TRINITY
COLLEGE LONDON

Activity 2: Taking Transport

Level:

CEFR B1

Time:

45-60 minutes

Resources:

◗ Handouts
◗ Board or smartboard

Aims:

◗ To clarify some of the confusing vocabulary surrounding different forms of transport
◗ To raise students' awareness of the expectations of Task 3 of the Entry 3 Reading exam
◗ To feel confident in interpreting simple graphs

Exam task focus: Task 3

Procedure

1. Tell learners they are going to practise using comparative language in order to help them prepare for Task 3 of the Entry 3 Reading exam, which is usually in the style of a report with a graph.

2. Write 'Can I give you a lift?' on the board. Ask learners if they know what this means.

3. Reflect for a few moments on the different meanings of the word 'lift' – it can mean 'cheer up', 'elevator', 'raise', or, in this case, 'a ride in a car'. Explain that today we're going to focus on transport and try to clear up some of the confusing terminology that is often used in this area.

4. Place learners in groups of three and give each group a copy of Handout activity 1a. There are 15 words connected to transport hidden in the wordsearch. Give the groups a time limit of five minutes and ask them to see if they can find as many of the hidden words as they can.

5. Bring the activity to a close and ask each group how many words they have found. Ask the group with the most words to provide their words (you can use Handout activity 1b to check that they have found the correct words). Did the other groups find different words? Continue until you have as many words as the class has found, and then give out Handout Activity 1b to each group so they can check any words they didn't get.

6. In their same groups, ask them to go through each word and discuss what they think that word means and whether it has more than one meaning. Many of them do. Patrol the room during this activity to get a feel for which meanings they may be missing.

7. Draw their discussion to a close and go through each word to briefly check their understanding. You could use Google images on the smartboard to clarify any misunderstandings.

   Tutor's notes:
   A **scooter** can be a **moped**, which is like a small **motorbike** with a not very powerful engine. It can also be a pedal scooter, something many children use – they can 'scoot' along with one foot and keep the other on the scooter. An **e-scooter** (short for **electric scooter**) looks like a

pedal scooter but is usually ridden by adults and has a small battery so it can go very fast. Many towns in Britain have banned e-scooters.

An **ebike** / **e-bike** (aka **electric bike**) is a **bicycle** with a battery. It's worth pointing out that a 'bike' can be a **pedal bike** (aka a '**push bike'**), ie a bicycle without a battery, or an e-bike, or a **motorbike** (aka '**motorcycle'**). But a 'bicycle' can only be the pedal or e-bike, not the motorbike.

A **tandem** is a bike for two people – it can be electric or pedal. A **rickshaw** is a bicycle you can hire – you pay the rider and you sit on the seat for two people at the back. Finally, a **pedalo** is a bit like a bicycle on water – it's like a very small boat you can hire on a lake. They usually seat two or four people.

Railway refers to the network that **trains** run on, and trains are the vehicles that run on them. **Tube** is the London word for '**underground train**', but confusingly is not the same word as the rest of the country uses. The rest of Britain call an underground train a '**Metro**' - the same word as the rest of Europe uses. '**Subway'** is the American term for underground / tube / metro, but confusingly, in Britain it is in fact an underground walkway, sometimes also called an **underpass**.

And finally, also confusingly, a **biker** usually refers to a **motorcyclist**, a **cyclist** always refers to someone on a pedal bike or e-bike, and a **rider** could mean either of these – though it also refers to a **horse rider.**

8. Ask the class to shout out a few ways to travel to college. Make sure they get the right preposition, then write them down on the board in different forms, eg:
On foot / walking / I walk
By bike / cycling / I cycle / I come by bike / I ride my bike
By car / driving / I drive / my wife drives me
By taxi / I take a taxi
By train / I come on the train
By bus / I come on the bus
By tram / I come on the tram

9. Now explain to learners that they are going to do a survey. Give them a copy of Handout Activity 2a each and ask them to survey up to 8 students (if you have fewer than 8 students the activity will still work fine) about how they get to college and how long their journey takes. Elicit the two questions they need to use for this and write them up on the board for them to keep in mind as they do their rounds. Of course, journeys can take very different times on different days, so ask them to give an average to keep things simple!

