

Unit 9

Transportation

Dictionary: A Busy Street

- Ask students to look at and talk about the picture. You can ask these questions: *What are Ahmed and Briana doing? What is Briana carrying? What's the number of the bus? What does the sign outside the bus say? What's Carrie doing? Who's getting out of the taxi? What's the name of the woman getting into the taxi? How many cars are stopped at the red light? Where are Frank and Joni? What's Harry doing? What's Ivan carrying?*

- Have students work in pairs, asking and answering questions about the picture.

A Listen and repeat.

(CD2 • TR35)

- Ask students to listen to the audio while pointing to the corresponding items and people in the picture. Ask them to listen again, repeating the words.

- Point to parts of the picture and ask students to identify items and people.

Word Partnerships

Using the two-word verbs in the box, ask students to make sentences about the picture. For example: *Briana is getting on the bus.*

Unit

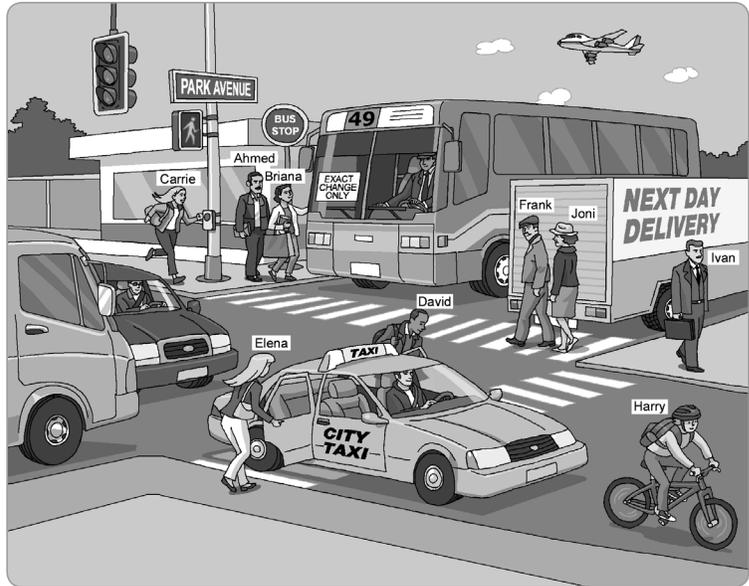
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Transportation

Dictionary

A Busy Street



A Listen and repeat.

CD2 • TR35

- | | | |
|---------------|-----------------|---------------------|
| 1. a car | 6. a taxi | 11. a street |
| 2. a driver | 7. a bicycle | 12. a sidewalk |
| 3. a bus stop | 8. a helmet | 13. a traffic light |
| 4. a bus | 9. a truck | 14. a shopping bag |
| 5. passengers | 10. an airplane | 15. a briefcase |

WORD PARTNERSHIPS	
get on	a bus
get off	a train
get into	a car
get out of	a taxi

Word Builder

A Complete.

1. The boy on the bicycle is wearing a red helmet.
2. Two people are crossing the street. The traffic light is red.
3. Two passengers are getting on the bus.
4. The man with the briefcase is walking on the sidewalk.
5. A woman is getting on the bus. She's carrying a shopping bag.



B Working Together Complete the sentences with a partner. You can use the same name more than once.

1. Elena is getting into the taxi.
2. Ivan is carrying a briefcase.
3. Frank and Joni are crossing the street.
4. Harry is riding a bicycle.
5. Ahmed and Briana are getting on the bus.
6. Carrie is running for the bus.
7. Harry is wearing a helmet.
8. Briana is carrying a shopping bag.
9. David is getting out of the taxi.
10. Harry is wearing a backpack.



C Working Together Complete. Then talk about your answers. (Answers will vary.)

1. I live _____ miles/km from school.
2. I **drive / don't drive**.
3. I **walk / drive / take the bus / take the train / take the subway** to school.
4. I live _____ miles/km from work.
5. I **walk / drive / take the bus / take the train / take the subway** to work.
6. The **bus / train / subway** is \$ _____.
7. A gallon of gas is \$ _____.

