

**Lesson Plan III**

|   |                               |                          |   |                  |                                      |
|---|-------------------------------|--------------------------|---|------------------|--------------------------------------|
| <b>Topic</b>  | Boarding                      | <b>Date</b>              | Fall 2019   | <b>Time</b>      | 40 mins                              |
| <b>Book</b>   | N/A                           | <b>Grade</b>             | 5th   | <b>Teacher/s</b> | Gerardy, Kiwi, Rebecca, Taylor, Tina |
| <b>Classroom setting</b>  | waiting room & airplane cabin | <b>Special situation</b> | Students will practice English and take their boarding pass to get on an airplane.              |                  |                                      |
| <b>Teaching Materials</b>   |                               |                          |   |                  |                                      |
| boarding pass,<br>flash cards,<br>multi-medias,<br>seat belt / life vest / tray / oxygen mask,  |                               |                          |   |                  |                                      |
| <b>Objectives</b>   |                               |                          |   |                  |                                      |
| Students will be able to board a plane, and read the cabin announcement, and identify the seat belts, exits, oxygen masks, trays and life vests in English on the airplane. |                               |                          |   |                  |                                      |
| <b>Basic Vocabulary and Sentence Patterns</b>   |                               |                          |   |                  |                                      |
| exit, captain, flight attendant, passenger, window blind, tray, seat belt, life vest, oxygen mask.  |                               |                          | “Good _____! Ladies and gentlemen.”<br>“Welcome aboard _____ flight _____ from _____ to _____.” |                  |                                      |
| <b>Procedures</b>   |                               |                          |   | <b>Mins</b>      | <b>Materials/Tools</b>               |

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| <p><b>I. Warming up</b></p> <ul style="list-style-type: none"> <li>Students practice at boarding gate in turns with their passports and tickets. <ul style="list-style-type: none"> <li>“What is your name?”</li> <li>“My name is __.”</li> <li>“May I see your passport and visa?”</li> <li>“Here you are.”</li> <li>“Where are you from?”</li> <li>“I’m from __.”</li> <li>“Where are you going?”</li> <li>“I’m going to ____.”</li> </ul> </li> </ul>  | 5 | boarding pass  |
| <p><b>II. Introduction</b></p> <ul style="list-style-type: none"> <li>Using objects to teach vocabulary below: (after safety video) <ul style="list-style-type: none"> <li>seat belt</li> <li>life vest</li> <li>exit</li> <li>tray</li> <li>captain</li> <li>flight attendant</li> <li>window blind</li> <li>oxygen mask</li> </ul> </li> <li>Teach the following sentence patterns: <ul style="list-style-type: none"> <li>“Good _____! Ladies and gentlemen.”</li> <li>“Welcome aboard _____ flight _____ from _____ to _____.”</li> <li>“Please be seated.”</li> <li>“Fasten your seat belt.”</li> <li>“We hope you enjoy the flight.”</li> <li>“Thank you!”</li> </ul> </li> </ul> | 8 | flash cards<br>seat belt<br>life vest<br>tray<br>oxygen mask |
| <p><b>III. Activity 1</b></p> <ul style="list-style-type: none"> <li><b>Role Play</b></li> </ul> <p>Ask for volunteers (two students) to be flight attendants and check on the other’s passports and visas.</p>   | 7 |  |
| <p><b>IV. Activity 2</b></p> <ul style="list-style-type: none"> <li><b>Captain Says</b></li> </ul> <p>Introduce TPR for each vocabulary word. “captain” stands at the front of the airplane and says “Captain Says ‘_____’”. Students must then perform the appropriate action. If unable, students sit down. If captain does not say “Captain Says” but instead only says the action, and a student still performs that action, they also must sit down. The last team with a student still standing receives a point.</p>   | 5 | passports / visas  |
| <p><b>V. Activity 3</b></p> <ul style="list-style-type: none"> <li><b>Collage in sequence</b></li> </ul> <p>Both team take turns to say four to six orders. If the other team can</p>   | 6 |  |

