

Types of transport



Tutor Resources for the AMEP

Transport

Post-beginner

Tutor Resources for the AMEP

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Theme: Transport

Topic: Types of transport

Task	Language focus	Learning activities	Resources
1. Can talk about different types of transport	<p>Vocabulary fly, drive, walk, catch, take, ride</p> <p>Structure get on, get in, board, get into, get out of, by train, by bus, by ferry, on foot, hail a taxi</p>	<p>Discuss the questions about transport</p> <p>Answer questions about a story</p> <p>Read about transport language</p>	<p>Worksheet 1: Talking about transport</p> <p>Worksheet 2: Types of transport</p> <p>Worksheet 3: Transport language</p>
2. Can understand ticketing system and fines	<p>Vocabulary ticket, inspector, wrong, problem, fine, embarrassed, upset, everybody</p> <p>Structure regular simple past tense -ed ending irregular past tense verbs</p>	<p>Discuss ticketing system and fines</p> <p>Answer questions about a story</p> <p>Read about simple past tense</p> <p>Write a story using simple past tense</p> <p>Extension Use public transport</p>	<p>Authentic transport tickets</p> <p>Authentic public transport ticketing system brochure</p> <p>Worksheet 4: A fine</p> <p>Worksheet 5: Bad luck!</p> <p>Bilingual dictionary</p> <p>Worksheet 6: Every Saturday</p>

Theme: Transport**Topic:** Types of transport

Types of transport

Task 1: Can talk about different types of transport**Vocabulary:** fly, drive, walk, catch, take, ride**Language structure:** get on, get in, board, get into, get out of, by train, by bus, by ferry, on foot, hail a taxi

Activity instructions

Discuss the questions about transport

📄 Worksheet 1: Talking about transport

Read the questions together and discuss. Encourage the learner to use a bilingual dictionary to look up unknown vocabulary or explain new vocabulary.

Answer questions about a story

Ask learner to write a list of all the types of transport they know in their book. Help learner to spell words and complete the list.

📄 Worksheet 2: Types of transport

A. Learner reads the story aloud. Explain new vocabulary.

Learner underlines the transport words in the text.

B. Learner reads the questions and answers verbally or in writing.

C. Help learner to write their own story in a similar format to the one on the worksheet.

Learner reads their story aloud.

Read about transport language

📄 Worksheet 3: Transport language

A. Together read the information about different ways to talk about transport. Discuss.

Learner reads the examples. Encourage learner to make new sentences using the rules.

Say: Now you make a sentence using 'by' or make a sentence using the word 'catch'.

Learner writes the sentences in their book.

B. Learner circles the correct word/words.

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Public transport

Task 2: Can understand ticketing system and fines

Vocabulary: ticket, inspector, wrong, problem, fine, embarrassed, upset, everybody

Language structure: regular simple past tense -ed ending
irregular past tense verbs

Preparation

Collect some used tickets to bring to the session.

Bring a brochure about the public transport ticketing system in your learner’s area. If possible find one in your learner’s first language too.

Activity instructions

Discuss ticketing system and fines

- 📄 Authentic transport tickets
 - 📄 Authentic public transport ticketing system brochure
- Show learner the tickets. Discuss the types of tickets and the transport for which they are valid. Look at the brochure about tickets and fares together and discuss.

- 📄 Worksheet 4: A fine
- A. Show the picture on the worksheet and discuss.
Learner reads the questions and answers verbally.

Learner names and writes what they see in the picture. Introduce the word ‘fine’.
Ask questions: Have you ever had a fine?
Do people get fines in your country?
What can people be fined for?

Answer questions about a story

- 📄 Worksheet 5: Bad luck!
 - 📄 Bilingual dictionary
- A. Tell the learner that you are going to read a story about someone who gets a fine.
Read the story slowly without showing the text.
Read the story again.
Ask learner to tell you what happened in the story.
Learner reads the story. Explain new vocabulary.

- B. Learner answers true/false statements.

Answers

1 – False, 2 – False, 3 – True, 4 – True, 5 – True

- C. Read the words on the worksheet and learner repeats.