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Word Builder

A Complete.

Tell students that the vocabulary they need for the exercise is in the list on page 114. Then, ask them to complete the exercise orally before writing.



B Working Together Complete the sentences with a partner. You can use the same name more than once.

Review the names of the people in the picture. Then, have students fill in the blanks with the correct names. Check answers orally.



C Working Together Complete. Then talk about your answers.

What are the advantages and disadvantages of travel to school or work by bus, subway, train, driving, or walking? Which is the most expensive? The least expensive?

More Action!

Have students report the distance they travel and the mode of transportation they use to get to school (car, bus, subway, bicycle, walking). Total the numbers and make two pie charts on the board. In one chart, section the pie in slices corresponding to modes of transportation. For example: 10% for walking, 40% for driving. Do the same with the other chart, sectioning it for distance: 14% travel under one mile, 24% travel 2-5 miles, etc. Make sure that the slices in each chart total 100%.

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Active Grammar: Review of Present Continuous Statements

Ask students to describe what they're doing now (at this moment). Then, they can describe what others in the class are doing. Ask them to predict what friends or relatives outside the class are doing, thinking, or eating at this moment.

A Working Together Answer these questions with a partner. Do not look back at the picture on page 114.

- Students can test their memory for detail. Students should alternate asking and answering questions.
- When they've asked and answered all the questions, they can look back at the picture to check their answers. Who had the better memory?

B Look at the picture on page 114. Talk about what the people are doing.

Emphasize the two-word verbs in this exercise: *get on, get out of, get in/into, run for, walk along*, etc. Ask students to do the exercise orally.

C Working Together Work with a group. Look around your class. In your notebooks, write five sentences about what students are doing now.

If most students are doing the same thing, encourage students to do something different, such as raise their hand or sharpen a pencil.

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Active Grammar

Review of Present Continuous Statements

A Working Together Answer these questions with a partner. Do not look back at the picture on page 114.

1. Who is running for the bus? *Carrie*
2. How many people are getting on the bus? *Two people*
3. What is Ivan carrying? *A briefcase*
4. Is Ivan talking on his cell phone? *No, he isn't.*
5. Is the woman getting into the taxi? *Yes, she is.*
6. How many people are crossing the street? *Two people*
7. Is the boy on the bike wearing a helmet? *Yes, he is.*

I am studying English.
The teacher **is looking** at her book.
The students **are talking**.

B Look at the picture on page 114. Talk about what the people are doing.

Ahmed and Briana are getting on the bus.

1. get on the bus
2. get out of the taxi
3. run for the bus
4. walk along the sidewalk
5. cross the street
6. carry a shopping bag
7. get into the taxi
8. carry a briefcase
9. ride his bicycle

C Working Together Work with a group. Look around your class. In your notebooks, write five sentences about what students are doing now.

Carlos is sharpening his pencil. Maya is walking into the classroom. She's late today.

(Answers will vary.)

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D Answer the questions.



Picture 1

Picture 1

1. Where are these people?

They're at the bus stop.

2. How many people are waiting for the bus?

Four people are waiting for the bus.

3. What are the men carrying?

They're carrying briefcases.

4. What is the woman on the right doing?

She's reading a newspaper.

Picture 2

1. Where is the man?

He's at the train station.

2. What is he doing?

He's waiting for the train.

3. What is he looking at?

He's looking at his watch.

4. What is he holding?

He's holding his computer / laptop.



Picture 2

D Answer the questions.

- Ask students to talk about the first picture. They should describe each person, their location, and their clothing.

- Then, they should write the answers to the questions. Move among them and check their answers.

- Repeat the same process for the second picture.

More Action!

