



**SITUATED  
ENGLISH**  
Study&Learn

# LESSON PLAN

## UNIT 3: PASSPORT CONTROL

**Suitable for use with adult learners of English CEFR  
level A1**



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**Unit 3: Passport control****Topic****PASSPORT CONTROL****Aims**

In this unit, learners learn key vocabulary, words and phrases they might hear or need to use during the passport control.

**Age/level**

Adults at CEFR level A1

**Time**

60 minutes

**Materials**

Manual: Unit 3: PASSPORT CONTROL

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- [https://www.youtube.com/watch?v=e\\_utZiEsQd4](https://www.youtube.com/watch?v=e_utZiEsQd4)
- <https://www.youtube.com/watch?v=sxXvQaPS3F8>
- <https://www.youtube.com/watch?v=3ZxuzipXEMw>

**Introduction**

The lesson begins with a warm up activity where the participants are trying to connect the cards with the words with corresponding cards with the pictures. The game is afterwards turned into a memory game where again the participants are trying to find corresponding cards. The exercise is followed by watching a short video where the participants are trying to catch some useful phrases in Section B and then they watch another video and try to do the same for the section C. Afterwards the participants work in pairs and try to play out the dialogues from the Section D, while one participant has his/her manual open and is in the

role of the passport officer and the other pair member has the manual closed and tries to find a suitable response to what the passport officer is saying. The lesson finishes with participants solving the exercise in the Final Step section.

Activity	Time	Instruction
<p>SECTION A: Key vocabulary</p> <p><i>Connecting words with pictures: warm-up activity</i></p>	10 minutes	<p>Prior to the lesson the mentor prepares one pile of flash cards with the images from the Key Vocabulary in the manual and one pile of cards with the words corresponding to the pictures. Participants are divided into pairs and each pair gets one pile of flashcards with images and one pile of cards with words. First the participants are asked to place the pile of cards with images on one side of the table and the other pile with words on the other side of the table. Both piles are turned face-up. The participants are asked to work in pairs and try to connect the correct words from one pile with the corresponding images from the other pile. One participant starts and tries to find the right pair and he/she keeps the card he/she has chosen. Then it is the other participant's turn. The game finishes when all the cards from both piles are selected. The mentor circles around the class and helps the participants to find the right matches and when everybody finishes, they check the correct answers together.</p>
<p>SECTION A: Key vocabulary</p> <p><i>Connecting words with pictures: memory game</i></p>	15 minutes	<p>The mentor explains that now they are going to use the cards from the previous exercise for a memory game. Participants are now divided into group of four people. Again one pile of cards is placed on one side of the table and the other on the other side of the table, but this time all the cards are put face-down. One player starts and turns one card from the pile of cards with words and then tries to find a corresponding card from the pile of cards with pictures. If he/she succeeds, he/she keeps the cards and it is again his/her turn. If he/she does not succeed, both cards are placed back on the piles face-down on the exact same spot. Afterwards it is the other player's turn. The game finishes when all the cards have been collected by the players and the winner is the person with the most cards.</p>

SECTION B: What you might hear or see  <i>Discussing the meaning of sentences and watching a video</i>	10 minutes	The mentor asks some participants to read aloud the sentences written in the Section B. They discuss the meaning of the sentences together. Afterwards the mentor explains they are going to watch a short video ( <a href="https://www.youtube.com/watch?v=e_utZiEsQd4">https://www.youtube.com/watch?v=e_utZiEsQd4</a> ) and they should listen carefully and find an example of possible responses to at least one of the sentences discussed.
SECTION C: What you might need to SAY or ASK in this place  <i>Watching a video and matching the expressions</i>	5 minutes	The mentor explains to the participants they are going to watch a video ( <a href="https://www.youtube.com/watch?v=3ZxuzipXEMw">https://www.youtube.com/watch?v=3ZxuzipXEMw</a> ). Before watching the video, the participants are asked to read the expressions written in Section C. While watching the video the participants should mark the expressions they hear in the video in the Section C. After watching the video, they discuss which expressions they heard and check their answers.
SECTION D: Basic Dialogues at Passport Control  <i>Role play</i>	10 minutes	Participants are divided into pairs. Each pair chooses one of the conversations from Section D. They are asked to read the conversations carefully. Afterwards, one of the pair member can have his/her manual open, the other pair member is asked to close the manual. The participant with the open manual is reading out the passport officer's statements/questions and the other member tries to reply. If the participant replying has some difficulties, the other pair member can help with some clues.
FINAL STEP: Exercises  <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		You can ask the participants to watch this video at home after the lesson: <a href="https://www.youtube.com/watch?v=sxXvQaPS3F8">https://www.youtube.com/watch?v=sxXvQaPS3F8</a> . It

		is a very useful video for repeating common phrases from the first three lessons.
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