Listening Lesson Plan

**Airport**

Level:

Upper Intermediate

Instructor:

Debbie Hong

Students:

14

Length:

50 minutes

Age Group:

Adult

**Materials:**

* Lead-In Visual: Pictures of airline logos and their uniforms
* White board, board marker, board eraser, scotch tape
* Worksheet A: Vocabulary (15 copies)
* Answers for Worksheet A (1 copy)
* Worksheet B: Listen and fill in the blanks (15 copies)
* Answers for Worksheet B: Only for teacher’s reference (1 copy)
* Computer with internet access, audio speaker

(Open link: <https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/travelling-abroad>)

* Worksheet C: 7 role play scenario slips (1 copy)

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**Aims:**

* To practice listening for details that is spoken in different accents by listening to the audio record.
* To practice listening and speaking through discussions and role plays.
* To promote discussions, sharing ideas, and using their resources by doing pair activities.
* To learn vocabularies that may be used at the airport or on the airplane through the worksheet.
* To build students’ confidence by using own resources and interacting with classmates.
* To make Ss think actively through diverse activities.

**Language Skills:**

Listening Ss will listen to T’s instructions, classmates and audio record to answer the worksheets and listen to role plays.

Speaking Ss will discuss with each other to work on the vocabulary worksheet and do role play.

Reading Ss will read role play script and the worksheets.

Writing Ss will write down on the worksheet and take notes when listening to the audio record. Ss will use 2-3 vocabularies to write sentence/sentences for homework.

**Language Systems:**

Discourse Ss will be talking in pairs, presenting and doing a role play.

Lexis Brainstorming to match the definition to the vocabularies.

Function To understand the information of the audio record.

Grammar Ss will use diverse tenses when doing role play and doing homework.

Phonology Ss will learn how to pronounce words that they did not know through role play and audio record.

**Assumptions:**

* Ss know how the class is set up and the number of students
* Ss know the teacher’s style of teaching
* Most Ss have the experience or will have the experience of flying on an airplane

**Anticipated Errors and Solutions:**

Ss may not be able to pick up details from the listening

* Chunk the listening (pause-play-pause-play)

Ss may need more time to work on the vocabulary worksheet

* Shorten answer-sharing activity by making Ss shout aloud only the vocabularies instead of

reading the definitions as well

If Ss finish their task earlier than expected,

* Verbally elicit a couple of synonyms & antonyms on the vocabularies

**References:**

* [www.googole.com](http://www.googole.com)
* <https://www.youtube.com/watch?v=noE1YzvfA08>
* <https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/travelling-abroad>
* <https://en.islcollective.com/resources/printables/worksheets_doc_docx/airplane_role_play/intermediate-b1-role/39362>

**Note:**

* Monitor the students during the activities!
* Review very shortly on how to read analogue time after doing Worksheet B.

Share ideas/words they think relates to ‘airport’.

Elicit words on ‘airport’ and write down their ideas on the white board.

2

Class

**Lead-In**

**Materials:** Visuals: pictures of airline logos and their uniforms, scotch tape, white board, board marker, board eraser

**Aims:** To make Ss elicit and lead to the topic ‘airport’ and actively participate in sharing ideas.

**Students**

**Teacher**

**Time**

**Set Up**

Greetings

Students will guess which airline wears which uniform.

Greetings

Show visual materials by putting on the white board.

2

Class

Students will share ideas and words related to ‘airport’.

Guide Ss to elicit words on ‘airport’. Write down Ss’ ideas on the white board.

2

Class

**Notes**

* Ask for show of hands who likes to travel abroad.
* Try to have much students involved to share their ideas.

**Pre-Activity**

**Students**

**Teacher**

**Time**

**Set Up**

**Aims:** To learn vocabularies related to the airport.

**Materials:** Worksheet A: Vocabulary (15 copies), Answers for Worksheet A (1 copy)

Work with partner to match the vocabularies with the definitions.

Look up in the dictionary for words you don't know.

Give instructions and perform ICQ.

Distribute worksheet.

Monitor passively.

10

Pairs

Read aloud the answers together.

Verbally elicit for answers on each vocabulary. Guide the process and check if the answers are correct.

4

Class

**Notes**

* Be aware of time!

**Materials:** Worksheet B: Listen and fill in the blanks (15 copies), Answers for Worksheet B (1 copy), and computer with internet access, audio speaker

**Aims:** To practice listening for details that is spoken in different accents.

**Main Activity 1**

**Students**

**Teacher**

**Time**

**Set Up**

Listen to the 5 speakers and fill in the blanks.

Open the web link and set the speaker volume. Give instructions and perform ICQ. Distribute worksheet.

Monitor passively.

5

Class

Read aloud the answers together.

Discuss on the unclear answers.

Guide the process and check to see if the answers are correct.