Bring to class a variety of photographs from magazines, newspapers, or online sources. Bring more photographs than there are students and choose photographs which are busy and complicated. Put five of these face down on a table and ask five students to each choose one photograph. Students should not show

the photo to anyone else. They should study the photos and then describe them to the class using the present continuous tense. Then, collect the photos and display them on the board. Other students must correctly identify the photo that each student described. Repeat this until all students have had a chance to participate.

Teaching Tip

Encourage students to use contracted forms while speaking casually:
She's writing.
He's getting into the taxi.
They're taking a walk.
We're singing a song.
You're riding a bike.

Active Grammar: Yes/No Questions and Answers

Ask students to look at the sentences in the chart. Say the affirmative and negative responses and ask the students to repeat after you.

A Answer the questions.

- Do a warm-up before the exercise by asking a series of questions with short answers. Ask questions that will prompt an affirmative response, such as: *Are you sitting in class now?* Ask questions that will prompt a negative response, such as: *Are you climbing a tree?* *Are you singing an opera?* *Are you dancing a tango?*
- Students should write the answers to the questions. Call on individuals for their answers.

B Working Together Ask and answer the questions about the picture on page 114.

The student who is answering the questions should look closely at the detailed picture while the other student asks the questions. Then, they can change roles.

Active Grammar

Yes / No Questions and Answers

Questions	Affirmative Answer	Negative Answer
Are you driving?	Yes, I am .	No, I'm not .
Is he walking to work?	Yes, he is .	No, he isn't .
Are they taking the bus?	Yes, they are .	No, they aren't .

A Answer the questions.

- Are you sitting in class now? *Yes, we are. / Yes, I am.*
- Are you studying English? *Yes, we are. / Yes, I am.*
- Are you talking with a partner now? *Yes, I am. / No, I'm not.*
- Are you writing in your book? *Yes, I am. / No, I'm not.*
- Is your teacher sitting? *Yes, he/she is. or No, he/she isn't.*
- Is your teacher writing on the board? *Yes, he/she is. or No, he/she isn't.*
- Is your teacher wearing a sweater today? *Yes, he/she is. or No, he/she isn't.*
- Are the students taking a test now? *No, they aren't. / No, we aren't.*
- Are the students looking at their books? *Yes, they are. / No, we aren't.*

B Working Together Ask and answer the questions about the picture on page 114.

- Are Ahmed and Briana getting on the bus?
- Is Ahmed carrying a briefcase?
- Is Carrie running for the bus?
- Is David getting into the taxi?
- Is Elena driving the taxi?
- Are Frank and Joni crossing the street?
- Are Frank and Joni talking?
- Is Harry riding his bicycle to school?
- Is Ivan crossing the street?
- Is Ivan going to work?
- 1. Yes, they are.*
- 2. No, he isn't.*
- 3. Yes, she is.*
- 4. No, he isn't.*
- 5. No, she isn't.*
- 6. Yes, they are.*
- 7. Yes, they are.*
- 8. Yes, he is.*
- 9. No, he isn't.*
- 10. Yes, he is.*

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More Action!

Ask one student to come to the front of the class. The student should say: *Guess what I'm thinking about right now?* Seated students can ask questions: *Are you thinking about the summer holiday?* The student should respond in the affirmative or negative: *Yes, I am* or *No, I'm not*. When a seated student guesses correctly, he or she goes to the front of the class. Or, set a time limit and have students switch roles when time is up.

C Write questions and answers about the picture.



1. Is he talking on the phone? Yes, he is.
talk on the phone
2. Is he wearing a headset? Yes, he is.
wear a headset
3. Is he using his GPS? Yes, he is.
use his GPS
4. Is he wearing sunglasses? No, he isn't.
wear sunglasses
5. Is it snowing? No, it isn't.
snow
6. Is he drinking a cup of coffee? Yes, he is.
drink a cup of coffee
7. Is he wearing his seat belt? Yes, he is.
wear his seat belt

D Working Together Draw a picture of a person performing an action. The other students will guess what the person is doing. (Answers will vary.)

