

3

Getting around

Curriculum coverage

Listening and speaking

- Listen to travel information
- Ask for and give travel information
- Ask for things and respond
- Ask for and give directions
- Talk about events in the past

Skills

Lr/E2.2a, 2b, 2d, 3c
Sd/E2.2d, 3a; Lr/E2.5b
Sc/E2.1a, 1b, 2a; Lr/E2.2d
Sc/E2.2e, 3e 4a; Lr/E2.2b, 4a
Sc/E2.1a, 2a, 3c, 3d; Lr/E2.2d

Reading and writing

- Find information in timetables, plans and booking forms
- Read about a travel problem
- Fill in booking forms
- Write directions

Skills

Rt/E2.1b, 2a, 4a
Rt/E2.1a, 1b
Wt/E2.1a, 1b
Ws/E2.1a, 3a, 4a; Ww/E2.1a

Key functions

- Making and responding to requests
- Asking for and giving directions
- Talking about the past
- Giving the locations of places

Key grammar

Imperatives, *Wh-* questions with present simple; past simple, short answers, modals in polite requests; present continuous for future arrangements; prepositional phrases, simple phrasal verbs.

Resources to support the unit

- Local maps (teacher's own)
- Bus routes (teacher's own)
- Coach timetables and price information (teacher's own)
- Train timetables (teacher's own)
- Role cards (teacher's own)
- Blank flash cards (teacher's own)
- Cue cards (teacher's own)
- Photographs/postcards of cities in UK, e.g. Manchester, Edinburgh, Preston, Birmingham (teacher's own)
- Map of UK (teacher's own)
- Computer with Internet access (teacher's own)

Page 1

Getting around

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Use the pictures to elicit the names of means of transport in the picture, e.g. the Underground. Check pronunciation and see what other transport words learners know.
- Learners then discuss the first two questions in pairs. Take whole-class feedback and discuss transport in the place where they live. Keep the discussion short as the main purpose is to focus on the topic and to proceed smoothly to the first skills page.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

Choosing how to travel

Materials

- Audio – Getting travel information
- 2 sets of role cards
- Pictures of Manchester and Edinburgh

Rationale

To listen and extract information for a specific purposes, including travel information.

Pre-task activity

- Show photos of Edinburgh and Manchester. Ask what the learners know about them.
- Discuss where or how to get travel information, e.g. coach station, railway station, the Internet. Elicit or teach the word *travel agent*.

Activity A *Listening: asking for travel information*

Task

- Use the pictures and map to set the context. Ask learners to suggest questions Emad can ask the travel agent. Write these on the board so they can check their predictions against the audio.

- Learners listen and complete the missing information and compare their answers in pairs. If necessary, play the audio again.
- Learners identify who asked the questions in task 3, Emad or the travel agent. Then play the audio for learners to check their answers.

Differentiation

- Pair more confident with less confident readers to read the questions in task 3 together.
- Ask the more confident learners to put the questions in the order they heard on the audio.
- Ask some pre-listening questions on the timetable. Then allow pairs to listen to the audio as many times as they need to complete a partially completed table.

Activity B *Speaking: asking for information*

Pre-task activity

- Before doing the information exchange, elicit and practise the stress and intonation of questions e.g. *How far is it from (name) to (name of place)?, How much does it cost by (rail)? and How long does it take from (name) to (name of place)?*

Task

- Work with the class to build up the conversation on the board using the audio as a model. Give out the cards. Student A – the travel assistant – gets a completed table and Student B – the traveller – a blank table. Rehearse it in pairs, B making notes on the blank form. Reverse roles for the second set of role cards.

Differentiation

- Assign roles according to learners' strengths, e.g. Role A needs good reading skills, Role B needs good writing skills.
- Get more confident learners to face away from board, others face board and refer back to prompts for support.

Page 3

Finding information in timetables

Materials

- Timetables of local bus services

Rationale

To discuss strategies for reading timetables and extracting relevant information

Activity A *Reading timetables*

Pre-task activity

- Show the map of the UK and help locate towns listed in the timetable. Elicit what it would be like to travel on this bus.
- Discuss timetables, the kind of information they contain and where to locate it. Use the example of the Ribble Runabout timetable or bring in a selection of local timetables. Ask the learners to identify the purpose of each.

