Travel and transport
by Fari Greenaway and Lisa Dold

Level: Elementary
Age: Teenagers and above
Time: 40 minutes+ (depending on the size of the class)
Aim: To improve learners’ ability to buy tickets for a journey and to practise listening for specific information
Sub aim: Revision of transport vocabulary
Materials: One copy of worksheet A for each group of three, one copy of worksheet B for every student (i.e. if there are five groups of three, they will need four worksheets), whiteboard and board pens

Warmer: Transport Pictionary
1. Draw a picture of a bus on the board and invite the learners to guess what it is.
2. Call the first learner to get the correct answer up to the front of the class and whisper a mode of transport in their ear; ask them to draw it on the board for the rest of the class to guess what it is.
3. Continue in this way, include: plane, train, bus, coach, boat and ferry (ferry may need to be pre-taught).
4. Ask learners what they like and don’t like about each mode of transport, e.g.: I feel sick on a ferry.

Main activity
1. Organize the learners into groups of three.
2. Explain that they are going to prepare a role-play about going on a journey.
3. Give each group a copy of worksheet A.
4. Allocate roles for person 1, person 2 and the ticket agent (explain ticket agent) and ask the learners to write their name next to the role they are playing.
5. Each group should complete their dialogues with their choice of destination and mode of transport.
6. Learners practise until they can do the conversation without using the text as a prompt; encourage them to then act out the journey and create a conversation that happens on that journey.
7. Give each learner one copy of worksheet B.
8. Invite each group to the front of the class to perform their role play while the rest of the class listens and completes the worksheet.

Warm-down: Sentence Hangman
1. Choose a complete sentence from worksheet A and draw as many blanks on the board as there are words in the sentence.
2. Tell students that you have a mystery sentence and that they have to guess what the sentence is.
3. Tell students that you are going to draw a picture to help students to guess the sentence.
4. Ask students to say what they see as you are drawing the prompt pictures.
5. Divide students into teams of three.
6. Elicit one word from each team in turns. Discourage guessing the full sentence and insist on only one word per turn. If the team correctly guesses a word, award them a point. If their guess is incorrect, draw a body part on the hangman. The team with the most points at the end of the game is the winner.

Follow-up:
For homework, learners can write a short account of the last journey they went on.
Worksheet A

Person 1: _______________________ (student)
Person 2: _______________________ (student)
Ticket agent: ________________ (student)

You are going on a journey. Decide where you want to go and plan your conversation.

P1: Can I have _________ return / single ticket(s) to ___________ please?

Ticket agent: When do you want to travel?

P2: On __________________________, please.

Ticket agent: Okay, that’s ___________ pounds please.

P1: What time does the plane / train / bus / coach / boat / ferry leave?

Ticket agent: The _____________ leaves at ______________.

P2: What time will we arrive?

Ticket agent: The journey lasts ____________ hours / minutes. It will arrive at _____________.

Ps 1 and 2: Thank you very much.

Ticket agent: Have a nice journey.
Worksheet B

Listen to your classmates' conversations and answer the following questions.

Group number: _________________

1. How many tickets do they want?
2. Where are they going?
3. How much are the tickets?
4. How are they going to travel?
5. What time will they leave?
6. What time will they arrive?