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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Air travel** |

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| Instructor:  Kay C, Jin and Sung | Level:  **Pre-Intermediate**  (Undergraduate students) | Students:  **4** | Length:  **60 Minutes** |

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| Materials:  -Pre-activity  : Warm up activity, reading dialogue cut-up sheet, listening audio recording, worksheet, 2 photos  -Main activity  : PPT #1 – vocabulary, PPT#2 – script, handout – script  -Post-activity  : Worksheet of flags, nation, person, and language and capital, cell-phone, white  board(if necessary) |

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| Aims:  -To maximize speaking opportunities by practice dialogue  -To be familiar with vocabulary of names of safety equipment and actions on board  -To have chances for speaking by getting interview and discussion each other  -To practice listening by real-life conversation  -To feel comfortable to fly with any international airline company |

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| Language Skills:  -Speaking: role play, discussion  -Listening: role play, listening to video clip and the teacher  -Reading: read worksheet  -Writing: take worksheet |

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| Language Systems:  -Discourse: interview, role play  -Function: being familiar with the words used in check-in and air plane  -Lexis: new vocabularies |

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| Assumptions:  -Most of the students have been to other countries.  -Students have very kinesthetic intelligence; students like to participate in physical  activities.  -Students are able to work in pairs |

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| Anticipated Errors and Solutions:  - Some student needs the help to understand for interviewing questions  -> Other two teachers can help the student.  - The printer in school cannot make colored print and teachers have also a black/white printer.  -> After giving black/white printed worksheet and show the colored file through monitor.  - The class doesn’t have enough time in post-activity.  -> Reduce the time to explain students about the answer and take the worksheet as an assignment.  - The time is left.  -> Do SOS activity. |

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| References:  Listening audio recording: <https://www.teachingenglish.org.uk/article/airport-check>  Flags:<http://blog.naver.com/PostView.nhn?blogId=hks8562&logNo=220627045539&redirect=Dlog&widgetTypeCall=true>  Nation: <http://rhyshan.com/122>, Language: http://ebpang.tistory.com/329 |

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| **Lead-In** | | | |
| Materials: 2 Photos | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Students listen to the teacher. | Greeting  Good morning? Lovely day isn’t it?  Is/Has anybody planning/planned to go to holidays? What do we have to do when you go abroad for holidays? What should you bring?  (Let ss answer)  Yes, passport. So then, what is the first step to get a boarding ticket in the airport? We need to ‘check-in’.  This morning we’re going to learn how to communicate at an airport. |

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| **Pre-Activity** | | | |
| Materials:  1. Warm up activity  2. Reading dialogue cut-up sheet  3. Listening audio recording  4. Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min  8 min  6min | Whole class  Whole class  pairs | Students listen and answer the question.  Ss listen to the dialogue  Ss listen to the dialogue and fill in the blanks  Ss compare answers and practice conversation with partners | Warm-up activity (Eliciting)  What steps do you need for check-in at the airport?  Please brainstorm words and phrases when processing the check-in.  Instruction  Now, we are going to hear a conversation between M1 and F1 at the checking in counter in the airport.  (distribute cut-up sheet & worksheet)  First, listen to the conversation. Don’t write down anything yet, but just listen comfortably.  (play audio)  CCQ  What is happening?    So, we will listen again. But this time please listen more carefully, and try to fill in the blanks on your worksheet.  (play audio)  Then now, let’s make pairs.  Compare answers with your partners, and when you are done comparing, practice the dialogue with your partners. And take turn when the first person finishes. Teachers will be in each group to help you if needed.  (Assistant teachers will be placed in each group)  CCQ  What you have to do?  With whom?  OK, Now start!  Monitoring  When students are working together, the teacher come around them, carefully listen to them and help them speak fluently and correctly if problems arise. Respond to any questions asked and collect the errors spoken and use them for next class.  CCQ  1. What usually asks you for check-in at the airport?  2. What the new words do you need to know for check-in?  OK! You just checked in! now let’s move on. |

