

TEACHING BUSINESS ENGLISH

ONLINE LESSON PACK



 THE
TEFL
INSTITUTE

A1 Lesson 1 - Vocabulary (Shopping)

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

Material 1: Aeroplane image

Material 2: Vocabulary match-up task

Material 3: Going to the airport

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

CCQ - Concept checking questions

Lesson aim:	<ol style="list-style-type: none">1. To learn vocabulary related to airports and travel.2. To learn and practise verb phrases related to airports and travel.
Lesson structure	PPP
Level:	A1
Duration:	45 minutes
Age of Learners:	Adults
Target Language:	<ul style="list-style-type: none">• Vocabulary related to airports and travel<ul style="list-style-type: none">○ Passport○ Gate○ Airport○ Check in○ Arrivals○ Departures○ Gate○ Boarding Card○ Queue○ Security (check)○ Aeroplane (UK) / Airplane (USA)• Verb phrases:<ul style="list-style-type: none">○ They arrive at the airport.○ They check in at the desk.○ They go to security.○ They buy a present in the shop.○ They wait at the gate.○ The aeroplane takes off.
Group size:	3-6

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction												
5 mins	Lead-in	<p>Share Material 1.</p> <p>As a group, ask ss to say what they can see and brainstorm language related to the image on the virtual whiteboard:</p> <ul style="list-style-type: none"> - What can they see? - What language related to the image do they know? - Where is the image taken from? - What happens there? - Have you been on an aeroplane? 	To introduce the topic and activate schemata.	T-S S-T												
10 mins	Presentation: Vocabulary & verb phrases	<p>Share Material 2 - reveal the images only, keep the words covered.</p> <p>Ask the ss to look at the images and say one word related to the images they see. The teacher should write the words on the board as the ss say them (even if they are not correct).</p> <p>When all the images have a word next to them, ask the ss if they think they are all correct and if not, take suggestions and change the answers.</p> <p>Reveal the words at the bottom of the page. Ask the ss to each draw a line from a word to its corresponding image.</p> <p>Elicit the answers from the learners, noting a few sentences on the board and drawing ss' attention to the verbs. Ask CCQ'S.</p> <p>Possible example words from the image (there could be lots more):</p> <table border="0"> <tr> <td>Passport</td> <td>Gate</td> </tr> <tr> <td>Gate</td> <td>Boarding Card</td> </tr> <tr> <td>Airport</td> <td>Queue</td> </tr> <tr> <td>Check in</td> <td>Security (check)</td> </tr> <tr> <td>Arrivals</td> <td>Aeroplane (UK) / Airplane (USA)</td> </tr> <tr> <td>Departures</td> <td></td> </tr> </table>	Passport	Gate	Gate	Boarding Card	Airport	Queue	Check in	Security (check)	Arrivals	Aeroplane (UK) / Airplane (USA)	Departures		To introduce the TL and provide the opportunity for the ss to demonstrate any existing knowledge on the topic of travel.	T-S S-T
Passport	Gate															
Gate	Boarding Card															
Airport	Queue															
Check in	Security (check)															
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Departures																

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
15 mins	Controlled practice	<p>Share Material 3.</p> <p>In breakout rooms, ask ss to work in pairs and number the steps 1-6 in the order they usually happen.</p> <p>Group feedback. T notes the numbers on each image.</p> <p>T asks the class what is happening in image 1 and elicits a sentence from the group, writing it underneath the image. E.g. They arrive at the airport.</p> <p>T goes around the class asking each s to provide one sentence per image. The focus is on (a) using the vocabulary from the previous stage correctly, (b) using a suitable verb phrase.</p> <p>T guides and assists learners. Typical sentences may be: They arrive at the airport. They check in at the desk. They go to security. They buy a present in the shop. They wait at the gate. The aeroplane takes off.</p> <p>Note: Sentences could be in Present Simple or Present Continuous, depending on the ability of the group. The main focus is providing a suitable verb phrase with the relevant vocabulary. If the level of the group is low, the T could write sentences as a gap fill task in which the ss have to provide the verb and the noun only.</p>	To provide guided practice of the vocabulary and associated verb phrases.	S-S S-T T-S

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
15 mins	Production Task	<p>Roleplay</p> <p>Split the ss into pairs in breakout rooms. Each pair should roleplay various stages of the airport experience from the 6 listed in Material 3. One s will be the airport traveller, the other a worker in the airport. Ss must roleplay simple typical interactions at each stage.</p> <p>Change roles, and after a few minutes, go on to the next situation.</p> <p>At the end, demonstrate some of the roleplays as a class. The T should note and provide delayed correction when the roleplays are over.</p>	To provide ss with freer practice of the TL.	S-S S-T
5-10 mins	Alternative production task/ filler	<p>Game</p> <p>If the ss cannot carry out a roleplay satisfactorily (or if you need a filler), choose one s and ask them to think of one piece of vocabulary from the lesson related to airports and travel. They must describe the vocabulary without saying the actual word. The class must guess the word, and the first s to get it right gets a turn at describing a new piece of language.</p>	<p>To provide an extra filler activity in case the class is ahead of schedule.</p> <p>Or</p> <p>To provide a lower-level production activity to suit a lower ability class.</p>	S



Material 1: Commercial plane at the airport.

