

# 4

## Local transport

### Curriculum coverage

#### *Listening and speaking*

- Ask for and give travel information
- Listen to travel information
- Buy a ticket

#### *Skills*

Sc/E1.1a, 3b, 4a; Lr/E1.2a, 2b  
Lr/E1.2b, 2d, 2e  
Sc/E1.2a, 3d; Lr/E1.2b

#### *Reading and writing*

- Read a timetable
- Read signs in the station
- Read about travel arrangements
- Write about travel arrangements

#### *Skills*

Rt/E1.1b; Rw/E1.2a, 3b  
Rw/E1.1a; Ww/E1.2a  
Rt/E1.1a; Rs/E1.1a  
Wt/E1.1a; Ws/E1.1a, 2a; Ww/E1.1a, 1b

#### *Key functions*

- Asking for and giving information about travel
- Making simple requests for tickets

#### *Key grammar*

- Present simple
- Prepositions of time – *at, on*

#### *Resources to support the unit*

- Audio player and recording
- Blank audio tapes
- Access to computers if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Flashcards of key words/letters (teacher's own)
- Teaching clock (teacher's own)
- Examples of tickets (teacher's own)
- Map or atlas showing Somalia (teacher's own)

## Page 1

# Local transport

### Rationale

To introduce the theme and content of the unit and look at the learning objectives

### Task

- Focus attention on the pictures and introduce the theme of travel.
- Elicit the lexis and practise pronunciation.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Page 2

# Transport

### Materials

- Audio – how do you come to class?
- Flashcards of key words
- Photocopiable resource – class survey

### Rationale

To present lexis of transport; to practise listening for detail about modes of transport; to practise making simple sentences about travel; to ask for and give information about travelling to class

### Activity A

### New words

#### Task

- Learners look at the pictures. Elicit the vocabulary. Practise pronunciation. Use flashcards for word recognition. Focus on initial, medial and final consonant sounds as appropriate for learners.
- Working in pairs, learners match the words and pictures and label them.

#### Extension

- Elicit other transport words from the learners. Practise pronunciation and look at spelling.

### Activity B

### Travelling to class

#### Task

- Set the scene by focusing on the pictures of the people. Point out that they are members of an ESOL class. Explain to learners that they will hear these people talking about how they come to class.

- Learners listen to the audio and match the people to the pictures of the bus etc. by drawing lines. Repeat as often as necessary. Check in pairs, then class feedback.
- Tell learners how you come to class using the model sentence in task 2. Then ask each learner how they come to class. Encourage the full sentence.
- Drill the question and answer. Show the falling intonation on both question and answer.
- Give out the class survey from the photocopiable resources. Set up the activity and demonstrate with one learner.
- As a group, total up the numbers for each mode of transport. Make sentences using the information.

### Differentiation

- More able learners could write the sentences.
- Less able learners could write the numbers of people next to pictures on the photocopiable survey or complete gap-fill sentences.

### Extension

- Word-process the results and display.
- Ask other questions appropriate to the class, e.g. *How do you go to the supermarket?* or *How do your children go to school?*

## Page 3

# Time

### Materials

- Audio – listening for the time
- Teaching clock
- Photocopiable resource – Maria's day

### Rationale

To practise using the 24-hour clock in preparation for understanding timetables; to practise listening for times; to practise discriminating between numbers, e.g. 13 and 30; to practise asking and answering questions about the time

### Activity A

### Looking at the time

#### Pre-task activity

- Pre-teach or revise telling the time (analogue and digital).
- Ensure learners know the numbers from 1–60.

### Task

- As a group, look at the first watch. Elicit the meaning of *a.m.* Ask *What's the time?* Elicit the response *It's 10.15 in the morning.* Repeat with the other times, e.g. *It's 2.45 in the afternoon.*
- Teach the 24-hour watch, e.g. *It's 13.30.*
- Learners write the times under the watches.

### Differentiation

- The times could be written on small cards for matching.