Task

- Ask learners to read the *Remember* box. Remind them they don't need to understand every word in a timetable, or read all the text. They only need to look for information relevant to their task, and know that key words, captions and layout can help them find information quickly.
- Before they do the search task, read through the questions to make sure learners understand them. Focus on the *Wh-* question word in the questions and elicit the kind of information that learners need to look for as answers (e.g. question 1 is for places, question 2 is days of the week, etc.). They can then work on the questions in pairs.

Differentiation

- Initially ask learners to answer only 3 questions. Help less confident learners and then suggest that the others proceed to the remaining questions at their own pace.
- Alternatively, write the answers on a worksheet in random order so less confident learners can copy when they find the answers.
- Learners may need help with numeracy.

Extension

- Give out copies of local bus or train timetables together with additional questions for learners to answer.
- Alternatively, ask learners to write their own questions for other learners to research in the timetables.

Page 4

Booking a ticket

Materials

- Blank booking form in Teacher's Notes
- Coach timetables and prices
- Map of UK showing Preston and Birmingham
- Photos of Preston and Birmingham

Rationale

To find specific information about a journey from a booking form; to practise filling in a booking form

Activity A *Reading: booking on the Internet*

Pre-task activity

- Show photos of Birmingham and Preston. Locate them on map. Elicit ideas for the best way to travel.
- Draw learners' attention to the booking form. Point out that it is a booking screen from a travel site on the Internet. Discuss the types of information it contains.
- Remind learners of different strategies for reading - skimming, scanning, detailed reading.

Task

- Learners extract specific information from the text without reading all of it. Encourage them to look quickly for the information, highlighting the parts of the screen where they can find the information and making a note of the question it answers.

Differentiation

- Identify easier questions. Less confident learners work on these while others proceed to all the questions.

Activity B

Writing: filling in a booking form

Task

- Before the lesson collect some coach timetables (e.g. National Express) with information for a number of different coach routes. You need one set of timetables per pair or group of three.
- Put the learners into pairs or groups of three and give out the timetables and a blank booking form to each learner. They complete the booking form with their personal details, imaginary dates and days for travel and other ticket information from the timetables.

ITC Link

Where feasible learners go into a local Internet site for coach travel information and fill in a form on-line.

Page 5

Making travel arrangements

Materials needed

- Audio – Talking about arrangements
- Completed booking forms from previous page

Rationale

To extract specific information from a listening text; to listen and identify simple requests for information about travel plans; to discuss travel plans; to practise a conversation discussing travel plans

Activity A

Listening: talking about arrangements

Pre-task activity

- Use the picture and the context to set the scene.
- Ask the learners to predict what information Tina may be interested in and the questions she may ask.

Task

- Before playing the audio, ask the learners to look at Tina's notes and explain there are two mistakes in the information she wrote. Learners listen and note errors.

- Practise pronunciation of easily confused numbers – 13/30, 14/40, 15/50. Discuss difficulties this confusion can cause.

Differentiation

Less confident listeners hear the audio again and/or listen and read audio script.

Activity B

Speaking: talking about travel arrangements

Differentiation

More confident learners rehearse role-play using conversation flow chart only. Meanwhile work with less confident learners to build up conversation on board or flip chart. They then practise using prompts. Whole group listens to more confident learners' role-play.

Task

- Before learners role-play the phone call, review questions for asking about travel plans. Also allow time to build up the opening part of the call and discuss how much time to spend on social chat before getting down to the point of the call – the travel plans.
- Working in pairs learners take turns with each of the roles. For role B learners can use the completed booking forms from Activity A.

Extension

- Ask the learners to work in groups of three. One learner acts as the listener during the role-play and monitors the effectiveness of the conversation – the use of question forms, intonation, an appropriate beginning and ending for the call. Use a standard feedback form. Make sure the learners take turns with the three roles.

