



FLYING



Scan to review worksheet

Expemo code:

1G3K-B1L3-28E

1

Warm up

People have lots of different feelings about flying. Work in pairs. Choose which statement you agree with most and explain why.

- *I love airports and I love flying – it's so exciting! It would be great to work in this area one day.*
- *I think flying is ok, as long as the flight is short and there are no delays.*
- *I'm quite worried about the effects of flying on the environment so I try to fly as little as possible.*
- *I'm scared of flying. I try to avoid it and if I have to fly, I'm a very nervous passenger.*
- *I know this is unusual these days, but I've never actually flown before! I wonder what it's like.*





2 Flying for a holiday

Part A: There are several different stages to go through when you fly. Put these messages from a passenger in the correct order.

- ___ The plane landed safely, and the weather here is warm and sunny! Will call you later.
- ___ I'm doing the online check-in. Can you send me your passport number and expiry date?
- ___ On the plane! We're all sitting together waiting for take-off.
- ___ I've finally booked our flights! It's a budget airline but it's got good reviews. I'm so excited!
- ___ It was an early start, but we're here! We're just queueing to go through security.

Part B: Find words or phrases in the sentences with these meanings.

1. _____ very cheap;
2. _____ you can't use a document or card after this day;
3. _____ standing in a line, waiting for our turn;
4. _____ the action of leaving the ground and going up into the sky;
5. _____ came down from the sky and reached the ground;

3 Finding a flight

Part A: A passenger has done an online search for flights and found that three different airlines had seats on planes leaving from the same airport and going to the same destination. Put the missing words in the correct places on the webpage.

aircraft / aisle / allowance / departure / economy / fare / premium / rows

| | ¹ and arrival times | cost - single ² | seats available | luggage ⁸ | drinks and meals |
|---|-----------------------------------|--|---|--|--|
|  | 05:00 - 07:50 | one standard price £140 | back ⁵ middle seats only | one carry-on item only extra bags cost £65 each | not included |
|  | 10:00 - 13:20 | ³ £250 comfort plus (extra leg room) £310 | middle of the ⁶ or window | one carry-on item extra bags cost £48 each | one drink included snacks available separately |
|  | 18:25 - 21:40 | ⁴ £500 first class £950 | front rows any seats | one carry - on item and two checked bags | drinks and dinner included |



Part B: The passenger used this information to make some notes.

| name | advantages | disadvantages |
|--------------|------------|---------------|
| FlyU | _____ 1 | _____ 2 |
| Easybreeze | _____ 3 | _____ 4 |
| Duke Airways | _____ 5 | _____ 6 |

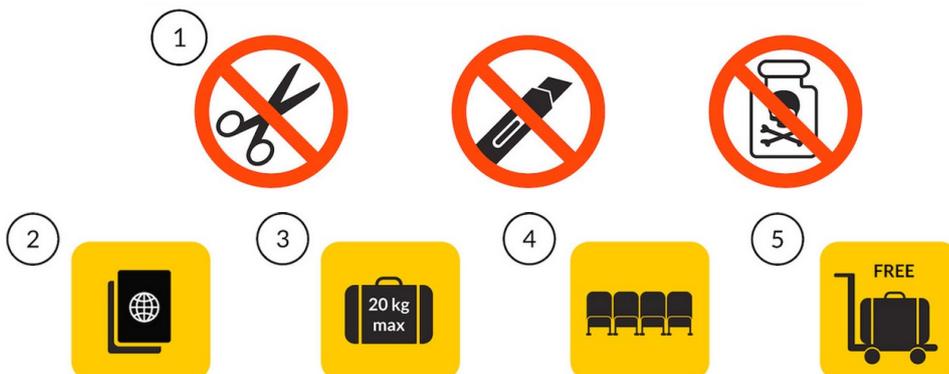
Which flight do you think the passenger should choose? Why?

4

At the airport

Part A: In the airport, there are lots of signs that explain what to do. Look at these five signs and choose one of these items to complete each one. More than one answer may be correct.

can / can't / don't have to / have to / must / mustn't / should



- You _____ bring dangerous items on the plane.
- You _____ show your boarding pass and passport here.
- Bags _____ weigh less than 20 kg, or an extra fee will be charged.
- You _____ wait here until your departure gate is announced.
- You _____ pay to use the airport trolleys.



Part B: Look at these three airport signs and write the rules.



1. _____
2. _____
3. _____

5 On the plane

Part A: The ground crew, cabin crew and pilots make lots of announcements when you're in the airport or on the plane. You may hear some special words or phrases in these. Match each item with the correct meaning.

