Articles and Transportation

Practice using articles a, an, and the.

1. Warm up

Ask your partner the following questions.

1.   What kind of transportation do you use every week?

2.   Do you think your city has good public transportation?

3.   What is your favorite way to travel? How about your least favorite? Why?

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2. Vocabulary

A.   Match verbs 1-6 with three kinds of transportation from the box. Think of a fourth (d).

☐ a motorbike	☐ a taxi	☐ a train	☐ a horse
☐ bus	☐ a bicycle/bike	☐ a motorbike	☐ a truck
☐ a car	☐ a bus	☐ a taxi	☐ taxi
☐ ferry	☐ a horse	☐ foot	☐ a bicycle/bike

1.   ride   d. _____

2.   take/catch   d. _____

3.   get on/get off   d. _____

4.   go by   d. _____

5.   get into/get out of   d. _____

6.   go on

B.   Test your partner. Say a type of transportation and your partner will match it to a verb.

e.g.   **A**   A train.   **B**   Take a train. Catch a train.

C.   Do you know these ways to travel? Have you ever used them?

1.   an RV   3.   a tricycle   5.   a hand glider   7.   a submarine

2.   a hot-air balloon   4.   a tractor   6.   a parachute   8.   a scooter

3. Articles

A.   Complete the text by filling in the missing articles: a, an, the, or x (no article).

My family went to Hawaii for a holiday. We went by a. _____ plane from New York and it took about 11 hours. We arrived in b. _____ afternoon and rented c. _____ car at the airport. The weather was great and we enjoyed driving around the island. Because we rented a car, we didn't have to take d. _____ taxis or e. _____ buses. We stayed in f. _____ Honolulu for a week and visited many sights. At g. _____ night we relaxed on the quiet beach and looked up at h. _____ moon. We have been on many i. _____ holidays, but this was j. _____ best!

B. Take turns reading the text to your partner. Compare your answers.

C. Read the rules and find an example of each in the text in Part 3A.

1. _____ Use **a** or **an** before singular nouns. e.g. I took a bus to get here.

2. _____ Use **no article** before plural nouns. I took two buses to get here.

3. _____ Use **no article** in some phrases you should remember. on foot, by taxi, at home.

4. _____ Use **no article** before city and country names. We visited Sydney in Australia.

5. _____ Use **the** before something when there is only one. **The** sun, **the** tallest person.

6. _____ Use **the** in some phrases you should remember. in **the** morning, on **the** way home, **the** top.

D. Complete the sentences with the correct articles.

1. Loch Ness in _____ Scotland is _____ most famous lake in the world because of the Loch Ness Monster.

2. Deep sea divers found _____ Titanic at _____ bottom of the Atlantic Ocean in 1985.

3. In _____ Japan, most people go to work by _____ train or on _____ foot.

4. I met _____ President of the United States when I visited _____ White House.

5. Joey enjoys drinking _____ Italian wine and eating _____ French food.

6. My uncle told me that he climbed _____ Mount Fuji, _____ highest mountain in _____ Japan.

4. Practice

Read the model questions and answers (a-c) then ask and answer the questions..

	Question word(s)	Do	Subject	Verb	Object	Prepositional phrase
a.	How	did	you I	come came	to school? to school	by bus.
b.	How often	do	you I	catch catch	a bus? a bus	every day.
c.		Do	you	ride	a bicycle?	

1. How did you come to class today?

2. How do you go to the supermarket?

3. Where do you go on foot?

4. How often do you catch a taxi?

5. How many times have you traveled by airplane? Where did you go?

6. What kind of transportation do you like? What kind do you dislike?

ESL LESSON
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Articles and Transportation

Level:	Elementary: A2	
Updated:	Apr 11, 2022	
Target:	Function:	Talking about daily life.
	Forms:	Articles. Verb noun collocations.
Teaching time:	60 minutes.	
Overview:	Help familiarize your students with definite and indefinite articles a/an and the. Articles provide specificity in English by indicating which object or objects are being referenced. This handout introduces students to several basic rules regarding articles when talking about transportation.	

1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

2. VOCABULARY

A. Individually or in pairs, students match the verbs (1-6) with 3 words from the box then think of another type of transportation to write the extra space (4). Some types of transportation can be matched with more than one verb. Students can compare their matches with a partner or check with the class. Have students share their suggestions for Number 4 to the class.

1. ride — a bicycle/bike, a horse, a motorbike
2. take/catch — a taxi, a train, a bus
3. get on/get off — a bicycle/bike, a horse, a motorbike
4. go by — bus, ferry, taxi
5. get into/get out of — a taxi, a car, a truck
6. go on — foot

B. In pairs, students practice the collocations. Student A says a type of transportation and Student B responds with the verb and object. Change roles and practice again. Encourage students to use their memory and not just read from their papers.

C. In pairs, students read the vocabulary. Students can check new words using dictionaries or smart phones if permitted. Answer any questions that students may have.

3. ARTICLES

A. Read the text to your students. Explain that you can read it more than once and you will be reading naturally. This is a listening activity to demonstrate 'weak forms' of articles in spoken English so be sure to not emphasize the missing articles. Students listen to the sounds they hear and fill the gaps with articles a, an, the, or 'x' for no article. Read the text again if requested by students. Alternatively, students fill the gaps with articles a, an, the, or 'x' for no article. Students can check their answers by listening to you read the passage.

1. x
2. the
3. a
4. x
5. x
6. x
7. x
8. the
9. x
10. the

Reading Script

My family went to Hawaii for a holiday. We went by plane from New York and it took about 11 hours. We arrived in the afternoon and rented a car at the airport. The weather was great and we enjoyed driving around the island. Because we rented a car, we didn't have to take taxis or buses. We stayed in Honolulu for a week and visited many sights. At night we relaxed on the quiet beach and looked up at the moon. We have been on many holidays, but this was the best!

B. In pairs, students read the text to their partner. Students can compare the missing articles and discuss any differences. Check answers with the class.

C. As a class or in pairs, students read the rules and examples. Discuss any questions that arise and elicit examples for each. Students should find an example of each rule in the text in Part 3A.

1. c. Use 'a/an' before singular nouns.
2. d. e. i. Use no article before plural nouns.
3. a. g. Use no article in some phrases you should remember.
4. f. Use no article before city and country names.
5. h. Use 'the' before something when there is only one.
6. b. Use 'the' in some phrases you should remember.

D. Individually or in pairs, students complete the sentences with the missing articles a, an, the, or 'x'. Check answers by having students read their completed sentences to the class.

1. Loch Ness in **x** Scotland is **the** most famous lake in the world because of the Loch Ness Monster.
2. Deep sea divers found **the** Titanic at **the** bottom of the Atlantic Ocean in 1985.
3. In **x** Japan, most people go to work by **x** train or on **x** foot.
4. I met **the** President of the United States when I visited **the** White House.
5. Joey enjoys drinking **x** Italian wine and eating **x** French food.
6. My uncle told me that he climbed **x** Mount Fuji, **the** highest mountain in **x** Japan.

4. PRACTICE

Students read the model questions and answers a-c. Answer any questions that arise and discuss if necessary.

Students then ask their partners questions 1-4. Allow students to develop their conversations naturally. There is no need to correct mistakes in this activity but check correct usage of the articles used in this lesson.

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