



CAPMETRO LESSON 2: PURCHASING A TICKET

Lesson Length: 1 hour

Vocabulary & Expressions: Bus fare, bus pass, “how much is____”, “Can I get ____”, cost

Language/Culture Point: How to purchase CapMetro passes

Objective: Students will be able to determine which CapMetro pass to choose for different situations and how to purchase them

Materials: CapMetro Fare Chart, red, green, and yellow Signal Cards, CapMetro Fare Scenario Cards, computer, projector, speakers, internet connection, “Paying Your Fare” video



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- CapMetro Fare Chart	- Authentic Materials

TEACHING ACTIVITY

1. Show students the CapMetro Fare Chart. The chart can be found at the following link:



https://www.capmetro.org/uploadedFiles/Capmetroorg/Schedules_and_Maps/purchase-your-fare.pdf

2. Ask students, “what do you see?”. Elicit responses such as “blue card, red card, bus, train, rail” or the cost of each item.
3. Next, ask students “What are the differences between the fares?” Point out that different cards can be used for different busses, such as local vs. Metro Rapid, and that some cards can also be used for the MetroRail.
4. Ask students “What is the difference between a local bus, an express bus, and the rail?”. They may already know this from prior use. Simply emphasize that the express bus and rail are more expensive options, but get you places faster and farther with fewer stops.

**STEP 2: MINI-PRESENTATION WITH PROMPT**

Time Frame	Materials	Teaching Strategies
10 minutes	- CapMetro Fare Chart	- Authentic Materials - Think Aloud - Chalk Talk

TEACHING ACTIVITY

1. Use Chalk Talk to tell a story about deciding which mode of transportation and pass is best for your needs. Refer to the CapMetro Fare Chart as needed. For example:

“I am a student and I have class across town Monday through Thursday. My car broke down, and it won’t be fixed for at least three weeks. I need to buy a bus pass so that I can get around town while I’m waiting. Since I have to use the bus several times each week, maybe I should get a 7-day pass. That would be cheaper than buying a pass every day. Or, maybe I should get a 31-day pass, since I’m not sure exactly when my car will be fixed.

2. Repeat the Chalk Talk at least once.
3. Ask the class to determine which pass you should buy.


STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Red, green, and yellow Signal Cards	- Signal Cards

TEACHING ACTIVITY

1. Do a True/False activity using Signal Cards. Make true or false statements about the Chalk Talk and have students use signal Cards to indicate True/False/I don’t know.

**STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**

Time Frame	Materials	Teaching Strategies
5 minutes	- CapMetro Fare Chart - CapMetro Fare Scenario Cards 	- Scenario Cards - Role Play

TEACHING ACTIVITY

1. Tell students that today they're going to learn about how to buy CapMetro passes and figure out which pass is best for different situations.
2. Read one of the CapMetro Pass Scenario Cards aloud. Use the information on the card to decide which type of pass would be the best choice for that scenario.
3. Then, write a dialogue on the board where two people discuss the cost of the pass for that scenario. For example:


A: Alan only needs to take one ride on the bus. How much does it cost to ride the bus one time?

B: To ride the bus one time, it costs \$1.25.

A: Okay, thank you!

4. Practice the dialogue, either playing both parts yourself or asking for a student volunteer to play one part.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- CapMetro Fare Chart - CapMetro Fare Scenario Cards 	- Authentic Materials - Scenario Cards - Role Play


TEACHING ACTIVITY

1. Have a student volunteer read another CapMetro Pass Scenario Card out loud.
2. With the student, decide which pass would be the best choice for the scenario.
3. Then, complete the dialogue with the new information.



4. Practice the dialogue with the student. Take turns reading both parts.


STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- CapMetro Fare Chart - CapMetro Fare Scenario Cards 	- Authentic Materials - Scenario Cards - Role Play

TEACHING ACTIVITY

1. Have students get in pairs and provide each pair with a complete set of CapMetro Pass Scenario Cards.
2. Each pair should first determine which pass is appropriate for each scenario, and then practice the short dialogue for that scenario.
3. Once the pairs have finished, go over the answers for each scenario as a class.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Computer - Projector - Speakers - Internet connection  - “Paying Your Fare” video	- Using Videos

TEACHING ACTIVITY

1. First, show the students the 42 second video on “Paying Your Fare” from Capital Metro.

 <https://www.youtube.com/watch?v=QiJGD6j3RUY>

2. Ask students, “In the video, where are some places you can buy bus passes?” Elicit answers such as HEB, Randalls, the Cap Metro Store, or online.



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3. Write Cap Metro’s website on the board, and let students know there is a Cap Metro app. Let students know you will learn about the app together in a different lesson.
4. Ask students who have ridden the bus, “Where do you buy your bus passes and why?” Students may say that buying in stores or online beforehand is easier and cheaper.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- CapMetro Fare Chart	- Authentic Materials

TEACHING ACTIVITY

1. Ask each student how much each fare type costs and they should respond with the format “The ___ costs ___ dollars”.
2. Let students refer to the Cap Metro Fare Chart if needed.