

LESSON OUTCOMES - Transport	
Vocabulary	1. Warm up questions 2. Vocabulary exercises
Structures	1. Ways to indicate the form of transport used <i>by train/bus/ferry/taxi...</i> <i>take/catch a train/bus/ferry/taxi... / ride a bike</i> <i>fly/drive/walk</i> 2. Action verbs: <i>board, get on/off, get in/out, get/jump into/out of</i>
Practice for High-Level Students	1. Transport phrases and idioms 2. Reading Comprehension

Transport options vary by region and travel distance, so your student may be using the train, taking a bus, flying by plane, driving a car or riding a bike. Each form of transport opens the door for unique vocabulary and practical English language learning. A lesson on driving by car could include information on visiting a mechanic, with students learning the words for flat tire and oil change. Traveling by plane can lead to an extensive lesson on the airport, including everything from finding parking to buying a snack. This lesson plan is a general introduction to different forms of transport and basic structures to talk about the transport used. Teaching materials are also included for high-level students.

VOCABULARY

public transport
 bus --- bus stop
 car --- parking
 coach
 van
 light rail --- light rail station
 train --- train station
 plane --- airport
 ferry
 motorbike
 taxi --- taxi stand
 bicycle
 truck

1. Warm-Up Questions

- 1) Do you drive? Did you drive before coming to Australia?
- 2) Is your home close to any public transport - train, bus or ferry?
- 3) Do you prefer to use public transport or your car? Why?

2. Vocabulary exercises

- 1) How many forms of transport can you think of? Write a list on a piece of paper.
- 2) Show pictures (See attached transport pictures from the *Basic Oxford Picture Dictionary*) of those that your student does not name after your student has completed the above task.
- 3) Sorting exercise: Which are public transport forms and which are private?
- 4) Crossword and word search exercises:
<http://www.esltower.com/VOCABSHEETS/transport/transport.html>

5) Pronounce each word in the vocabulary list and read the following passage aloud.

My name is Mohamed Hamad. I live in Lakemba. I came from Syria seven years ago. I came on a plane. I am studying English at AMES Bankstown. I get to school by bus every day. I can drive now. I have a red car. I drive it for shopping. I also take my family out in the car on the weekend. I do not like driving in city. There are too many cars on the road. It is difficult to find parking too, so I usually take a train to the City.

Comprehension Questions

- 1) Where does Mohamed live?
- 2) Where did Mohamed come from?
- 3) How did he come to Australia?
- 4) What does he do now?
- 5) How does he get to school?
- 6) Can he drive?
- 7) Does he usually drive in the city?
- 8) What form of transport does he prefer to use to travel to the city?

Writing Practice

Write a short paragraph about yourself, following the format of the passage above.

STRUCTURES

- **There are different ways to indicate the form of transport we use.**

1. **by** + form of transport. An exception is **on foot**.

e.g. I went to city this morning by train.

I get to school by bike every day.

2. Some verbs can be followed directly by forms of transport without using *by*.

e.g. I **took/caught** a train/bus to city this morning.

I **ride** a bicycle to school every day.

3. There are verbs that mean *to go by* a certain form of transport.

e.g. fly = go by plane

drive = go by car

walk = go on foot

I drive to work = I go to work by car.

They decided to fly to Canberra instead of driving.

= They decided to go to Canberra by plane instead of by car.

Exercises:

1. Choose the right word or phrase to complete these questions.

- 1) Do you ever *drive / ride* a bicycle?
- 2) Do you often *travel by / travel with* public transport?
- 3) Did you get home *by / on* foot?
- 4) Do a lot of people *bring / take* taxis in your home country?

3. Rewrite the following sentences using the structures indicated above.

i.e. I went to the shops by car – I drove my car to the shops.

1) I walked home today.

2) Mary usually goes to school by bus. But today she drove.

3) They haven't decided yet whether they will go to Melbourne by plane or by coach.

- **Other verbs that are usually used to refer to action:**

board, get on/off, get in/out, get/jump into/out of

e.g. Helen happened to be getting into her car when the accident happened.

He got back onto the train before I could stop him.

We jumped out off the bus and ran into the nearest shop.

Please note: I get into a car. / I get into a truck. / I get into a taxi. However, I get on a bus. / I get on a plane / I get on a train.

CONVERSATION PRACTICE

1. What do you do when taking a bus? Put the following in order.

Press the button to signal to the driver

Watch for your stop

Get on the bus

Pay your fare or insert your travel pass

Get off the bus

Check the bus schedule

Walk to the bus stop

1) Role play:

Tutor: Pretend you have just arrived in Australia and want to know how to take a bus, ask your student questions about this. You are also interested in your student's experiences in taking a bus in a new country. Ask questions about his/her experiences. Your student will practice giving you general information and also talking about his/her own experiences.

2) Extension Exercise:

Read bus timetables (You will need to get a copy of bus/train timetables and bus route maps). Then give your student situation problems to solve. For example: Your student needs to meet a friend at at 3pm. Which bus would he/she take? When would he/she have to leave home? When would he/she arrive?

You can adapt the above to cover taking a train/ferry if it is more accessible from your student's home.

2. Listening comprehension. Give out the listening comprehension questions before reading it out, so your student will listen with a purpose.

