

## Unit 1: Everyday travel

### SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

#### Can-do statements

By the end of this unit, students will be able to say:

- I can understand informal discussions about everyday travel.
- I can identify some features of non-standard English.
- I can understand and use some tentative language.

#### Skill focus

Listening for gist: **Part A 1 2, Part B 1**

Listening for detail: **Part A 3, Part B 3**

#### Vocabulary

Transport: *helmet, high visibility jacket, tube, commute, lane, minivan, rush hour, transport hub, pull out on, get cut up, jump red lights*

Idiomatic language: *own the road, the other way round, cut and dried, given free rein*

#### Usage

Relative nouns and adjectives: **Part B 4**

Tentative language: **Part B 5**

### CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 1 of Listening B2+* in class.

#### Using *In this unit*

1. Tell students to discuss these points in small groups:
  - *how they get around their town or city*
  - *the advantages and disadvantages of using this form of transport*
  - *what type of public transport exists in their town or city*
  - *what issues there are in their town or city regarding transport*

Feed back as a class.

#### Using *Part A (track 01)*

#### Before listening

1. Ask students to discuss the question in *Exercise 1* (*Do you think cycling in towns and cities should be encouraged?*) in pairs or small groups. Ask them to note down three advantages and three disadvantages of cycling in a city. Discuss some ideas as a class.

#### While listening

1. Play *Recording 01*. Ask students to tick any points that they noted down which the speakers mention.
2. Tell students to identify what can be seen in the pictures in *Exercise 2* (Answers: *traffic lights, someone cycling, a taxi, a high-visibility jacket, a helmet*).
3. Complete *Exercises 2* and *3*. Tell students to compare their answers in pairs before checking as a class.
4. Ask students whether they think the two speakers are in agreement or not, and to give reasons for their answer.
5. Read the *Clear usage* box. Allow students to refer to the *Transcript* on page 102 to see these phrases used in context.
6. Direct students to the *Speech bubble*. Ask students if there is also a road tax in their country.
7. Complete *Exercise 4* by playing the recording up to the point where the target vocabulary is used. This allows students to hear how the phrase is used in context and enables them to deduce the correct definition. To consolidate the idioms, get students to play '*Draw the idiom*' in small groups. One person draws a picture of the literal meaning of one of the idioms. The other students must guess which idiom it is.
8. Complete *Exercise 5*. Allow students to check answers with a partner before whole-class feedback.

#### After listening

1. Tell students to look at the sentences in *Exercises 5* and note down in their vocabulary books any sentences they agree with. Ask them to rewrite the other sentences to reflect their opinion or experience.
2. Get students to create a Mind Map on the topic of cycling. They can choose their own categories or use the following:
  - Clothing and Equipment*
  - Rules of the Road*
  - Interacting with Other Vehicles*
  - Problems*
  - Solutions*

3. Tell students that they are going to discuss their opinions on cycling in cities. Before their discussion, they should note down topics they wish to speak about and any phrases from the unit that they want to use. Put students into groups for this activity, and discuss any interesting points that arise as a class.

### Using Part B (track 02)

#### Before listening

1. Ask students to predict:
  - the modes of transport that may be mentioned in a discussion about transport in London and India
  - any transport issues that the speakers may mention.
2. Pre-teach the vocabulary in *Exercise 2*, as this will help the students better understand the recording.

#### While listening

1. Play *Recording 02*. Ask students to listen and note which of their predictions in *Step 1* were correct.
2. Complete *Exercises 2* and *3*. To consolidate the new vocabulary in *Exercise 2*, tell students to close their books. Write the words (1 to 6) on the board, and elicit their definitions. Write these on the board and erase the words. Then elicit the words again from their definitions.

#### After listening

1. Read the box about non-standard usage of English. Discuss as a class the importance of listening to non-British speakers of English. Encourage them to see that English is a world language and that they will encounter many speakers with different accents who use non-standard English.
2. Read the *COBUILD check*. Tell students to say or write sentences which are true for them, using the words or phrases in bold.
3. Complete *Exercise 4*. Students can refer to a dictionary or the *Transcript* on page 103 to obtain the answers. In some cases, more than one word is possible. Ensure that students understand the difference in meaning between the possible answers by noting down example sentences. You could write the nouns and adjectives on slips of paper (make one set for each small group). Tell students to take it in turns to take a slip of paper and to give the adjective or noun form of the word.

4. Read the *Clear usage* box. Ask students if they can think of any more examples of tentative language. (*Suggested answers: It could be that..., I wonder if ..., I think ..., I reckon ..., You could say that ...*)
5. Complete *Exercise 5* and check answers as a class.

#### Optional extension work: Speaking

Tell students that they are going to discuss transport issues in a city they know.

1. Put students into small pairs. Ask them to choose a city and two modes of transport to talk about.
2. Hand out a copy of the photocopiable sheet *Transport discussion* to each student. Tell students to complete the Mind Map using vocabulary and phrases from the unit, as well as others they know.
3. Put students into groups of four and give them ten minutes to discuss the issues. Monitor students' use of language and give feedback after the discussion.

#### Using Next steps

Listen to the rest of Matt and Mike's conversation at [www.collinselt.com/englishforlife](http://www.collinselt.com/englishforlife). Suggested tasks:

1. Tell students to listen and note down the topics discussed. They can then listen again to get further details.
2. Read the following phrases. What is Matt talking about when he says the following?
  - a. There are ways to ingrain these things. (*Answer: messages about safe cycling*)
  - b. I think that's something we really have to deal with now. (*Answer: increase in cyclist and pedestrian numbers*)
  - c. That's, for me, safer for everyone. (*Answer: taking the train or bus*)
  - d. That's never gonna happen (*Answer: everyone taking the bus*)
  - e. But for me, I think it's a really interesting way. (*Answer: cycle tourism, 'Boris bikes' – bikes that you can rent. Cultural note: these were introduced by the mayor of London Boris Johnson*)

### PHOTOCOPIABLES

#### *Transport discussion*

The diagram is a central box labeled **TRANSPORT CITY:** with a line underneath. This box is connected by a vertical line to another identical box below it. From the top of the lower box, two diagonal lines branch out to the left and right, each leading to a box containing **Issues:** and a line. From the top of the upper box, two diagonal lines branch out to the left and right, each leading to a box containing **Phrases to express my opinion:** and a line. Additionally, the upper box is connected by horizontal lines to two boxes on either side, labeled **Adjectives:** and **Related vocabulary:**, each with a line underneath. The lower box is similarly connected by horizontal lines to two boxes on either side, labeled **Adjectives:** and **Related vocabulary:**, each with a line underneath. The central box is also connected by a horizontal line to a box labeled **Mode of Transport:** with a line underneath, which is positioned between the two main branches.