   ◗ How do you get to college/class?
   ◗ How long does the journey take?

10. Give students enough time to interview several people and ask them to sit down and answer the three questions underneath their survey once they have finished. When all the students are sitting down again, go through these questions and narrow down who has the longest and shortest journeys in the whole room, as well as how many people have to travel for more than one hour (if any).

11. Now tell them that in the exam, there is usually a simple bar graph. Give them Handout 3b and point out the small example of a bar graph at the top. Ask them to create their own bar graph for themselves so they can use it to answer the questions underneath. All of these questions and statements use similar wording to the kinds of questions they'll see in the exam, so the more they practise interpreting data from reports and graphs, the easier they'll find this part of the exam. Give them time to go through these questions on their own.

12. Now put them back in their groups of 3. They should swap their graphs and answers around so that each person has someone else's chart. Get them to check the answers to the questions based on the other person's chart (these might either be the same as their own, or different, depending on who they interviewed, but they can check the answers either way). Patrol the room to confirm the correct answers according to each graph where differences of opinion arise.

13. Focus students' attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 3 of the Trinity Entry 3 Skills for Life Reading exam. You could show them one of the sample Task 3s on the smartboard if you wish, or you could print one off and follow this activity up with a timed practice test (or give this out for homework).
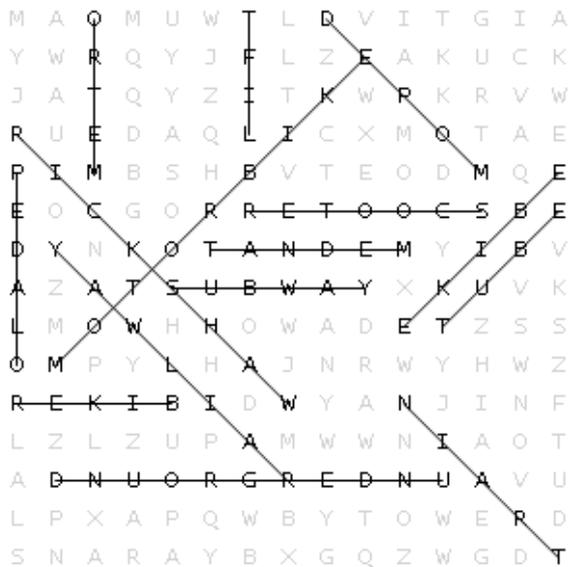
Handout activity 1a

Can you find 15 words related to transport in the grid below? Words can go in any direction, including diagonally. Words can share letters when they cross over each other.

TRANSPORT

M	A	O	M	N	W	L	D	V	I	T	G	I	A
Y	W	R	Q	Y	J	F	L	Z	E	A	K	U	C	K
J	A	T	Q	Y	Z	I	T	K	W	P	K	R	V	W
R	U	E	D	A	Q	L	I	C	X	M	O	T	A	E
P	I	M	B	S	H	B	V	T	E	O	D	M	Q	E
E	O	C	G	O	R	R	E	T	O	O	C	S	B	E
D	Y	N	K	O	T	A	N	D	E	M	Y	I	B	V
A	Z	A	T	S	U	B	W	A	Y	X	K	U	V	K
L	M	O	W	H	H	O	W	A	D	E	T	Z	S	S
O	M	P	Y	L	H	A	J	N	R	W	Y	H	W	Z
R	E	K	I	B	I	D	W	Y	A	N	J	I	N	F
L	Z	L	Z	U	P	A	M	W	W	N	I	A	O	T
A	D	N	U	O	R	G	R	E	D	N	U	A	V	U
L	P	X	A	P	Q	W	B	Y	T	O	W	E	R	D
S	N	A	R	A	Y	B	X	G	Q	Z	W	G	D	T

