How we travel

Topic: Transport  
Level: SfL Entry 1 / SQA Access 2 / CEFR A1  
Time: 90 minutes

Aims
• To expand learners’ vocabulary of names of types of transport (bus, coach, train, bike, motorbike, car, taxi, skateboard)  
• To develop learners’ ability to listen for gist and detail  
• To practise word order in simple sentences  
• To spell names of types of transport  
• To develop learners’ visual literacy.

Introduction
This lesson is based on a video about how the different members of a family travel to work, college, university and school. Learners will practise saying and reading the names of types of transport. They will answer questions about the video and practise the word order of sentences from the video. Finally, they will learn to spell the names of some types of transport.

You will need:
• Access to an Interactive Whiteboard, a computer with a keyboard, mouse and data projector, or individual computers  
• Worksheet 1: Flashcards of transport types (print in colour and laminate if possible, one set for each pair)  
• Worksheet 2: Name the transport (one per learner)  
• Worksheet 3: Spelling (one per learner)

Procedure
Warmer – How do you get to class? (5 mins)  
• Ask a few learners how they get to class.  
• Use their responses to determine their ability to describe how they travel.  
• Read through the Aims of the module with the class.  
• Tell learners they are going to watch a video about a family and how they travel.

Task 1 – Learning new words (10 mins)  
• Show the presentation slides of each form of transport.  
• Drill pronunciation as a class and with individuals, correcting as necessary.  
• Hand out a set of the flashcards (Worksheet 1) to pairs for them to lay face down and match one by one. This works well as a game. Shuffle the cards, spread them out face down, and then take it in turns turning over two of the cards to find a match. If a match is not found, put the cards back and keep going until all matching pairs are found. The winner is the learner with the most pairs of cards.
• As a review and to practise writing the words, hand out Worksheet 2 for learners to write the words under the pictures.
• Work through the presentation slides again, drawing attention to the main vowel sounds highlighted in red. Drill the pronunciation again to help learners hear those sounds.

Differentiation
• Pair weaker learners with stronger partners to provide support with reading, whilst working on Worksheet 1 and Worksheet 2.
• Give emerging readers/writers more time to complete Worksheet 2.
• If learners’ reading skills are very low, focus on the initial consonants of the words to help them identify the transport vocabulary; then, ask them to copy the words under the pictures.
• Ask early finishers to turn over Worksheet 2 and to write as many of the words from memory without looking at the cards or the whiteboard.

Task 2 – Understanding the video (15 mins)
• Before playing the video, ask learners to count the number of transport types in the video while they watch (answer = 7: car, bike, motorbike, bus, train, walk, skateboard).
• Play the video.
• Ask learners to work in pairs to answer the questions about the video. Ask each pair to take a piece of paper and a pen to write the answers to the questions.
• Display Question 3 and give learners a minute to match the person with what they do.
• Invite different learners to tell the class what each character does.
• Show Questions 4 to 7 about the video on the quiz and ask pairs to make a note of their answer to check as a class afterwards.
• Click Enter then Skip to move through the slides without selecting an answer. Ask learners not to shout out their answers.
• Move back to Question 4 and work through each question, asking a learner to come to the front to select their answer.

Task 3 – How they travel (10 mins)
• Play the excerpt of the video on the next Info Slide. This contains the second half of the video about how the characters travel.
• Ask learners to listen for how each of the characters travel.
• In the same pairs as Task 2, work through Questions 8 to 12, giving time for each pair to choose an answer and write it down.
• Click Enter then Skip to move through the slides without selecting an answer.
• Go back through Questions 8 to 12, inviting different pairs to answer the questions.

Extension
• Draw attention to when we use ‘by’ and ‘on’, using the examples in Questions 8 to 12. Highlight the exception of saying ‘on foot’ not ‘by foot’ or ‘by walk’. The questions also show how we can say ‘on his/her skateboard’.
Task 4 - Ordering sentences and how long does it take (20 mins)
• Using the sentence ‘Hassan goes to work by bike’, take six sheets of paper and write a word on each sheet. In random order, give a sheet to six different learners.
• Invite them to come to the front of the class and order their words into a sentence.
• Ask the other learners to help and then check if they are correct. Give learners enough time to discover the correct order for themselves.
• Ensure all learners have a sheet of paper and then work through Questions 13 to 22, giving them time to record their answers on paper.
• Work through the questions again, inviting different learners to select their answers.

Task 5 – Spelling (15 mins)
• Show the Info Slide after Question 23 with four transport types.
• Tell the learners to look at the first word (bike) then close their eyes and ask one of the learners to try to spell the word. Repeat with all four words on the slide and then again on the next slide.
• Insist that learners ‘see’ the word in their mind. Encourage learners to keep looking at the word until they can ‘see’ it.
• Use Worksheet 3 to demonstrate the ‘Look, Say, Cover, Write, Check’ method of spelling practice. Give time for all to learn the spellings and practise writing them.
• Play ‘Hangman’, or your preferred equivalent, to practise spelling the words.

Differentiation
• For less confident writers, give more time and support during spelling practice.
• For emerging readers, focus on learning the first and last letters of each word. If this is not challenging enough, practise the highlighted vowels.
• For early finishers, ask them to create their own wordsearches with the travel vocabulary. They could do this on paper or using an online tool such as http://puzzlemaker.discoveryeducation.com. Learners can then share their wordsearches to give further vocabulary revision.

Task 6 – How do you travel? (10 mins)
• Tell learners they are going to interview each other about how they travel.
• Ask learners to copy the table below.

<table>
<thead>
<tr>
<th>Name</th>
<th>How do you get to class?</th>
<th>How long does it take?</th>
<th>More information</th>
</tr>
</thead>
</table>

• Explain that learners need to write the names of some of their classmates and their answers to the two questions. Encourage learners to make a note of any other information they find out.

Differentiation
• More confident learners may ask the questions to more of their classmates in the time given.
**Extension**
- Ask learners to write sentences about how their classmates travel to class.

**Cooler – What’s your favourite way to travel? (5 mins)**
- Write this question on the board and check understanding of the word ‘favourite’.
- Ask learners to tell you their favourite way to travel.

**Homework**
- Ask learners to practise the spellings at home for a spelling test next lesson.
- Encourage learners to work through the online quiz for homework.
- If you feel they are capable, ask learners to write about their favourite way to travel and why. Tell them to bring what they write to class next lesson.