### Extension

- Times could be practised using games such as Bingo, Snap or Pelmanism.

## Activity B *Listening to the time*

### Task

- Set up the activity. Learners listen to the audio and tick the time they hear.
- In pairs, learners check after each sentence, then whole class feedback.

### Extension

- Give learners a set of cards with times on. All the cards are turned upside down. Learners take turns to pick up a card and say the time to their partner, who writes it down, then shows it to the speaker.

## Activity C *Asking questions about the time*

### Task

- As a group, learners practise asking and answering questions. Show the use of the preposition of time in the answer.
- Give out the text about Maria from the photocopyable resources. Read the text to the class or ask for a volunteer to read it aloud. Ask global comprehension questions to check understanding.
- Practise the question and answer as a group. Point out that the short answer is usually used in response to the question.
- Learners practise in pairs.

### Differentiation

- More confident learners can work with less confident learners.

### Extension

- Use other questions appropriate to the class to practise giving times, e.g. *What time do your children come home? What time do the shops close on Saturday? What time do you start/finish class?*

## Pages 4 and 5 Timetables

### Materials

- Audio – asking for bus time
- Flashcards of place names in timetables
- OHT of bus timetables in task 2 if possible, or enlarged photocopy
- Photocopiable resource – information gap

### Rationale

To practise using a simple timetable; to practise asking for and giving information about bus times, numbers and destinations

## Activity A *Looking at timetables*

### Pre-task activity

- Focus on the photo of Qadir. Ask simple questions to set the scene.

### Task

- Read the question in the speech bubble.
- Listen to the audio for the time of the bus for task 1. Check as a group.
- Use an enlarged timetable or OHT to focus on the number 48 timetable. Check all learners understand how it works. Learners write in the time.
- Use flashcards for word recognition of place names and practise pronunciation.
- Focus on the true/false sentences in task 3.
- Learners check in pairs, then group feedback.

## Activity B *Asking questions about buses*

### Task

- Focus attention on the speech bubbles. Learners match the questions and answers. Check in pairs and as a group. Draw attention to the response 1.50 (the 24-hour clock is not normally used in conversation).

- Learners practise the questions using falling intonation. Monitor to ensure they are able to ask the questions in a polite tone of voice.
- Learners ask and answer using the prompts in task 3.

### Extension

- More confident learners could write the questions and answers. Less confident learners could complete gap-fill sentences.

## Activity C *Asking for information*

### Task

- Use flashcards for word recognition of destinations. Draw attention to the first, medial and final consonant sounds, as appropriate and use or omission of the article.
- Give out the information gap activity from the photocopiable resources and set up. Demonstrate with one learner. Monitor.

### Differentiation

- Fill in all the destinations so that learners with a low level of literacy only need to ask for the time using the bus number.

### Extension

- Practise the questions using local bus routes. Practise pronunciation of local place names.
- Work with real bus timetables (see also page 12, Mini-projects).

## Page 6 At the railway station

### Materials

- Audio – at the station
- Flashcards of key words

### Rationale

To present lexis at the station; to recognise signs at the station

## Activity A *Looking at signs*

### Task

- Look at the pictures (a-f). Elicit vocabulary.
- Use flashcards for word recognition.
- Learners match the signs and the pictures for task 1.

- Explain to learners that they will listen to the audio in task 2 and identify where each audio extract is taking place. Check in pairs, followed by group feedback.

### Extension

- Learners think of other signs and symbols in the college/learning centre or elsewhere. Use flashcards for word recognition.
- Learners look out for signs on public transport and at bus or railway stations, write them down and bring them to class.

## Pages 7 and 8 Buying a ticket

### Materials

- Audio – buying a ticket
- Examples of various kinds of tickets
- Flashcards of key words and place names
- Photocopiable resource – asking for a ticket
- Tape recorder and blank tape (extension task)

### Rationale

To listen for information about buying tickets; to make requests to buy tickets; to practise polite intonation; to enable learners to say they don't understand something

## Activity A *Buying a ticket*

### Pre-task activity

- Set the scene by showing various examples of tickets, e.g. bus, train, cinema, football match, to elicit use.

