

# Lesson Plan

Course/Group: A2

Tutor: Katy

Date:

Topic: Travelling by plane

Language Focus: Reading/Grammar/Speaking

## Learning Outcomes

- *By the end of the lesson, students will have practised and developed their ability to make predictions about a reading text, as well as reading for gist and detail.*
- *By the end of the lesson, students will have revised the meaning, form and pronunciation of the past simple and past continuous in the context of a reading text about travelling by plane.*
- *By the end of the lesson, students will be better able to use the past simple and past continuous in telling short stories about personal experiences.*

## Group details:

**Student A** (A1+ reluctant to use English, wants to speak Spanish with Student B a lot, very competitive so games work well) / **Student B** (A1+ has real potential to move to A2, can express lots of simple concepts but struggles with listening and long class lengths) / **Student C** (A2+ very strong, make sure to ensure doesn't monopolise class time) / **Student D** (A2 struggles with writing tasks but comfortable with all other skills) / **Student E** (A2 brother of Student F - don't sit together, issues with articles due to L1 interference) / **Student F** (A2 sister of Student E - don't sit together, needs processing time but great contributions)

Time (mins)	Teacher Activity & Learner Activity
10	<p>T greets ss, completes register, alerts DoS of any absences, hands out textbooks.</p> <p>T shares pictures from top of <b>P28-29</b>. Questions on board: <i>what is she doing? Try to think of a short sentence for each picture.</i> (T can model first sentence, if necessary) In pairs, ss make short sentences. T monitors, notes good vocabulary. Open class feedback (OCFB).</p> <p>T shares <b>Task 1</b> and ss match vocab with pictures independently. Peer-check, compare with their ideas. OCFB - T elects first s, then s elects next, so on...</p>
5	<p><b>Language clarification</b></p> <p>Meaning (also covered in Task 1): T may wish to check the meaning of collocations or vocabulary items <i>heavy traffic, take ages</i>, etc.</p> <p>Form: T elicits from ss what the first word of each vocabulary item is (verb) and checks with ss if they can identify irregular past tense forms. T notes on board as ss write in notebooks, as necessary.</p>

	Pronunciation: T drills some vocabulary items in context, e.g. “She joined the queue to board” with particular focus on weak forms /ðə/ and /tə/; “It took <u>ages</u> to <u>go through security</u> ” with particular focus on sentence stress. T backchains as necessary, ss drill chorally and in pairs (elected by T). T then writes marker sentence and stress on board.
5	T instructs ss to take it in turns miming phrases from <b>Task 1</b> . Ss do this in pairs, swapping miming and guessing roles. If fast finishers, T instructs ss to spend a minute reading the phrases, then shut books and see if they can remember them all in order.
5	T shares <b>Task 2</b> and ss note down some ideas independently at first. T puts ss in pairs and gets them to brainstorm a mini profile of the <i>Travelling Man</i> . T could offer some questions to encourage creative answers: <i>what do you think his job is? What other blogs do you think he’s written? Think of 3 blog titles. What do you think he does in his spare time?</i> OCFB, T writes ideas on the board.
5	T shares <b>Task 3</b> , give ss time to read lessons a-f and think of their answers before putting ss in pairs to come up with ideas.
10	T shares <b>Task 4</b> , ss complete independently, then peer-check. T monitors and allows feedback to be guided by any areas of confusion or errors.
7-10	T shares <b>Task 5</b> , gives ss some time to consider their responses before organising them into small groups to share ideas. T monitors, notes good examples and errors for delayed error correction (DEC) stage.
5	DEC - T gathers content feedback from a couple of ss. Then T writes examples of good language and errors on the board. T praises good examples and then elicits corrections for errors on the board.
Optional extension	T gives ss 2 minutes to think of as many reasons for missing a flight as possible. In feedback, see who had the longest list and note answers on the board. (Possible ideas: arriving on the wrong day (or month, or year!) or at the wrong time; having your watch or phone set at the wrong time; forgetting your tickets or passport; getting lost in the terminal; getting locked in the toilet; getting ill in an airport restaurant.)
5	T shares <b>Task 6</b> , which serves as a noticing task for introducing the grammar. Ss complete independently and pair check. T monitors and feeds back on any errors noted. Ideally, eliciting error correction from ss.
5 (optional)	<b>Language clarification</b> (how in-depth this stage is should be informed by how ss did with <b>Task 6</b> ) Meaning (also covered in Task 6): T highlights that past continuous describes an activity happening over time in the past, and past simple describes a finished action or something that interrupts another activity (framing past continuous as an activity rather than an action can be useful). Consider timelines if ss struggle.

	<p>Form: T highlights use of <i>when</i> and <i>while</i> to form a relationship between these two tenses.</p> <p>Pronunciation: T drills selected parts of the sentences in context, e.g. “I was <u>reading</u> the last few <u>pages</u> when I suddenly <u>heard</u> the last <u>call</u> for my <u>flight</u>” and “When I <u>woke up</u>, the <u>woman</u> from the <u>airline</u> was <u>walking away</u> from the <u>gate</u>,” focusing on sentence stress and natural rhythm. T backchains as necessary; ss drill chorally and individually or in pairs (elected by T). T then writes the marker sentences on the board and marks the sentence stress.</p>
5-8	T can choose between <b>Task 7</b> or <b>Exercise 1 (P89)</b> depending on ss confidence with the forms. T monitors and feeds back on any errors noted. Ideally, eliciting error correction from ss.
10	T shares <b>Task 9</b> and gives ss time to think of their stories before sharing in groups. T monitors, notes good examples and errors for DEC stage.
5	DEC - T gathers content feedback from a couple of ss. Then T writes examples of good language and errors on the board. T praises good examples and then elicits corrections for errors on the board (these errors should link with MFP of TL).

