

Topic/Title	WAYS TO SCHOOL. Means of transport.				
Goals	Learners can ✓ ask and find information about different means of transport and how people travel. ✓ read and listen to information and report about the ways teenagers travel to school. ✓ <i>report orally and in written form about their own ways to school.</i> ✓ <i>produce and present a product about the topic "Ways to school".</i> ✓ <i>give constructive feedback on other learners' products.</i>				
CEFR Level	A2 - B1				
Time frame/ no. of units	<i>Project for 2 weeks. There might not always be entire lessons needed. This project might be ideal for the end of the school year or for a period of time when students are involved in other activities as well.</i>				
Materials	All materials can be found on the PALM platform www.palm-edu.eu . Text 1332: The way to my school: https://www.palm-edu.eu/content/the-way-to-my-school/ . Additional materials see footnotes.				
Activities (in class or flipped)	Resources Materials	Language goals (LG)	Content goals (CG)	Functions/ strategies/ skills	Products/ Outcomes
In class: Guess the story. Lead in towards the topic MEANS OF TRANSPORT. Guessing game, whole class activity: The students guess a story by asking questions.	Story: A dead man is lying in the desert. He is naked and holding a broken match in his hand. What happened?	Learners are able to questions correctly. Teacher only answers questions with either <i>yes</i> or <i>no</i> if they are asked correctly.	Finding out a story by asking questions.	Spoken interaction. Selective attention to understand concrete information. Logical thinking.	The complete story found out by the learners cooperatively ¹ .
In class: Means of transport. Revision & collection of new lexis. <i>There are many ways to travel. Make a list of means of transport. How many can you find?</i> Think, pair, group, share.	Sheets of paper, board.	Learners can express ideas. Learners can express agreement & disagreement.	Revision of lexis: means of transport	Spoken interaction. Using a dictionary. Note taking.	List of means of transport collected on board.

<p>In class: Means of transport survey.</p> <p>Creating a table for a survey.</p> <p>Mingling or Concentric Circles activity.</p>	<p>Instructions: Dialogue example for survey & categories for creating own table.</p> <p>https://www.palm-edu.eu/content/the-way-to-my-school/: Speaking activities.</p>	<p>Learners can -ask & give information. -report about facts.</p> <p>Learners are able to distinguish between the expressions <i>travelling by/ going by</i> and <i>driving</i>.</p>	<p>Finding out about classmates' experiences concerning interesting or unusual means of transport.</p>	<p>Spoken interaction.</p> <p>Note taking.</p> <p>Spoken production.</p>	<p>Filled out table containing information about classmates.</p>
<p>Flipped: Quizlet: Means of transport.</p> <p>Individual work. Competing with each other on Quizlet.</p>	<p>https://quizlet.com/_2o59xe</p>	<p>Learners revise/ practice lexis.</p>	<p>Lexis: Means of transport.</p>	<p>Pronunciation, matching, writing.</p>	<p>PDF file of a quizlet test.</p>
<p>Flipped: The way to my school (written text).</p> <p>Individual work. Students read the text and do the tasks.</p> <p>Thinking task to prepare for in class activity (No need to write, just think about the answers).</p>	<p>https://www.palm-edu.eu/content/the-way-to-my-school/ Text 1332. The way to my school: Quiz and Do!</p> <p>Task sheet with discussion points: https://www.palm-edu.eu/content/the-way-to-my-school/: Speaking activities.</p>	<p>Learners can understand a written text and answer questions.</p>	<p>Finding out how a teenager travels to school.</p> <p>Comparing Valentina's to own way to school.</p>	<p>Reading comprehension: Understanding concrete, detailed and inferred information.</p>	<p>PDF file of the result of the reading comprehension activity.</p>
<p>In class: "In between work" during the project.</p> <p>Cooperative text writing. PART1: Summary writing.</p> <p>Pair work: Students sum up the <i>Balloon Story</i> as precisely and shortly as possible.</p>	<p>Optional: Feedback sheet provided by teacher.</p>	<p>Learners can sum up a story precisely and shortly.</p>	<p>Recalling the content of a story.</p>	<p>Writing a summary in present tense.</p> <p>Giving feedback.</p>	<p>Written summary written cooperatively; but each individual student has it written down in journal.</p>

<p>Cooperative text writing. PART 2: PIMP YOUR TEXT.</p> <p>Pair work: Students receive a summary written by another pair and pimp it to make a detailed narrative out of it: They decide on a genre: e.g.: Horror story, thriller, drama, love story, comedy.</p>	<p>Optional: Feedback sheet provided by teacher.</p> <p>Copy of summary written by learners (corrected by teacher). Optional: Feedback sheet provided by teacher.</p>	<p>Learners can transfer a present tense summary to a past tense narrative.</p> <p>Learners can pimp a text with -sentence starters & connectors. -adjectives & adverbs. - details to make a story spooky, exciting, romantic or funny.</p>	<p>Changing a summary to a detailed narrative in a specific genre.</p>	<p>Creative writing using past tense. Giving feedback.</p>	<p>Written stories. Edited stories to be presented or shared in class.</p>
<p>In class: Reflecting on Valentina’s text and talking about own situation.</p> <p>Pair work or group work.</p>	<p>Task sheet with discussion points: https://www.palm-edu.eu/content/the-way-to-my-school/: Speaking activities.</p>	<p>Learners can -describe their way to school. -ask & inform. -compare their own situations with others.</p>	<p>Our ways to school.</p>	<p>Spoken production and spoken interaction. (Note taking.)</p>	<p>Collection of interesting results in class.</p>
<p>In class: Means of transport to get to school.</p> <p>Mingling or Speed Dating activity.</p>	<p>https://www.palm-edu.eu/content/the-way-to-my-school/: Picture dictionary with tasks.</p>	<p>Learners can -ask & give information. - express opinions.</p>	<p>Talking about means of transport to school.</p>	<p>Spoken interaction. Note taking.</p>	<p>Filled in table. Collection of interesting facts in class.</p>
<p>In class: Getting to school in other parts of the world.</p> <p>Individual, group & pair work.</p> <p>Information gap activity².</p> <p>Learners find Nepal in the atlas and mark its location on their map on the handout.</p>	<p>Link to YouTube video and tasks: https://www.palm-edu.eu/content/the-way-to-my-school/: Video Ways2School.</p> <p>Atlases.</p>	<p>Learners can spot information in a video clip.</p> <p>Learners can ask & give information.</p>	<p>Ways to school in other parts of the world.</p>	<p>Listening & spotting information. Note taking.</p> <p>Speaking: Comparing and exchanging information.</p> <p>Working with maps.</p>	<p>Facts noted down on provided handouts.</p>

