



# TRANSPORT – B1

## I. About this lesson

**Title:** Transport

**Level:** B1

**Subject:** English as a foreign language

**Timing:** 60 minutes

**Resource:** Worksheet

**Learning objectives:**

1. Learning about different vocabulary connected to transport and travel.
2. Activities that include learning about all types of transport-themed items including vehicles such as cars, trucks, airplanes and more, verbs expressing travel and specific terms such as fare, one-way ticket, round trip etc.
3. Talking about a drive or walk to school, riding on a bus or taken an airplane to go on vacation.
4. Planning a trip in pairs or groups.

**Materials needed:** Computer with internet access, whiteboard, worksheet, pen, paper & post-its



## II. Lesson scenario

### 1. Instructions for the teacher

For the teacher: In this lesson learners will practice transport vocabulary through a series of activities and exercises. They will talk about different types of transport which they have used, identify different types of vehicles and transportation, learn ways of travelling and finally work together to create their own new form of transport. Then they will have a class vote on which one looks most interesting.

#### Introduction (5 min)

Start the lesson with a short “Check IN” by telling students:

- Today, we will learn about the topic of transport.
- I will teach you to talk about the different ways we get around, give you some useful vocabulary and we will also talk about different types of transport you have used.
- First, we will talk together about the different ways we get around. Then we will do some exercises together, in pairs or groups and individually.
- Then we will create our own new form of transport and finally we will have a class vote and decide which is the most interesting.
- Once the exercises have been completed, we will end the lesson with a short check-out by reviewing what we have learned today.

#### Warm-up discussion (10 min)

- a. Put learners into pairs or small groups of 3 people max and ask them to think of different types of transport they know.



- b.** Use the questions in the first section of the worksheet as a conversation booster.
- c.** Give learners time to think and discuss their choices and each pair to share their answers with the class.
- d.** Pre-teach related vocabulary (car, bike, plane, bus, train etc.). You can write it on board or prepare a sheet for each student with helpful words and expressions.
- e.** Read the words to students and give them an opportunity to learn pronunciation.

### **Exercise 1: Phrasal Verbs About Travel (20 min)**

- a.** Give students exercise 1 of the worksheet.
- b.** Ask them to do the tasks.
- c.** Give students post-its and ask them to write every tricky word that they noticed.
- d.** Ask students to come to the board, place the post-its on them and explain those words to the group.

#### **Answers to task 1:**

- 1. set off – E. start a journey
- 2. get in – C. arrive (train or plane)
- 3. hold up – F. delay
- 4. get on – B. enter (bus, train or plane)
- 5. get off – A. leave (bus, train or plane)
- 6. hurry up – D. go faster, don't waste time



### Answers to task 2:

- 1) get on
- 2) get in
- 3) Hurry up!
- 4) get off
- 5) held up
- 6) set off

### Exercise 2: Let's Plan a Trip! (20 min)

Direct students to exercise 2. Explain that they are to work in pairs or groups (depending on numbers) to complete the task. Encourage them to be imaginative and to use some questions to help them. Where shall we go? How long is the trip? What kinds of transport will we use? How far away? What verbs can we use to describe it? Will we need to stay overnight during the trip? Etc.

### Evaluation

Time permitting give the group a demo of online comic creation. Set homework asking students to produce a comic strip illustrating their weekend/free-time activities and the times they do them.

Alternatively, do some peer work whilst monitoring.



