



Lesson Plan

Date:

Duration: 2 hours

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



- **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"> • Meet and greet - Introduction of any new participants (if relevant) • Ice breaker games or general catch up question such as “what interesting thing you did last week?” 	- 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"> • Distribute “Top Up Machine and Types of Opal Cards” handouts and use them to establish meaning through images and context • Pronunciation <ul style="list-style-type: none"> ○ Ask participants to repeat difficult words 	Look at images Listen Repeat the words	“Top Up Machine and Types of Opal Cards” handouts Markers
(25 min)	Introduce key vocabularies - fares, fines, tap on, tap off. <ul style="list-style-type: none"> • Distribute and use “How to Tap On and Tap Off” handout to establish meaning through context – facilitators to explain new vocabularies on the handout • Pronunciation <ul style="list-style-type: none"> ○ Ask participants to repeat difficult words 	Look at images Listen Repeat the words	“Tap on and tap off” handouts



(10 min)	<p>Introduce key vocabularies – top up</p> <ul style="list-style-type: none"> • Distribute and use “Step by Step Instructions – How to Top Up Using a Machine” handout to establish meaning through context – facilitators to explain new vocabularies on the handout • Pronunciation <ul style="list-style-type: none"> ○ Ask participants to repeat difficult words 	<p>Look at images</p> <p>Listen</p> <p>Repeat the words</p>	<p>“Step by Step Instructions – How to Top Up Using a Machine” handout</p>
(5-10 min)	Break – Morning tea		
(1 min)	Show YouTube video – how to top up using machine	Listen and watch the video	Ipad or laptop with video clip
(20-30 min)	<p>Choose 2 participants to do role play:</p> <p>“ A tourist buying and topping up Opal card at customer service counter” (make it fun!)</p> <ul style="list-style-type: none"> - Tourist – need to buy a right type of Opal card (doesn’t know the right one) and put money into it (doesn’t know how much money to put in); need to pay (doesn’t know how much to pay) - Customer service – explain what type of Opal the tourist need, ask where the tourist needs to go to know how much money to top up; explain how much is the cost for a new Opal and total cost of new Opal with the top up money. <p>Facilitators to facilitate if participants get stuck.</p> <p>Choose 2 participants to explain how to top up using a machine:</p>	<p>Two participants do role play</p> <p>The rest of the participants listen and observe</p>	<p>2 chairs or standing (no chairs needed)</p> <p>Board/flipchart, markers,</p>



	<ul style="list-style-type: none">- Participant A to explain step by step top up using cash.- Participant B to explain step by step top up using credit card.	Participants to explain verbally or write/draw on the board/flip chart to help them explain	
(20 min)	<p>Conversation</p> <p>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>Key questions:</p> <p>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?</p> <p>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?</p> <p>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">• What have you learn today?• Information about next class		