- | | |
|-------------------------------------|---|
| 1. <u>airplane mode</u> (phrase) | a. quickly go to a specific location |
| 2. <u>climb</u> (v) | b. not leaning back |
| 3. <u>descent</u> (n) | c. go up |
| 4. <u>fasten</u> (v) | d. close your seat belt |
| 5. <u>make your way</u> (phrase) | e. the setting on a device like a phone or a tablet that allows you to use it safely while flying |
| 6. <u>overhead lockers</u> (phrase) | f. the strong and sudden movement of air |
| 7. <u>turbulence</u> (n) | g. the areas above the seats where passengers put coats and small bags |
| 8. <u>upright</u> (adj.) | h. the act of coming down |



Part B: Listen to the announcements and choose one of these ways to respond to what you hear: act out what you would do, write down what you would do, draw what you would do, or translate the announcement into your language.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



6 Arriving at your destination

It can be very helpful to check important information about the airport at your destination, so you know what to do when you arrive. Most airport websites have a page called FAQs, where you can find out what you need to know.

Read this FAQ page and then decide if the sentences are true or false.

1. Trains connect the airport with one nearby city. _____
2. It can be difficult to find the train station. _____
3. The bus from the airport serves two main locations. _____
4. You don't need to buy a ticket before you get on the bus. _____
5. The price of a taxi is fixed and never changes. _____
6. Disabled travellers can only find toilets in terminal 1. _____
7. You can buy a toothbrush at the airport. _____
8. There are times when no one will be at the information desk. _____

FAQs

Frequently Asked Questions

1. Transport

The airport is well-served with public transport and taxis. Trains run toward the city every ten minutes during the day from 6:00 am to 8:00 pm. They run less frequently at night and there is no service after midnight. The station is well sign-posted and you can buy tickets from machines or at the counter.

Buses leave from outside terminal 2 to a range of local destinations. The bus stops are located outside the main entrance of the terminal. The frequency of the service varies depending on where you are going - an information board shows departure times. You can buy tickets from the driver as you board.

Taxis are available outside terminal 1 and to the right. Try to agree on the fare for your trip with the driver before you get in. This will depend on the time of day or night, as well as where you're going.

2. Airport facilities

Toilets are located in the arrivals area of all terminals and there are special facilities for baby-changing and disabled travellers. In addition, a block of showers is located in terminal 2.

You can find a number of restaurants in the arrivals area. There are also several supermarkets selling a range of food, drink and toiletries and personal items.

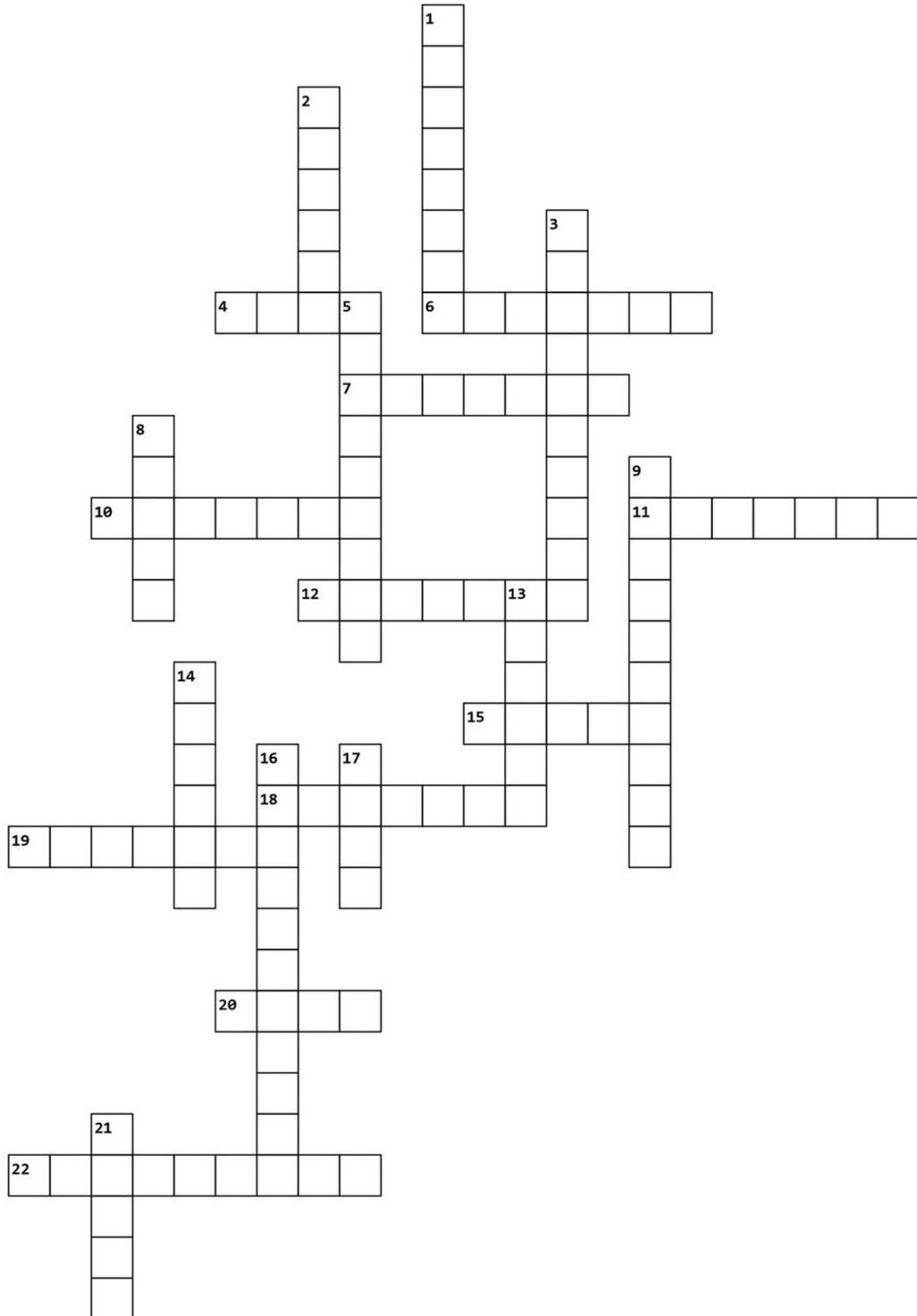
A prayer room is located on the second floor of terminal 1.

