**Sing Chia English Academy**

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| **Theme** | Airport | **Grade** | | 4th | |
| **Time needed** | 50 mins | **Date** | | Fall, 2019 | |
| **Design concept** | The airport lesson is designed to encourage students to be more independent and active in English dialogue as well as solving problems that they may encounter while traveling to another country. Students will practice CHECK IN dialogue at the airport and go to their booked seats (aisle seats or window seats) on the airplane. | | | | |
| **For Level 1 Students** | | | | | |
| **Teaching Goal** | 1. Students will be able to use English to check in at the airport. 2. Students will be able to apply the dialogue taught on the airplane. 3. Students will be able to use correct prepositions in their sentences. | | | | |
| **Teaching Materials** | Flash cards, Menu, Props, Airplane cart, TV screen (video clips) | | | | |
| **Vocabulary** | |  |  |  |  | | --- | --- | --- | --- | | 1. airport | 1. airplane | 1. check-in | 1. beef burger | | 1. tea | 1. water | 1. juice | 1. seat | | 1. seat number | 1. window seat | 1. aisle seat | 1. ticket | | 1. Korea | 1. Canada | 1. America | 1. Japan |  1. I | | | | |
| **Sentence Pattern** | |  |  | | --- | --- | | **At the airport** | **On the airplane** | | **Where are you going?**  **I am going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **I want a \_\_\_\_\_\_\_\_\_ seat.**  **Your seat number is \_\_\_\_\_\_\_\_\_\_\_\_\_.** | **Would you like a beef burger or a chicken sandwich?**  **I would like a \_\_\_\_\_\_\_\_\_\_\_\_\_.** | | | | | |
| **Dialogue** | |  |  | | --- | --- | | **Part I**  **Airport Check-in**  **C=Crew P=Passenger**  **C: Hello, sir / madam. May I have your passport and ticket, please?**  **P: Here you are.**  **C: Okay. Please go to gate 1.**  **P: Thank you.**  **Customs**  **O=Officer T=Traveler**  **O: Good morning, sir/ madam. May I have your passport, please?**  **T: Here it is.**  **O: Where are you from?**  **T: Taiwan.**  **O: What is the purpose of your visit?**  **T: Sightseeing / Traveling.**  **O: How long will you stay?**  **T: One week.**  **O: Have a nice trip.** | **Part II**  **In the Airplane Cabin**  **A=Attendant P= Passenger**  **A: We’re going to serve you a meal.**  **A: Excuse me sir/madam. Would you like beef or chicken?**  **P: Beef, please.**  **A: Here you are.**  **P: Thank you.**  **A: What would you like to drink?**  **P: Orange juice.**  **A: Here you are**  **P: Thank you.** | | | | | |
| **Teaching Procedure** | | | **Time** | | **Teaching Materials** |
| **Introduction / Warm up**  1. Greeting: Teacher leads students to the airport and greets “Welcome to Sing Chia Airport” Do you have your passports with you?” Teacher reminds students that they need their passports to check in and go to another country. Then teacher asks students each to sit in their assigned seat after they self-introduce their names and say “Check in”.  2. Teacher introduces the class that they will collect 3 stamps after they accomplish 1 task each at three different stations. | | | ~ 5 mins | | Tickets |
| **Main Activity**  **Presentation**  **Airport Check-in Part I**  **II. Presentation：**  **1. Introduction**  Hello. Today we are going to travel on an airplane to \_\_\_\_\_\_\_\_\_\_\_. Before we take off we need to have a boarding pass (ticket).  **2. Vocabulary Teaching**  a. Introduce the following vocabulary with flashcards asking the students to repeat.  **Passport, Ticket, Aisle, Window, Seat**  **3. Sentence pattern practice:**  Read and repeat.  **R: Passport, please.**  **T: Here you are.**  **R: Where are you going?**  **T: I am going to Canada.**  **R: Here is your passport and ticket.**  **R: Have a nice trip.**  **4. Dialogue Practice**  The destination **Canada** would be changed to **Korea,** **Italy,** **Singapore** or etcetera so that students could practice naming out more countries. Then teacher asks students individually, “Where are you going?” Only if the student answered a destination, the teacher further asks “Window seat or aisle seat?” Then teacher gives the student a flight ticket with a window seat or an aisle seat circled.  **R= Receptionist T= Traveler**  **R: Passport, please.**  **T: Here you are.**  **R: Where are you going?**  **T: I am going to Canada.**  **R: Here is your passport and ticket.**  **R: Have a nice trip.**  **III.  Practice**   1. Lead students to read the dialogues. 2. Divide class into two teams: One team will be the crew and the other team will be passengers. 3. They practice the dialogue and then exchange the roles.   **IV.  Production**  1. Role Play:  Two helpers will be the receptionist and they will perform the dialogue with other students who play the role of travelers/passengers.  2. Students will fill out their information to use on the ticket worksheet.  **Entering the Cabin Part II**  **1. Introduction**  Students enter the cabin:  Now the students will watch an airline safety video to aid in the dramatic effect of the scenario. This will be followed by the introduction of the dialogue pertaining to their in-flight meal.    **2. Vocabulary Teaching**  a. Introduce the following new words with pictures on flashcards:  **Chicken, Beef, Vegetable, Coffee, Tea, Water**  **3. Sentence Pattern Practice：**  **F: Would you like beef, chicken, or vegetable?**  **T: I would like \_\_\_\_\_.**  **F: Coffee, tea, or water?**  **T: \_\_\_\_\_\_, please.**  **F: Here you are.**  **4. Dialogue Practice**  Show the dialogue and have a role play in front of the class.  **F= Flight Attendant T= Traveler**  **F: Would you like beef, chicken, or vegetable?**  **T: I would like \_\_\_\_\_, please.**  **F: Coffee, tea, or water?**  **T: \_\_\_\_\_\_, please.**  **F: Here you are.**  **III.  Practice**   1. Lead students to read the dialogues.    1. Divide class into two teams.    2. One team will be A and the other team will be B. They practice the dialogue and then exchange the roles.   **IV.  Production**  Role Play: Teacher asks a volunteer student to be the crew and the rest of the class line up to be the passengers. The student who plays as the crew would give a stamp to the passenger (stamp on page 10 of their passports). Students learn and practice for the first 10 minutes, then they will begin applying what they have learned for the day at station 1: Airport Check-In Counter, station 2: Security Check and station 3: Airplane Cabin, in order to collect three stamps. | | | ~3 mins  ~3 mins  ~4 mins  ~ 5 mins  ~ 5 mins  ~ 2 mins  ~5 mins  ~4 mins  ~ 1 min  ~ 2 mins  ~ 5 mins  ~ 6 mins | | Flash Cards  Flash cards  Passport p.10  Tickets (boarding pass)  Poster  Video clips  Passport p.10  Poster  Passport p.10  Passport p.10 |
| **Wrap up**  To review the lesson, Teacher asks each student a question like “Where did you go?” “How did you go to Hong Kong?” What did you eat on the airplane? What seat did you have?” Name one thing that is not okay to bring on the airplane. | | |  | |  |
| **Additional Notes: (lyrics/ game rules)**  Variation: -play ‘the opposite’ game in the airplane cabin. [ landing on/ taking off/---checking in/ checking out/ window seats/ aisle seats …]  -Play preposition game. | | | | | |