

## Activity 6: Getting around (CEFR A2)

**Level:**  
CEFR A2

**Time:**  
45 minutes

**Resources:**

- ✓ Hand out
- ✓ 1 envelope containing numbers 1 to 9 per group of 3 SS
- ✓ Cut out role cards (laminated for reuse)

**Aims:**

- ✓ To develop skills and knowledge in speaking and listening at Entry 2
- ✓ To explore vocabulary connected to E2 topics
- ✓ To practice getting travel information
- ✓ To develop ability to talk about transport and asking about and giving information about a journey
- ✓ To practise giving personal information, telling the time, enquiring about prices and asking for something

**Exam task focus:** Component 1 Task 3

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### Procedure

1. Display images of different types of transport on sharescreen and elicit the names of them or with stronger groups, elicit without images and note the names on the board. Focus on the difference between *coach* and *bus*, *motorbike*, *moped* and *scooter* (including children's scooters and adult motorised scooters which are now popular), *train* and *underground train* etc.
  - Put students (SS) into BOR groups of 3. Explain that they should take it in turns to talk about the topic in the square that corresponds to their number in Activity 1. One S chooses the number and nominates another S to talk about it. Highlight the questions which give them ideas of what they can talk about. Do a demonstration. Open BORs. Visit to monitor BORs, and then at the end of the activity, close BORs and return to main room to conduct whole class feedback on the content. In particular, focus on the differences between transport in the UK and in the students' countries.
2. Set the context. Explain that Dragan lives in Birmingham. He wants to visit his family in Cardiff and wants some advice about getting there. Instead of looking online he wants to speak to somebody so he visits a travel centre and speaks to a travel adviser. Tell SS that they should read the dialogue in Activity 2a, and decide whether the statements are **True** or **False**. Before conducting whole class feedback, suggest that they check their answers in breakout room (BOR) pairs and to justify their responses. Open BORs. Close BORs and return to main room

for whole class feedback. During the whole class feedback, ask students to justify their responses.

**a. Suggested answers:**

- Dragan doesn't want to drive to Cardiff.
- The coach is cheaper than the train.
- The train journey is longer than the coach journey.
- Dragan wants to book a return journey.
- Dragan can get a discount.

**TRUE**  
**FALSE**  
**FALSE**  
**TRUE**  
**FALSE**










3. At some point clarify the meaning of 'travelling direct' and 'discount'. During the feedback stage, focus on the following:
  - it's often cheaper to book tickets in advance and online
  - it's cheaper to travel off peak (explain the concept of peak V off peak travel times)
  - there are often concessions available if you are under / over a certain age or have a rail or coach card
  - in the UK, timetables sometimes use the 12 hr clock rather than 24 hr clock so it's important to check
4. In Activity 2b, tell SS to practise the dialogue in BOR pairs taking it in turns to be the customer and travel adviser. Before they start, focus on how to say times and dates in English.
5. Tell SS they are going to take it in turns to be a customer and a travel adviser. Put SS in pairs. Start with scenario A. You will need to explain the term 'travel sick'. Before they embark on the activity, draw their attention to the language box which they can refer to during the roleplay. Remind them to give the second scenario a go too, but that it is slightly more difficult. Open BORs. Visit BORs and monitor as they are talking and make a note of any good / not so good examples of language. Close BORs and return to main room to conduct whole class feedback on the use of the functional language.
6. Focus students' attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 3 of the Trinity Entry Level 2 Skills for Life Speaking exam. Explain that in the exam the examiner will do a role play with them similar to the one that they have just done in the lesson. Explain that sometimes they will need to ask questions and sometimes they will need to answer them. It depends on the situation / context.

## Handout

### Activity 1: Types of transport

**Pick a number and talk about the subject in the square. Look at the questions to give you some ideas.**

- How often do you do it?
- How long does / did it take?
- What transport do / did you use?
- Do you like it?

<b>1</b> your journey to college 	<b>2</b> driving in the UK 	<b>3</b> your experiences of travelling on water 
<b>4</b> compare transport in your country with transport in the UK 	<b>5</b> cycling 	<b>6</b> a plane journey you remember 
<b>7</b> travelling around your town / city? 	<b>8</b> travelling by taxi 	<b>9</b> motorbikes and scooters 

## Activity 2: Travel Advice

Dragan (D) lives in Birmingham. He wants to visit his family in Cardiff and wants some advice about getting there. He visits a travel centre and speaks to a travel adviser (TA).

