

Air travel: the shape of things to come

Title of the lesson: Air travel: the shape of things to come

Level: Intermediate (B1–B2)

Time: 90 + minutes

Groups: one-to-one, small groups, whole class

Business topics: Describing change in an industry

Business language focus: compound nouns, adjectives to describe change

Skills: Reading, speaking, writing

Materials: One copy of the worksheet per student

Overview: This lesson, based on an article from a trusted business news source, talks about the development of a new shape of aircraft and how it could transform the way we travel by plane.

Key:

1. *aviation*
2. *nuisance*
3. *pioneer*
4. *prototype*
5. *slanted*
6. *economy*
7. *remote-controlled*
8. *short-haul*
9. *maiden*
10. *gravity*

3. Understanding the article

a. Ask students to complete the notes using the information from the article.

1. KLM
2. Roelof Vos
3. three metres wide
4. Germany
5. 360
6. 20%
7. Hydrogen
8. 2040

4. Business language – compound nouns

a. Point out that although other word pairs may be possible, they are looking for ones that they already read in the article. Then they should scan the article to check their answers.

Key:

1. *d*
2. *e*
3. *a*
4. *b*
5. *c*

1. Warmer

a. Students discuss what transport will look like in the future. If necessary, prompt them to think about whether the first two vehicles (the bullet train and electric bike) will still be seen as modern in twenty years' time. Although the third vehicle (the flying car) isn't a reality, ask them whether they see this being possible in the future.

2. Key words and expressions

a. Ask students to match the words taken from the article to the definitions then read them in the article to understand the context. Point out that the key words are listed in the same order they appear in the article.

- b. Check the students' understanding of the compound nouns then ask them to use the same compound nouns to complete the questions.

Key:

1. *production line*
2. *jet engine*
3. *technical advisor*
4. *air base*
5. *World War*

- c. Ask students to work in pairs and ask each other the questions they created in activity b.

5. Business language – adjectives for describing change

- a. Remind students that all of these words appeared in the article. When they have completed the activity, have them check their answers before moving on to activity b so they can see the word again in context.

Key:

1. *revolutionary – change*
2. *successful – look*
3. *strategic – technical advisor*
4. *advanced – way*
5. *improved – way*

- b. Students should use the adjectives in activity a to construct sentences about their own workplace and/or industry. Tell them that they will be using the sentences shortly to talk about changes in their industry with a partner. If students are having difficulty in thinking of changes in an industry, they could talk about an invention they particularly like.

6. Discussion questions

Ensure that students have completed 5b before embarking on this activity as it will act as preparation for this discussion and will give them more confidence to express their thoughts and use the adjectives for describing change.

Have students work in pairs or small groups. Allow equal time for each student to answer the questions.

7. Wider business theme – the car industry

- a. The research part of this activity could be carried out in class time but is best set as homework with the group discussion to take place at the start of the next lesson.

Put the students in groups of three or four. Ask the groups to ensure that all three subjects are researched.

- b. Once the groups have presented their research, you could bring this together for a whole class discussion, allowing one spokesperson from each group to offer their collective opinions on which development they think is most likely to achieve commercial success and why.



One-to-one

Have the student research all three options for homework. At the start of the next lesson, have them present what they have found out before having a discussion about their opinion on which is most likely to achieve commercial success.