

# 12

## TRANSPORT & TRAVEL

### Lesson aims

- Introduce and practise transport vocabulary.
- Practise making enquiries about public transport.
- Focus on public transport announcements.

### Vocabulary challenge

- 1 To introduce the topic, you can ask students how they like to get around. Is there any form of transport they avoid? Why? A few general questions will also prime them for the next exercise. Then focus students on the pictures and the acrostic. They can complete it alone, in pairs, or in groups.

|               |             |
|---------------|-------------|
| 1 taxi        | 6 plane     |
| 2 underground | 7 coach     |
| 3 car         | 8 ferry     |
| 4 train       | 9 motorbike |
| 5 bus         |             |

- 2 Working alone, tell students to mark the sentences with a tick or cross, depending on whether they are true or false. If your home town is different from the students', demonstrate by telling students about taxis where you come from.
- 3 In pairs, students compare ideas. Multilingual groups will have more to talk about here. Students from the same town might be better off in larger groups to see if they all have the same opinions. Alternatively, conduct a quick class survey to see if everybody agrees, e.g. *Do you think taxis are cheap?*

### EXPAND your vocabulary

Focus students on the **Expand your vocabulary** box. In groups, you could give students a time limit to brainstorm groups of words for *plane* and *bus*. Add challenge by seeing which group can think of the most words. Encourage students to use dictionaries to check meaning and spelling. Remind them to add their words to their vocabulary books and write example sentences.

#### Possible answers

- plane** check-in desk, check in (v.), gate, departure lounge, take off, land (v.)
- bus** conductor, driver, bus stop, fare, double-decker, get on, get off

### Alternative

You could divide the class into two teams. (Split the teams up into smaller groups if you have a big class.) Ask Team A to brainstorm words for *plane* and Team B to brainstorm words for *bus*. Then put students into pairs to share their words. They should teach each other any unfamiliar words.

## English in use

### Using public transport

- 1 Students listen to the five dialogues and match them to the pictures. Depending on the level of your class, you might like to do the first one with the class as an example.

**Feedback:** put students into pairs to check answers together before class feedback, or go straight to class feedback. Ask students what gave them the answer in the dialogues. This will prepare them for the following exercise.

- 1 a  
2 c  
3 b  
4 e  
5 d



- 1 A Could you stop here, please?  
B Sure.  
A How much is that?  
B £5.40, please.  
A Here you are. Keep the change. And could I have a receipt, please?
- 2 A Excuse me. Is this the train to Glasgow?  
B Yeah, it is.  
A What time does it get there?  
B 6.33.
- 3 A Can I help you?  
B Yes, I want to go to Dublin this weekend. What's the best way to get there?  
A Well, there are lots of cheap flights at the moment, in fact we've got a special offer ...
- 4 A The city centre, please.  
B That's 75p.  
A Sorry, how much did you say?  
B 75.
- 5 A A return to London, please.  
B That's £27.50. It'll be £16.00 if you can wait till 9.00.  
A It's OK, I need to travel now.  
B OK, that's £27.50 then, please.

### Alternative

If you feel your students' listening skills are weak, put the following five lines on the board:

- Could you stop here, please?  
A return to London, please.  
Can I help you?  
Is this the train to Glasgow?  
The city centre, please.

Before they listen, ask them to match the lines to the five pictures. Also, get them to identify the speakers in the pictures. Doing this will also give them a hand with the following exercise.

- 2 Continuing to work alone, students now complete the gapped sentences. Playing each dialogue twice should be enough, but repeat them if the students ask you to. If you like, students can also work in pairs from the start, so they can help each other.

**Feedback:** if students have been working alone, they can check in pairs before class feedback, or you can discuss the answers as a class. Ask individual students to read out their answers. Let the rest of the class decide if answers are acceptable or not.

- 1 Could you **stop here**, please?  
How **much is that**?  
Keep the **change**. And **could I have** a receipt, please?
- 2 Is this **the train to** Glasgow?  
What time does it **get there**?
- 3 What's **the best way** to get there?
- 4 Sorry, **how much** did you say?
- 5 A **return** to London, please.

- 3 Students choose their four words from each dialogue and practise the dialogues in pairs. Allow them to refer back to the Tapescript if they need help.

### Alternative

Ask students to work in groups of three. After choosing their words, they take turns to practise the dialogues in pairs. The third student looks at the Tapescript and should decide if a dialogue has been said correctly or not, and should also act as a prompt if anybody is having difficulty remembering the dialogues. The more the class is encouraged to be independent, the better.

### Useful questions box

Working in groups, pairs, or alone, focus students on the **Useful questions** box. Let them read through the questions, so they can ask you about any unfamiliar words. Alternatively, ask them to use dictionaries whilst doing the exercise.

Now ask students which questions could be asked *during* a journey (they may suggest different possibilities from those below). You could also ask them what *kind* of journey.

#### Possible answers

- 2 taxi, also possibly while buying a ticket on a bus or train
- 5 any kind of journey
- 6 any kind of journey
- 9 bus, train, or plane
- 10 taxi

Draw students' attention to the box in the margin. Ask the students to continue each question in an appropriate way, referring them to the **Useful language** box if they are having difficulties. Working alone, ask students to write their own questions for each one. You could introduce students to the use of *take* with *How long ...?* e.g. *How long does it take to get to ...?*

*How long ...?* is for asking about time.  
*How far ...?* is for asking about distance.