Information desks can advise on transport and accommodation options. These are located just outside the arrivals area in all terminals, and they are staffed from 8:00 am to 8:00 pm daily.



7 Optional extension / homework

Review vocabulary from this lesson by completing a crossword puzzle.



**Across**

- 4) come back down to the ground
- 6) leave the ground
- 7) a type of seat or service with a higher price
- 10) going down
- 11) not leaning back
- 12) the vehicle to move suitcases at the airport
- 15) space between seats, where you can walk
- 18) the type of seat on a flight with a low price
- 19) overhead areas for storing during the flight
- 20) the cost of travel
- 22) how many bags you can take with you

Down

- 1) another word for plane
- 2) what you do to close your seat belt
- 3) the F in FAQ
- 5) leaving
- 8) stand in a line while you wait for your turn
- 9) the strong and sudden movement of air
- 13) after this date, you can't use a passport
- 14) a type of airline that's very cheap
- 16) the place you are travelling to
- 17) seats in lines on the plane
- 21) go up, go higher



Transcripts

5. On the plane

Narrator: one

Speaker 1: We're now starting to board Flight TY649 for Rome. Please be ready with your boarding pass and passport or ID card.

Narrator: two

Speaker 2: Will passengers Marcus Laurence and Jennifer Gomez please make their way to gate 17? Flight TY649 has almost completed boarding.

Narrator: three

Speaker 3: Welcome on board Flight TY649. As you can see, the service today is fully booked, so we're inviting all passengers to find their seats as quickly as possible. Please place all carry-on items of luggage in the overhead lockers and then take your seat.

Narrator: four

Speaker 4: For safety reasons, can we remind all passengers to put their phones, tablets and laptops on airplane mode until we're in the air?

Narrator: five

Speaker 5: All passengers have now boarded, and we are preparing for take-off. Members of the cabin crew will shortly be passing through the aircraft to check that your seat belts are fastened and that all small bags are safely stowed under the seat in front of you.

Narrator: six

Speaker 6: Hello, this is your pilot speaking. We're just about to climb to our cruising altitude of ten thousand meters, but at the moment we're flying along the Channel with the English coast on the left and the French coast on the right. We've got clear skies for now, so enjoy the view while you can.

Narrator: seven

Speaker 7: Can I have your attention please everyone? The pilot has just put on the "fasten seat belts" sign as we're experiencing some turbulence. Please return to your seats – we expect to be able to allow you to walk around the cabin again in a few minutes.

Narrator: eight

Speaker 8: Hello again, this is your captain. We have begun our descent and expect to be on the ground in around twenty-five minutes. Note that the seat belt sign is now on. Members of cabin crew will shortly be passing along the aisles to check that all seats are in an upright position and that tables are folded and locked in preparation for landing.





Key

1. Warm up

5 mins.

Students are introduced to the topic of the lesson with this brief personalization activity. They can read through the statements and choose the one they relate to the most before sharing ideas in pairs and explaining their choices. Elicit some brief feedback from a couple of students to round off this stage.

2. Flying for a holiday

Part A:

5 mins.

Students preview the stages that the lesson will cover. Introduce the exercise and give them a couple of minutes to put the messages in order. They should be able to do this without knowing the words in bold. Check answers.

I've finally booked our flights! It's a budget airline but it's got good reviews. I'm so excited!

