Lesson Plan

Date: Duration: 2 hours

No. of participants: Level: **Beginner / low level** Topic: **Introducing types of public transport in Sydney**	

Lesson aims: By the end of the lesson participants should be familiar with different types of public transport in Sydney.	

Specific learning outcomes:	**Assessment methods:**
By the end of the lesson, participants should be able to understand and say: • Public transport • Bus • Tram/light rail • Train • Ferry • Taxi • Uber	Facilitators to listen to participants' pronunciation and check understanding on public transport vocabularies

Previous knowledge assumed: low
Materials and equipment required: Whiteboard, markers, "**Public Transport in NSW", "Transportation Worksheet"** and **"Transportation – Conversation Questions"** handouts
Room layout: O shape
General notes on differentiation / learning styles: facilitating techniques involve auditory, visual and kinaesthetic method. Role play is optional so "shy" participants will be catered for.

Anticipated problems and solutions:
• **There might be participants who are familiar with the public transport already**
    o Facilitators can ask the participants to assist me in the facilitating of the lesson
• **There might be participants who have difficulties pronouncing the "i" and "ai" in light rail, the "ai" in train and the "u" in Uber.**
    o Model and drill the pronunciation many times
• **Kinaesthetic participants (those that learn through movement) may lose focus**
    o Provide participants opportunity to set up from their seats and write on the board

	o Provide participants to learn through games

Time	Facilitator activity	Participant Activity	Resources/Reference/ Materials/Equipment
(10-15 min)	Introduction and ice breaker • Meet and greet - Introduction of any new participants (if relevant) • Explain the "Postcard" ice breaker and do 1 about yourself as an example • Handout a postcard to each student.	Introduce themselves to each other Engage in ice breaker game/activity Tell their Postcard story to the group	Name tags/stickers Board marker Postcard

(15 min)	Introduce key vocabularies
	• Establish meaning through images and context
	   o **Distribute "Public Transport" handouts** to participants an go through each image with its name
	   o Model pronunciation
	• **Cut pictures from the handout and give one to participants.**
	• <u>Then ask the participants to stick the picture on the board and write the name of the picture next to it</u>
		Look at images
		Listen
		Repeat the words
		Write on board
			**"Public Transport" handouts
			Cut pictures from "Public Transport" handout**
			Glu tack
			Markers

(15 min)	Introduce other types of transportations • Distribute and go through **"Transportation Worksheet"** together and show images for vehicles that participants do not know **Activity 1 – Worksheet (in pairs)** • Ask participants to do the worksheet in pairs	Look at images and words Listen pronunciation and repeat Fill in worksheet Discuss answers with partner	**"Transportation Worksheet" handouts**
(15 min)	**Activity 2 – Memory exercise and concept checking**	Tell examples of vehicles according to the right category	Board Marker

	• Ask participants to call out and write on the board examples of vehicles that travel on:
	    o Water
	    o Road
	    o Air
	    o Rail
		Write names of transportation on the board	

(5-10 min)	Break – Morning tea		
(10-15 min)	Do Activity 2 if it has not been done before the break **Kinaesthetic learning through games** **Activity 3 – Guessing game** • Break class into 2 groups. Each group to be given 5 cards. Each group to choose one person to hold a card at a time on their head so (s)he cannot see but the group can. Other members of the group will need to describe the word (without mentioning the word) to help the card holder guess. • Each group will compete against each other to guess the word written on the card. The first group that guess all 5 cards correctly, wins. • A facilitator will sit with each group and become a referee.	Play the game	Ten cards with a different a transportation name on it
(45 min)	**Conversation** Break into small groups according to English levels (A teacher to help in each group) **Distribute Transportation – Conversation Questions** to students. • Facilitate the discussion in the small groups using the questions in the handout • Help with difficult words	Each participant share their story to the group.	**"Transportation – Conversation Questions" handouts**
5-10 min	Conclusion and wrap up • What have you learn today? • Information about next class etc		