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| **☐ Listening** ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: “In an emergency: Understanding In-flight Safety Instructions”** |

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| Instructor:  Cindy | Level:  Intermediate | Students:  15 | Length:  50mins. |

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| Materials:   * White board and a marker * Pictures that represent the words in the lesson * Worksheet 1: “Fill-in-the-blank” Listening practice * Worksheet 2: Comprehensive questions * “In-flight” Safety Instruction Directions * 3 exit signs made of paper (Attach on 3 diff. spots before the start of the class) |

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| Aims:   * Students will **identify** vocabularies used in safety instruction announcement by comparing words with pictures and teacher’s explanations. * Students will be able to **fully understand** in-flight announcements by listening and finishing given worksheets. |

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| Language Skills:   * Students will improve their **Listening** skill through listening to flight announcement. * Students will answer some comprehension questions on worksheet after listening passage (**Writing**) * Students will share their experiences and communicate with others about traveling by airplane (**Speaking**) |

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| Language Systems:   * Lexis/Vocabulary: Words that are used in safety instruction announcement * Function: Statement, direction, warning as expressed in in-flight announcements |

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| Assumptions:   * Some words may already be familiar to some students who have experiences in traveling abroad. * Some students may be a flight attendant so they know everything about it. |

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| Anticipated Errors and Solutions:   * Students may have difficulties following the listening passage: Chunk the passage (Pause after each paragraphs or we can always go back) * If any of the activities take longer than given minutes, teacher may shorten the Post activity up to 5 minutes. * Students may not understand some of the comprehensive questions: Teacher can always actively help students or other students can offer help. |

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| References:   * “American Airline Safety Video” by American Airline (<https://www.youtube.com/watch?v=LXb28mVZiJo)> * “Safety Card: Then and Now” by Airline passenger experience Association (<https://apex.aero/cards)> |

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| **Lead-In** | | | |
| Materials:   * Pictures related to in-flight situations * White board and a marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Apprx10mins | Whole Class | * Students share their experience traveling abroad * Students learn meanings of words with pictures and teacher’s help | “We are going to learn about some of the frequently used words/phrases in airplane and during flight. Has anyone been on plane before?”  “Here are some of the words that are frequently used in airplanes.”  Take off  Overhead bin  Seatbelts/Safety belts  Lavatory  Turbulence  Belongings/Carry ons |

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| **Pre-Activity** | | | |
| Materials:   * Youtube video “American Airline Safety Video” * Worksheet 1: “Fill-in-the-blank” Listening Activity | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Apprx5min  Apprx  5min | Whole Class  Work Individually | * Share their prior memories about airplane safety * Students fill in blanks as they listen to “American Airline Safety Video” | “Have you ever paid attention to those safety instruction videos? I personally think they’re very important to keep in mind. What are some of the things do you remember from them?”  Pass out worksheet 1  “Let’s listen carefully to the following safety instruction and fill in blanks as you listen to them.”  Answers to blanks:  Safety Card  Evacuation slides  Escape lighting  Carry ons  Oxygen masks  Life vests  Inflate  Floating device |

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| **Main Activity** | | | |
| Materials:   * Youtube Video “America Airline Safety Video” * Worksheet 2: Comprehensive Questions | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Apprx  5min  Apprx7min | Whole Class  Work Individually | * Students share their thoughts on the work they just did. * Students will listen to the safety instruction again. * Students will try to answer the given comprehensive questions. | “How was it? Were you able to fill out all the blanks? In real life, it might be difficult to understand some phrases due to surrounding noises or busy environment. That’s why it might be important to be well-informed of these instructions in case of emergencies.”  Pass out Worksheet 2  “Now, let’s listen to it again to check if you’ve missed anything. This time, Don’t try to listen to details but Do try to listen to the entire context. Some answers you may find directly from the passage, but some questions, you might have to think some time through. Here we go.” |

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| **Post Activity** | | | |
| Materials:   * “In-flight” Safety Instruction Directions * 3 exit signs made of paper (Attached in 3 different spots in classroom prior to the lesson) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Apprx3min  Apprx 10min | Group of 5 | * Students will now participate in “Listen to the direction” activity (Simon says) * Students will work in group of 5(3 groups total) * Students will work for 10 minutes.   Students now start the activity | “Now let’s practice listening to more directions given on airplanes.”  Teacher gives instruction about the activity  Instruction:  One student in each group will volunteer as the direction giver.  With given instruction, the “one student” will give instructions.  Other students will listen to it and follow according to the direction.  Demonstration:  Teacher demonstrate, “I’ll say, ‘please, put your phone to airplane mode.’ Then I take out my phone and pretend like I’m putting my phone to airplane mode.”  CCQ:  “Who are you working with?”  “How much time do you have?”  Teacher monitor discreetly. But whenever help is requested, teacher can help student understand.  Teacher gives time warning 2 minute prior to the end of the activity. |