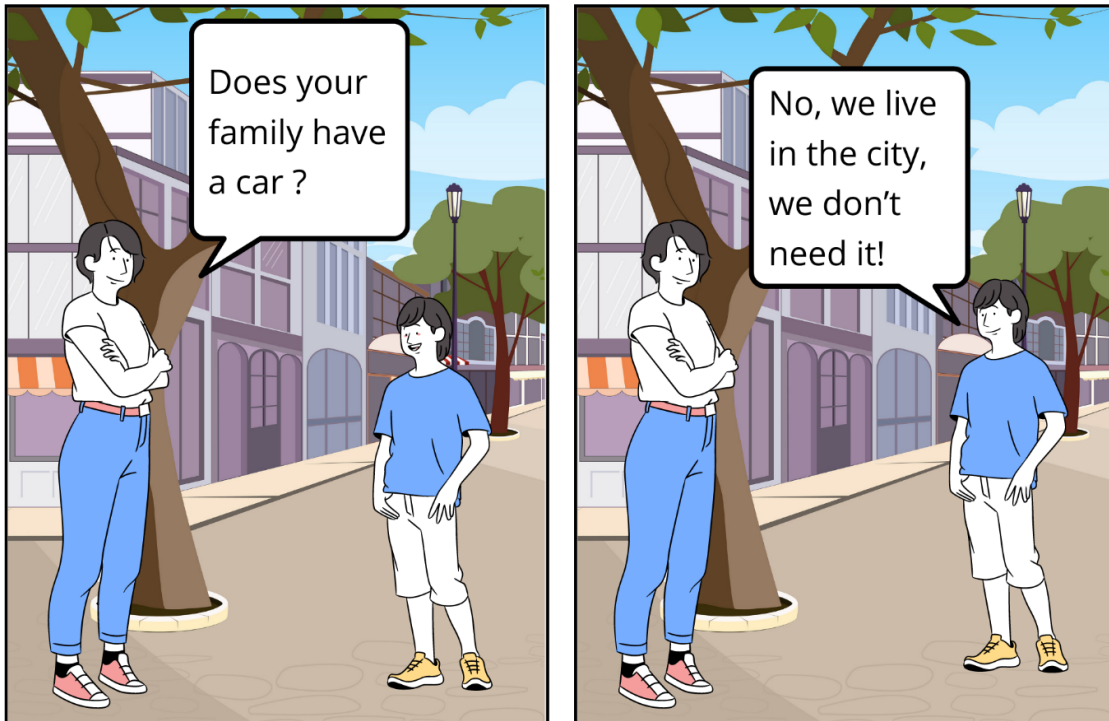
### Finish the lesson with a short “Check out” (5 min)

- During the lesson we learned about useful vocabulary related to transport, phrasal verbs to express how we get around and we worked together to plan a trip.
- The most important things were all the useful vocabulary we learnt, teamwork and planning together.
- We were able to use a new language to talk about and review journeys we have been on and to work together in order to plan our own trip.
- As an assignment you need to...., the deadline is....
- We will explore the topic next time when we learn about (name the following topic)

## 2. Worksheet for the student

### EXERCISE 1: Warm-up discussion

**Task 1:** Answer to the questions following the strip example below.



- What's your favourite form of transport?
- Do you have a bicycle?
- Have you ever ridden a motorbike?
- How do you get to school?
- Do you ever use public transport?
- What is the safest form of transport?
- Have you ever been in a boat?
- How many times have you travelled by plane?
- What do you like to do on long journey?