- | | | | |
|---------------------------|---------------|--------------------------|-------------|
| Is he washing the dishes? | No, he isn't. | Is he doing the laundry? | Yes, he is. |
|---------------------------|---------------|--------------------------|-------------|

C Write questions and answers about the picture.

- Ask students to look carefully at the picture. *What is the man doing? Is he doing too many things at the same time? Is he a good driver?*
- Ask students to do the exercise orally first and then to write the answers.

D Working Together Draw a picture of a person performing an action. The other students will guess what the person is doing.

Students don't need to know how to draw well to do this exercise. In fact, if the drawing is very rough, it will work better because it will be more difficult for students to guess the right answer, giving everyone more practice. Tell students to use the conversation in the speech balloons as a model.

More Action!

Ask students to think about their hobbies or other free-time activities. Each student can demonstrate the activity to the class without saying what it is. The other students must guess.

For example:
S1: *Are you ice skating?*
S2: *No, I'm not.*
S1: *Are you rollerblading?*
S2: *Yes, I am.*

Active Grammar: Wh- Questions

Ask students to study the grammar chart. Explain that to form a *wh-* question in the present continuous, we put the question word first and then reverse the order of subject and verb. For example: *You are going* becomes *Where are you going?* Ask students to repeat the forms in the box.

A Listen to each question. Write the name of the correct person. (CD2 • TR36)

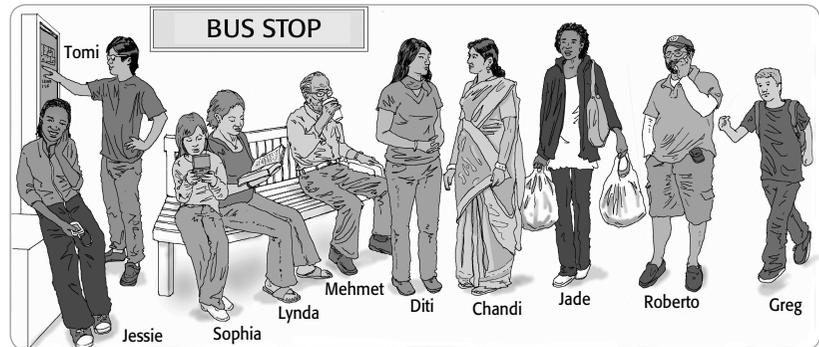
- First, ask students to look at and talk about the picture. They should make present continuous sentences about each of the ten people: *Roberto is talking on his cell phone.*
- Have students listen to the audio while looking at the picture and reading the questions silently.
- Students listen again, this time pausing to write the correct names. Call on individuals for the answers.

B Working Together Ask and answer wh- questions about the picture.

- Ask students to look at the picture again and make *wh-* questions about each person.
- Ask students to answer the questions in writing. Move among them, checking their answers.

Active Grammar

Wh- Questions



Where	am	I	going?	I'm going to the bank.
What	are	you	doing?	I'm reading.
Where	is	he	standing?	He's standing at the bus stop.
What	are	they	carrying?	They are carrying their books.

A Listen to each question. Write the name of the correct person. (CD2 • TR36)

- | | | |
|--------------------------------------|---|---------------------------------------|
| 1. <u> Tomi </u> | 4. <u> Chandi / Diti </u> | 7. <u> Roberto </u> |
| 2. <u> Jessie </u> | 5. <u> Greg </u> | 8. <u> Sophia </u> |
| 3. <u> Greg </u> | 6. <u> Lynda </u> | 9. <u> Jade </u> |

B Working Together Ask and answer wh- questions about the picture.

What is Roberto doing?

He's talking on the phone.

Teaching Tip

Point out that in casual speech we sometimes run words together and drop endings. For example: *Where are you going?* sounds like *Where 'er you goin'?*

C Complete the questions with *Who, Where, What, Why.*

1. Where is everyone standing? At the bus stop.
2. Who is Roberto talking to? His boss.
3. Where is Jade standing? Next to Roberto.
4. What is Lynda doing? She's reading.
5. Where is Sophia standing? Next to her mother.
6. What is Tomi looking at? A bus schedule.
7. Why is Greg running? Because the bus is coming.