Play the audio again if clarification on the answer is necessary.

4

Class

**Notes**

* Website:<https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/travelling-abroad> (2min 30secs long)
* - If necessary, chunk the listening
* Review very shortly on how to read analogue time after doing Worksheet B.

**Main Activity 2**

**Aims:**

To practice speaking and listening skills as well as to being creative with the role play conversations!

**Materials:** Worksheet C: 7 role play scenario slips (1 copy)

**Notes**

After picking the scenario, decide with partner who is going to play which character.

Share conversations based on the scenario.

Give instructions and perform ICQ. Prepare cut out role play scenarios and have them randomly pick.

Monitor passively.

10

Pairs

Presenters: Introduce their scenario to classmates and perform role play.

Listeners: Paying attention and encourage the presenters.

Have 2 pairs present in front of class.

Encourage the Ss.

9

Pairs

**Students**

**Teacher**

**Time**

**Set Up**

Receive volunteers to present in front of class or make each pair choose number between 1~7, and 2 pairs that have the same number as T presents.

Write down homework.

Share some example sentences.

Assign homework and write on white board.

Give instructions, elicit few example sentences, and perform ICQ.

4

Class

**Students**

**Teacher**

**Time**

**Set Up**

**Materials:** White board, board marker, board eraser

**Aims:** To make up creative sentence/sentences using the vocabularies we have learnt.

**Post-Activity**

**Notes**

HW: Write sentence/sentences using 2-3 vocabularies we have learnt from the worksheet.

 [Worksheet A]

Vocabulary-Definition Matching Worksheet

1. Altitude b. Aisle c. Turbulence d. Motion sickness

e. Layover f. Departure g. Evacuation h. Overhead

i. Carryon j. Stow k. Vacant l. Complimentary m. Jet-leg

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Small piece of hand luggage that you are allowed to take with

you onto the plane

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: When you are leaving to go on a trip
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Tiredness due to travelling through different time zones
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: The long empty space that you walk down
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Place above the seats for storing luggage
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Strong wind that makes the plane to move and shake
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: To put something away
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: The height of something above a particular specified level
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: When a passenger has to stop at an airport and change planes
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Free of charge
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Not occupied; empty
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: When people are removed from or leave a dangerous place
12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: A bad feeling in the stomach that passengers get during a rough ride

[Answers for Worksheet A]

(Only for teacher’s reference)

|  |
| --- |
| **Word** |
| Carryon |
| Departure |
| Jet-leg |
| Aisle |
| Overhead |
| Turbulence |
| Stow |
| Altitude |
| Layover |
| Complimentary |
| Vacant |
| Evacuation |
| motion sickness |

 [Worksheet B]

Listen to the audio and fill in the blanks

**1. Check your understanding: gap fill**

Do this exercise while you listen. Complete the gaps with a word from the box.



1. Speaker A: The plane is going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Speaker B: The plane is going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Speaker C: The plane is going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Speaker D: The plane is going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Speaker E: The plane is going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**2. Check your understanding: gap fill**

Do this exercise while you listen. Complete the gaps.

1. The 9.25 flight to Rome is delayed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hours.

2. Passengers going to Tokyo should go to boarding gate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Passengers going to Athens should go to boarding gate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. The flight number of the plane going to Amsterdam is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It will leave from gate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. The time in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is 18:30.

6. The temperature in New York is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ºF.

[Answers for Worksheet B]

(Only for teacher’s reference)

|  |  |
| --- | --- |
| **1. Check your understanding: matching**1. Rome2. Tokyo3. Athens4. Amsterdam5. New York | **2. Check your understanding: gap fill**1. 2/ two2. 213. 144. KL1050/ 65. New York7. 76 |

Good morning. This is an announcement for all passengers travelling on the 9:25 flight TOM1223 to Rome. This flight is delayed by two hours because of bad weather.

**B.**

Would all passengers travelling to Tokyo on flight FR3421 please have your boarding passes and passports ready for boarding. Flight FR3421 now boarding at gate 21.

**C.**

This is the final boarding call for passengers Gemma and Ryan Grey flying to Athens on flight EZ9753. Your flight is ready to leave. Please go to gate 14 immediately. The doors of the plane will close in five minutes. Final boarding call for passengers Gemma and Ryan Grey.

**D.**

This is an announcement for passengers travelling to Amsterdam on flight KL1050. Will all passengers with express boarding tickets and passengers travelling with young children please go to gate 6 for boarding. That’s all passengers with express boarding tickets and passengers travelling with young children go to gate 6 for boarding. Thank you.

**E.**

Good evening, ladies and gentlemen. We have landed at JFK airport in New York where the local time is 18:30 and the temperature is 76º. We hope you have enjoyed your flight with American Airlines this evening and wish you a very safe journey to your final destination.

 [Worksheet C]

Role play draw lots