## EXERCISE 2: Phrasal Verbs About Travel

**Task 1:** Match the phrasal verbs to their meanings.

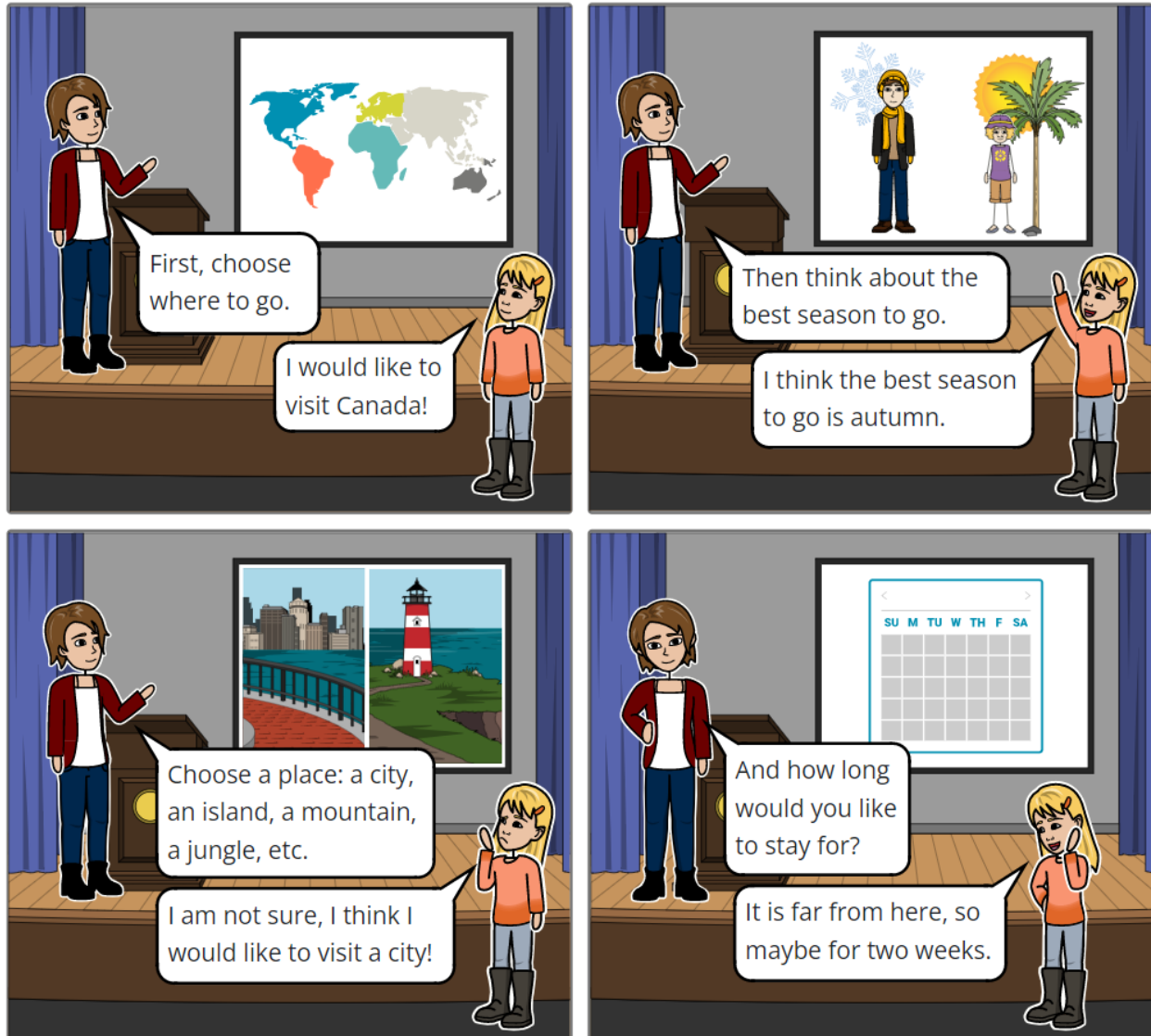
- |             |   |                                  |
|-------------|---|----------------------------------|
| 1. Set off  | • | • A. leave (bus, train or plane) |
| 2. Get in   | • | • B. enter (bus, train or plane) |
| 3. Get on   | • | • C. arrive (train or plane)     |
| 4. Get off  | • | • D. go faster!; quickly!        |
| 5. Hold up  | • | • E. start a journey             |
| 6. Hurry up | • | • F. delay                       |

**Task 2:** Then use them to complete the sentences below.

1. When the bus arrives I will \_\_\_\_\_ .
2. My plane will \_\_\_\_\_ at 13.30.
3. \_\_\_\_\_! We're going to be late!
4. I \_\_\_\_\_ at the next station.
5. Sorry I'm late - I was \_\_\_\_\_ at work.
6. We \_\_\_\_\_ for Paris at ten.

**EXERCISE 3:** Let's plan a trip!

**Task 1:** Read the following strip.



**Task 2:** Answer the questions yourself.

**Task 3:** Think about your budget – i.e. how much money you need to take and what to spend it on. Use the table below to help you.





Transport	Accommodation	Food	Tours	Gifts

**Task 4:** Take a class vote on which trip sounds the most interesting. Applaud the winners and thank everyone for their contributions.



### III. Modification and Differentiation ideas

An alternative approach to ending the lesson is to do the following activity by putting students in pairs:

Describe a journey that you remember well. You should say:

- Where you went.
- How you travelled
- Why you went on the journey.
- Who you travelled with.
- And explain why you remember this journey.

Think about the questions and then talk to a partner.

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

#### Alternative Activity :

#### A-Z Alphabet Game

If you think that your students already know a fair bit about transport and travel, you may want to try this quick warm-up game. Or, you could consider using it as a review game at the end of a class.



In pairs or small groups, write down the alphabet on a piece of paper. Then, you have to think of one travel-related word for each letter. It doesn't have to be done in order.

Example : B = Beach, T = Train, etc.

## IV. Resources

Canva - <https://www.canva.com/>

StoryboardThat - <https://www.storyboardthat.com>