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| **Main Activity** | | | |
| Materials:  1. PPT #1 – vocabulary  2. PPT#2 – script  3. Handout – script | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  5min  8min  4min | Whole class  Whole class  Whole class  Pairs  pairs | Ss read the script &  Watch demonstration  Participate in activity  Ss talk to partners | **Procedure**  You have just checked-in.  Now, what are you going to do?  (Let ss answer)  Right, you pass the immigration, you shop in duty free store and then? It is time for you to fly!   1. Introduction of the topic   (Eliciting)  Have you been to any another countries before?  How did you go there? Which airline did you use?  It is not necessary that you always fly with your domestic airline companies, you may have a chance to get a cheaper flight ticket in other airline company or your domestic airline doesn’t fly to the destination you are going to. In these cases, you will fly one of the international airline companies and you will need to speak in English.  What do you think is the most important when you travel by plane?  We will learn about some situations and vocabularies can happen in the airplane.  2. Vocabulary  Let’s look at the screen.  (First PPT slide on the screen – take off)  (Eliciting)  What do you thinks is happening?  What is the airplane doing?  (CCQ)  What is going to happen after you take off?  What do you have to do during take off?  (Repeat Elicitation & CCQ for the rest of vocabulary words)  3. Script-PA  We have a script of in-flight announcement about safety.  (Distribute the script)  Instructions  Please put your pens down. Don’t look at the paper but let’s read and listen together from the screen.  (PPT slide on the screen & 2 assistant teachers will be ready for demonstration)  Everyone please look at the screen.  Can someone please start reading first?  (Every student gets a chance to read 5 to 6 sentences each – 2teachers demonstrate accordingly)  Now, let’s practice together.  Instructions  Please stand up. Work with your partner, one person read the script and the other person will demonstrate.  CCQ  What you do?  1. Discussion  As we just studied, safety concern is very important when we fly. Let’s talk some more about our experience now.  Instructions  Work with your partner, tell your partner about your experience related to the safety that happened when you flew.  I will give you 4minutes.  CCQ  Talk about what?  For how long?  (monitor actively) |

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| **Post Activity** | | | |
| Materials:  1. Worksheet 1 of filling in the blank | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min  6min  5min  5min | Whole  class  pairs  Whole  Class  Individually  Whole class | Ss listen and follow teacher  Ss fill in the blanks  Ss create sentences  Share sentences with class | **Free production**  So, did you guys have fun with 2 teachers?  Tell me some vocabulary words you have just learned.  Good job!  You checked in and flew.  Now you are at your destination!  How many countries are there in the world?  (Eliciting)  What is the name of the country where we live in?  How do you say the people of this country?  How about the language?  If you know about the differences of the English expression of flag, nation, language, person, and etc, it’s going to be helpful to understand other countries. Sometimes they are confusing.  So, I would like to do extra activity about knowing about them. I’ll give you one worksheet.  (Distribute worksheets)  (Instruction)  Fill in the blanks on your worksheet. It is about flag, nation, language, and person of countries.  (Demonstration)  We can try the first one together.  So, the first country is \_\_\_\_\_\_\_\_.  Can someone tell me what should be in the next blank?  Good. This is how you do it.  Work with your partners. I’ll give you 5 minutes. If you any questions you can ask teachers around you.  CCQ  Are you doing the worksheet alone?  How much time do you have?  (monitor actively)  Did you finish it?  (If time is not enough, don’t ask about giving more time.)  Yes- check the answer  No- give 1 or 2 more minutes  Let’s check the answers together.  (checking answers together)  Ok, let’s try to make some sentences by using those words.  (Instruction)  Choose 1country and use the words we learned just now, for example, if you choose Japan, adopt the words Japan, Japanese, Tokyo and make 3 sentences that include those words in them.  You have about 3 minutes.  Time is up.  Can anyone tell the sentences you made?  Today, you have several works in the class. Thank you for your attention. See you next time. |

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| **SOS Activity** | | | |
| Materials: N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole  class |  | Let’s play a fun activity together!  (Instruction)  Keep time with beats. We adopt 4beats (1,2,3,4 & 1, 2, 3, 4…). On the third beat, we say a name of a country. And the next person says the name of the country that the previous person said, and add one more country on the next 3rd beat. Take turns by adding one country from each player. Activity ends when a person either can’t name a new country or fail to remember previous countries said by others.  (Demonstration)  All 3 teachers demonstrate the activity. |