 **D Write questions and answers about the picture.**

1. Where / Roberto / stand? Where is Roberto standing?
He's standing at the bus stop.
2. What / Jade / carry? What is Jade carrying?
She's carrying two shopping bags.
3. What / Lynda / do? What is Lynda doing?
She's reading.
4. Who / Chandi / talk to? Who is Chandi talking to?
She's talking to Diti.
5. Where / Mehmet / sit? Where is Mehmet sitting?
He's sitting on the bench.

 **E Working Together Bring in interesting pictures from newspapers.** Write three questions about the picture. Ask another group to answer the questions.

1. (Answers will vary.)
2. _____
3. _____

C Complete the questions with *Who, Where, What, Why.*

- Warm up for this exercise by giving answers to students and asking them to come up with the correct questions.

For example:

T: *He's going to the movies.*

S: *Where is he going?*

T: *They're eating pizza.*

S: *What are they eating?*

- Ask students to match the questions and answers. Call on individuals for the correct matches.

 **D Write questions and answers about the picture.**

- Create more cues for sentences using the other people in the picture: *What / Jessie / listen?*

- Ask students to come to the board and write the questions and answers. Students can correct each other.

 **E Working Together Bring in interesting pictures from newspapers. Write three questions about the picture. Ask another group to answer the questions.**

Have students bring in their own photographs or use the same photographs you brought to class for the **More Action!** activity on page 117.

The Big Picture: The Train Station

Ask students to look carefully at the picture and to talk about it, making *wh-* questions and answering them. For example:

S1: *What is the ticket agent doing?*

S2: *She's selling tickets.*

S1: *Who is buying a ticket?*

S2: *Ali is buying a ticket.*

A Circle the things that people are carrying or holding.

Ask students to take one item from the box at a time and search the picture to see if they can find it. If they can, they should circle the word in the box.

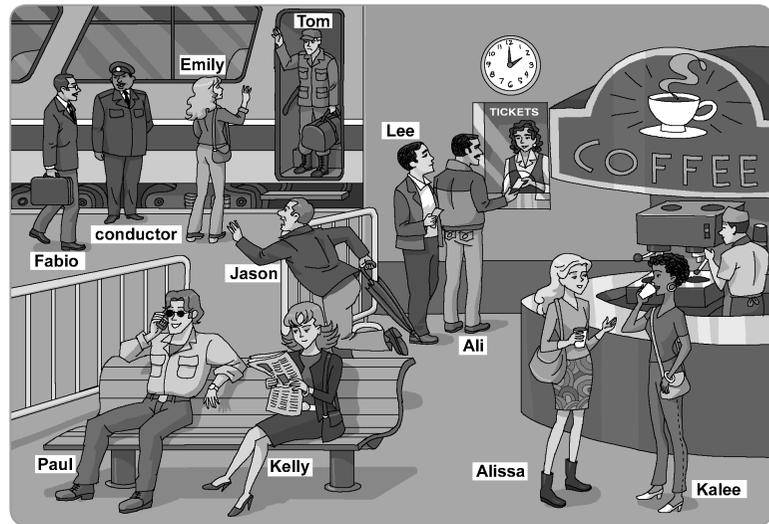
B Listen and write each *Who* question. Then, write the answer.

(CD2 • TR37)

- Have students listen to the audio while closely at the picture for the answers.
- Students listen again, pausing to write the questions and answers. Call on individuals for the correct answers.

The Big Picture

The Train Station



A Circle the things that people are carrying or holding.

- | | | | |
|-----------------|--------------|-------------|----------------|
| a ticket | a pocketbook | an umbrella | a briefcase |
| a cup of coffee | a cell phone | money | a newspaper |
| a computer | a camera | a backpack | a shopping bag |



CD2 • TR37

B Listen and write each *Who* question. Then, write the answer.