Discuss syllables. Ask: How many syllables in ___ (your, my, your husband’s etc) name?

Learner writes the number of syllables in the words from the story.
Learner translates words into their own language.

Answers

ticket – 2, inspector – 3, wrong – 1, problem – 2, fine – 1, embarrassed – 3, upset – 2, everybody – 4

Read about simple past tense

📄 Worksheet 5: Bad luck!

- D. Learner reads the information about simple past tense and irregular verbs.
- E. Read the 'Bad luck!' story together. Help learner to underline the verbs in the story. Discuss whether they are regular or irregular verbs.

Ask: Do you know some other verbs?

Write some verbs that the learner says in their book.

Ask learner to give the past tense of the verbs.

- F. Learner reads the verbs in the box.
Ask learner to tell you the past tense of each verb.
Learner writes the past tense of the verbs to complete the sentences.
Learner reads the completed sentences.

Answers

1 – went, 2 – used, 3 – was, 4 – got, 5 – looked, 6 – said; needed, 7 – gave

- G. Learner reads the verbs in the table and writes the past tense.
Ask the learner to find the regular and irregular verbs.

Answers

have – had, think – thought, come – came, eat – ate, see – saw, take – took, walk – walked, leave – left, make – made, stay – stayed, sell – sold, speak – spoke, work – worked, meet – met

Write a story using simple past tense

📄 Worksheet 6: Every Saturday

- A. Learner reads the story.
Learner underlines all the verbs.
- B. Learner writes the story again using past tense.
Learner reads the story in past tense.

Answers

went, took, used, was, were, were, got, cooked, ate

- C. Ask: What did you do last Saturday?

Extension activity

Use public transport

Plan an excursion using public transport. Explore which ticket to purchase.

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Worksheet 1: Talking about transport

Discuss these questions.

1. Have you ever travelled by train/tram/bus/ferry in Australia?
Where did you go?
2. How do you get to work/the shops/the market?
 - How long does it take?
 - If you take public transport, how much is the fare?
 - Why do you travel this way?
3. What type of ticket do you buy?
4. Do you have a concession card?
5. What do you usually do when travelling on public transport? (e.g. read, sleep)
6. Have you travelled by aeroplane? Where did you go?
7. Do you think flying is exciting or boring? Why?
8. What kind of public transport is there in your country?
9. Did you use public transport in your country?
10. What is the difference between public transport here and in your home country?
11. In your country, could you get a fine for not having the correct ticket on public transport?
12. What don't you like about using public transport?
13. Do you sometimes take a taxi (cab)?
14. How do you 'hail' a taxi in your country? (e.g. raise your hand in the air etc.)
15. Is it expensive to take a taxi in your country?
16. Are there seat belts in the taxis?
17. Is it common to give the cab driver a tip? If so, how much?
18. Is it usual to sit in the front or back of the taxi?



Worksheet 2: Types of transport

A. Read the story and underline the transport words.

B. Answer the questions.

My name is John Chu. I live in Epping. I came from China five years ago. I came on a plane. I am studying English at AMES in the city. I go to school by train every day. I have a car and I can drive but I usually only use the car for shopping and on weekends. I like to take my family driving in the countryside on the weekends. I don't like driving in the city because there are too many cars on the road. It's also very difficult to find parking. I always use public transport to travel into the city.

1. Where does John live? _____
2. Where did John come from? _____
3. How did he come to Australia? _____
4. What does he do now? _____
5. How does he get to school? _____
6. Can he drive? _____
7. Does he usually drive in the city? Why? _____
8. How does he prefer to travel to the city? _____

C. Write a similar story about yourself.

Worksheet 3: Transport language

A. Read about transport language.

There are different ways to talk about the types of transport we use.