**Homework/Independent Study:**

**Achievement of Learning Objectives:**

See below for pages referenced in the plan.



# I MISSED MY FLIGHT

## VOCABULARY Travelling by plane

### 1 Match these phrases with the pictures (1–9).

- be late taking off
- call a taxi
- check in online
- check the departures board
- get stuck in heavy traffic on the way
- join the queue to board
- take ages to go through security
- land on time
- run to the boarding gate

## READING

### 2 Read the introduction to a blog post. What can you guess about the writer?

TRAVELLING MAN

LESSONS IN LIFE:

# HOW NOT TO MISS FLIGHTS

Yesterday, I missed a flight. It was my *fifteenth* missed flight. Though, to be fair, it is several years since I last missed one. Anyway, this week's post is about how I missed all those flights and the lessons I (very slowly) learned.

### 3 Look at the lessons (a–f) the writer learned from his experiences. Work in pairs. Discuss how you think he missed his flight in each case.

- Airports are big places
- Check the travel news before you go
- Check your ticket
- Read, but don't choose a thriller
- See waiting as fun
- Set your alarm clock

### 4 Read the blog post. Match the lessons in Exercise 3 with the paragraphs.

1 I hated waiting. This was my big problem. It was even worse when they introduced online check-in, because you could get to the airport forty minutes before the flight and still catch it *if* nothing went wrong. Unfortunately, *when* I got stuck in heavy traffic, or the train was delayed or it took ages to go through security, I missed flights. But then a friend bought me a tablet and I realised that waiting was actually enjoyable. I could read, watch films, relax!

2 The first time I missed a flight, I actually left really early and planned to arrive almost two hours before my flight. However, when I got to the train station to go to the airport, I found that they were doing repairs on the line and there was a bus to replace the train – a very old, slow one. We eventually arrived at the airport three minutes after the check-in closed!

3 Once, I was catching a very early flight to go back home. I got to the boarding gate in plenty of time, but I was really tired, so I decided to have a little sleep while I was waiting. When I woke up, there were no passengers around me and the woman from the airline was walking away from the gate. There wasn't another flight for ten hours! I hate waiting!

4 One year, we were travelling to see family in Ivory Coast and we changed flights in Charles de Gaulle Airport, Paris. We had an hour to get the connection. We landed on time, but from the plane there was a bus; then we walked; we took a train; we walked and walked (more quickly); we queued for security again; we ran. We missed the connection.

5 I was going to see a friend once and I went to London Stansted airport. I checked the departures board, but I couldn't see my flight, which I thought was strange. I looked at my ticket again and it said Gatwick Airport – on the opposite side of the city!

6 Which brings me to my last and most recent lesson. I arrived early and sat down to read my book – a crime story by Jo Nesbø. As the story got more and more exciting, I completely forgot the time. I was reading the last few pages when I suddenly heard the last call for my flight. Unfortunately, airports are big places and when I got to the gate, it was closed. I sat down and finished my book.

26 comments



5 Work in groups. Based on what you read and on your own experiences, explain why you think the author:

- 1 started to enjoy waiting.
- 2 didn't take a taxi when the train was cancelled.
- 3 didn't wake when the flight was boarding.
- 4 didn't buy a ticket with more time to connect in Charles de Gaulle.
- 5 went to the wrong airport.
- 6 didn't wait at the boarding gate when he started reading his book.

## GRAMMAR

### Past simple and past continuous

When we tell stories, we show how actions relate to each other using the past continuous and the past simple.

- 6 Look at these sentences from the blog post. Answer the questions below.
- a When I **got** to the train station ..., **they were doing** repairs on the line.
  - b When I **woke up**, ... the **woman from the airline was walking away** from the gate.
  - c **I was reading** the last few pages when I **suddenly heard** the last call for my flight.
- 1 Which verbs are in the past simple?
  - 2 Which verbs are in the past continuous? How are they formed?
  - 3 In each sentence, which action started first?
  - 4 In each sentence, which action is completed?

**G** Check your ideas on page 169 and do Exercise 1.

7 Complete the sentences with the past simple or past continuous form of the verbs.

- 1 They stopped him while he \_\_\_\_\_ through security and \_\_\_\_\_ all his bags, so he missed the flight. (go, search)
- 2 This baby \_\_\_\_\_ screaming when we were taking off and it \_\_\_\_\_ during the whole flight. It was a nightmare. (start, not stop)

3 A: It was so stupid. I \_\_\_\_\_ where I was going and I \_\_\_\_\_ into a lamppost. (not look, walk)

B: Oh no! \_\_\_\_\_ ? (anyone watch)

4 I was going through the arrivals hall at Madrid airport and these people were taking photos of me, which I thought was strange. Then I \_\_\_\_\_ round and I realised this famous actress, Penelope Cruz, \_\_\_\_\_ behind me! (turn, walk)

## PRONUNCIATION

8 ▶ 15 Listen and write down the five past continuous phrases you hear. You will hear each twice: first fast and then slower.

9 Choose two of these situations. Spend a few minutes thinking about what you will say. Then work in groups and share your stories.

- a time you missed a flight / train / coach
- a time you had a problem or something funny happened on a flight
- a time you were late for something important
- a time you had / saw an accident
- a time you met / saw someone famous

**G** For further practice, see Exercise 2 on page 169.

## DEVELOPING CONVERSATIONS

### Apologising for being late

When we are late, we often apologise and give a reason.

Sorry I'm late. I **was chatting** to a friend and I completely forgot the time.

Sorry I'm late. I **was stuck** on the bus.

You can accept the apology by using one of these phrases.

Oh well. Never mind. At least you're here now.

Don't worry. What was the problem?

It's OK. I haven't been here long.

10 Work in pairs. Take turns apologising for being late and accepting the apology.