

## LESSON PLAN

Name: Bilal Naboulsy Lesson Time/Date/Length: 60 min

Lesson topic: Flying

Grade/Age: Adults Language Level: Pre-intermediate Context: \_\_\_\_\_

Overall Objectives: \_\_\_\_\_ Ss will be able to use airport related language in three situations: tourist information desk, check-in desk and airplane.

\_\_\_\_\_ Ss will be able to make polite requests and offers and ask for permissions and favors.

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
<b>Prepare</b> (Review/Build interest)	10 min.	Whole class	<ul style="list-style-type: none"> <li>Ask Ss if they have ever travelled by plane, or if they would like to.</li> <li>Ask Ss if there is anything they <b>like/don't like</b> about flying.</li> <li>Ask Ss to <b>recall</b> what airport procedures people undergo.</li> <li>Display 3 pictures (tourist information desk, check-in desk and inside of an airplane) and ask Ss to <b>describe them</b>.</li> <li>Model a rude way of asking for something in the airplane (ex. give me some water) then ask Ss about an alternative way.</li> </ul>	<ul style="list-style-type: none"> <li>Photo of a sight from an airplane window</li> <li>3 photos of the mentioned settings</li> </ul>	<ul style="list-style-type: none"> <li>Ss recall past flying experience</li> <li>Ss recreate possible interaction-s in the mentioned situations</li> </ul>
<b>Present</b> (Elicit; Lead students to discovery)	20 min.	Whole class  Ind.  Whole class	<ul style="list-style-type: none"> <li>Elicit the form 'Could you/I... ' and write it on the board</li> <li>Ask Ss to think of possible oral exchanges that can take place there (between the desk agents and customers, passenger and flight attendant)</li> <li>Display pictures of each step the traveler has to go through at the airport on the screen (tourist information desk, check-in desk and airplane)</li> <li>Create three categories on the board each headed with one of the above locations. Hand out picture cut outs of elements/employees found at each location above with the TL written on them. Ss hang them on the board.</li> <li>Ask the Ss if they want to make any changes then correct where necessary.</li> <li>Read the TL and have the Ss repeat afterwards.</li> <li>Hand out sentence strips that include requests, offers, asking for permissions and favors taking place at the above mentioned locations. Then, have Ss match them with the location where they might be taking place.</li> <li>Ss read and listen to three dialogues taking place at the above mentioned locations and check their answers of the above task.</li> <li>(Before the previous task) Elicit the meanings of general vocab found in the reading by displaying pictures resembling the vocab.</li> <li>Ask Ss to identify which questions in the text were asking for permissions, offering help and requesting information and compare them to their answers in the sentence strips matching exercise.</li> <li>Present the different forms of asking for permissions favors and making requests and offers with how to answer them positively and negatively.</li> <li>Clarify the difference between request-favor and request-permission.</li> </ul>	<ul style="list-style-type: none"> <li>Picture cut outs</li> <li>Sentence strips</li> <li>Vocab ppt.</li> </ul>	<ul style="list-style-type: none"> <li>Ss will learn new vocab. and associate them with where they are used</li> <li>Ss will learn different forms of asking for permission/favors and making requests/offers</li> </ul>
<b>Practice</b> (Controlled; Meaningful language use)	15 min.	Pairs	<ul style="list-style-type: none"> <li>Have Ss play a vocabulary <b>jigsaw game</b> in order to guess vocabulary words their friend is describing,</li> <li>Have each S in pairs <b>form and share 3 sentences</b> offering/requesting something and asking for permission. Each student should reply appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw activity</li> </ul>	<ul style="list-style-type: none"> <li>Ss will practice travel related vocab.</li> <li>Ss will make requests/offers &amp; ask for permissions</li> </ul>

<p><b>Perform</b> (Performance-based assessment)</p>	<p>15 min.</p>	<p>Trios/Pairs</p>	<ul style="list-style-type: none"> <li>• <b>Role play:</b> Present 3 scenarios (Check-in agent/travelers, Flight attendant/passengers, tourist info. desk clerk/tourists) with a set of incomplete questions for each scenario (ex. see/passport?). Ss in trios/pairs choose a scenario and prepare it.</li> <li>• Ss role play their scenario in front of their classmates without using their notes.</li> <li>• Give feedback about what went wrong and how to correct it and reinforce positive points.</li> </ul>	<ul style="list-style-type: none"> <li>• Three scenarios with incomplete input</li> </ul>	<ul style="list-style-type: none"> <li>• Ss will role play a situation using the acquired TL</li> <li>• T will have an informal record of student mastery.</li> </ul>
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