Pages 6 and 7 Travel stories

Materials

- Dictionaries
- Audio – The next part of the story

Rationale

To trace and understand the events in a story; to listen to a text for gist; to retell a simple narrative; to tell a simple narrative; to review the past tense; to express views and opinions

Activity A *Reading about a journey*

Pre-task

- Elicit vocabulary and teach any new items e.g. *colleagues*. Discuss travel, elicit their experiences of travel in UK.

Task

- In task 1 learners work in small groups or pairs and use the photo to predict what the story is about. (Ask them to cover the text while they do this).
- Read the story to check predictions. Ask general questions to gauge understanding.
- Complete task 3. When they finish ask learners to compare answers. There may be slight variations in order.

Differentiation

- Write or type out the sentences for re-ordering on slips of paper. This allows learners to manipulate the sentences physically and can help them to carry out the task more easily.

Activity B *Speaking: discussing a story*

Task

- Elicit language for agreeing, opinion, etc.
- In pairs learners work out an ending to the story. There is no 'correct' answer. They should discuss a plausible way for the story to conclude. Follow with a whole-class feedback session.
- Pairs tell their story to other pairs/groups.

Differentiation

- Work with less confident learners to build up story.

- Give out jumbled sentences to form an ending for the story.

Page 8 Who is where?

Materials

- Photographs of family groups (to be brought in by teacher and learners)

Rationale

To focus on prepositions of place and practise asking and describing location

Activity A *Language: prepositions of place*

Task

- In pairs or small groups learners label the people in the photo. Make sure there is a learner with strong literacy skills in each group. As learners work, help groups to read and decode unfamiliar names and words.
- When everyone has finished draw a rough sketch of the photo on the board and elicit the correct names.
- Before learners do task 2, practise prepositional phrases using diagrams on the board. Another useful way to do this is to give simple instructions and ask students to carry them out, e.g. *(Name of student) Please go and sit between (another name) and (another name)*.

Extension

In small groups, ask the learners to show their family photo to the group. They can name and describe the location of the people in the photo.

Link to ITC

Put Miriam's short text on computer as a model and ask learners to substitute information from their own photos.

Page 9

Asking where things are

Materials

- Audio – Public announcements
- Examples of plans of places in the local area, e.g. of a bus or train station, or a shopping centre
- Pre-prepared cue cards with a list of local destinations and stand numbers

Rationale

To listen to specific information about buses; to find information on a plan; to ask for/give directions/locations; to ask for confirmation

Activity A *Listening to public announcements*

Pre-task activity

- To set the scene for this activity, check what learners remember about Shazia and her plan to visit her sister in Birmingham.

Task

- Before doing the listening task, discuss the listening strategies learners need, i.e. they don't have to understand every word in the announcements in order to pick out the information they are looking for.

Differentiation

- If necessary play the audio several times, pausing the tape at intervals just before the information to predict what they'll hear, and then pausing after to check what they heard.
- Another idea is to put the information randomly on the board, including some distracters. Learners can then identify what information they hear.

Extension

- Before class prepare sets of cue cards, one set containing cards with different local bus destinations (one destination per card), the second set with numbers between 1 to 10 (one number per card). Use the cue cards to practise this short dialogue:

A: *Excuse me, where do I get the bus to (Oxford), please?*

B: *The bus to Oxford? You get it from Stand (4).*

- Focus on the intonation in the phrase '*The bus to Oxford?*' which the second speaker repeats to check that she has heard the information correctly.

Activity B *Speaking: asking for and giving directions*

Pre-task

- Use the plan to elicit the prepositional phrases learners need for the pair work conversation in task 2.
- Check that learners can say and use them reasonably correctly. Examples of useful phrases are *opposite, next to, near, between, in front of, behind, on the left (of), on the right (of)*.

Task

- Use the model conversation in task 1 to demonstrate and practise the target language. Then build up another similar conversation on the board for another place.
- Pair the learners to ask and give directions to other places on the bus station plan. If appropriate, record some of the conversations so that learners can monitor their use of language and intonation.

