

## My journey to work: lesson plan

**My journey to work****Topic:** public transport**Level:** Entry 2**Time:** 60 minutes**Aims**

- To develop learners' ability to listen for detail
- To give practice of describing their journey to work/ school
- To develop learners' vocabulary of public transport and verbs used with forms of transport

**Introduction**

This lesson is about Anne's journey to work. It provides learners with listening and speaking practice of transport vocabulary and talking about their journeys to work or college/school.

- Make a copy of the learner worksheets for each learner.
- Open the video for the listening activity in tasks 2 and 3:  
<http://esol.britishcouncil.org/content/learners/skills/speaking/my-journey-work>
- If you have an interactive whiteboard or projector, find a map of the London Underground to help prepare learners for task 2. A good source for this is [www.tfl.gov.uk](http://www.tfl.gov.uk).
- The image in task 1 was created at [www.wordle.net](http://www.wordle.net). If possible, familiarise yourself with making word clouds before the lesson.

**Procedure****Warmer (6 mins)**

- Tell learners to work alone to underline the transport words in the word cloud. NB: they are all **nouns**.
- Ask learners to check answers in pairs.
- Check answers as a whole class and focus on pronunciation if necessary, including word stress.
- Learners should work in pairs to test each other on the spellings of the words. Refer them to the question and example dialogue below the word cloud.

*Answer key: car, bus, lorry, motorbike, boat, bicycle, train*

### Differentiation

Stronger learners, or those who finish quickly, can write other transport nouns in the spaces below the heading 'More transport words'.

#### Task 1 – public transport (10 mins)

- Tell learners to work in pairs to identify the public transport using the signs.
- Ask them to write the names below each sign, so you can check their spellings.
- Monitor to support learners and provide corrections where needed. Clarify vocabulary where necessary, particularly *taxi-rank*.
- Check answers as a whole class.

*Answer key: 1 – bus stop; 2- underground station; 3 – taxi rank; 4 – tram stop; 5 – train station*

### Differentiation

- You can give weaker learners a list of the names - they can match them to the signs and copy them.

#### Task 2 – Watch the video 1: order Anne's journey to work (10 mins)

- Tell learners they are going to watch an ESOL teacher, Anne talking about her journey to work.
- Give out the worksheet to learners and ask them to look at task 3 on page 3. Before they watch, ensure they are familiar with the vocabulary and places mentioned in the video. Check learners are aware that *tube station* is an underground station.
- If you have an interactive whiteboard or projector, you can show learners the underground map to help familiarise them with *Euston station, Victoria station, Victoria line and Northern line*.
- Ask learners to watch the video and put her journey in the correct order.
- Learners should check answers in pairs.
- Play the video again if learners need it and then check answers as a whole class.

*Answer key: 1-d; 2-c; 3-f; 4-d; 5-a; 6-e*

### Differentiation

*Less confident learners can read the transcript on page 5 the first time they watch the video.*

### Task 3 – Vocabulary: verbs (10 mins)

- Learners should work alone to match the verbs and their meanings in Task 3a.
- Check answers together.
- Ask learners to look at the box of verbs in task 3b. Check that there are no other verbs there that they don't understand.
- Tell learners to work in pairs to complete the sentences from the video with the correct verbs (Task 3b)
- Monitor and support learners as necessary. Ensure that they are not looking at the sentences in task 2 to find the answers.
- In task 3c, learners should watch the video again and check their answers. Alternatively, they can check their answers against the transcript on page 5 of the learner worksheets.

*Answer key:*

*Task 3a: i – c; ii – a; iii – b*

*Task 3b: 1 – walk; 2 – takes; 3 – walk; 4 – change; 5 – get off; 6 – sit down; 7 – set off*

*Task 3d: refer to transcript on page 6 of learner worksheets*

#### Differentiation

- Stronger learners can cover the verbs in the box and try to complete the sentences in task 3b from memory, then check with the words in the box.

### Task 4 – Revise Present Simple questions (6 mins)

- Ask learners to work alone to put the questions in the correct order. NB Question 1 & the example question **only** are from the video.
- Monitor and provide content-based feedback if learners require it.
- Check answers as a whole class.

*Answer key:*

1. *How do you go to work?*
2. *How much does it cost?*
3. *How long does it take?*
4. *What time do you set off?*

#### Differentiation

- Stronger learners can write another 1 or 2 questions related to transport.
- If learners are struggling to order the questions, you can support them by showing them the first 1 or 2 words of each question.

**Task 5 – answer the questions (8 mins)**

- Tell learners to work in pairs to ask each other the questions in task 4. If learners do not work, encourage them to talk about their journey to English classes.
- Direct them to the example dialogue to encourage longer answers. Model a short dialogue with a learner if you think it would encourage discussion.
- Monitor and provide content-based feedback if learners require it.
- Ask some learners to share answers with the class.

**Cooler (8 mins)**

- Tell learners to use the pictures to describe Julia's journey to work from the time she leaves the house to the time she arrives at work.
- Elicit suggested answers for the first pictures as a whole class.
- Monitor and provide content-based feedback if learners require it.
- Check answers with the class.

*Suggested answers:*

*Julia leaves the house at 7.15. She walks to the bus stop and takes the bus. The bus is very crowded. She gets off the bus at the train station and catches the train to [any destination]. She gets off the train and walks to work at [any work place].*

**Extension activities / Homework**

- Refer learners to the following webpages below that they can use for further extension or consolidation of the vocabulary from the lesson.
  - <http://esol.britishcouncil.org/content/learners/skills/speaking/my-journey-work>
  - <http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/vocabulary-and-spelling/transport>
  - <http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/vocabulary-and-spelling/types-transport>
- If you have computers in the class, learners can do some of these activities in the lesson. otherwise, they can do them at home.
- Encourage them to do at least two.
- If learners enjoyed the Wordle activity in the warmer, they can make their own to revise some of the language from the lesson at [www.wordle.net](http://www.wordle.net) and show them to the rest of the class. These could be displayed on noticeboards to revise the vocabulary.