

Transport

Task 1: The Double-Decker Bus

Activity 1: Listening

Welcome to a practice listening for the GESE 5.

You are going to hear a talk about **the double-decker bus**. You will hear the talk twice. As you listen, write down some notes about what you hear, if you want to. I will ask you six questions on some facts about **the double-decker bus**. Are you ready?

Audio Script

If you've passed through London, you've seen the **iconic red double-decker bus** that is the city's **public transportation**. However, it was different at the start, compared to what we see these days. The first transport of this style was actually a **horse carriage** that had two levels, and was **pulled by** two horses. This was carried out in 1847. A later version was made in 1852. Up until 1907, the London buses were painted in a variety of colours, depending on their route. After that, they were given a number and painted in red. However, buses that **travelled on country routes**, were painted green, to fit in with the **natural surroundings**. Now, online you can even see where each double-decker bus is **in real time**. Moreover, there has been a **triple-decker bus**, but there were problems. For example, **instability** and having problems with hitting trees and bridges. So, it wasn't as popular, but it is really something to see!

Now I will ask you some questions. You only need to answer in a few words.

Now let's look at the questions again, but with the possible answers.

This is the end of the listening task.

Questions & Answers:

1	What was the first double-decker like?	A horse carriage / two levels / pulled by two horses
2	When was the first double-decker first used?	1847 / eighteen forty-seven
3	When did double-decker buses started to be painted red?	After 1907 / nineteen-o-seven
4	When is a double-decker bus painted green?	travel on a country road / natural surroundings
5	What can you see online?	where each double-decker bus is (in real time)
6	What problems did the triple-decker bus have?	instability / hitting trees and bridges

Marks: +_ / +6



Note: The questions are concentrated so that the student learns how to understand form questions with “What was / is / can...?” and “When was / did...?” You must remind the student that “do” is an auxiliary verb at times and will at times not be able to translate into their language. The auxiliary verb is also known as a helping verb and this term may make the student understand better that the helping verb is helping the verb that comes after be grammatically correct in English. Also, when using can, since it is a modal verb, the preposition “to” can not be placed behind it.

Translations don't always translate easily. This is when you must guide a student in the understanding of the translation. For example, if your student is Spanish, observe how the questions of “When did...?” changes when translated.

Question 1: What was...? = ¿Qué era...?

Question 2: When was...? = ¿Cuándo era...?

Question 3: When did...? = ¿Cuándo...?

Question 4: When is...? = ¿Cuándo es...?

Question 5: What can...? = ¿Qué puede...?

Question 6: What problems did...? = ¿Qué problemas...?

You can also help the student understand question structures here. Some students understand structures better and others are more visual. So, it could be a good idea to colour code the different parts of grammar.

For example:

Red → Nouns

Green → Verbs

Blue → Adjectives

Orange → Adverbs

Purple → Prepositions / Articles

Pink → Pronouns

Yellow → Conjunctions

Brown → Interjections

Turquoise → Punctuation marks

Question 1:

What was the first double-decker like ?
Interjections + auxiliary verb + article + adjective + noun + adverb ?



www.sunnyamanda.com
<https://www.youtube.com/sunnyamanda>
sunnyamandaonline@gmail.com

- Have students write a list of specific vocabulary and phrases from listening Look at audio script for highlighted specific vocabulary and phrases.
- Have them write their own questions about New Years that later can be used in a speaking activity with another classmate.