

My First Ride on a Train

Task: Talking about a trip you made to a tourist spot

INTRODUCTION

Vocabulary and speaking

1 Match the words in the box with the pictures.

- Ask the students about how they travel around most frequently — elicit basic expressions such as “I usually travel on foot/by bike/by bus”.
- Ask if any student’s parents have a car and what they use it for.
- Ask who has travelled by train, taxi, plane or boat and find out where, when and why.
- Ask the students to match the words in the box with the pictures, then check with a partner.
- Call back the answers from the class.

ANSWERS

- 1) motorbike 2) ferry 3) tram 4) train 5) plane
6) bus 7) helicopter 8) bicycle 9) taxi

2 Answer the questions.

- Read through the questions as the students follow. Make sure the students understand the questions.
- Ask them to do the activity individually. They can then check with a partner.
- Call back the answers from the class.

ANSWERS

- 1) Taxis, bicycles, motorbikes and buses travel on roads.
2) Trams and trains travel on rails.
3) Ferries travel on water.
4) Helicopters and planes travel in the air.
5) You can use a plane or a train to travel a long distance.

3 Match the verbs with the means of transport in activity 1. Some of the verbs can refer to more than one means of transport.

- Read through the verbs and have the class repeat them after you. Make sure they understand them all.

- Ask them to do the activity individually. They can then check with a partner.
- Call back the answers from the class.

ANSWERS

- get on: bus/train/tram/bicycle/motorbike/
ferry/plane
get off: bus/train/tram/bicycle/motorbike/
ferry/plane
get into: taxi/helicopter
get out (of): taxi/helicopter
ride: bicycle/motorbike
drive: train/taxi/bus
take off: plane/helicopter
land: plane/helicopter

4 Describe the first time you travelled a long distance. Say how old you were, where you went and who you went with.

- Read through the rubric and the example.
- For students who haven’t travelled a long distance, ask them to write/talk about the longest journey they have made.

Extension

- Put the students into groups of four to ask and answer about their journeys.
- They decide which of the four journeys was the most interesting/exciting.
- The person with the most interesting/exciting journey tells the rest of the class about their journey.
- The class then votes which was the most interesting/exciting journey in the class.

READING AND VOCABULARY

1 Answer these questions about Australia.

- Before the students look at this page, with books closed, ask them what they know about Australia.

- You may wish to note the facts they tell you on the board.
- If you have a map of Australia, it would be a good idea to bring it to class and display it. If you have any pictures of Australian animals, bring those into class, too.
- Read through the questions as the students follow. Make sure the students understand the questions.
- Call back the answers from the class.

ANSWERS

- 1) about 20 million 2) Canberra
3) on the east/southeast coast 4) desert
5) koala bear, possum, duck-billed platypus, kangaroo, echidna and dingo. Some of these animals are marsupials, that is, the mother keeps the baby in a pouch on her stomach.

Culture Box:**Australia**

Australia is 7,686,850 square km, with 25,760 km of coastline. It is the 6th largest country in the world, but has a relatively small population, because much of the central and western part of the country is uninhabitable, being desert. There are 19,731,984 people (July 2003 estimate) living there. Of these, 6.2 million live in New South Wales, and 3,879,000 live in Sydney, 3.3 million in Melbourne, 1.5 million in Brisbane, and only 313,000 in the Capital, Canberra. 85% of the population occupy 1% of the land!! There are 386,049 Aborigines living there; they are the indigenous people of Australia.

The climate is variable. The centre and west is arid desert and semi-desert, the south and east is temperate and the north is tropical. The lowest point is Lake Eyre (15m below sea level) and the highest point is Mount Kosciuszko (2,229 m above sea level). 6.86% of the land is arable.

The country is divided into 6 states (New South Wales, Queensland, South Australia, Tasmania, Victoria, Western Australia) and 2 territories (Australian Capital Territory, Northern Territory).

2 Before you read *My First Ride on a Train*, check the meaning of these words.

- Read through the words as the students follow. Make sure the students understand the words.
- Ask the students to work in pairs and tick the words they think they will see in the passage.
- Call back some of the answers from the class.

ANSWERS

Students' own answers.

Now match some of the words with these definitions.

- Ask them to do the activity individually. They can then check with a partner.
- Call back the answers from the class.

ANSWERS

- 1) desert 2) diamonds 3) passengers
4) sand 5) clouds 6) soil/fields/farms

- Go through the *Learning to learn* box with the students.

3 Read *My First Ride on a Train*. What's the passage about?

- Read through the topics as the students follow.
- Ask them to do the activity individually. They can then check with a partner.

ANSWER

travelling to the central part of Australia

4 Read the passage again carefully and answer the questions.

- Read through the questions and make sure that the students understand them.
- Ask them to do the activity individually. They can then check with a partner.
- Call back the answers from the class.