### Task

- Focus attention on the picture and tickets. Use flashcards of key words and tell learners to find the words on the tickets. Ensure understanding of the words.
- Listen to the audio. Learners answer the question in task 2.
- Learners listen to the audio again to complete task 3. Check in pairs followed by group feedback.
- Focus attention on task 4. Elicit the words to complete the sentences. Practise with the text on the board; learners fill in the gaps. In pairs, learners then complete the exercise using the information from the previous activity. Monitor.

## Differentiation

- Give less confident learners a choice of words for each gap, e.g. *Zareen is going to Cardiff/Manchester.*
- More confident learners work with less confident learners.

## Activity B *Asking for a ticket*

### Task

- Write the questions and answers in task 1 separately on cards (preferably with the questions and answers on different-coloured cards). Give each learner either a question card or an answer card. (Give less confident learners an answer card.) Ensure every learner can read or remember their card. Learners move around the class and find their match. In pairs, learners then match the questions and answers in the activity, drawing lines linking the speech bubbles.
- Learners listen to the audio and practise polite intonation.
- Focus attention on the picture of Zareen and the ticket clerk in task 3. Read the speech bubbles. Practise the intonation of *Sorry?*
- For task 4, use flashcards of the names of places in the role play from the photocopiable resources for word recognition. Draw attention to first, medial and final consonant sounds as appropriate. Practise pronunciation.
- Set up the role play. Give one learner in a pair the information card and the other the cue cards. Demonstrate with one learner. Monitor. Learners then reverse roles.

## Differentiation

- Encourage learners with less developed literacy skills to focus on the first letter of the place names.

## Extension

- Learners act out their dialogues for the class.
- The role play could be recorded to check for clarity and politeness.

## Page 9

# Information at the station

## Materials

- Audio – train announcements
- Audio – asking for platform information
- Flashcards of key words

## Rationale

To practise getting information at the station by reading information screens and listening to announcements; to practise asking for platform information

## Activity A *Finding information*

### Task

- Set the scene using the picture of Zareen and the questions in task 1.
- Focus on the information board. Explain the meaning of *departures, destination, on time* and *delayed*.
- Point out that times are often written with colons in timetables.
- Learners find the answers to the questions about the information board in task 2.
- Ask further questions to practise using the information board.
- Learners listen to the audio for task 3. Check in pairs after each announcement, then group feedback. Repeat as necessary.

## Differentiation

- Encourage learners with less developed literacy skills to use first-letter recognition of place names.

## Activity B *Asking for platform information*

### Task

- Learners listen to the audio and answer the question.
- Practise the intonation and the stress in Zareen's question for task 2.
- For task 3, focus attention on the information board and practise the questions and answers using the other destinations.
- Learners practise in pairs. Monitor.

## Differentiation

- More confident learners work with less confident learners.

### Extension

- Ask other questions about the information board, e.g. *What train goes from platform 7? Is the Birmingham train on time? etc.*

## Page 10 Travel arrangements

### Materials

- Flashcards of key words

### Rationale

To practise reading a simple text about travel arrangements; to practise writing simple information about travel arrangements

### Activity A *Reading an e-mail*

#### Task

- Focus attention on the picture of Vincent to set the scene.
- If necessary, introduce the concept of e-mailing, including the address format etc.
- For task 1 read the information about Vincent and his brother and look at the e-mail. Ask simple questions about the e-mail address and the subject.
- Read the e-mail as learners listen and follow. Read as a group and then individually around the class. Use flashcards with key words for learners to find within the text. Ask simple questions to check comprehension.
- Focus attention on the true/false activity in task 2. Demonstrate. Learners work in pairs to complete the task. Group feedback.

### Activity B *Writing an e-mail*

#### Task

- Set the scene by explaining that Qadir is going to visit his friend Peter in Sheffield.
- Focus attention on the train journey information. Ask simple questions to check understanding of key information.

