



LESSON PLAN

MODULE	M1
LESSON	Lesson 1
TOPIC	Using an ATM (cash machine)
LEARNING OUTCOMES <p>The instructor will facilitate and share basic vocabulary and concepts related to the use of ATMs or cash machines . Learners will be able to describe the functions of an ATM They will also be able to describe the functions of the ATMs menu. They will be able to demonstrate how to use an ATM to others.</p>	

STAGES	AIMS	PROCEDURE	RESOURCES
In this episode		<ul style="list-style-type: none"> Learners will learn the vocabulary necessary for using an ATM, practice listening to instructions and giving instructions. 	
TASK 1 Lead in (time: 15 min)	<ul style="list-style-type: none"> introduce and garner interest in the topic of language of instruction for using an ATMs 	<ol style="list-style-type: none"> In order to introduce the topic, the instructor writes the following questions on the board, eliciting/explaining the meaning of the expressions in bold if required. <ul style="list-style-type: none"> How often do you use cash? How often do you use a cash machine or ATM? What do the letters A T M mean? Where do you usually go to use an ATM? How much money can you withdraw at any one time? How much money do you usually withdraw? Do you always request a balance on your account and a receipt? If you request a balance, do you usually request an on-screen balance or a paper receipt? Firstly, the learners discuss these questions in pairs; the trainer monitors noting down errors that may occur. Then, the trainer writes the mistakes 	board/flipchart/Interactive whiteboard (IWB) markers



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		on the board and elicits, corrects/explains them. Finally, the instructor selects students to ask and answer questions one by one.	
TASK 2 (time: 15 min)	- learn new vocabulary	Instructor elicits from students or writes the following on the board: SCREEN, CARD SLOT, CASH DISPENSER, RECEIPT SLOT, DEBIT/CREDIT CARD, KEYPAD; then the instructor elicits or explains their meaning, providing an example of each. Next, the learners are given a handout with pictures of the vocabulary. The learners match the vocabulary and the pictures. The trainer monitors each student and pair and answers any questions learners may have, next the students peer check the exercise with the instructor monitoring before the final feedback.	Handout – non-multimedia material 1 ; realia
TASK 3 (time: 15 min)	- practise listening comprehension	<ol style="list-style-type: none"> The instructor prepares learners for the task. The instructor writes the following questions on the board, eliciting/explaining the meaning of the expressions in bold if required. They will listen to the audio. At first, learners listen for gist. The learners pair check and then the instructor elicits the answers and corrects if required. <ul style="list-style-type: none"> - Does the audio give instructions on how to use an ATM? - What does PIN signify? - Does the audio explain what ATM means? - How many steps are involved in extracting money from an ATM? The instructor distributes the handout and plays the audio. Learners watch and listen to the video for detail and fill in the gaps. The learners pair check and then the instructor elicits the answers and corrects if required. 	Handouts – multimedia material 1 , audio transcript for differentiation
TASK 4 (time: 15 min)	- practise new vocabulary	The instructor prepares the learners for the task. They will match the 10 sentence halves/collocations (each question will be 90 seconds). The instructor displays the multimedia material 2 on the board in <i>team mode</i> and asks the learners to open the quiz or run from their Smartphone's browser, then log into the game. The instructor elicits the meaning of the sentences/expressions or explains the meaning if required. Next, learners repeat the sentences/expressions and the instructor corrects any pronunciation mistakes.	IWB, Multimedia material 2



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TASK 5 (time: 15 min)	- practise speaking	<ol style="list-style-type: none"> 1. The instructor divides learners into pairs and asks them to role play the use of an ATM. One learner is the <i>customer</i> and one learner is the <i>ATM</i>. 2. The instructor explains that learners can make use of any materials they worked with during the lesson. 3. Learners will use the dialogue outline in non-multimedia material 2 and adlib 4. The instructor monitors the role play activity. 5. The pairs roleplay their dialogues in front of the class. 	non-multimedia material 2
FEEDBACK / REFLECTION TASK (time: 10 min)	<ul style="list-style-type: none"> - to recap useful vocabulary and language - to reflect on today's episode and learning 	<p>The instructor 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>The instructor invites volunteers to share their answers with the group (optional).</p> <p>Errors and corrections sheet will be forwarded to learners.</p>	
Self-study quizzes	- to consolidate and strengthen gained knowledge and skills	<p>The instructor sets multimedia materials 3,4 and 5 as homework.</p> <p>Non-multimedia material 3 and 4 can be used either as homework or a filler activity.</p> <p>Multimedia material 3</p> <p>Multimedia material 4</p> <p>Multimedia material 5</p> <p>Non-multimedia material 3</p> <p>Non-multimedia material 4</p>	