ANSWERS

- 1) No. She travelled on the train recently.
- 2) No, it was Alice Springs in the centre of Australia.
- 3) No, at first there were fields, then it was desert.
- 4) Yes, she studied Chinese.
- 5) Yes, at first, but the horses didn't like the hot weather.
- 6) No, they use the train now.

5 Discuss these questions with other students.

- Put the students into groups of four to discuss the questions.
- Call back answers from the class.

GRAMMAR 1

The -ed form

Read the sentences from the passage and answer the questions.

- Read through the sentences as the students follow. Make sure the students understand them.
- Ask them to answer the questions.

ANSWERS

- A) to train; to abandon; to cook
 B) 2) adjective + noun
 3) noun + adjective
 C) The verb "cooked" cannot go in front of the noun "meals" because it refers directly to the phrase which follows it ("by experts") – the people who cooked the meals – and we are interested in that information.

FUNCTION

Being polite

1 Read the conversation between a ticket inspector and a passenger on a train. Say what the ticket inspector wants.

- Ask the students to look at the picture and tell you what they think is happening.
- Read through the conversation as the students follow. Make sure the students understand it.
- 2 Discuss these questions.**
- Ask the students to answer the questions individually.

- Put the students in pairs to compare their answers.
- Call back the answers from the class.

POSSIBLE ANSWERS

- 1) The inspector is very direct and impolite in the way he/she talks.
- 2) You could add "please", "excuse me", "I'm afraid"...

3 Read the polite expressions. Use them in the conversation between the ticket inspector and the passenger.

- Read through the expressions as the students follow. Have the students repeat them after you, taking care with intonation.

Now work in pairs. Practise the conversation.

- Put the students into pairs to practise the conversation with the polite expressions. They should then change roles.
- Circulate, monitor and help where necessary.
- Add more lines to the conversation. Use one or more of these questions to make the conversation longer. Read through the questions as the students follow. Make sure the students understand the questions. Put the students into pairs and ask them to write a longer conversation.
- Have some pairs perform it for the class.

4 Add more lines to the conversation. Use one or more of these questions to make the conversation longer. Now act out the new conversation for the rest of the class.

ANSWERS

Students' own answers.

VOCABULARY

Read the places and activities. Can you remember your first experience of them? Tick the ones that you can remember.

- Ask the students to look at the photos, and elicit what they can see.
- Read through the words in the box and have the students repeat them after you, paying particular attention to stress.
- Make sure the students understand the words.
- Ask them to recall their experiences individually. They can make notes about dates and places if you want.

READING AND SPEAKING

1 Read about people's childhood memories. Which are happy and which are unhappy?

- Ask the students to read the passage individually and decide which are happy or unhappy.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

1) Unhappy 2) Happy 3) Happy 4) Happy 5) Happy

2 Work in groups. Tell other students about the first time you did one of the activities.

- Read the instructions and the example. Make sure the students know what to do.
- Put the students into groups of four to talk about their first experiences.
- Try to avoid correcting the students too much. This activity is designed for fluency practice. Make a note of mistakes and correct them later with the whole class. Write the incorrect sentences you heard on the board and ask students to suggest what's wrong with them.

GRAMMAR 2

Past tense time expressions

1 Find the following time expressions that appear in *My First Ride on a Train*.

- Find through the time expressions, and have the students repeat them. Make sure that they understand them all.
- Ask them to try and remember, without looking back, what events they referred to in *My First Ride on a Train*. Call back the answers from the class.

Which of them can refer to past or present actions? Now read *My First Ride on a Train* again and check your answers.

ANSWERS

1)

Recently: Alice went on her first long distance train ride.

During the day: She sat and looked out of the window.
One night, at about midnight: She watched the night sky for an hour.

A long time ago: Australians needed a way to travel to the middle of the country.

A hundred and fifty years ago: They brought some camels from Afghanistan.

Until the 1920s: The camels carried food and other supplies across the desert.

In 1925 The government passed a law allowing people to shoot camels if they became a problem.

2)

Recently: past only

During the day: past and present

One night: past only

At (about) midnight: past and present

A long time ago: past only

A hundred and fifty years ago: past only

Until the 1920s: past only

In 1925: past only

Extension

- Ask the students to write down two sentences for during the day and at/about midnight and – one for the past and one for the present. Ask the students to do this individually. Put the students in pairs to compare their answers.
- Call back the answers from the class.

2 Use similar time expressions to complete these sentences.

- Ask the students to answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

1) a long time ago

2) During the day, One night 3) In 1925

4) Recently 5) A long time ago

LISTENING

1 Listen to part of an interview with a 90-year-old silent movie actress called Mary Lennon. She was born in England but went to America to make films in the 1930s. Answer the questions.

- Read through the questions, and have the students follow.
- Play the tape through once while they listen and focus on the questions.
- Play it again for them to answer.
- Have them check their answers with a partner.
- Play the tape once more for a final check.
- Call back the answers from the class.

