Air Travel English Challenge

Aims: Introduction / extension of language for travelling by plane
                Introduction to Passive voice (present simple)
Skills: Listening for general and detailed comprehension
                Controlled and free speaking, reading
Resources: (PG = per group, PS = per student)
                PG: 1 Dice, 1 copy of Worksheets 1 (cut up) and 5
                Optional: PS: 1 copy of Worksheet 4 and / or 6. PG: 1 copy of
                Worksheet 3
Time: Approx 45 minutes (not including extension and optional activities)

Stage 1	
Warmer discussion - Travel problems	5 to 10 minutes

1. Share a story from your own holidays and travel experience, if possible a true disaster connected to air travel, e.g. lost baggage, sleeping overnight in an airport. Encourage students to share similar stories.
2. Discuss the advantages and disadvantages of air travel. Ask which parts they like most and least, and write 'At the departure airport', 'In the plane' and 'At the arrival airport' up on the board (for Stage 2 below).
3. Tell them they are going to learn travel English to keep them out of trouble.

Stage 2	
Reading and speaking - Air travel actions	7 minutes

1. Put the students into groups and give out Worksheet 1 (cut-up). Ask the students to put the actions on the cards into the categories on the board. Correct each group.
2. Now ask the students to put the cards in each column into the order you do them. Check as a class (the suggested order is on the Board game).

Stage 3	
Listening for general comprehension - Typical travel language 'Who says what' (1)	4 to 8 minutes

1. Elicit people you hear in the airport or plane and write them up (see Worksheet 2).
2. Read out some of the sentences on Worksheet 2 and ask who says what. Read at natural speed and encourage students to use phrases such as 'Can you speak more slowly please?' You could give out Worksheet 4 at this stage.
3. Tell students they are going to practise this language. Move onto Stage 4 or 5 depending on time and how much controlled practice the students need.

Stage 4 - Optional stage	
Controlled speaking - Pairwork sentence halves matching	10 minutes

1. Put students into pairs and give out Worksheet (cut up into Student A and B) .
2. Students speak and match the sentence halves, filling the gaps. They cannot show their sheet to their partner.
3. Go through the answers as a class, listening for pronunciation errors.
4. Students go though the sheets again, writing who says what. Go through the answers again as a class, listening for more pronunciation errors.
5. As a class, elicit how you should answer any of the sentences that are questions.
6. Choose some of the most common pronunciation errors and review them. Drill correct pronunciation. If needed, go through the Worksheet 4 pronunciation. Both exercises can be done with the students reading the words on the page or listening to the teacher reading them out.

Stage 5

Free speaking - Roleplay challenge board game	15 to 20 minutes

1. Put the class into groups. Give one board game and one dice to each group.
2. Explain the rules. Throw the dice to progress round the board, then throw once more to decide which challenges you face on that square. Before the second throw, the other students in the group have one minute to set the challenges for each number of the dice, e.g. 'you park your car' challenges could be: Throw a 1 = there are no spaces in the car park; 2 = you can't carry all your luggage; 3 = your car breaks down. Any numbers they haven't set challenges for after 1 minute are just 'no problem'.
3. If the student throws a 'no problem' they can stay on that square. If there is a challenge, they must roleplay that situation with someone else in their group. If the group decide they have 'passed', they can stay there, otherwise they must go back to their previous square. Play passes to the next student.

Stage 6 - Extension

Grammar: Active and passive voice	6 minutes

1. This is a good opportunity to introduce the passive voice for the first time, as students have seen and used it throughout the game.
2. Students fill in the gaps from memory and their grammar knowledge in the present simple active or passive. The grammar can be explained before or after the gap-fill.