

<b>Name:</b> David Kampfner <b>Date:</b> 1/7/24 <b>Level:</b> Intermediate <b>Number of students:</b> 4 <b>Topic:</b> Mobility, transport and travel <b>Main lesson focus (underline one):</b> Grammar / Vocabulary / Pronunciation / Reading / Listening / <u>Speaking</u> / Writing
<b>Learner outcome(s):</b> The students will be able to (mention task first, then “using”)....  Students will be able to discuss different modes of transport and ways to travel, understanding the difference between past simple and past continuous and using appropriate vocabulary and phrases
<b>Grammar:</b> past simple and past continuous <b>Vocabulary and phrases:</b> see below
<b>Materials:</b> - Whiteboard and markers - Handouts with reading text, questionnaire and comprehension questions - Pictures depicting various modes of transport
<b>Assumptions: For this lesson I assume the Ss already know...</b> basic phrases and vocabulary relating to transport, how to express getting from one place to another in simple terminology and how to conduct a question and answer dialogue
<b>An anticipated problem:</b> Students may be unfamiliar with describing or naming modes of transport and may struggle with understanding the difference between the two tenses outlined in the lesson objective <b>My proposed solution:</b> Ensure EDCB of new vocab and that the explanation of grammar point is clear and easy to understand, focusing on the key differences. Encourage students to complete full sentences when speaking / asking and replying to questions.
<b>What I intend to work on based on previous feedback:</b>

1. Ensure time management and pace are crisp - finish warmup/engagement/presentation in first 15 minutes to allow sufficient time for practices - and allocate min 15, preferably 20 minutes to production.
2. condense time taken for new vocab & EMCB at pre-teach stage - if students are obviously stuck when eliciting new words, just give them the word – don't waste time
3. Remember to model tasks before distributing task sheets
4. Stay focused on main objective, ensuring practice & production are aligned
5. Maximise STT staying 'offstage' as much as possible

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
<b>Engagement 5</b>	<p><b>Overview: Welcome students, introduce myself, elicit brief spoken introductions from students related to topic, specifically:</b></p> <p><b>- Introduction:</b></p> <ul style="list-style-type: none"> <li>○ Begin the lesson with informal introductions</li> <li>○ Warmup – ask ss to discuss in pairs their journey to class – from leaving the house to school - in full sentences, recalling in as much detail as possible</li> <li>○ Post up images of different transport (and Ray) – document 1</li> <li>○ Bring group together and ask them to recall aloud their partner's answers</li> <li>○ Broadly outline &amp; explain the objective of the lesson, ask for questions and elicit</li> </ul>	To create a personable approach and ambiance from the start of the lesson, to bring the group together by establishing an engaged lesson while informally focusing the group on the lesson topic ensuring students are aware that the lesson has started.	S, L

	a brief discussion to establish that students understand the points that will be covered.		
<b>Presentation 10</b>	<p><b>Pre-teach vocabulary</b></p> <ul style="list-style-type: none"> <li>○ Elicit, drill, CCQ and write on the board new vocabulary relating to the topic: <ul style="list-style-type: none"> <li>▪ Pedestrian – Can a pedestrian be in a bus? Can a pedestrian be at home? On a bike?</li> <li>▪ Traffic jam – can you put a traffic jam on toast?</li> <li>▪ Roundabout – if I have a big belly could you say I have a round about?</li> <li>▪ Van: if it's very hot would I switch on the van to cool down?</li> <li>▪ Helmet: is this hat a helmet?</li> <li>▪ Trolley: when I pull my suitcase is it a trolley?</li> <li>▪ Flight: can I flight to London? Do we say a feather is very flight?</li> <li>▪ Aisle: can I write 'aisle go to Paris'?</li> <li>▪ taxi rank: do I find my uber at the</li> </ul> </li> </ul>	To introduce vocab and phrases related to transport and getting around, and the grammar point for use in the practice tasks.	L, R

	<p>taxi rank?</p> <ul style="list-style-type: none"> <li>▪ ahead of schedule: would I say 'my boss is the head of schedule'?</li> <li>▪ flight attendant: can I say flight a-nine-dent? eleven-dent?</li> </ul> <p>○ Briefly explain grammar point, eliciting key difference between past simple and past continuous and write examples on board:</p> <ul style="list-style-type: none"> <li>▪ I drove my car</li> <li>▪ I was driving my car</li> </ul>		
<b>Practice 1 10</b>	<ul style="list-style-type: none"> <li>○ DIMTS comprehension, gap-fill and reading aloud task</li> <li>○ distribute sheet 2</li> <li>○ ss to read dialogue individually, then in pairs to complete gap fill text using vocab and past simple / past continuous as appropriate</li> <li>○ ss to run through answers in group, asking each st to read out answers in turn. At end ss can unfold sheets</li> </ul>	To test student comprehension	L, R, W, S
<b>Practice 2 10</b>	<p><b>Overview: Develop the vocab and topic further with quiz: different modes of transport.</b></p> <ul style="list-style-type: none"> <li>○ Bring the class back to a brief open dis-</li> </ul>	To reinforce the main points and vocab illustrated in the presentation by asking students to recall pre-taught vocab and make informed guesses together about other terms	R, S

	<p>cussion</p> <ul style="list-style-type: none"> <li>○ DIMTS quiz questions: students to work in pairs with quiz sheet –answering multiple choice questions on transport</li> <li>○ Distribute sheet 3</li> </ul>		
<b>Production 20</b>	<ul style="list-style-type: none"> <li>• distribute roleplay identities sheet 4 – students to be either activist green protestor, corrupt politician, ambitious airport director or tough police inspector</li> <li>• students to answer questions and explain what they ‘did’ to ‘police inspector’ in whole group roleplay</li> <li>• Bring the class back to an open discussion and ask for FB from their partner enquiries</li> </ul>	To maximise STT using pre-taught vocab and grammar point, encouraging spoken fluency and accomplishment of the main objective	L, W
<b>FB 5</b>	<ul style="list-style-type: none"> <li>• Close the lesson asking for any other outstanding questions,</li> <li>• provide error correction from notes taken during spoken production session</li> <li>• congratulate students for participating and thanks</li> </ul>	To underline and reinforce understanding of new vocabulary and grammar point and ensure that the lesson objective has been achieved	L, S