WHAT'S THE BEST SEAT ON A PLANE?

Level: B2/C1   **Time**: 30-40 minutes

Lesson focus: The class concentrates on the article published by Business Class Experts and written by Anthony Cherkas, titled What's the best seat on a plane? Start the lesson by discussing students' seating preferences with the reasoning. Students analyse the seat map and predict the best seats for six types of travellers. Their predictions are checked by reading the article and completing it with the missing titles. Discuss whether students agree or disagree with the information in the text. Finish the class by completing an FCE style speaking part 3, talking about the worst person to be sat next to on the plane, and speaking part 4, answering opinion-based questions on air travel.

Materials:
- Worksheet - reading and speaking
- Article: *What's the best seat on a plane* by Anthony Cherkas (*Business Class Experts*)

Learning objectives:
- to read and discuss authentic material
- to complete FCE Speaking Part 3 and Speaking Part 4

Structure:

1. Lead-in (5 mins)
Ask if your students have ever been on a plane. If yes, what is their favourite seat and why? If you have a favourite seat on a plane, share it with a group and explain the reason behind it.
Look at the seat map and choose the best seat marked with a cross.

2. Pre-reading discussion (6 mins)
Put students into small groups or pairs. Students look at the seat map and put six different types of travellers, a family, a tall person, a sleeper, someone afraid of turbulences, someone with a quick connection and a scared flyer, with the best places. Gather information from each pair with their reasoning.

3. Reading for gist (5 mins)
Students work individually and read the article What's the best seat on a plane? by Anthony Cherkas. Put the headings from ex.2 above the corresponding paragraphs and check the answers from the pre-reading discussion.
Paragraph 1: Best seat for low turbulence
Paragraph 2: Best seat for more legroom
Paragraph 3: Best seat for quick connection
Paragraph 4: Best seat for families
Paragraph 5: Best seat for sleeping
Paragraph 6: Best seat for scared flyers

4. Vocabulary analysis (3 mins)
Explain any new vocabulary as needed.
a long-haul flight: travelling a long distance
pronounced: noticeable or certain
a limb: an arm or leg of a person or animal
a bulkhead: a wall that divides the inside of a ship or aircraft
to opt for + noun: to make a choice, especially of one thing or the possibility of others
a tot: a young child
to recline: to lean or lie back with the upper part of your body in a nearly horizontal position
a burden: something difficult or unpleasant that you have to deal with or worry about
to lean: to slope in one direction, or to move the top part of the body in a particular direction

5. Post-reading discussion (5 mins)

Do it as a whole-group discussion. Ask students if they agree with the article. Would they consider any seating tips next time they travel?

6. Speaking Part 3 - practice (8 mins)

Proceed to the speaking part 3 type of exercise. Ask students to recall the worst person they have ever sat next to on a plane. What did the person do and/or how did they behave?

Show five different travellers/groups of travellers that can be frequently found on planes.

Read the exam task and say that this is a typical task that they will have to do in the FCE speaking exam. Students work in pairs and discuss the characteristics of each traveller and how they may behave on a plane. Monitor the activity and provide any speaking feedback.

7. Speaking Part 4 - practice (5 mins)

Say that in the speaking exam, in part 4 students are asked to discuss opinion-based questions related to the topic mentioned in part 3.

Students work in pairs, ask and answer the questions in ex.6.

8. Error correction (3 mins)

Discuss any errors and provide feedback.