- On the board or OHT show learners an incomplete e-mail, e.g.

*Hi .....*

*Just to let you know that ..... is fine for my visit.*

*I am travelling to ..... by .....*

*It arrives at the ..... at*

*.....*

*Can you meet me?*

*.....*

- Elicit the information to fill the gaps. Learners come to the board to fill in the gaps.

### Differentiation

- More confident learners write the e-mail while less confident learners complete a gap-fill exercise.

## Page 11 Check it

### Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help

### Activity A *Buying a ticket*

- Learners put the dialogue in order. It can be cut up if necessary to make ordering easier.

### Activity B *Travel words*

- Learners find the words in the wordsearch. The words are printed across and down.

## Page 12

# Mini-projects

### **Materials**

- Access to computers if possible

### **Rationale**

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Notes

### **Activity A**                      *Plan a day out*

- Explain the task and give each group a destination.
- Elicit from the learners the information they need, i.e. times and cost, and practise the questions.
- Learners go to the bus or railway station to gather the information.
- Have class feedback to decide which is the best place to visit.
- Learners then write the arrangements. This could be word-processed.

### **Activity B**                      *Read a timetable*

- Learners can also find bus information on the Internet. Search on "bus information" + local place name.
- If appropriate focus on areas of potential confusion, e.g. *and at these minutes past the hour*, dotted rules indicating no stop at a particular destination, etc.

### **How am I doing?**

#### **Rationale**

To encourage learners to evaluate their own learning; to provide a record of their learning

Learners use the checklist to evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes

## More reading and writing

Pages 13–16 are optional. They provide support for learners needing more practice with reading and writing. The activities can be done at any stage in the unit.

### Page 13 How do you come to class?

#### Materials

- Cards with letters *b, c, t*
- Flashcards of key words

#### Rationale

To recognise and use basic first letter sounds; to practise letter formation; to practise reading and completing simple sentences

#### Activity A *Letters and sounds*

##### Task

- Focus on the pictures and elicit the words and the first letter sounds.
- Show learners the cards with letters *b, c, t*. In pairs, learners choose the correct letter for each picture. Check as a group.
- Learners write letters *b, c, t* in the correct spaces in the crosswords.
- Make sure learners understand the concept of the crossword: that they put one letter in each box etc.
- Learners complete the task. Monitor. Check in pairs.

#### Extension

- Learners think of other words beginning with the same letters.

#### Activity B *Sentences*

##### Task

- Focus attention on the picture of Zareen. Ask learners what they can remember about her. Read the text for task 1 while learners listen and follow. Read as a group and then individually.
- Learners find words in the text from a flashcard cue.
- Ask simple questions to ensure understanding.

- Give out the words of the first sentence, each word on different coloured card. Learners reconstruct the sentence. Repeat with the other sentences.
- Demonstrate the guided writing task for task 2 using yourself as an example. Learners complete for themselves. Monitor. Check.

#### Extension

- Learners could copy the paragraph and display it on the wall or in a class book.

### Page 14 At the station

#### Materials

- Flashcards of signs and key words
- Cards with individual upper and lower case letters

#### Rationale

To recognise upper and lower case letters; to read key words relating to travel in upper and lower case letters; to recognise key travel words and put them into categories

#### Activity A *Looking at signs*

##### Task

- Put individual upper and lower case letters on the board. Learners come to the board and match upper and lower case letters. Reverse as extra practice if necessary.
- Put upper case signs on the board. Learners come to the board to match these to lower case signs. Reverse if necessary for extra practice.
- Learners complete the task in pairs.

#### Extension

- Using small cards play games such as Bingo, Snap or Pelmanism.

#### Activity B *Sorting words*

##### Task

- Use flashcards for word recognition.
- Demonstrate the activity: learners come to the board and place the words in the correct space.
- Ask them what they write in the overlapping space (words that can go in both categories).