I'm doing the online check-in. Can you send me your passport number and expiry date?

It was an early start, but we're here! We're just queueing to go through security.

On the plane! We're all sitting together waiting for take-off.

The plane landed safely, and the weather here is warm and sunny! Will call you later.

Part B:

5 mins.

Set the second task. Check answers and pronunciation – stressed syllables are underlined in the answers. Note the spelling and pronunciation of *queueing* /kju:ɪŋ/ and the hyphen in *take-off* (noun).

1. budget
2. expiry date
3. queueing
4. take-off
5. landed

3. Finding a flight

Part A:

5 mins.

Students examine a webpage and demonstrate an understanding of vocabulary via a gap-fill exercise. Introduce the task, eliciting/explaining the meaning of *destination* (the place where you are going). Students can work in pairs, perhaps without a dictionary to begin with. Check answers and pronunciation – stressed syllables are underlined. The following words are tricky: *aisle* has a silent S, /aɪ/, the /i:/ sound in *premium*, and *rows* /rəʊz/.

Answers:

1) departure; 2) fare; 3) economy; 4) premium;

5) rows; 6) aircraft; 7) aisle; 8) allowance;

Part B:

5 mins.

Then students continue in pairs to make some notes. Sample answers are included – accept any reasonable responses. Pose the follow-up question and ask students to explain their choice. There is no correct answer – choosing flights in real life often involves balancing budgets and priorities.



1. The cheapest price and shortest flight.
2. A very early departure time – might be difficult to get to the airport. Checked bags are expensive.
3. A morning flight means you get an extra day to enjoy your holiday and lots of different seats are available.
4. The longest flight time.
5. An evening flight might be convenient for people who want to travel after work, with more choice of seats, front rows and very comfortable, meals included.
6. The most expensive option. It might be difficult to get to the accommodation from the airport so late at night.

4. At the airport

Part A:

5 mins.

Students practise using modals and semi-modals to explain airport rules. It is assumed that they are already familiar with this language point. Introduce the first exercise and perhaps demonstrate with the first item. There may be some new vocabulary items, but the meanings should be apparent from the signs. Students complete the rest of the gap fill and then check the answers.

1. mustn't/can't 2. have to/must 3. should/must 4. can/should 5. don't have to

Part B:

5 mins.

They can work in pairs on the second exercise to formulate full sentences which explain the rules.

1. You mustn't/can't go past this point if you're not a passenger. / Only passengers can go past this point.
2. You don't have to pay tax on these items.
3. You can use the toilets here.

5. On the plane

Part A:

5 mins.

This listening exercise familiarises students with onboard announcements in English, beginning with some special terms that they may only hear in this context. Complete the matching exercise and check answers – stressed syllables are underlined. Note the silent T in *fasten* and the silent C in *descent*.

1. → e. 2. → c. 3. → h. 4. → d. 5. → a. 6. → g. 7. → f. 8. → b.

Part B:

10 mins.

Now set up the listening activity. The response method could be chosen by the teacher or students could choose individually, and even change for each number. Obviously, translation is only appropriate if the class and teacher share the same L1. Play each item on the recording one by one, pausing for the responses.

1. show boarding pass and ID
2. run to the gate
3. bags in lockers, sit down
4. switch devices to airplane mode
5. put seat belts on and put bags under the seat in front
6. look out of the window
7. put on seat belts and bounce around in the seats
8. put seats upright, fold tables, seat belts on



6. Arriving at your destination

10 mins.

This task gives students practice in the authentic task of researching airport facilities on their phones. Introduce the context, elicit/explain that *FAQs* stands for *frequently asked questions* and set up the reading task. Set a time limit and then check answers, inviting students to indicate where they found the information.

1. T – the city
2. F – it is well sign-posted
3. F – a range of destinations
4. T – buy it from the driver as you board
5. F – it depends on the time of day
6. F – in all terminals
7. T – supermarkets sell toiletries and personal items
8. T – after 8:00 pm until 8:00 am.

7. Optional extension / homework

10 mins.

This activity is intended as a filler or cooler if you have time in your lesson and it could also be assigned as homework. This can be done in several different ways – in pairs or groups, with students not able to look back at the worksheet (thus relying on memory), even as a team activity (across vs down teams) if you project the board and clues for the whole class to see.

Credit to crosswordlabs.com

Across:

4) *land*; 6) *take off*; 7) *premium*; 10) *descent*; 11) *upright*; 12) *trolley*;
15) *aisle*; 18) *economy*; 19) *lockers*; 20) *fare*; 22) *allowance*

Down:

1) *aircraft*; 2) *fasten*; 3) *frequently*; 5) *departure*; 8) *queue*; 9) *turbulence*;
13) *expiry*; 14) *budget*; 16) *destination*; 17) *rows*; 21) *climb*