Handout activity 1b

ANSWERS

```
M A O M U W T L D V I T G I A
Y W R Q Y J F L Z E A K U C K
J A T Q Y Z I T K W R K R V W
R U E D A Q L I C X M O T A E
P I M B S H B V T E O D M Q E
E O C G O R R E T O O C S B E
D Y N K O T A N D E M Y I B V
A Z A T S U B W A Y X K U V K
L M O W H H O W A D E T Z S S
O M P Y L H A J N R W Y H W Z
R E K I B I D W Y A N J I N F
L Z L Z U P A M W W N I A O T
A D N U O R G R E D N U A V U
L P X A P Q W B Y T O W E R D
S N A R A Y B X G Q Z W G D T
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biker	ebike	lift
metro	moped	motorbike
pedalo	railway	rickshaw
scooter	subway	tandem
train	tube	underground

Do you know what each of these words means? Careful – many of them have different meanings in different contexts or in different places.

Handout activity 2a

Class Survey

Interview some or all of your classmates to find out the following information:

| Name of student	How do they travel?	How long does it take?

Who has the longest journey?

_____

Who has the shortest journey?

_____

Does anyone have to travel for more than one hour?

_____

Handout activity 2b

Now make a simple bar graph with your data. (It doesn't have to be beautiful) Draw a bar to show how many people take the following kinds of transport.
Example of a bar graph:


```
8
7
6
5
4
3
2
1
0
      Walk        Bus        Car        Train      Other
```
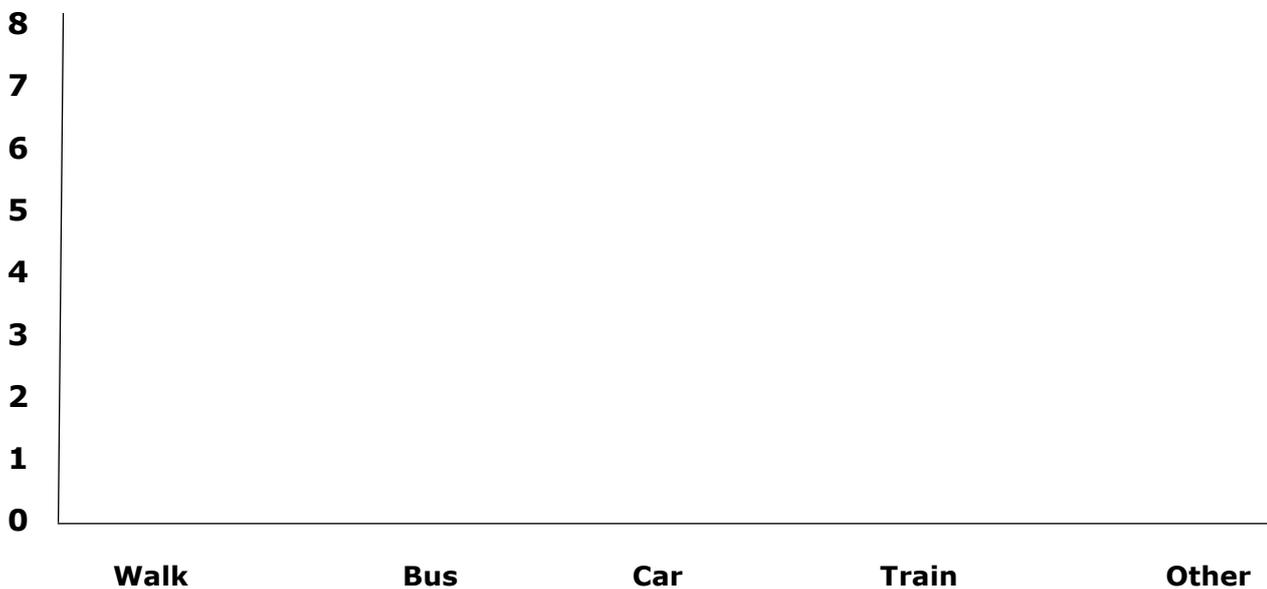
Now answer the following questions:

What is the most popular way to get to class?

Do more people prefer to travel by train or bus?

How many people walk to class?

Are the following sentences <u>true</u> or <u>false</u> for your survey?

More people walk to class than take the bus.

Fewer people arrive by train than by car.

Taking the bus is less popular than walking.

Exactly two people come to class by car.

More than one person takes another form of transport to get to class.

The same number of people take the train and the bus.

Exam hint

In Task 3 of the Entry 3 Skills for Life Reading exam, you have to be able to interpret information from a simple graph.

You need to know:
- different ways to talk about information from a survey or a graph, using words like **more**, **most**, and **prefer**
- how to compare the information in the graph
- what the information in the graph means