunks and vocabulary. Your role at this stage will be to feed in new language and to encourage students to be creative with the language and other resources they have. If your students are very low level, explain that vocabulary is much more important in order to communicate than grammar. Also point out that actions can be substituted for many words, so encourage students to use body language.
- 5 When the pairs have produced and practised their dialogues they could perform them for the class.

## Follow-up

- Ask your students to think about more situations when they may need to use English. Each student should draw (or write in L1) a situation. Use the cards for another team game in a following class.
- When your students have had more practice with functional travel language, use the picture cards as prompts for role play in a later class.