

<b>Teacher's name:</b> Charlotte	<b>Date:</b> 17/03/2022	<b>Level:</b> Intermediate	<b>Number of students:</b> 10
<b>Focus on skills (PWP):</b> reading <b>Topic:</b> city transport (banning rickshaws / cars)			
<b>Learner outcome:</b> by the end of the lesson students will have practiced their scanning and reading for detail skills in the context of an article about the controversial rickshaws of Kolkata			
<b>Subsidiary aim:</b> to provide fluency in the context of speaking about modes of transport in cities			
<b>New Vocabulary / phrases to be taught:</b> Motorist, air/noise pollution, traffic congestion, congestion charge, pedestrian, combat, promote reduce, improve			
<b>Materials:</b> rickshaw visual, text, hand out, rolecards			
<b>Assumptions:</b> students already know basic vocabulary relating to public transport			
<b>An anticipated problem:</b> <ul style="list-style-type: none"> <li>- ss need specific vocabulary for production task no 2</li> </ul> <b>My proposed solution:</b> <ul style="list-style-type: none"> <li>- pre-teach it</li> </ul>			
<b>What I need to work on:</b> CCQs, time management (making sure I enough time for production task and feedback)			

Stage of lesson (eg Presentation)	Learner activity	Objective (Why are they doing this?)	Teacher activity	Interaction (eg ind, pairs /3s or group)	Time	Materials needed
Pre						

Engage	Ss tell T how they came to class + volunteer other modes of transport	To get them thinking about how we get around in cities	T asks ss how they came to class + other modes of city transport	whole class	3 mins	
Pre-teach vocabulary EDCB		To ensure ss have useful vocabulary for the production tasks	T does EDCB for some key vocabulary (see page 1)	whole class	8 mins	
Lead-in	Ss make suggestions, think of possible advantages	To give ss students a chance to predict, to help them understand the general content, to get them interested	T elicits 'rickshaw' + asks ss <b>Why do you think people choose this type of transport? What are the advantages of this type of transport?</b>	whole class	4 mins	visual
While						
Reading for specific information	Ss read the first paragraph and quickly determine which words describe Kolkata	To develop ss' reading skill of scanning a text	T corrects and asks ss to justify their answers	ind	4 mins	Text + HO
Reading for detailed comprehension 1	Ss read second and third paragraphs and determine which arguments are used in the article	To develop ss' ability to read for detailed comprehensive understanding	T corrects and asks ss to justify their answers	ind + pair checks	7 mins	Text + HO
Reading for	Ss read the last	To develop ss' ability to read	T corrects and asks ss	ind + pair	7 mins	Text + HO

detailed comprehension 2	paragraph and choose the correct reason why local politicians don't ban rickshaws	for detailed comprehensive understanding	to justify their answers	checks		
Post						
Productive task 1	Ss discuss the reasons for and against keeping rickshaws + ss decide if they are for or against	To allow ss to respond to the topic of the text	T monitors to check ss are on task + takes notes for delayed feedback	PW	8 mins	Text
Productive task 2	Roleplay: ss debate to decide if Toulouse should ban cars in the city centre	To allow ss to respond to the topic of the text in a more personalised manner	T monitors to check ss are on task + takes notes for delayed feedback	group	14 mins	Roleplay cards
Feedback	Ss share their solutions	To wrap up the activity. To let ss know how they did and to focus on any errors that came up.	T asks ss to share their solutions. T writes any errors on board and asks ss to correct.	Whole class	5 mins	