



Photo report by Michaela Bickel at <https://www.flybase.com/en/aircraft-airline-identification/15146/>



airport	aeroplane	wings	wheels	turbines	windows
catering truck	baggage/luggage	boarding bridge	baggage handlers	passenger	passport
conveyor belt	check-in	boarding	boarding pass	pilot	attendant
security	carry-on luggage	take-off	flight	landing	cabin
jet-lag	freight	customs	tarmac	domestic	turbulence
business/first class		economy class		international	

### THEME STARTER QUESTIONS:

- Have you been on an aeroplane before? If not, would you like to go on an aeroplane?
- Why do people go on aeroplanes?
- Where do people go to when they travel on an aeroplane?
- Where do aeroplanes take off from and where do they land?
- Do you have to wear a seatbelt on an aeroplane?
- What might you see out of the window when travelling in an aeroplane?



See page iv for how to download this image.

### THEMED ACTIVITIES

#### FOCUS OUTCOME: Acquisition and use of vocabulary

##### ACTIVITY 1: WHAT DOES IT MEAN? (pairs, then whole class)

- Call out an airport/aeroplane-themed word from the vocabulary list. In pairs, students discuss what they think the word means to create a definition in their own words. Pairs share their definitions with the class.
- If required, students can use a dictionary to help them understand the meaning before rephrasing the meaning in their own words.

#### FOCUS OUTCOME: Retelling and elaborating

##### ACTIVITY 2: ORAL RETELL (pairs)

- Students watch the video *Caillou flies on a plane* at <https://tinyurl.com/y8ahply9> and discuss the characters and settings.
- In pairs, students retell the story, sequencing key events using topic-specific language such as the take-off, the meal, talking to the pilot, visiting the flight deck and landing.

#### FOCUS OUTCOME: Description, prediction and reflection

##### ACTIVITY 3: MY DREAM HOLIDAY (individual)

- Pose the question: If you could go on an aeroplane to anywhere in the world, where would you go? Students imagine their dream holiday destination and think about what it would be like to visit.
- Students use an audio recorder to describe their dream holiday destination and why they would like to visit that place using compound and/or complex sentences.

**FOCUS OUTCOME: Playful and creative use of language****ACTIVITY 4: SONG TIME (pairs or small groups)**

- Students listen to and respond to the song 'Barney - The airplane song (SONG)' at <<https://tinyurl.com/yd66lhn5>>. Prompt students with questions such as 'Did you find the song catchy?'
- In pairs or small groups, students then create their own short song/rhyme based on an aeroplane ride and the things they may see/experience.

**FOCUS OUTCOME: Categorisation****ACTIVITY 5: BEFORE, DURING AND AFTER A FLIGHT (pairs)**

- In pairs, students sort the event cards into three categories—events that occur 'before the flight', 'during the flight' or 'after the flight' (see Resource sheets 1 and 2).
- Students then discuss similarities and differences between their groupings and justify why they placed the event into the chosen category.

**FOCUS OUTCOME: Sentence structure and grammar****ACTIVITY 6: CATCHING A PLANE (pairs)**

- In pairs, students use an audio/video recorder to record instructions about what to do when you arrive at an airport to 'catch a plane'. Ensure students use correct tense, word order and sentence structure when saying the instructions so they can be easily understood by the listener. Prompt students who require assistance using the event cards on Resource sheets 1 and 2.

**FOCUS OUTCOME: Demonstration of understanding****ACTIVITY 7: WHO AM I? (pairs)**

- In pairs, one student uses props to pretend to be a person who works on an aeroplane or at an airport (e.g. pilot, flight attendant, baggage handler). The other student then uses the visual clues to predict who they think the first student is, and asks questions to clarify their prediction.