- Get a general idea after first listening.
 - 1) What were the two people talking about?
 - 2) What did they decide to do finally?
- Get to details after the second listening.
 - 1) What day was it?

- 2) What were they going to do that night?
 - 3) Why did one of them want to go by bus?
 - 4) Why did the other want to drive instead of taking bus?
- Take out the underlined words and ask your student to fill them in after a third listening. Then do role play with your student. It's a good chance to work on pronunciation and intonation.
 - Discussion: What do you prefer, taking a bus or driving? What are their advantages and disadvantages?

Dialogue: Car or Public Transport?

---adapted from *Listening to Australia (post-beginner)*

A: Hey, why don't we take the bus tonight instead of driving? It takes forever to find a parking spot.

B: Oh, it's not that bad.

A: Then after the dinner we can go for a walk, have a look around the city, then get the bus home.

B: yeah. Well, we can go for a walk then drive home.

A: Oh, where are we going to park the car?

B: Well, if we don't find a place on the street, we'll use one of the parking stations.

A: On a Saturday night they're all full. Oh, what about getting a taxi home?

B: Have you tried catching a taxi in city lately?

A: The problem is you're just so used to travelling by car you hate to use public transport.

B: Yeah. Well, I just don't enjoy it. It takes ages to get home. And you're lucky if it comes on time.

A: Then you won't be able to have many drinks.

B: You can drive!

A: Oh no. I hate driving at night.

B: Well... Look, I'll have two drinks at most tonight.

A: Are you sure about that?

B: Yeah. You don't have to drive. Is that okay?

A: Okay. Then we don't have to leave now.

3. More conversation questions

- 1) Have you ever travelled by train/bus/ferry in Sydney? Where did you go?
- 2) What is the longest train/bus/ferry journey you have ever taken? How long was it?
- 3) What public transport is close to your home?
- 4) Have you ever travelled by airplane? Where did you go?
- 5) Do you think flying is exciting or boring? Why?
- 6) What form of transport did you use most in your country?
- 7) What are the differences between the transport system in Sydney and that in your country? Make a list and then give a brief presentation (please allow enough time for your student to prepare)

PRACTICE FOR HIGH-LEVEL STUDENTS

1. Transport phrases and idioms: use the following words and phrases to fill in the gaps in the sentences below. Then make questions from the sentences and use them to start a conversation.

in the same border *to sail through* *to drive me mad* *slow coach*
to take on board *to miss the boat* *all shipshape* *to go overboard*

- 1) I know someone who is a _____. She never does anything quickly.
- 2) He _____ his last English test with no difficulty at all.
- 3) Do you find learning English pronunciation hard?
--- Yes, I do.
--- Me too, so we're _____.
- 4) It _____ when I see people talking on their mobile phones when they are driving their cars! I think it's really dangerous.
- 5) We spent ages tidying and cleaning the classroom so that it was _____ for the new teacher.
- 6) Last term I was too busy to attend the free English classes in the library. Now I am free but the library's not offering them any more. So I've _____.
- 7) He listened carefully and agreed to act on his English teacher's advice. You could say that he _____ all the advice he was given.
- 8) She's bought a new English dictionary, several English textbooks and a subscription to an English newspaper. It's too much. I think she's _____.

2. Reading Comprehension: The problems with a modern Transport System

For many people, commuting by car or by public transport is a daily necessity. People with their own cars use it to commute to work, to go shopping or to take the family out on weekends. For those who cannot drive or afford to buy their own vehicles, public transport provides these *commuters* with their only means of transport. However, it seems that it won't be too long before our society will have to resort back to the horse and buggy cart era if our politicians don't build better roads or resolve the on-going oil crisis.

Our roads and highways are *congested* most of the time, and the meaning of *rush hour* has all but disappeared. Heavy *pedestrian* traffic and poorly designed roads are all factors that can lead to a slowdown in traffic flow. A lot of construction work that takes place along our roads and highways are actually doing more to hamper the critical flow of traffic, than to help provide a better solution to the traffic problem. The reason why traffic flow is becoming such a nightmare is simple, our early town and city planners failed to factor in the future needs for an efficient mass public transportation system.

Another problem with modern transport systems is the depletion of our natural oil reserves. The reality is that we don't have enough oil reserves to supply worldwide demands. But what's even worse is that there are currently no alternative sources of energy to replace the oil and gas shortage that our society so much depends upon. With our natural oil reserves dwindling away, many analysts are expecting oil barrel prices to continue to rise.

With no solution in sight to the traffic congestion on our roads or to the current oil crisis, the world has no choice but to explore *alternative* sources of energy or else resort back to the horse and buggy cart era.

Vocabulary

commuter: Someone who frequently travels by public transport.

congestion (Congested): Too crowded because of heavy traffic or too many people.

rush hour: A period of heavy traffic.

pedestrian: A person who travels by foot.

alternative: Different options and choices.

Conversation Questions

1. Why does the statement *the meaning of rush-hour is becoming meaningless* mean?
2. What are some explanations given for the increases in oil prices?
3. Do you agree or disagree with the author's opinion? Why?
4. What do you think can be a possible solution to the problem of *traffic congestion on our road*?