



Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: Beginner / low level Topic: Introducing types of public transport in Victoria</p>	
<p>Lesson aims: By the end of the lesson, participants should be familiar with different types of public transport in Victoria.</p>	
<p>Specific learning outcomes: By the end of the lesson, participants should be able to understand and say:</p> <ul style="list-style-type: none">• Public transport• Bus• Train• Ferry• Light rail/tram• Taxi• Uber	<p>Assessment methods: Facilitators to listen to participants' pronunciation and check understanding on public transport vocabularies</p>
<p>Previous knowledge assumed: low</p>	
<p>Materials and equipment required: Whiteboard, markers, “Public Transport in VIC” and “Transportation – Conversation Questions” handouts</p>	
<p>Room layout: O shape</p>	
<p>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.</p>	
<p>Anticipated problems and solutions:</p> <ul style="list-style-type: none">• There might be participants who are familiar with the public transport already<ul style="list-style-type: none">○ Facilitators can ask the participants to assist me in the facilitating of the lesson• There might be participants who have difficulties pronouncing the “ai” in the word “train” or “rail”, the “i” in the word “light” and “u” in Uber.<ul style="list-style-type: none">○ Model and drill the pronunciation many times• Kinaesthetic participants (those that learn through movement) may lose focus<ul style="list-style-type: none">○ Provide participants opportunity to set up from their seats and write on the board	



- Provide participants to learn through games

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) • 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 <ul style="list-style-type: none"> • Establish meaning through images and context <ul style="list-style-type: none"> ○ Distribute “Public Transport in VIC” handouts to participants and go through each image with its name ○ 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 in VIC” handouts Cut pictures from “Public Transport VIC” handout Glu tack Markers
(15 min)	Activity 2 – Memory exercise, concept checking, language production (existing knowledge of participants) <ul style="list-style-type: none"> • Ask participants to call out and write on the board examples of vehicles that travel on: <ul style="list-style-type: none"> ○ Water ○ Road ○ Air ○ Rail 	Tell examples of vehicles according to the right category Write names of transportation on the board	Board Marker
(10-15 min)	Kinaesthetic learning through games Activity 3 – Guessing game	Play the game	Ten cards with a different a transportation name on it



	<ul style="list-style-type: none">• 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.		
(5-10 min)	Break – Morning tea		
(45 min)	<p>Conversation Break into small groups according to English levels (A teacher to help in each group) Distribute Transportation – Conversation Questions to students.</p> <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• What have you learn today?• Information about next class etc		