- Learners complete the task and discuss answers, some of which may vary (e.g. some learners may put *bus* in both categories).

### Extension

- Learners think of more words for each column.

## Page 15 Reading: transport in other countries

### Materials

- Flashcards of key words
- Map or atlas showing Somalia

### Activity A

### Reading

#### Rationale

To practise reading a simple narrative to obtain information

#### Task

- Focus attention on the pictures and ask simple questions about them to establish the context – different forms of transport. Learners can discuss which countries they think the pictures show, and if transport is the same in their countries.
- Ask/show learners where Somalia is on a map or atlas.
- Focus on the text for task 2. Read the text while learners listen and follow. Read as a group and then individually around the class. Ask learners to find words within the text. Ask simple questions to check comprehension.
- Give an example to introduce the multiple-choice questions in task 3. Learners complete the task working in pairs or individually. Monitor and check as a group.

#### Extension

- Photocopy the text and cut it up into sentences for learners to reconstruct.

## Page 16 Writing: transport in other countries

### Materials

- OHT of corrected text in Activity A (optional)

#### Rationale

To develop awareness of the use of capital letters and full stops; to identify and correct spelling mistakes; to practise writing a simple text about transport

### Activity A *Spelling and punctuation*

#### Task

- Write simple sentences on the board with spelling and punctuation mistakes as an example. Correct as a group. Direct learners to the 'Remember' box.
- Learners complete the task either individually or in pairs. Use a corrected OHT for checking if possible.

### Activity B *Writing about transport*

#### Task

- Ask simple questions and use the pictures to focus on travel and transport in learners' countries.
- Focus on the prompts and ask learners to write sentences about their country or another country they know. If they are able, learners can extend these sentences with more information.



## Page 3

### Asking questions about time

#### *Activity C*

Maria works in the ticket office at a train station. She gets up at 7.00 am and gets ready for work. She leaves her house at 8.15 am and walks to the bus stop. She catches her bus at 8.30 am and arrives at the train station at 8.55 am. She starts work at 9.00 am. At 10.45 am Maria has a cup of coffee.

Maria has her lunch at 1.00 pm. She leaves work at 4.30 pm and usually arrives at home at 5.15 pm. In the evening, Maria watches television and does her housework. She usually goes to bed at 11.30 pm.

Asking for information

Activity C

**Time of buses**

**A1**

Number	Route	Time
8	Hospital	
17		12.10
	Green Street	13.15
20	Town Hall	
11	Victoria Park	
	Sports centre	16.12

**B1**

Number	Route	Time
8	Hospital	
17	Bus station	12.10
12	Green Street	
20	Town Hall	14.45
11	Victoria Park	
25	Sports centre	16.12

**Times, routes and bus numbers**

**A2**

Number	Route	Time
	Hospital	11.30
17	Bus station	
12	Green Street	
	Town Hall	14.45
11		15.20
25	Sports centre	

**B2**

Number	Route	Time
8	Hospital	11.30
17	Bus station	
12	Green Street	13.15
20	Town Hall	
11	Victoria Park	15.20
25	Sports centre	

Page 8

Asking for a ticket

Activity B

	Single	Return	Time
Manchester	£21	£40	9.30
Oxford	£15.50	£28	11.24
Dover	£17	£31	12.35
Newcastle	£30	£57.50	13.11
Bradford	£23	£44.90	13.45
Hull	£25	£49	15.20

Buy a **return** ticket to  
**Manchester**

Ask how much .....

Ask what time .....

Buy a **return** ticket to  
**Oxford**

Ask how much .....

Ask what time .....

Buy a **return** ticket to  
**Dover**

Ask how much .....

Ask what time .....

Buy a **return** ticket to  
**Newcastle**

Ask how much .....

Ask what time .....

Buy a **return** ticket to  
**Bradford**

Ask how much .....

Ask what time .....

Buy a **return** ticket to  
**Hull**

Ask how much .....

Ask what time .....