#### Teaching tip Real questions

Encourage students to ask real questions, e.g. *How far is it from your house to school? How long is the flight from Japan to England?* Help where necessary. Then ask students to work in pairs to ask and answer their questions.

## Practice

### Note

Unfamiliar vocabulary is likely to be:  
change (v.), it depends, direct, just after

- 1 Ask students to match the answers to the questions in the **Useful questions** box. Point out the example before they begin. Students shouldn't have too many problems with vocabulary in these exercises, but you could ask them to read the sentences quickly to check before they do the exercise.

|     |      |     |      |
|-----|------|-----|------|
| a 3 | d 7  | g 2 | j 11 |
| b 6 | e 10 | h 5 | k 9  |
| c 1 | f 4  | i 8 | l 12 |

- 2 Students listen to check their ideas. Play the dialogues one by one, asking the students to tell you which words are stressed, and briefly drilling the questions.

### 2

- a A Is the flight direct?  
B No, you have to change in Singapore.
- b A How long is the journey?  
B Two and a half hours.
- c A What's the best way to get there?  
B Probably by taxi.
- d A Is it better to fly or go by train?  
B It depends – flying's much faster.
- e A Could you stop here, please?  
B Yes, sure.
- f A Do I need to change?  
B No, it's direct.
- g A How much is that?  
B £27.50.
- h A How far is it?  
B About 50 miles.
- i A Where does the bus leave from?  
B The central bus station.
- j A Is this the bus for London?  
B No, you want the blue one over there.
- k A What time do we get there?  
B Just after 11.00.
- l A How often do the buses go to the city centre?  
B Every ten minutes or so.

- 3 In pairs, ask students to practise the dialogues. Move around the class, checking to see if they are saying them correctly.
- 4 **Against the clock.** Give students two minutes to make the questions. Ask them to work in pairs as this will encourage them to say the questions out loud. Give them extra time if necessary.

**Feedback:** whole class.

- 1 Which platform is the train to London leaving from?
- 2 How late is the train from London?
- 3 Which gate is the flight to Newcastle boarding at?
- 4 Where do British Airways flights leave from?
- 5 When does it arrive?

### Note

Students may want to begin the questions with the preposition, e.g. *From which platform is the train to London leaving?* This is theoretically correct, but can sound formal or stilted – reassure them that it is more natural to have the preposition at the end of the question.

5 Students now listen for the missing information. Point out that what they have in their books is only a summary of the words on the tape / CD. Emphasize that they should only listen for the necessary information, e.g. platform number. If they are having difficulties, tell them to call out *Stop* when they hear the relevant information. Give students the opportunity to read the announcements before listening, and make sure they realize that they provide the answers to the questions in exercise 4.

- 1 The train to London is leaving from platform **five**, not platform **seven**.
- 2 The train from London's King's Cross is **35** minutes late, and is now arriving at 17.15.
- 3 Flight BA 1462 to Newcastle is now boarding at gate **A34**.
- 4 All British Airways flights leave from terminal **four**.
- 5 The flight takes 55 minutes, and arrives at **2.30** local time.

**3**

- 1 This is a platform alteration. Would all passengers waiting on platform 7 for the 10.30 to Paddington please go to platform 5? Platform 5 for the 10.30 to Paddington.
- 2 GNER apologizes for the late arrival of the 12.15 from London King's Cross. It is currently 35 minutes behind schedule and is due to arrive at 17.15.
- 3 Flight BA1462 to Newcastle is now boarding at gate A34. Gate A34 for BA1462 to Newcastle.
- 4 All Qantas and British Airways flights leave from terminal four.
- 5 ... and we'll be coming round with drinks and a light snack. Our flight time today is about 55 minutes, so we should be arriving at around 2.30 local time.

**Can you remember ...?**

You can use these sections before or after the **Speak out**, or as revision prompts.

**Speak out**

- 1 Demonstrate by eliciting three cities in your own country or a country you know well. Tell students to ask you questions about travelling between them using the prompts in the book.

If you have a multilingual group, ask students to think about their own countries. You can group students according to nationality for this stage, or ask students to work alone. Then mix up nationalities for the group work in the next activity to create an information gap.

If your group is monolingual, encourage them to think of a foreign country they know quite well. Again, you can group them according to countries, splitting them up for exercise 2 to create the same information gap.

Alternatively, with a monolingual group, ask students to think of three cities in their own country, but from the point of view of a tourist visiting their country. In exercise 2, other students will have the chance to improve on or agree with suggestions.

- 2 In groups, students now exchange information and comment on each other's suggestions. Move around the classroom, adding your own comments to increase the interest of the discussion. Monitor for good language and any problems.

**Feedback:** ask individual students to tell the class what they have learnt from another student. You could put examples of good language and errors on the board and ask students to correct the errors, or leave this to another lesson.

**Alternative**

If students have approached the activity from the point of view of a tourist visiting their country, you could add interest to exercise 2 by doing it as a roleplay. In pairs, Student A takes on the role of someone local to the city, and Student B is a tourist. They should perform their dialogues and then swap roles. Monitor and collect language for a feedback session.

**Teaching tip Feedback**

In feedback sessions after pair work or group speaking activities, it is a good idea to ask students to report back on their partner's ideas, rather than repeating their own information. When a class gets used to this strategy they will automatically concentrate on what their partner is saying, but with a new class it might be a good idea to tell them what you are going to do before they begin speaking. This will ensure that they listen carefully to what their partner is saying.

**Don't forget**

Practice exercises, *Classbook*, p.91  
 Teacher's Resource Pack activity 12, *GETTING TO HEATHROW*