### a. Read the dialogue and decide whether the statements are true or false.

- TA:** Good afternoon, how can I help you?
- D:** I want to visit my family in Cardiff, what's the best way to get there by public transport?
- TA:** You can go by train or by coach. Both journeys are direct, so you don't have to change train or coach. The train is quicker and more comfortable but a lot more expensive.
- D:** How long is the journey?
- TA:** 2 hours by train and 3 and a half hours by coach.
- D:** And how much does it cost?
- TA:** It depends on when you travel but a return coach journey is approximately £15 and the train journey is £60.
- D:** That's a big difference. I'd like to go by coach. Can I book the ticket here?
- TA:** Of course, when would you like to travel and what time of day?
- D:** I'd like to go on 31<sup>st</sup> March around 10:00 am and come back on 3<sup>rd</sup> April in the evening.
- TA:** There's a coach at 10:15 on 31<sup>st</sup> March and a return coach at 6:00. It costs £19 without a coach card and £13.70 with a card. Would you like me to book it? Are you travelling on your own?
- D:** Yes please. I'm travelling on my own and I haven't got a coach card. Thank you for all your help.

### Statements

Dragan doesn't want to drive to Cardiff.

**TRUE / FALSE**

The coach is cheaper than the train.

**TRUE / FALSE**

The train journey is longer than the coach journey.

**TRUE / FALSE**

Dragan wants to book a return journey.

**TRUE / FALSE**

Dragan can get a discount.

**TRUE / FALSE**

### b. Practise reading the dialogue with a partner.

### Activity 3: Role play

**Your teacher will give you a role card. Take it in turns to be the customer and travel advisor. Use the language in the Language Box.**

#### Language Box: Asking for and giving information about a journey

##### Asking for information

###### Travel Advisor

Can I help you?  
Where would you like to go?  
When would you like to travel?  
What time would you like to go?  
Would you like a single or return ticket?  
Have you got a coach / rail card?

###### Customer

How much does the coach / train / plane cost?  
How long is the journey?

##### Giving information

###### Travel Advisor

A return ticket costs ...  
The journey takes ...

###### Customer

I want to go to ....  
I'd like to go by coach / train  
I want to go on ... at ...  
I want a single / return  
I have / haven't got a coach / rail card?

#### Exam Hint

In task 3 of the Entry Level 2 Skills for Life exam, you will do a role play with the examiner. The role play will be related to education, training, work or socialising. The examiner will ask you questions which you have to answer.

You also have to show that you can understand and use specific communicative functions such as *giving personal information, telling the time, asking the time of day, enquiring about prices, asking for something*. You practised doing this in this lesson.

## Role cards

### Scenario A

**A: Customer**

You want to:

- travel from London to Newcastle by train – you get travel sick on coaches
- go on 4<sup>th</sup> November in the evening
- return – 11<sup>th</sup> November in the afternoon
- travel with one child
- use your discount rail card

**B: Travel Adviser**

Find out:

- where the customer wants to go
- whether they want to travel by coach or train
- when they want to travel
- whether they want a single or return journey
- whether they have a discount card
- number of passengers

Information:

London to Newcastle by train – 3 hrs 15 mins

Return fare without railcard - £64

Return fare with railcard - £49

Journey time – 3 hrs 15 mins

### Scenario B

**A: Customer**

You want to:

- travel from Swindon to Colchester (bus or coach)
- go on 24<sup>th</sup> June in the morning
- return – 1<sup>st</sup> July in the early evening
- travel with one adult
- no discount card

**B: Travel Adviser**

Find out:

- where the customer wants to go
- whether they want to travel by coach or train
- when they want to travel
- whether they want a single or return journey
- whether they have a discount card
- number of passengers

Information:

Swindon to Colchester by train – 3 hrs (2 changes)

Return fare without railcard - £69

Return fare with railcard - £53

Swindon to Colchester by coach - 5 hrs

Journey time – 5 hrs

Return fare without discount card - £27

Return fare with railcard - £21