



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: <b>Intermediate</b> Topic: <b>Using Opal card</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson participants should be able to use Opal card for using public transport in Sydney.</p>	
<p><b>Specific learning outcomes:</b> By the end of the lesson, participants should:</p> <ol style="list-style-type: none"><li>1. Understand key vocabularies<ul style="list-style-type: none"><li>• Top up machine</li><li>• Adult</li><li>• Concession</li><li>• Senior/Pensioner</li><li>• Child/youth</li><li>• Fares</li><li>• Fines</li><li>• 'Tap on' and tap off'</li><li>• 'Top up'</li></ul></li><li>2. Know how to tap on, tap off and top up</li></ol>	<p><b>Assessment methods:</b> Facilitators to monitor participants' learning by context and check understanding of key vocabularies through role play</p>
<p><b>Previous knowledge assumed:</b> basic English</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, <b>"Top Up Machine and Types of Opal Cards"</b>, <b>"How to Tap On and Tap Off"</b> and <b>"Step by Step instruction – How to Top Up Using a Machine"</b> handouts, clip from YouTube on <b>How to Top Up</b>, tablet or laptop</p>	
<p><b>Room layout:</b> O shape</p>	
<p><b>General notes on differentiation / learning styles:</b> facilitating techniques involve auditory, visual and kinaesthetic methods. Performing in front of the group is voluntary, so 'shy' participants will be catered for.</p>	
<p><b>Anticipated problems and solutions:</b></p> <ul style="list-style-type: none"><li>• <b>There might be some participants who are familiar with Opal card already.</b><ul style="list-style-type: none"><li>○ Facilitators can ask them to help me in to do role play later</li></ul></li></ul>	



- **Some students may have difficulty differentiating between “on” and “off” and “up”.**
  - Drill on context understanding many times
  - Check understanding by asking participants to paraphrase in their own words what tap on, tap off and top up means; and role play
- **“Shy” students may not want to participate in the role play.**
  - This is okay. Facilitators can ask participants who have used top up machine before to do the role play.

Time	Facilitator activity	Participant Activity	Resources/Reference/Materials/Equipment
(10-15 min)	Introduction and ice breaker <ul style="list-style-type: none"> <li>• Meet and greet - Introduction of any new participants (if relevant)</li> <li>• Ice breaker games or general catch up question such as “what interesting thing you did last week?”</li> </ul>	- Introduce themselves to each other - Play ice breaker game - Share to friends of interesting activity they did	Name tags/stickers Ice breaker handouts (if relevant) Pen and paper (if needed)
(10 min)	Introduce key vocabularies – top up machine, adult, concession, senior/pensioner, child/youth <ul style="list-style-type: none"> <li>• <b>Distribute “Top Up Machine and Types of Opal Cards” handouts and use them to establish meaning through images and context</b></li> <li>• Pronunciation               <ul style="list-style-type: none"> <li>○ Ask participants to repeat difficult words</li> </ul> </li> </ul>	Look at images Listen Repeat the words	<b>“Top Up Machine and Types of Opal Cards” handouts</b> Markers
(25 min)	Introduce key vocabularies - fares, fines, tap on, tap off. <ul style="list-style-type: none"> <li>• <b>Distribute and use “How to Tap On and Tap Off” handout to establish meaning through context</b> – facilitators to explain new vocabularies on the handout</li> <li>• Pronunciation               <ul style="list-style-type: none"> <li>○ Ask participants to repeat difficult words</li> </ul> </li> </ul>	Look at images Listen Repeat the words	<b>“Tap on and tap off” handouts</b>





	<ul style="list-style-type: none"><li>- Participant A to explain step by step top up using cash.</li><li>- Participant B to explain step by step top up using credit card.</li></ul>	Participants to explain verbally or write/draw on the board/flip chart to help them explain	
(20 min)	<p><b>Conversation</b> For large group (more than 10 people), break into small groups – to facilitate maximum opportunity for each person to speak. (A facilitator to help in each group)</p> <p><b>Key questions:</b> Share an experience when you first get your Opal card and topping up. How did you get the card? Who help you? Did you have any difficulties? Share an experience of your first travel on public transport. Did you take a train, bus, ferry etc? Where did you go? Was it an enjoyable journey? Why? Would you travel on public transport again? Why?</p>	Each participant share their story to the group.	Pen and paper if needed
5 min	<p>Conclusion and wrap up</p> <ul style="list-style-type: none"><li>• What have you learn today?</li><li>• Information about next class</li></ul>		