

Could I have a window seat, please?

LEARNING OUTCOME

learn how to check in at the airport

WARMER

Ask students if they have ever been on a plane, and where they flew to. Ask what the nearest airport is and what it's like. Is it international? How big is it? Students share their answers with the class. Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to check in at the airport.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Possible answers

The people are at an airport, in the departures area. They are checking in. They're going to drop off their bags.

Students' own answers

Everyday vocabulary

- 2 Draw students' attention to the phrases 1–10, which are all connected with air travel. Ask them to work individually or in pairs, and match the phrases 1–10 with their meanings a–j. Encourage students to look up any unknown words in a dictionary, or ask other students. Check answers as a class.

Answers

1 b 2 f 3 j 4 h 5 c 6 i 7 a 8 e 9 g 10 d

- 3 Ask students to work in pairs and brainstorm any other words or phrases that could go in the list in 2. Ask pairs to share their ideas with the class. Check answers and write them on the board.

Answer

Students' own answers

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue at an airport. Helena is flying to Tokyo, and she's checking in at the check-in desk. Tell them not to worry about understanding every word. They should listen and find out which gate Helena's first plane leaves from. Ask students to check their answer in pairs, before checking as a class.

Answer

Gate 17

- 5 Ask students to look at the sentences from the dialogue. They listen again and complete the gaps with the missing phrases. They check answers in pairs, then listen to the dialogue again and check.

Answers

- 1 How many pieces of baggage do you have to check in today?
- 2 Did you pack your bag yourself?
- 3 Do you have any carry-on baggage?
- 4 Could I have a window seat, please?
- 5 Have you ordered a special meal?
- 6 Will I need to pick up my bags there?

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the sentences in the Everyday English Toolkit. Draw their attention to the words in the box and ask them to complete the gaps a–i. Students could try and do this from memory first, before listening to the dialogue again to check. Ask them to read through all the sentences and check they understand what they mean. Ask students to practice saying the phrases, using the correct intonation.

Answers

a bags b plane c baggage d seat
e cabin f liquids g flight h departure

Then ask students to work in pairs and listen to the dialogue again to find one more question for each heading.

Possible answers

Security: it can't contain any flammable or sharp items.

On board: Have you ordered a special meal?

Cabin baggage: Do you have any carry-on baggage?

The journey: Will I need to pick up my bags there?

Over to you!

- 6 Students work in pairs. Ask them to read the instructions and follow the steps. Remind students to use expressions from the Toolkit. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students write airport announcements about security, instructions for check-in and flight departure information. Ask for volunteers to read the announcements aloud for the rest of the class.