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| **Topic: Airline Security** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Nicole Kim** | **Intermediate** | **Adult** | **10** | **50minute** |
| **Materials:**  **-Pictures(for Airline Security)**  **-CD player, CD**  **-A bag, items not allowed in the airplane**  **-10 copies of the text ‘Airline Security’**  **-10 copies of worksheets for comprehension questions**  **-10 copies of worksheets for new words and expressions**  **-Markers and board** | | | | |
| **Aims:**  **-To understand and use vocabulary and expressions related airline security**  **-Students will be able to familiarize themselves with terms and expressions in an activity** | | | | |
| **Language Skills:**  **-Listening: listening to dialogue, teacher’s instruction and peers’ ideas**  **-Speaking: participating and practicing in an activity, sharing ideas**  **-Writing: writing approaches that deal with the structure and mechanics of English**  **-Reading: reading the text and answering the questions with worksheet** | | | | |
| **Language Systems:**  **-Phonology: reading the dialogue, distinctions between L/R**  **-Function: acquiring information and appropriate behavior about airline security**  **-Discourse: expressing ideas and opinions, listening to others’ ones**  **-Lexis: key vocabulary and expressions in the text**  **-Structure: interrogative sentences and pronouns** | | | | |
| **Assumptions:**  **Students already know:**  **->The teacher’s style of teaching and the pace of the class**  **->Students are at an intermediate level and which items are not allowed on board**  **->Students are able to express their ideas and opinions in English** | | | | |
| **Anticipated Errors and Solutions:**  **-If Students finish their tasks earlier than expected**  **->Give students chances to talk their individual experience at the airport**  **-Students may be not interested in this topic**  **->Demonstrate the role-play with comical voice or change to more funny activity**  **-If students enjoy an activity**  **->Give more time to students and reduce the number of students sharing their opinions**  **-Students don’t correct the worksheet well**  **->Demonstrate how to answer the questions and show some example** | | | | |
| **References:**  **-James McNeal & Bob Huh. (2017) English Expressions for your classroom**  **-Article at**  **<**[**http://www.esl-lab.com/airline/airlinesc1.htm**](http://www.esl-lab.com/airline/airlinesc1.htm)**>**  **Airline Security (2018). In Randall's ESL Cyber Listening Lab. Retrieved** | | | | |
| **Notes:**  **-A teacher needs to prepare for a warm-up or ice-breaker before starting lessens.** | | | | |

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| **Presentation: Greeting & Introduction** | | | | |
| **Aims:**  **-Students will feel comfortable with warm-up**  **-Students will guess the meaning of key words in the context of the text** | | | **Materials:**  **Pictures, Board, Markers, Worksheet for new words** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min**  **1 min**  **2 min**  **3 min**  **3 min** | **Whole class**  **Whole Class**  **Whole Class**  **Individually**  **Whole Class** | **Students say,**  **"By airplane or by ship."**  **Students say,**  **"At the airport"** | | **<Greeting>**  **Hello, everyone! How are you doing today? Is everything OK? What did you do last weekend?**  **<Warm up>**  **(To set the mood for the lesson and topic)**  **Ask Students questions where they have been to abroad**  **Ask them how they got there**    **<Eliciting and Prediction>**  **(Showing students a picture to elicit the topic)**  **Look at the picture. (Picture is the items not allowed on board)**  **What do you think of this picture? (get students ideas and write them on the board)**  **Where have you seen these pictures? (prompt the answer with a body gesture)**  **<Introduce today's topic and new words>**  **Right! Today, we are going to listen to airline security at the airport**  **<Instruction>**  **Give Students worksheet for new words**  **A teacher says,**  **"Match the new words and the meaning you expected, You have 3 min."**  **Give time warning: 30 seconds left**  **<CCQ>**  **Check the answers of worksheet**  **Using a board**  **Says,**  **"Can you guess what the answer is No. 1?**  **What's the meaning of No2?**  **"Can you make a sentence with this word?** |
| **Notes:**  **-If students know every words, ask as many students as possible to make a sentence with new words** | | | | |
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| **Practice: Listening & Role-playing** | | | | |
| **Aims:**  **-Students will express their ideas and opinions**  **-Students will be able to participate an activity**  **-Students will be able to give and answer some questions each other** | | | **Materials:**  **CD Player, CD, a bag, items not allowed on board** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3min**  **3 min**  **3 min**  **3 min**  **5 min**  **3 min**  **5 min** | **Whole Class**  **Whole Class**  **Individually**  **Pairs**  **Whole Class**  **Pairs**  **Whole Class** | **Students say,**  **"At the airline security."**  **"Items not allowed on board."**  **"He may be investigated by manager and throw his knife down."** | | **1. Listening for the Main idea**  **<Instruction>**  **Now, you will listen to the dialogue. And guess what happened at the airport. And guess what is going to happen in the next scene.**  **<CCQ>**  **Where are they?**  **What are they talking about?**  **What happens next?**  **Do you want to listen again?**  **◆Yes->Listen again**  **◆No-> Share their ideas**  **2. Listening for detail**  **Distribute the script of listening**  **<Instruction>**  **Listen again and check you listened with a script**  **Play track 1. Role-play**  **Make pairs and let them practice their role**  **<Instruction>**  **Let's make pairs and practice a role-play for the script**  **<Presenting time>**  **Preparing for a bag and items not allowed.**  **Ask Students to show it**  **Play track 2, Discussion**  **<Instruction>**  **Now, you will talk to your partner about what happened next.**  **<Presenting time>**  **Let' come out and tell us your idea** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**  **-Students will be able to correct the worksheet** | | | **Materials:**  **Worksheet, Board, Markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 min**  **3 min**  **4 min** | **Individually**  **Whole Class**  **Whole Class** | **Students say,**  **"Distracted."**  **"Do not take any items not allowed on the airplane."**  **"No, It's easy."** | | **Distribute the worksheet**  **Play track 1.**  **Let students complete their worksheet**  **<Instruction>**  **Answer the comprehension questions**  **<Feedback>**  **Correct the worksheet and give them feedback**  **<CCQ>**  **What is the new expression you have never seen?**  **What is the main idea?**  **What was difficult about today's topic?** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  **-To review today’s lesson**  **-Students will be able to make a sentence with new vocabulary and expressions** | | | **Materials:**  **Board, Markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 min**  **2 min** | **Whole class**  **Whole class** |  | | **1. Free production**  **<Instruction>**  **What qualities do you need to work at airline security?**  **2. Conclusion**  **<Give homework/ Demonstration>**  **Let students make 3 sentences with 'distract'**  **Write one sentence with a new word "Distract."**  **"My nephew is very easily distracted."**  **Excellent today! See you next time!** |
| **Notes:** | | | | |