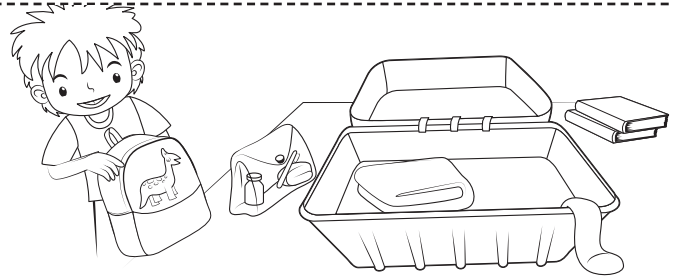
**CROSS-CURRICULAR ACTIVITIES**

- As a class, create a dramatic play area themed as an aeroplane or an airport. Encourage students to collect or create props for the area, such as making aeroplanes using cardboard boxes, collecting recycled food packaging or printing sample boarding passes and other documents. (*Technology*)
- Students explore the connections people have with places around the world and investigate the reasons people go on holidays and the factors that influence where they visit. These factors include purpose, distance, accessibility and cost. (*Social sciences*)

### Event cards—1



Book your flights  
(online or at a travel agent)



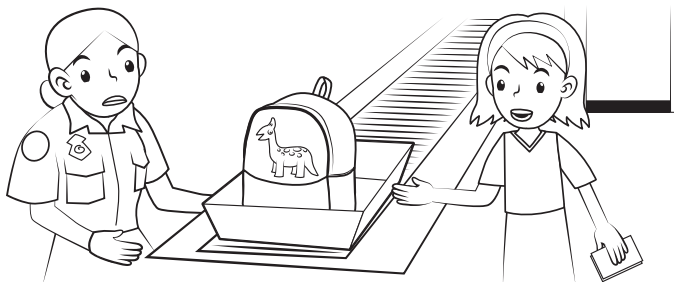
Pack your luggage and  
important documents



Go to the airport



Go to the check-in area and check in for  
your flight (at the machine or the counter)



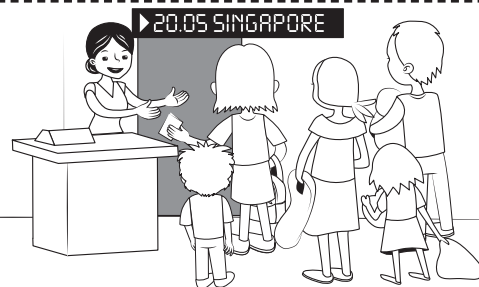
Go through airport security checks

✈️ DEPARTURES		
TIME	DESTINATION	FLIGHT
11:00	FRANKFURT	AF321
11:30	BERN	AF322
12:00	GENEVE	AF323
12:30	ST. GALLEN	AF324
13:00	BRUXELLES	AF325
13:30	PARIS	AF326
14:00	BARCELONA	AF327

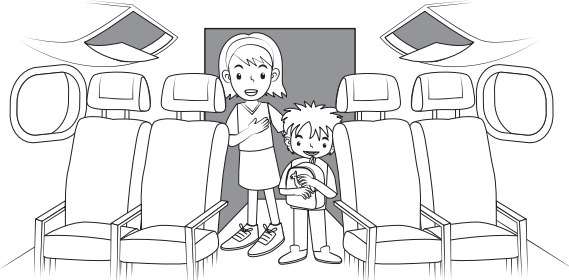
Check your flight details on the screen



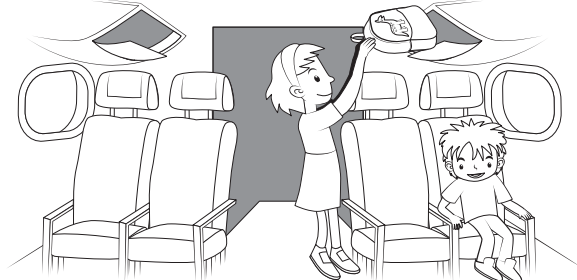
Go to the boarding gate and  
wait for the aeroplane



