

Transport: General Teaching Suggestions

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N.B. In these notes 'TT' means 'Teaching Tip'. These tips are written in plain, jargon-free English and are designed to help new teachers. They are available on TEFL.NET

Activity 1

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1. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
3. Tell the students to start doing the exercise on their own.
5. Get the students to check their lists together in pairs or small groups (TT13). They can add words from their partner's list to their own.
6. Get feedback (TT8).
7. Consolidate pronunciation (TT4).

Activity 2

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1. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
- N.B. You don't need to explain the new vocabulary to the class - the students will discover the meaning of the new words as they do the exercise.**
2. Check pronunciation (TT4).
3. Tell the students to start doing the exercise on their own.
Tell them to guess the answers if they don't know some of them (TT6).
4. Stop the activity (TT7).
5. Get the students to check their answers together in pairs or small groups (TT13).
6. Get feedback (TT8).
Answers:
 1. **slow coach**
 2. **sailed through**
 3. **in the same boat**
 4. **drives me mad**
7. Consolidate pronunciation (TT4).
8. Then show them how to make questions from the statements:
Example:
 1. I know someone who is a slow coach.
Do you know anyone who is a slow coach?
9. Elicit (TT12) the other questions or let the students do it spontaneously as they have their conversation together. Whatever you think best.
 2. *Did you sail through all your exams?*
 3. *Do you think we're all in the same boat when we try to pronounce English words?*
 4. *Does it drive you mad when you see people talking on their mobile phones when they are driving their cars?*
10. Let the students begin their conversation, speaking together in English (TT5). Encourage students to build the conversation in a natural way by asking supplementary questions of their own as long as they are relevant to the topic (TT16).

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Activity 3

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1. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
 2. Get the students to read all the sentences first without writing anything (TT14).
 3. Tell the students to start doing the exercise individually.
 4. Stop the activity (TT7).
 5. Get the students to check together in pairs or small groups (TT13).
 6. Get feedback (TT8).
- Answer: Driving a car***
8. Consolidate pronunciation (TT4).

Activity 4

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1. Put the students into pairs or small groups (TT1).
 2. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
 3. Let the students read the questions then deal with vocabulary queries (TT9).
 4. Give the students time to brainstorm vocabulary (TT15).
 5. Let the students begin their conversation, speaking together in English (TT5).
- N.B. In number 1 encourage students to practise comparatives (more than, less than, safer, as dangerous as, not as dangerous as, etc) - rather than saying things like 'my number 1 is flying and my number 2 is cycling and my number 3 is travelling by train.'***
6. Monitor (TT10).
 7. Stop the activity (TT7).
 8. Do some error correction (TT11).
 9. Consolidate pronunciation (TT4).

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