Differentiation

- Before working with the plan of the bus station, write some high frequency words (e.g. *office, telephones, shop*) on flash cards to help learners to read them on sight. The flash cards can also be used to draw attention to some of the sound symbol relationships in the words, e.g. *sh* and *ph* in *shop* and *telephone*.

Extension

- Present and practise other examples of language to ask for clarification or repetition, e.g. *Sorry? Pardon? Excuse me?* Highlight and practise the rising intonation pattern in the phrases with the learners.
- Then, using plans of other places in the local area, e.g. bus station or shopping centres, the learners can practise similar conversations.

Pages 10 and 11 Following directions

Materials

- Audio – Following directions on a map
- Map of local town centre

Rationale

To extract specific information from a text; to listen to and follow a set of directions; to practise basic phrasal verbs in the context of giving and following directions; to practise writing directions

Pre-task activity

- Before the learners complete the instructions, focus on the use of the imperative form of the verb. Demonstrate with instructions to the learners, e.g. *Go out of the room / Don't go out of the room* etc.
- The learners then complete the instructions. Encourage them to refer to the map to help them choose the correct prepositions.
- When learners finish, play the audio again so they can check their answers.

Activity A

Listening: following directions on a map

Pre-task activity

- Use the map to present verbs and prepositions used in giving directions. Try some simple search and locate instructions and ask questions, e.g. *Point to the library; Point to the school; If you come out of the Health Centre and turn left, what road are you in?*
- Focus on verbs and phrasal verbs such as *turn, go up, go down, go along* and on prepositions such as *past, over, and (un)till*.

Task

- To focus learners on the listening task, ask the them to suggest five words which they think Tina will use to give directions. Write their predictions on the board.
- Play the audio while learners mark the route on it. They can then compare their predictions to the actual words.

Activity B

Language: giving directions

- Learners can work on the text individually or in pairs.
- Before learners start, check that they are clear that they have cross out the wrong item in each pair.
- With less confident learners, the text could be copied and put on an OHT and the task done as a class activity.

Activity C

Speaking: giving directions

Task

- Elicit why Lucia repeats some of Tina's directions at various points – to confirm she's heard correctly.
- Focus on the intonation of repeated phrases. It is important that learners finish the repeated phrase with a falling tone to indicate they are confirming (and not questioning) the information.
- Ask learners to work in pairs and practise directions, using the map on the previous page.

Activity D

Writing directions

Task

- Learners base their writing on the model in task 1.

Differentiation

- Cut up examples of directions which learners then have to arrange and copy.
- Alternatively, give learners partially completed directions based on the map on the previous page, which they complete.

Extension

- Ask learners to work in pairs and use sets of local maps to practise giving directions between local places.
- Ask learners to write directions to and from well-known local places, using sets of local maps, rather than the map in the learner materials.

Page 12

Making polite requests

Materials

- Audio – Listening for stress

Rationale

To develop awareness of the use of stress and intonation for making polite requests and responding to them; to practise conversations making and responding to requests

Activity A *Listening for stress*

Pre-task

- Introduce the notion of main or primary stress in the request – the word which gets the most emphasis. In neutral requests the primary stress will fall on the noun at the end of the noun phrase (or the first noun in a compound noun phrase) but the primary stress can shift according to the emphasis and meaning the speaker wishes to give to the sentence.

Task

- Ask the learners to underline the word they think carries the primary stress. If necessary help them by saying the request with an exaggerated primary stress. Then play the tape so they can check their answers. 1 = station, 2 = note, 3 = ticket, 4 = train, 5 = ticket, 6 = return, 7 = cheque, 8 = bus.
- As learners repeat the sentences in task 2 focus on the weak forms of *can* or *could*.

Activity B *Speaking: making requests*

Task

- Elicit requests for everyday situations. Point out that both *can* and *could* are used and that adding *please* makes them sound more polite. Then elicit phrases for responding positively and negatively, using the examples in *speech bubbles* to help contextualise the language.
- Point out the meaning of *I'm afraid*. Demonstrate and emphasise the importance of intonation in making a refusal sound polite.