ANSWERS

- 1) In 1934. 2) 19. 3) By ship. 4) She met a lot of people and she went to some parties.
5) By train. 6) Chicago. 7) It was too hot.

Tapescript

Interviewer: Tell me, Mary, where were you born?

Mary Lennon: I was born in London.

Interviewer: Really? And when did you go to America?

Mary Lennon: In 1934, when I was 19 years old, I went to New York.

Interviewer: Is that right? Did you travel by plane?

Mary Lennon: By plane? No, of course not! We travelled by ship!

Interviewer: Goodness! How long did that take?

Mary Lennon: About seven days.

Interviewer: Did you enjoy it?

Mary Lennon: No! I hated it!

Interviewer: Why? Were you sick?

Mary Lennon: No! I was bored!

Interviewer: Who invited you to go to America? And who paid for your ticket?

Mary Lennon: To be honest, I can't remember. A film producer, I think.

Interviewer: What did you do in New York?

Mary Lennon: Well, I met a lot of people, and I went to some parties. But I was there to make films and the film studios were in California, on the other side of the country, you see. So I went to California.

Interviewer: How did you get from New York to California?

Mary Lennon: By train!

Interviewer: Did you like that?

Mary Lennon: Oh yes, definitely! I loved travelling by train.

Interviewer: How long did the journey take?

Mary Lennon: Well, in those days, you could travel from New York to Los Angeles in about a week.

Interviewer: Really?

Mary Lennon: Yes. We stopped in Chicago for a few days.

Interviewer: Oh, I see.

Mary Lennon: I think it was two weeks before I arrived in Los Angeles.

Interviewer: And what happened when you arrived in Los Angeles?

Mary Lennon: Absolutely nothing. I did nothing for weeks!

Interviewer: What did you think of Los Angeles?

Mary Lennon: It was too hot!

2 Match the questions and answers.

- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

- 1) d 2) a 3) b 4) c 5) f 6) e

WRITING

Write a paragraph about one of these topics.

- Ask the students to do the activity individually.
- Suggest that the students first make notes, and then rewrite their notes in sentences. You may like to write these questions on the board to help structure their paragraphs. Where did you go? How old were you? Who did you go with? What did you do? What happened? Where did you stay? What did you enjoy most/least? What happened in the end?
- Finally ask the students to connect their sentences in a paragraph.
- Put the students in pairs to compare their paragraphs.

PRONUNCIATION

Word stress in sentences

Work in pairs. Listen and underline the words which are stressed. These are the main ideas.

- Ask the students to read through the dialogue individually.
- They should then mark the words which they expect to be stressed, and compare their ideas with a partner.
- Read through the conversation as the students follow.
- Read through the conversation again and ask the students to check their answers.

ANSWERS

- 1) travel, plane 2) plane, course, travelled, ship
3) long, take 4) seven, days 5) enjoy
6) No, hated 7) Why, sick 8) No, bored

Teaching Tip: Stress-timing and Emphasis

English is a stress-timed language, which means that only the words which carry the meaning are stressed — the content words, while the function words remain unstressed.

In British English the value of the vowels in unstressed words is often reduced to the schwa /ə/, for example, in the phrase “a cup of tea”, both “a” and “of” have the same /ə/ sound.

EVERYDAY ENGLISH

1 Read these expressions and answer the questions.

- Read through the expressions as the students follow.
- Put the students in pairs to answer the questions.
- Call back the answers from the class.

ANSWERS

- 1) It is not necessary for the interviewer to use the expressions, but the first is a friendly way of introducing a question, while the other three are ways of responding to Mary Lennon's answers and showing interest in what she is saying.
2) a) She's very enthusiastic.

2 Complete each sentence with one of the expressions.

- Ask the students to answer the questions individually.
- Call back the answers from the class.

ANSWERS

- 1) Tell me 2) Oh yes 3) Goodness
4) Not at all 5) Is that right 6) Definitely
7) Oh, I see 8) Absolutely

Extension

- Put the students into pairs to practise the conversation.

CULTURAL CORNER

Read the passage and answer the questions.

- Ask the students to read the passage and answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

- 1) It is faster, less noisy and uses less energy.
2) You travel very quickly and quietly. The train uses less energy.

TASK

Talking about a trip you made to a tourist spot

1 Think of a tourist spot where you made a trip. Make notes on:

- Read the instructions. Make sure the students know what to do.
- Ask them to make notes on the topics individually.

2 Try to find some of the following items to illustrate your report:

- Elicit/suggest where they might get some of the items.

3 Report back to the rest of the class.

- Decide how you want to do this:
 - a) posters for the groups to wander around and look at
 - b) group-group meetings
 - c) group-whole class presentations

MODULE FILE

- This section lists the main areas of language dealt with in the module.
- You may want to use it for repetition, and pronunciation revision, or you may want to give the students ten minutes to go through it, ticking the things they are confident they know, putting a question mark next to those things they are not sure of, and a cross next to those they don't know. This should then be the basis of their own revision of the module.