1. **by** + type of transport
E.g. I went to the city by train.
I go to school by bike.
(**Note**: An exception is on foot.)
2. Some verbs can be followed directly by a type of transport without using **by**: **took/caught, ride**
E.g. I took/caught a train to the city.
I ride a bicycle to school.
3. There are verbs that mean to go by a certain type of transport:
fly = to go by plane, **drive** = to go by car, **walk** = to go on foot
E.g. I drive to work each day.
I am flying to Sydney instead of driving.
4. Some other verbs are often used when talking about transport:
board, get on/off, get in/out, get/jump into/out of
E.g. Sue got into her car and drove off.
We jumped into the taxi and left.
They boarded the plane just in time.
Get out of the car to check the tyres.
(**Note**: I get into a car. I get into a truck. I get into a taxi. **BUT**, I get on a bus. I get on a train. I get on a plane.)

B. Choose the correct word or words to complete these sentences.

1. Can you **ride** / **drive** a bicycle?
2. Do you ever **travel by** / **travel** with public transport?
3. Did you go home **by** / **on** foot?
4. Do many people **bring** / **take** taxis in your home country?
5. Put your seatbelt on after you get **on** / **into** the car.
6. My husband phoned me while I was getting **on** / **in** the train.
7. I am going to **catch** / **ride** my motorbike to work.

Worksheet 4: A fine

Look at the picture and answer the questions.



1. Who is in the picture?
2. Where are they?
3. What is the man on the left doing?
4. How does the man on the right feel?

What can you see in the picture?

train

Worksheet 5: Bad luck!

A. Read the story.

Bad Luck!

Last Friday I went to the city by train for the first time. I used my weekly Zone 2 ticket.

An inspector got on the train at Parliament Station. He asked to see my ticket. He told me it was no good, because I needed a Zone 1 & 2 ticket for the city. I told him I didn't know it was the wrong ticket, but he said it wasn't his problem. Then he gave me a fine for \$100.

I was embarrassed because there were a lot of people on the train and everybody was looking at me. I was really upset.

B. Tick **True** or **False**.

	True	False
1. Last Friday Peter went to the city on the tram.		
2. He had a weekly Zone 1 & 2 ticket.		
3. An inspector looked at Peter's ticket.		
4. Peter had the wrong ticket.		
5. Peter has to pay a \$100 fine.		

Transport: Types of transport

*C. Listen and repeat these words.
Write the number of syllables.
Write the meanings in your language*

English	Syllables	Your language
ticket	2	
inspector		
wrong		
problem		
fine		
embarrassed		
upset		
everybody		

D. Read about simple past tense and irregular verbs.

Simple past tense and irregular verbs

To make the simple past tense of regular verbs, you add **ed** or **d**.

Present	Past
ask	asked
look	looked
use	used

Many verbs in English are irregular. The past tense is not formed with **ed**.

Present	Past
give	gave
go	went
is/are	was/were
tell	told
say	said
get	got

Transport: Types of transport

E. Underline the verbs in the 'Bad luck!' story.
 F. Write the verbs in the past tense to complete the sentences.

go get look need give say use is

1. Last week Peter went to the city by train.
2. He _____ his weekly ticket.
3. It _____ a weekly zone 2 ticket.
4. An inspector _____ on the train at Parliament Station.
5. The inspector _____ at Peter's ticket.
6. He _____ the ticket was no good. Peter _____ a Zone 1 & 2 ticket.
7. The inspector _____ him a \$100 fine.

G. Here are some regular and irregular verbs. Write each verb in the past tense.
 H. Can you think of some more verbs? Write them below.

Present	Past	Present	Past
have		leave	
think		make	
come		stay	
eat		sell	
see		speak	
take		work	
walk		meet	

Worksheet 6: Every Saturday

A. Read the story. It is in the present tense. Underline the verbs.



Every Saturday we go to the city by train. Then we take a bus to the market. We use the same ticket for the bus and the train. We buy a lot of fish and meat because it's very cheap and very fresh. The vegetables and fruit are very good too. There are big boxes of mangoes, avocados and cherries. When we get home we cook a big lunch and eat outside in the garden.

B. Write the story again in the past tense.

Last Saturday we went to the city by train.

C. What did you do last Saturday? Tell your tutor.