

TRANSPORT

Means of transport

1 Write.

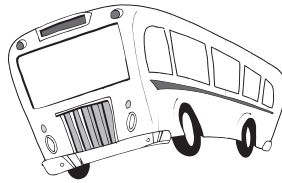
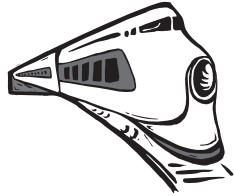
1. penla

2. raint

3. usb

4. bato

5. arc




plane

2 Match and write.

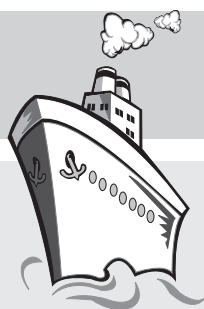
- a. It flies. It has got two wings and two engines. plane
- b. It travels on water. _____
- c. People drive it. It has got four wheels and an engine. _____
- d. It's very long. It travels on rails. _____
- e. It's like a big car with seats for 40 or 50 people. Some children go to school on it. _____

3 Draw and write.

Land transport	Air transport	Water transport
on land	in the air	on water
		
Bikes travel on land.		

4 Match.

TRANSPORT



Aim

- To learn about different means of transport.

Materials

- Worksheet.

Duration

30 minutes.

Language focus

- Present simple.

Cross-curricular content

- Means of transport.

Warm-up

- Elicit from the children various places in towns, cities in Spain and countries, eg, *park, supermarket, cinema, Santander, Murcia, Zamora, France, Italy, Australia*. Write them on the board. Draw a picture of a house. Tell the children how you travel from your house to the different places. Draw pictures if necessary and make a list of the means of transport on the board, eg, *I go to the supermarket by car. I go to the park on foot. I go to Murcia by train. I go to Italy by plane*. Highlight the prepositions: *by train/car/bus* but *on foot*.

Completing the Worksheet

Activity 1

- Ask the children to do Activity 1, writing in the means of transport.

Answers: 1-plane; 2-train; 3-bus; 4-boat; 5-car

Activity 2

- Invite a child to draw one of the means of transport on the board. Elicit information from the class by asking questions about the picture, eg, *Is it big or small? Does it travel on land, on water or in the air? Has it got an engine? How many people can travel in it?* Introduce the vocabulary in Activity 2 and check comprehension.

- Ask the children to read the definitions in Activity 2 and identify the means of transport. They write in the words.

Answers: a-plane; b-boat; c-car; d-train; e-bus

Activity 3

- Write the means of transport from Activity 1 on the board. Elicit others from the children by drawing pictures, eg, *bike, motorbike, skateboard, roller skates, van, balloon, submarine*.
- Draw three columns on the board and ask the children to arrange the different means of transport into three categories. Don't tell them which categories yet. Give them a few minutes to think of the possible categories (land, water, air).
- If the children don't come up with *land, water, air*, draw some pictures of a road, the sky and the sea to help them. Write *Land transport* in the first column, *Air transport* in the second and *Water transport* in the third. Go through the means of transport on the board and get the children to tell you if they travel on land, in the air or on water. Confirm using complete sentences: *Bikes travel on land. Planes travel in the air*. etc.
- Ask the children to do Activity 3. They draw different types of transport and write sentences about them in the correct columns.

Extra activity

Call out a means of transport. Encourage the class to say *on land, in the air or on water*. Do a few more examples before the children continue in small groups.

Activity 4

- Draw a car on the board and elicit related vocabulary from the children: *wheel, driver, road, garage*, etc. Continue with *plane, train, boat* and *bus*. Be sure to cover the vocabulary items included in this activity.
- Ask the children to do Activity 4 by matching the pictures to the words.

Answers: 1. car-garage; 2. plane-airport; 3. boat-port; 4. bus-bus station; 5. train-train station

Extra activity

Survey: *Do you like travelling by _____?* Start by asking several children the question with different means of transport. Write the model question up on the board. Then divide the class into groups of four. Each child draws a 5x5 table (draw one on the board as a model). In the top row they write the names of the other three people in their group and *Me*. In the first column they write four different means of transport:

	Child 1	Child 2	Child 3	Me
car				Yes
train				Yes
bus				Yes
boat				No

- The children answer the questions about themselves and then ask each other the questions and write *Yes* or *No* in the columns.
- Oral feedback. Ask the different groups *How many people like travelling by (train)?* Elicit: *(Two) people like travelling by (train).* etc.
- Written feedback. The children write some sentences about their group.