



Conversation Curriculum

Transportation

Learning Objective:

1. Students will define and describe six modes of transportation: bus, train, taxi, car, bike, on foot.
2. Students will distinguish between modes of transportation based on convenience, safety and affordability.
3. Students will survey and report on classmates' preferred modes of transportation.

Before Class: Review the lesson plan and make sure all materials are accounted for. Make copies of the picture story and cut them up for **Warm Up** and "Find Someone Who..." for **They Do** activities.

Warm Up Activity (10 minutes): As students arrive, have them pair off to arrange a set of the picture story cards in an order that tells a story. While students are talking, write the **I do/We do** Group Survey (see below) on the board.

- Once students are finished, have pairs share their stories and discuss any discrepancies that arise.

I do/ We do Activity (10 minutes): Group Survey: on the board, write the following:

- | | | | | |
|--|--------------|-------------------|-------------|-------------|
| | <u>cheap</u> | <u>convenient</u> | <u>fast</u> | <u>safe</u> |
|--|--------------|-------------------|-------------|-------------|
1. Bus
 2. Train
 3. Taxi
 4. Car
 5. Bike
 6. On foot
- Ask for two volunteers to come to the board. One will be the reader and one will count and tally the votes.
 - The reader will ask the following for #1-6 modes of transportation: "What are the advantages of using (bus/train/taxi/car/bike/foot)?" "Is it (cheap/convenient/fast/safe)?"

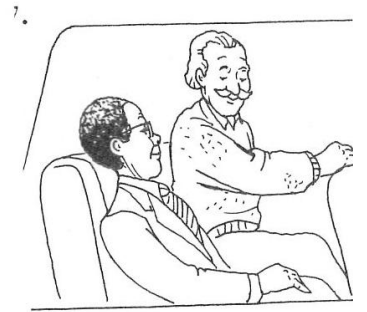
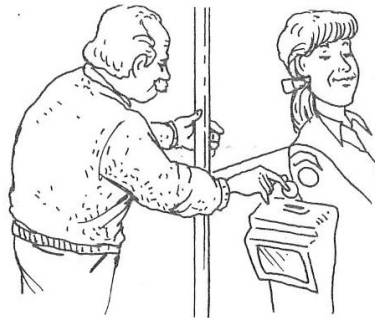
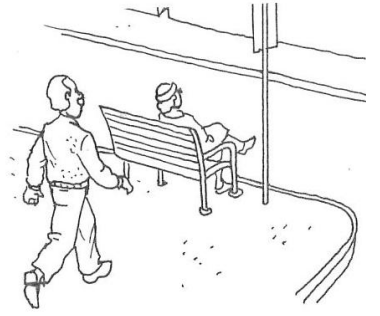
- Seated students will raise their hands for each mode and adjective, depending on their opinions. They can select more than one adjective for each mode.
- The vote counter will make a mark under the headings for each hand they see raised.
- Discuss the class results. Is there a class preference for one mode of transportation?

They do Activity (20 minutes): “Find Someone Who...”

- Students will mingle and ask each other questions for the ‘Find Someone Who...’ worksheet.
- Make sure students ask follow-up questions listed underneath each question in bold.
- Once students have discussed the questions and found someone who fits each qualification, students return to their seats.
- If time, go around the class, #1-6, and ask for each student to give the name of the student they found and follow-up responses from that student.

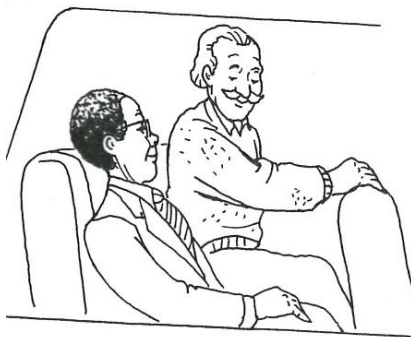
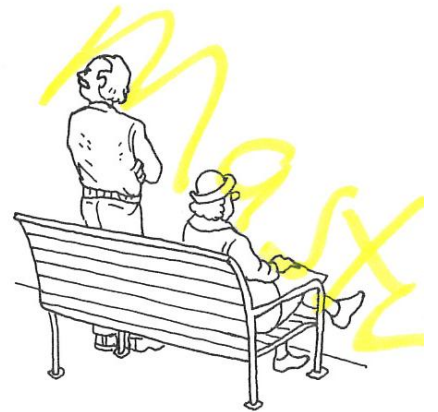
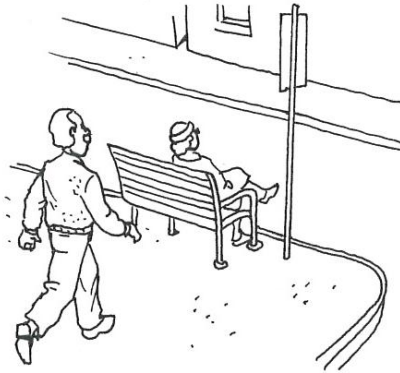
Journal Writing (10 – 15 minutes): Students will write in their dialog journals about one of the four following topics:

- Respond to the last entry (i.e. continue the ‘dialog’)
- Introduce yourself to the teacher (for new students)
- How do you get to and from school? How much time does it take?
- If you had a choice, how would you like to get to and from school, work, the doctor or shopping? If you would prefer to use different modes of transportation for different tasks, explain why.
- Free-write about a topic of the student’s choice.



Working Together

Using Your English: *The Bus Ride*



Find Someone Who...

1. Takes the bus to school...



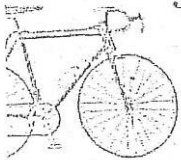
Do you take _____?
→ Which bus do you take?

2. Drives a car to work...



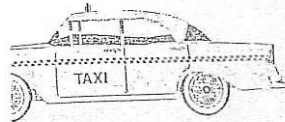
Do you drive _____?
→ How far do you drive?
→ What kind of car is it?

3. Knows how to ride a bicycle...



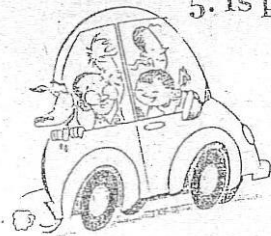
Do you know _____?
→ When did you learn?
→ Where do you go when you ride?

4. Has taken a taxi...



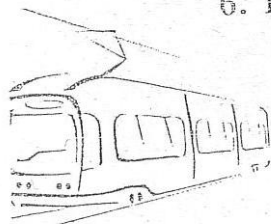
Have you taken _____?
→ When?
→ Where were you?

5. Is part of a carpool....



Are you _____?
→ Who rides with you?
→ Where do you go?

6. Rides the Light Rail...



Do you ride _____?
→ How often? Every day? Once a week?
→ Where do you go?