<p>Flipped: Unusual ways to School</p> <p>Individual work.</p>	<p>https://learningapps.org/3322702: Embedded YouTube video with tasks.</p>	<p>Learners can understand information in a short video and answer questions.</p>	<p>Ways to school in other parts of the world.</p>	<p>Listening comprehension: Understanding concrete, detailed and inferred information.</p>	<p>Notes taken during activity brought to class for further use.</p>
<p>Flipped: Another “boring” trip to school?!</p> <p>Individual work.</p>	<p>https://learningapps.org/3322086: Embedded YouTube video with tasks.</p>	<p>Learners can understand information in a short video and answer questions.</p>	<p>Ways to school in other parts of the world.</p>	<p>Listening comprehension: Understanding concrete, detailed and inferred information.</p>	<p>Notes taken during activity brought to class for further use.</p>
<p>In class: Verb phrases – unusual ways to travel to school.</p> <p>Revision of vocabulary in https://learningapps.org/3322702</p>	<p>Student notes from the flipped classroom activity.</p> <p>Handout: https://www.palm-edu.eu/content/the-way-to-my-school/: Verb phrases.</p>	<p>Learners can match verb phrases</p>	<p>Travelling to school in other parts of the world.</p>	<p>Vocabulary revision.</p>	<p>Verb phrases glued or written into lexical notebook.</p>
<p>In class: Another “boring” trip to school?!</p> <p>Pair work: discussing solution of https://learningapps.org/3322086</p> <p>Group work – discussion the different ways children and teenagers travel to school. Locating the places mentioned in the videos on a map.</p>	<p>Student notes from the flipped classroom activity.</p> <p>Discussion points on board³.</p> <p>Countries mentioned in videos on the board & Atlases.</p>	<p>Learners can</p> <ul style="list-style-type: none"> -pass on information with the help of notes. -express their opinions and give reasons. -express agreement and disagreement. 	<p>Travelling to school in other parts of the world.</p>	<p>Spoken interaction.</p> <p>Working with maps.</p>	<p>Brief sharing phase.</p> <p>Further places marked on map on handout.</p>
<p>Flipped: Instructions for creating a product.</p> <p>Individual work. Instructions for project work & comprehension questions.</p>	<p>Handout: https://www.palm-edu.eu/content/the-way-to-my-school/: Project work.</p>	<p>Learners can understand a written text and answer questions.</p>	<p>Information about creating products for the project <i>My way to school</i>.</p>	<p>Reading comprehension: Understanding concrete, detailed and inferred information.</p>	<p>Questions answered on handout.</p>

<p>In class: Working on the product. Students bring their materials to class to work on their products. They are given feedback and support. Final touches can be flipped.</p> <p>Individual work, pair work, individual meetings with teacher, mini lessons.</p>	<p>Materials brought by students.</p>	<p>Learners can</p> <ul style="list-style-type: none"> -produce their own products according to the guidelines of the product plan. -give, understand and implement constructive feedback. -express agreement and disagreement. 	<p>Ways to school.</p>	<p>Writing, speaking, spoken interaction.</p> <p>Social skills, creative skills.</p>	<p>Product chosen by student (according to product guidelines).</p>
<p>In class: Product presentation</p> <p>Students present their products and are given feedback.</p>	<p>Materials brought by students.</p> <p>Peer and self-assessment papers.</p>	<p>Learners can</p> <ul style="list-style-type: none"> -produce products using their own words. -give and understand feedback. 	<p>Ways to school</p>	<p>Spoken production, spoken interaction.</p>	<p>Products developed by students.</p>

Footnotes:

¹ Story: A dead man is lying in the desert. He is naked and holding a broken match in his hand. What happened? **Solution:** Two man were travelling in a hot air balloon. The balloon lost air and could not be repaired. They were sinking. They had to lose weight so that they would not land and die in the desert. First, they got rid of all the heavy things. Then they threw out their clothes as well. They were still a bit too heavy to get far enough so they drew matches. The man with the shorter match had to jump out. The impact killed him.

² Information gap activity:

Tasks for learners in group A: Write down all the places (landscapes) you can spot in the video.

Tasks for learners in group B: Write down all the means of transport and the activities on their way to school.

After watching A learners and B learners work in small groups to compare their solutions. Then always an A and a B learner pair up to exchange information.

Less able learners are given the chart and they circle the words they can spot

³ Discussion points:

- a) Which of the ways do you find most dangerous? Why?
- b) Which ones do you personally find scariest? Why?
- c) Which ones would you like to try out? Why?
- d) Which ones would you definitely NOT like to try out? Why?