- Set up the pair work practice. If possible, record some of their conversation to play back to them at the end of the activity so they can comment on their own work.

Page 13

Sounds and spellings

Materials

- Audio – Vowel sounds

Rationale

To listen and compare four English diphthongs; to focus on the four diphthongs and some common spellings of these sounds

Activity A *Listening: vowel sounds*

Task

- Task 1 gives listening practice of four of the diphthongs in the English sound system: (ay) as in *fame*, (ie) as in *like*, (ai) as in *air* and (oa) as in *so*. The aim is to sensitise learners to the differences in vowel sounds. It is an important step in helping them to be aware that the same sounds (which in their own language might have a single, consistent spelling) are often spelled in different ways in the English writing system.
- As learners listen to the audio, they count the number of different sounds they hear, e.g. if the group of three sounds contains two identical sounds and one different sound, the learner circles 2.
- When learners have completed the task, they can compare answers in pairs before listening to the audio again.

Activity B *Spelling: same sound but different spellings*

Task

- In this task learners group words which have the same sound, but different spelling. Before learners do the task, check pronunciation of words in the box and the head words (*pay, chair, so, like*).
- Ask learners to write the words which contain similar sounds under the appropriate head word and then check their answers in pairs.

Extension

- Elicit examples of other words which contain the same four diphthongs. As the words are suggested, elicit the spelling and write the words on the board.

Page 14 **Project**

Materials

- Map of Britain which shows Inverness and main cities in UK
- Photos of Inverness

Rationale

To bring together skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

Task

The project will need careful setting up. See notes on Project Work in the Introduction to the Teacher's Notes.

Activity A *Find travel information*

Learners can work in small groups. For task three it might be useful to bring in a yellow pages or list of useful numbers and e-mail addresses.

Activity B *Discuss the best journey*

Learners discuss in the same small groups and then present their decision to the class, giving reasons for their choice.

Activity C *Give directions*

Where possible, learners can compose their e-mail on computer. Encourage peer evaluation of the drafts before e-mails are finalised.

Link to ITC

If learners have access to a computer and e-mail facilities, they should write the final e-mail at the end of the project on a computer and send it to you.

Page 15 **Check it**

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

- Learners complete the two tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Activity A *Checking prepositions*

- Recycles prepositions, which are useful in giving directions and locations.
- Learners match the words in the box to the correct illustration.

Activity B *Using a map*

- Checks if learners are confident in completing directions and using a map. Learners complete the text with information from the map.
- Learners complete the task in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Page 16

Mini-projects

Materials

- Access to phone and Internet

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both of the tasks. For more information, see the Introduction to the Teacher's notes.

Activity A *Plan a journey by train*

- Learners will need to be given the new directory enquiries number as it has changed since the unit was finalised.

Activity B *Plan a journey by coach using the Internet*

- Where Internet access is not possible, learners can visit and pick up timetables or ring the coach station to request the information.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Pairwork pages

Page 2

Choosing how to travel

Activity B Speaking: Asking for travel information

Role card 1 Student A

From	Manchester	to	Liverpool
	Taxi	Coach	Train
Cost	£20.00	£7.50	£14.00
Journey time	50 minutes	an hour	40 minutes
Distance	35 miles		

Role card 1 Student B

From		To	
	Coach	Plane	Train
Cost			
Journey time			
Distance			

Role card 2 Student B

From	Leeds	to	Glasgow
	Coach	Plane	Train
Cost	£45 return	£220 return	£120 return
Journey time	6 hours	1 hour	4 hours
Distance	220 miles		

Role card 2 Student A

From		To	
	Coach	Plane	Train
Cost			
Journey time			
Distance			

Booking a ticket

Activity B Writing: Filling in a booking form

Booking form

Name		Telephone number	
Journey details			
Outward Journey: Service:			
From		To	
Departs		Arrives	
Day		Month	
Date		Year	
Return Journey: Service:			
From		To	
Departs		Arrives	
Day		Month	
Date		Year	
Ticket type and price. Click on ticket choice.			
Single	Return	Open Return	Special fares