- Who is running for the train? Jason is.
- Who is carrying a briefcase? Fabio is.
- Who is reading a newspaper? Kelly is.
- Who is talking on a cell phone? Paul is.
- Who is looking at the clock? Lee is.
- Who is drinking a cup of coffee? Kalee and Alissa are.
- Who is buying a ticket? Ali is.

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Teaching Tip

Note that the question *Who is running for the train?* sounds very similar to the question *Who's running for the train?* It's okay if students use the short (contracted) form as long as they understand the difference between the two forms.

**C Listen to each sentence. Who is talking?**

CD2•TR38

1. Alissa is talking to Kalee.
2. Ali is talking to the cashier/ticket agent.
3. Emily is talking to Tom.
4. Fabio is talking to the conductor.
5. Paul is talking to his wife / friend.

**D Ask and answer yes/no questions about the picture.**

Is Lee looking at the train?

No, he isn't.

1. Lee / look at / the train?
2. Kalee and Alissa / drink coffee? *Yes, they are.*
3. Kalee and Alissa / sit on the bench? *No, they aren't.*
4. the conductor / stand on the train? *No, he isn't.*
5. Fabio / talk to the conductor? *Yes, he is.*
6. Paul / listen to music? *No, he isn't.*
7. Emily / get on the train? *No, she isn't.*
8. Paul and Kelly / talk to each other? *No, they aren't.*
9. Kelly / read the newspaper? *Yes, she is.*
10. Jason / run for the train? *Yes, he is.*

**E Listen to the story and complete the questions.**

CD2•TR39

1. Where is Emily standing? Next to the train.
2. What is Emily / she doing? She's crying.
3. Why is Emily / she crying? Because Tom is leaving.
4. Where is Tom / he going? He's going to New York.
5. What is Tom / he saying? "Don't cry."

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**C Listen to each sentence. Who is talking?** (CD2•TR38)

- Tell students to look at the picture again. There are several pairs of people who are talking in the picture. Ask them to find these pairs: Alissa and Kalee, the agent and Ali, etc.
- Students listen again, writing the names.

**D Ask and answer yes/no questions about the picture.**

One student joins the words to make the question and the other student looks at the picture to find the correct answer. Do the exercise orally.

**E Listen to the story and complete the questions.** (CD2•TR39)

- Have students listen to the audio while looking at the picture.
- Students listen again, pausing to repeat parts of the audio in chunks: *is standing, saying goodbye, is leaving, she's a senior, he is going into, he's excited, I'll call you, I'll see you.*
- Students complete the questions in writing and then listen to the audio a third time to check their answers.

Reading: Bicycles

A Discuss. Then read.

- Point out that the words *bike* and *bicycle* mean the same thing. Ask students to compare bicycle use here and in their native countries. What percentage of the population rides bicycles? Do adults ride or only children?
- Tell students to read the passage silently, circling words they don't understand, such as *healthy*, *cheap*, *gas*, *bike-friendly*, *environment*, etc. Help them to figure out the meaning from the context.
- Call on individuals to read single paragraphs of the story. After each paragraph, ask students to ask and answer *wh-* comprehension questions. For example:
What is good for the environment?
Where is the bike capital of the world?

B Circle a good title for this story.

Explain that in choosing a title, it's best to look for a general theme throughout the piece of writing, not just a fact or idea that appears in only one or two sentences.

C Write the name of the city or cities.

- Tell students to look back at the reading and to underline the sentence that contains the correct answer for each question.
- Students can write the names of the cities in the blanks.

Reading

Bicycles

A Discuss. Then read.

1. Do you own a bicycle? Do you ride it to school or to work?
2. What is a bike path? Are there bike paths in your city?



Travel by bicycle is healthy. It is cheap, it saves gas, and it is good for the environment. What are the most bike-friendly cities in the world?