Queue up ready to board the aeroplane

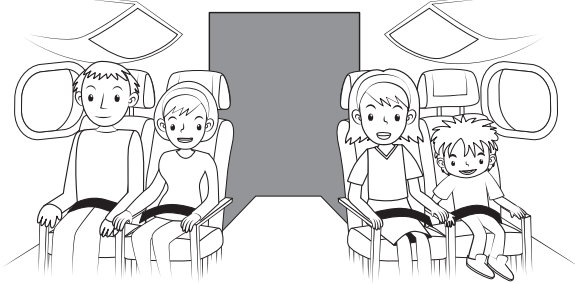


Enter the aeroplane and locate your seat



Stow carry-on luggage away

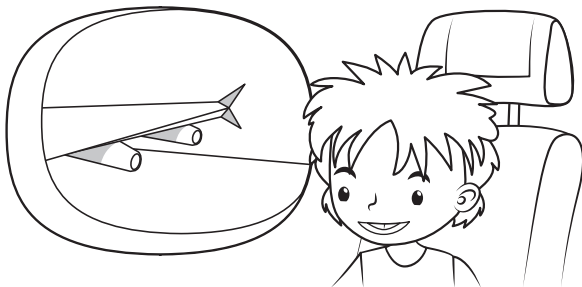
## Event cards—2



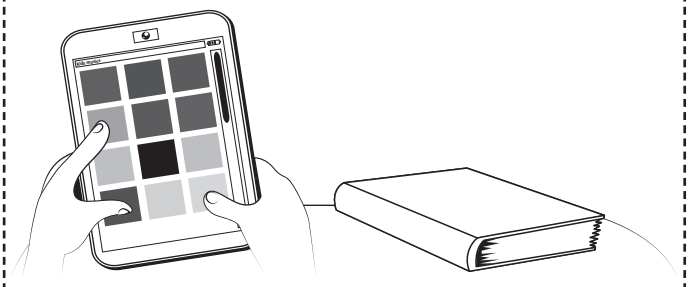
Take your seat ready for take-off



Watch and listen to the safety demonstration



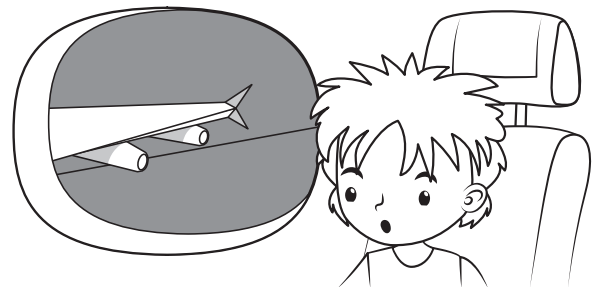
Stay seated during take-off



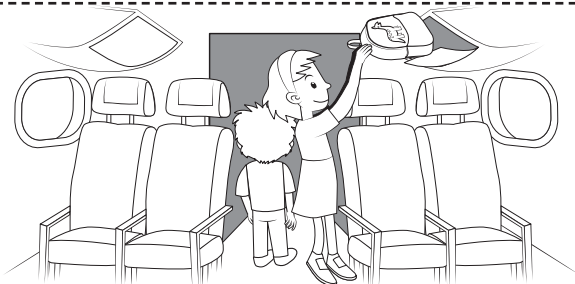
Choose something to entertain yourself



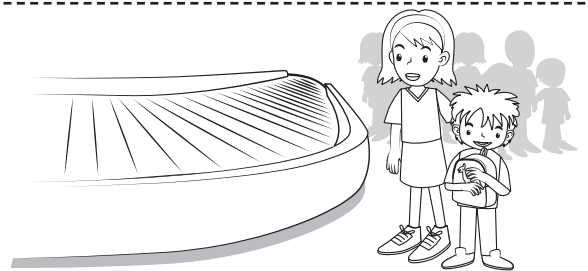
Enjoy your food and drink refreshments



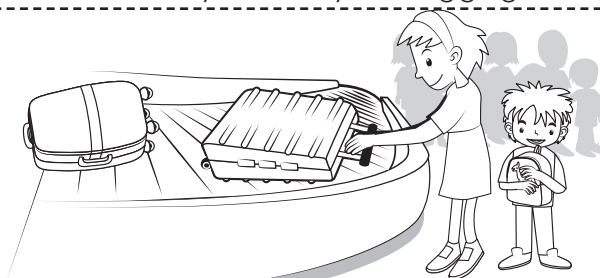
Prepare yourself for landing



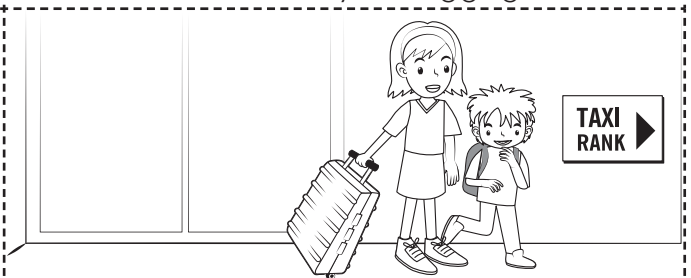
Collect your carry-on luggage



Go to the baggage claim area and wait for your luggage



Collect your luggage from the baggage-claim conveyor



Exit the airport and explore your destination