

Transport

Topic

Travel and transport

Aims

- To review transport vocabulary
- To practise question forms
- To practise speaking in a role play
- To practise reading skills

Age group

12 - adult

Level

B1-B2

Time

60 - 90 minutes

Materials

1. Student worksheet
2. Internet links: <http://www.etatrust.org.uk/campaign/green-transport-week/> - Green Transport Week
<http://www.bettertransport.org.uk/> - UK Campaign for Better Transport
<http://footprint.wwf.org.uk/> - Simple to use Carbon Footprint calculator

Lesson plan

Introduction

This lesson is about travel and transport. Some of the tasks consider the impact of travel on the environment so it would combine nicely with activities from the Essential UK lessons on Climate Change or Green Energy, both of which can be found in the Essential UK section of the site.

The introduction to the lesson is a simple game of pictictionary to introduce vocabulary, Task 1 is a 'find somebody who..' mingle task where students speak to one another about travel and transport. Task 2 is a reading task written by the British Council's Trend UK team. It looks at some issues concerning transport in the UK. Task 3 introduces the idea of the 'Carbon Footprint' to students and Task 4 offers two role play scenarios which are quite typical of rail and air travel in Britain today. Finally Task 5 is a creative activity where students can design a vehicle for the future.

Procedure

<p>1. Introduce the topic – Transport pictictionary</p>	<p>Have a game of pictictionary with your students to introduce transport vocabulary. Divide the class into two teams. Divide the board into two and ask one 'artist' from each team to come up to the board to draw. Write a word for each team on a piece of paper and show the corresponding artists their word to draw. Then have a race for the teams to guess their artist's word first. The artists aren't allowed to speak or mime while they draw. Award points accordingly.</p> <p>If you have a large class divide the class into teams of six or so and give each group a piece of paper. In this case, all teams can be drawing the same word at the same time and the first team to guess it (they could come up and write it on the board to make it easy to decide on the winners) wins a point.</p> <p>Words to be covered may include: <i>ship, car, bike, motorbike, train, tram, underground, aeroplane, helicopter, ferry, tuk-tuks (depending on where you are teaching you may have to help with this one!) wheels, bus, coach, 4 x 4, pedestrian, skateboard, roller skates, scooter etc.</i></p>
<p>2. Task 1 – Find somebody who...</p>	<p>Adapt the task to the level of your students if this one isn't appropriate. Think of new questions and get students to copy your version from the board. Check your students know how to form the questions and if necessary write the questions on the board to support the weaker students. 'Did you walk to school today?' 'Have you ever travelled by helicopter?' etc.</p> <p>When you are confident that students understand the questions ask them to write two more statements in the blank spaces. Give examples of possible follow-up questions in order to get some extra information. Then students can all stand up and ask one another the questions. Make sure they don't repeat names – this forces them to speak to all their classmates. When the task is finished, ask several students for a summary of what they discovered.</p>
<p>3. Task 2 – Planes, Trains and ...tuk tuks</p>	<p>This is an article written by the British Council's Trend UK team about transport in the UK. Depending on the level of your class, pre-teach the vocabulary you think students will struggle with.</p>

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	<p>Make sure you explain the word 'to commute' which in some languages there isn't a direct translation.</p> <p>Answers - 1: <i>Commuting options</i> 2: <i>International commuting</i> 3: <i>A lifestyle thing</i> 4: <i>The greener option</i> 5: <i>Staying at home</i></p>
4. Task 3 – Carbon Footprints	<p>Depending on where you are teaching the idea of 'Carbon Footprints' and offsetting your carbon emissions may be a completely new concept. The idea is that if you use lots of planes or use a car a lot or generate greenhouse gasses by other actions you can 'offset' the damage you do by paying an organisation to plant trees on your behalf which will absorb the gasses you produced. You can find lots of 'Carbon Calculators' on-line which will tell you how much your 'carbon footprint' is and what you can do to readdress the balance.</p> <p>With your students, draw a footprint on the board and then draw a plane, a car, a factory around it and ask students what they think the images represent. Explain the idea of the Carbon Footprint.</p> <p>Then ask students to think of five questions to ask their classmates in order to find out who in the class has the biggest carbon footprint. If you have access to a computer, show your students an on-line calculator to give them some ideas.</p> <p>http://footprint.wwf.org.uk/</p> <p>http://www.carbonfootprint.com/</p> <p>Possible questions are:</p> <p><i>How many flights do you take a year?</i></p> <p><i>How many TVs do you have in your house?</i></p> <p><i>Do you drive in a car a lot? etc.</i></p>
5. Task 4 - Travel Trauma – role play	<p>Ask students if they've ever had problems when they were travelling. What can go wrong? When you have discussed this, put students into pairs to prepare the role plays. You could cut up the cards and get students to prepare in pairs – AA and BB. Make sure you give time for students to think about what they want to say, and to ask you for any language they may need. When they are ready, you can regroup the pairs – AB and AB and give them time to do the role play. You could then ask a few volunteers to do their role play for the whole class. If these scenarios aren't appropriate for your class, think of a couple more or ask your students to think of similar scenarios that are typical of their country.</p>
6. Task 5 – Transport of the	<p>Ask your students to imagine the world in the year 2070. How will life be different? Ask</p>

Lesson plan**future**

some general questions and then ask students about how they think travel will change in the future. If you can get some pictures of spacecrafts or futuristic cars, that would help to give students some ideas. Then put students into groups to design a vehicle of the future. (I heard on the news last week that in Valencia, Spain, they are trying to design a car that runs on orange peel – that may give them some ideas for some new fuels).

Contributed by

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