Amsterdam, Netherlands, is the bike capital of the world. Forty percent of the people ride a bicycle to work. Amsterdam is building a parking garage for 10,000 bicycles at the train station.

In Bogotá, Colombia, people enjoy *Ciclovía*. On Sundays, people cannot ride their cars on many city streets. More than a million people bike, walk, run, and exercise on the city streets.

In the United States, Portland, Oregon, has more than 65 miles (100 km) of bike paths. These are small roads only for bicycles. It is easy to travel by bike. At school, children learn about bicycle safety. If you do not have enough money to buy a bicycle, the city will give you a bike, a helmet, and a lock.

B Circle a good title for this story.

1. Bicycles and Health
2. Biking in Amsterdam
3. Bike-Friendly Cities

C Write the name of the city or cities.

1. City streets are closed on Sundays. Bogotá
2. This city teaches children about bicycle safety. Portland
3. This city gives free bicycles to people. Portland
4. Forty percent of the people bike to work. Amsterdam
5. There are many bike paths in this city. Portland
6. This city has a parking garage for bicycles. Amsterdam

A Read.

I live in Portland, Oregon. I don't have a car. A car is expensive, gas is expensive, and insurance is expensive.

I go to school, and I work. I live close to school, so I walk to school. I live six miles from work. When the weather is clear, I ride my bike to work. It is easy and safe. It only takes me 30 minutes. My company has a place to park bicycles. It rains a lot in the winter. When it rains, I take the bus to work.

One problem is food shopping. I go to the supermarket once a week, and I have four or five bags of food. I call a taxi to take me home.



B Complete the sentences. (Answers will vary.)

1. I live in _____.
2. I **do** / **don't** have a car.
3. I live _____ miles/km from school.
4. I _____ to school.
5. I live _____ miles/km from work.
6. I _____ to work.

C Write about your daily transportation. (Answers will vary.)



D Sharing Our Stories Read your partner's story and discuss.

1. Who lives closer to school?
2. Who walks to work or to school?
3. What problem does your partner have with transportation?

WRITING NOTE
Before you hand your paper to your teacher, check the spelling. If you write on a computer, use the "Spell Check" function.

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**Writing Our Stories:
Getting Around**

A Read.

- Ask students to scan the reading for details. Each paragraph has several details for the students to find. What are they?
- Read the passage to the students, pausing to explain any new vocabulary and to ask comprehension questions.

B Complete the sentences.

Discuss with students their situations concerning transportation to and from school and work. Then, have them answer the questions.

C Write about your daily transportation.

Show students how to turn their answers to the questions in Exercise B into a paragraph. Remind them that they should establish their main idea in the first sentence and then give details which support the main idea in the following sentences.



D Sharing Our Stories Read your partner's story and discuss.

Students should exchange papers and then ask and answer each other's questions about the paragraphs.

More Action!

Internet Option: Ask students to find out the most common ways Americans travel to and from work. They can enter search words, such as *commute* or *commuting*. Have students report their findings to the class.

English in Action: At the Bus Stop

A Read and practice the conversations.

- Ask students to look at the bus information on the sign. Do students have similar public transportation signs in their area? Where do the buses go?
- Ask pairs of students to read the three dialogues. Then, ask other pairs to role-play the dialogues using other bus stops listed on the sign.

B Working Together You are at the bus stop. Write a conversation. Act it out.

Have two students come to the board to write alternating lines of the dialogue. Suggest that Student A does not know how to get to the beach or train station. Student B must direct him. Use different destinations with other pairs of students.

A Read and practice the conversations.



- | | |
|--|--|
| <p>1. A: I'm going to Clinton.
Which bus do I take?</p> <p>B: You want the M7.</p> <p>2. A: Is this the bus to the mall?</p> <p>B: No, you want the M12.</p> | <p>3. A: Is this the bus to Paterson?</p> <p>B: Yes.</p> <p>A: When is the next bus?</p> <p>B: In about ten minutes.</p> |
|--|--|

B Working Together You are at the bus stop. Write a conversation. Act it out.

