



## LESSON PLAN

<b>MODULE</b>	<b>M4</b>
<b>LESSON</b>	<b>1</b>
<b>TOPIC</b>	<b>Means of transport.</b>
<b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"><li>Learners learn about expressions for means of transport and purchasing a ticket.</li></ul>	

STAGES	AIMS	PROCEDURE	RESOURCES
<b>In this episode</b>		<ul style="list-style-type: none"><li>Learners will learn the vocabulary in connection to means of transport, and practice listening to a dialogue between a person buying a bus ticket and the bus driver.</li></ul>	
<b>TASK 1</b> <b>Lead in</b> <b>(time: 15 min)</b>	<ul style="list-style-type: none"><li>to introduce the topic of means of transport and learn new vocabulary.</li></ul>	<p>In order to introduce the topic of transport, participants are asked to think and note down different types of transport.</p> <p>After participants finish writing down their ideas, they are divided into pairs and they compare their notes.</p> <p>Afterwards the trainer asks them to tell them out loud and writes down their examples. If the trainer sees that there are some means of transport missing, he/she adds them to the list.</p> <p>After a few minutes of individual work participants are divided into pairs or small groups. They are given a piece of paper and the trainer draws a chart on the whiteboard, naming one row PUBLIC TRANSPORT. Learners discuss these questions in pairs first, with the trainer monitoring the activity and noting/remembering any mistakes that may occur. Next, the trainer puts the</p>	Whiteboard/flipchart, markers, paper



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		mistakes on the board and corrects/explains them. In the end, he/she asks the questions one by one to individual students and they answer them.	
<b>TASK 2</b> <b>(time: 15 min)</b>	<ul style="list-style-type: none"> <li>- To learn new vocabulary and start a discussion about transport.</li> </ul>	<p>The participants are divided into pairs or small groups. The trainer asks them to think about the following questions.</p> <ul style="list-style-type: none"> <li>- How often do you use each <b>means of transport</b>?</li> <li>- Which types of <b>public transport</b> do you prefer/why?</li> <li>- Do you <b>purchase</b> your tickets for public transport online/<b>ticket machines</b> or at the <b>cashier registers</b> at stations?</li> </ul> <p>The trainer asks the participants to write down their findings on a piece of paper and to choose one person who will report their answers to the rest of the class. The trainer writes their answers on a whiteboard in a chart for a clear comparison of their answers.</p>	Whiteboard/flipchart, markers, paper
<b>TASK 3</b> <b>(time: 15 min)</b>	<ul style="list-style-type: none"> <li>- To practise listening comprehension, learn new phrases in connection to purchasing tickets and polite expressions</li> </ul>	<p>The trainer presents the next task to the participants. He/she explains they are going to listen to a short recording showing a man buying a ticket from the bus driver. and asks the participants to try and note down some expressions they hear during the conversation in connection to:</p> <ul style="list-style-type: none"> <li>- Polite phrases the man and the bus driver exchange</li> <li>- Expressions in connection to purchasing the ticket</li> <li>- Any other unknown phrases/words.</li> </ul> <p>After they finish with listening to the recording, the trainer hands out the transcript of the recording and tells the participants they are going to listen to the recording once more. This time they are asked to listen to the recording and follow the transcript at the same time and try to underline the phrases they tried to write down during the previous listening to the recording.</p> <p>After they finish with listening to the record they are asked to compare the expressions they wrote down during the first time they listened to the recording and check their spelling with the help of the transcript.</p>	multimedia material 1 – recording, non-multimedia material 1 – transcript of the recording



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		Afterwards the trainer writes down the expressions on the whiteboard and he/she discusses the possible uses of the expressions.	
<b>TASK 4</b> <b>(time: 15 min)</b>	- To practise new vocabulary	<p>The trainer hands out transcripts to the participants again but this time in a gap fill form. He/she explains that they will listen to the recording again but this time they have to fill in the transcript with the missing expressions.</p> <p>When they finish their tasks, they check the right answers and double check the spelling of the words.</p>	Non-multimedia material 2 – gap fill version of the transcript.
<b>TASK 5</b> <b>(time: 15 min)</b>	- To practise speaking	The trainer divided the participants into pairs. One of the pair member is in the role of the passenger and the other member is the bus driver. The trainer asks the participants to first write down short dialog presenting a man buying a ticket from the bus driver, using the expressions from the recording. After they finish writing down the dialog, the trainer checks all the dialogs individually and afterwards asks the participants to practice their dialogs. Afterwards they are asked to role play their dialogs in front of the class.	Paper
<b>FEEDBACK / REFLECTION TASK</b> <b>(time: 10 min)</b>	<ul style="list-style-type: none"> <li>- to recap useful vocabulary and language</li> <li>- to reflect on today's episode and learning</li> </ul>	<p>Trainer distributes the portfolio / self-reflection sheets and learners individually fill out the table and complete the statements.</p> <p>The "personal comments" section can be filled in the learner's mother tongue or left blank, if the learner has nothing to add.</p> <p>Trainer invites volunteers to share their answers with the group (optional).</p>	
<b>Self-study quizzes</b>	- to consolidate and strengthen gained knowledge and skills	<p>Multimedia material 2</p> <p>Multimedia material 3</p> <p>Multimedia material 4</p> <p>Multimedia material 5</p>	Multimedia material 2



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