



**SITUATED
ENGLISH**

Study&Learn

LESSON PLAN

UNIT 2: ON THE PLANE

Suitable for use with adult learners of English CEFR

level A1



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Unit 2: On the plane

Topic

ON THE PLANE

Aims

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

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 2: ON THE PLANE
Whiteboard
Computer with internet access and speakers
Projector
Videos:
<https://www.youtube.com/watch?v=GzF9ed1Cftg>
<https://www.youtube.com/watch?v=VTU8hdMb8hE>
<https://youtu.be/shGha68qLvY>

Introduction

The lesson begins with a warm up activity – guessing the meaning of the words found in the Key Vocabulary section of the manual. It continues with the exercise where the participants are trying to put sentences/expression into correct order and afterwards they watch a video with safety instructions on the plane. Afterwards the participants try to find appropriate expressions for possible issues that can occur on the plane and in the following exercise they watch a video and afterwards role play the dialogues in Section D and check the unknown words/expressions. The lesson finishes with participant solving the exercise in the Final Step section.

Activity	Time	Instruction
SECTION A: Key vocabulary	5 minutes	The mentor tells the participants to take a quick look at the words in the key vocabulary section. He/she explains that he/she is slowly going to tell them a description or a definition of each word in the key vocabulary section in

<p>Discussion: warm-up activity</p>		<p>English. Although they might not understand everything he/she is saying, they should try to match the description with the suitable word and picture in the Key Vocabulary section in the manual. After each description the participants try to guess the word together and they find the correct answer.</p>
<p>SECTION B: What you might hear or see</p> <p>Correct sentence order</p>	<p>10 minutes</p>	<p>Before the lesson, the mentor prints out the expressions/sentences from Section B and cuts the paper so that each expression/sentence is on a separate piece of paper. Participants are divided into pairs and each pair receives a set of these cut out expressions/sentences. The participants are asked to put the expressions/sentences into a correct order, in the sequence they would occur on the plane. They check the answers as well as the meaning of all expressions/sentences together.</p>
<p>SECTION B: What you might hear or see</p> <p>Watching a video</p>	<p>5 minutes</p>	<p>The mentor explains they are going to watch a video about the safety instructions on the plane. Participants should listen carefully and after they watch the video they discuss what are the rules on the plane and what passengers should do in case of emergency.</p>
<p>SECTION C: What you might need to SAY or ASK in this place</p> <p>Finding suitable expressions</p>	<p>10 minutes</p>	<p>The mentor prepares several issues a person may encounter on the plane:</p> <ul style="list-style-type: none"> you are thirsty you have problems with storing your baggage you would like to listen to some music you need to clean/wipe your hands you would like to pay for something you are cold you wish to seat somewhere else you cannot find your seat. <p>He reads out the issues and asks the participants to find an appropriate expression to use in the Section B – Asking for something. They check the correct answers together and discuss the meaning of the expressions.</p>
<p>SECTION D: Basic Dialogues on the Plane</p> <p>Watching a video</p>	<p>5 minutes</p>	<p>The mentor explains the participants they are going to watch a video (https://www.youtube.com/watch?v=GzF9ed1Cftg) in which they will hear a conversation between a passenger and a flight attendant. They should listen carefully and try to find the similar conversation written down in the Section D.</p>
<p>SECTION D: Basic Dialogues on the Plane</p> <p>Role play</p>	<p>10 minutes</p>	<p>Participants are divided into pairs. The mentor allocates each pair one of the dialogues in section D and tells them they have some time to practice and afterwards they will role play the dialogues in front of the rest of the class. The mentor asks the participants to underline unknown</p>

		words/phrases/expressions. After each pair role-plays on dialogue, the rest of the class listens.
<p>SECTION D: Basic Dialogues at the airport</p> <p><i>Discussing new phrases, words and expressions</i></p>	5 minutes	The class discusses about the meaning of the underlined unknown words/phrases/expressions.
<p>FINAL STEP: Exercises</p> <p><i>Revision</i></p>	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.
<p>ADDITIONAL TIPS</p>		You can ask the participants to watch this video at home prior or after this lesson: https://youtu.be/shGha68qLvY (they choose the video Airplane Vocabulary. Explain them they will hear a very clear presentation of the expressions/items found on the airplane.