- A:** (Answers will vary.) _____
- B:** _____
- A:** _____
- B:** _____

More Action!

Explain that when taking a taxi, you should have a specific destination in mind. It is common for customers to tip their taxi driver 10 to 15% of the amount on the meter. Write the dialogue below on the board and have students role-play, substituting other routes.

- A:** Excuse me, are you free?
- B:** Sure. Hop in. Where to?
- A:** 1057 Charles Street. Please take College Avenue and turn left on Main Street. Charles is the next right.
- B:** You got it!

 **C** Look at the bus schedule and complete the information.

Bus 12 Newton to Bayside	Broad St. & 2nd Street	Broad Street & 25th Street	Davis Mall	Canal Street & Pine Ave.	Bayside Hospital
	7:00	7:11	7:19	7:25	7:40
7:30	7:41	7:49	7:55	8:08	
8:00	8:11	8:19	8:25	8:40	
8:30	8:41	8:49	8:55	9:08	
9:00	9:11	9:19	9:25	9:40	
10:00	10:11	10:19	10:25	10:48	
11:00	11:11	11:19	11:25	11:48	
12:00	12:11	12:19	12:25	12:48	
1:00	1:11	1:19	1:25	1:48	
2:00	2:11	2:19	2:25	2:48	
3:00	3:11	3:19	3:25	3:48	
3:34	3:45	3:53	3:59	4:12	
5:15	5:26	5:36	5:42	5:55	
5:30	5:41	5:51	5:57	6:10	
6:00	6:11	6:19	6:25	6:40	
7:00	7:11	7:19	7:25	7:40	
9:00	9:11	9:19	9:25	9:40	

- The first bus at Broad Street and 2nd Street is at 7:00 A.M.
- The 7:00 A.M. bus from Broad Street and 2nd Street arrives at Bayside Hospital at 7:40 A.M.
- It takes 19 minutes to go from Broad Street and 2nd Street to the Davis Mall.
- It's 7:20 A.M. You are at Broad and 2nd Street. The next bus is at 7:30 A.M.
- It's 9:00 A.M. You are at the Davis Mall. The next bus is at 9:19 A.M.
- Brian lives in Newton near 2nd Street and he works at the Davis Mall. Work begins at 9:00 A.M. He gets the bus at 8:30 A.M.
- Nellie lives near Canal Street. Her mother is in Bayside Hospital. She wants to visit her at 4:00 P.M. She is going to take the bus at 3:25 P.M.
- The last bus from the Davis Mall is at 9:19 P.M.

 **D** **Working Together** With a partner, write two sentences about the bus schedule. Use the same format as Exercise C. One piece of information is missing. Then, ask another group to complete your sentences. (Answers will vary.)

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 **C** Look at the bus schedule and complete the information.

- Ask students to study the bus schedule. Point out that the times listed are A.M. and P.M.
- Do a warm up to the exercise by asking questions, such as: *I'm at Pine Avenue, and I want to get to Bayside Hospital by 9 P.M. What time should I catch the bus?*
- Ask students to write the answers to the exercise and then to read them aloud and correct each other.

 **D** **Working Together** With a partner, write two sentences about the bus schedule. Use the same format as Exercise C. One piece of information is missing. Then, ask another group to complete your sentences.

First, form the class into even-numbered groups. Move among the various groups as pairs of students write the two statements. When they're ready, say: *Change groups.* Check answers in the new groups and then repeat the exercise with other pairs.

More Action!

Ask students to bring real bus or subway schedules from their areas to class. Ask pairs of students to come to the front of the room. Role-play this dialogue, adapting it as necessary.

S1: Excuse me. Do you have a schedule?
I don't know what bus/train to take from _____ to _____.

S2: Hmm, let's see. Take the _____ bus/train at _____ A.M./P.M.