

3

Getting around

- What's the best way to travel around town?
- What's the best way to travel between towns?
- How do you travel around your town?

What you will do

This unit is about travelling locally and planning longer journeys. These are the skills you will practise. Which are most useful for you? Tick the boxes.

Listening and speaking

Skill

- 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

Skill code

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

Reading and writing

Skill

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

Skill code

Rt/E2.1b, 2a, 4a

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

Project work

At the end of the unit you will plan a journey and write about travel arrangements.



Choosing how to travel

Activity A • Listening: asking for travel information

1 Emad Yousef lives in Manchester. He has a job interview in Edinburgh next week. He goes to see a travel agent to get some information. What questions do you think he asks?



2 Listen to Emad and the travel agent and complete the table.

	Cost of journey	Length of journey
Train		
Coach		
Plane		

Manchester to Edinburgh: about 200 miles (320 kilometres)

3 Who asked these questions? Write **E** for Emad or **T** for travel agent.

- How much does the train cost?**E**..... How far is it?
- And what's your name, please? When would you like to travel?
- How can I help you? Can you tell me the best way to get there?
- So how long does that take? How would you like to travel?

4 Listen and check your answers.

Activity B • Speaking: asking for travel information

Work in pairs. Ask and answer questions to complete the travel information your teacher will give you.

Finding information in timetables

Activity A • Reading timetables

Read the information about Ribble Runabout Buses and answer the questions below the timetable.

Remember

- When you read timetables, don't read everything. Don't try to understand everything. Look for the information you need.

Ribble Runabout Buses

Route 45: CLITHEROE – WHALLEY – BLACKBURN – DARWEN – BOLTON

MONDAY TO SATURDAY

Clitheroe	0615	--	2015	Bolton	0600	--	2000
Whalley	0625	<i>Then every</i>	2025	Darwen	0635	<i>Then every</i>	2035
Blackburn	0645	<i>30 minutes</i>	2045	Blackburn	0700	<i>30 minutes</i>	2100
Darwen	0710	<i>until</i>	2110	Whalley	0720	<i>until</i>	2120
Bolton	0745	--	2145	Clitheroe	0730	--	2130

£1 per fare stage or stops in between
Children and seniors: 50% of the adult fare

Example

Single adult fare from Whalley to Darwen: £2
Return adult fare from Bolton to Clitheroe: £8

Weekly Saver tickets

50% reductions on full price tickets

Example

Clitheroe to and from Blackburn: £14 per week
Clitheroe to and from Bolton: £28 per week

- 1 Where does the 45 bus service start and finish?
- 2 What days of the week does the service run?
- 3 What time is the last bus from Whalley to Bolton?
- 4 When does the second bus go from Blackburn to Darwen?
- 5 How long does it take the 45 bus service to get from Whalley to Bolton?
- 6 How much does an adult return ticket from Clitheroe to Blackburn cost?
- 7 Can you solve this puzzle? How much does it cost for a Clitheroe family of three adults (one aged 72) and four children to travel to and from Bolton for a day?

Booking a ticket

Activity A • Reading: booking on the Internet

Shazia Ahmed is going to visit her sister for the weekend. She uses the Internet to book a ticket. Read the booking information and answer the questions below.



Speed Coach Company

Online booking form

Click on the box and type in your journey details

Name Telephone number

Journey details

Outward Journey

From	<input type="text" value="Preston"/>	To	<input type="text" value="Birmingham"/>
Departs	<input type="text" value="10.45"/>	Arrives	<input type="text" value="12.15"/>
Day	<input type="text" value="Friday"/>	Date	<input type="text" value="November 2nd"/>

Return Journey

From	<input type="text" value="Birmingham"/>	To	<input type="text" value="Preston"/>
Departs	<input type="text" value="8.30"/>	Arrives	<input type="text" value="10.00"/>
Day	<input type="text" value="Sunday"/>	Date	<input type="text" value="November 4th"/>

Ticket type and price. Click on ticket choice.

Single £16.40 Day Return £32 Weekend Return £36 Special Fares £29.75

- 1 Where is Shazia going?
- 2 What day is she travelling?
- 3 What is the number of the coach service from Preston to Birmingham?
- 4 Is she buying a single or a return ticket?
- 5 How much does her ticket cost?
- 6 When is she coming back to Preston?
- 7 How long does the journey take from Preston to Birmingham?

Activity B • Writing: filling in a booking form

You are planning a journey. Choose a destination, a day and a date to travel. Fill in the booking form your teacher gives you.

Making travel arrangements

Activity A • Listening: talking about arrangements

1 Lucia and Tina are friends. Lucia lives in Hull and Tina lives in Leeds. Lucia is planning to travel to Leeds to see Tina's new baby. She phones Tina to tell her about her travel plans. What information do you think Tina gives her?

2 Listen to their conversation and look at the note below. Tina made two mistakes in the information she wrote down. Underline them and write down the correct information.



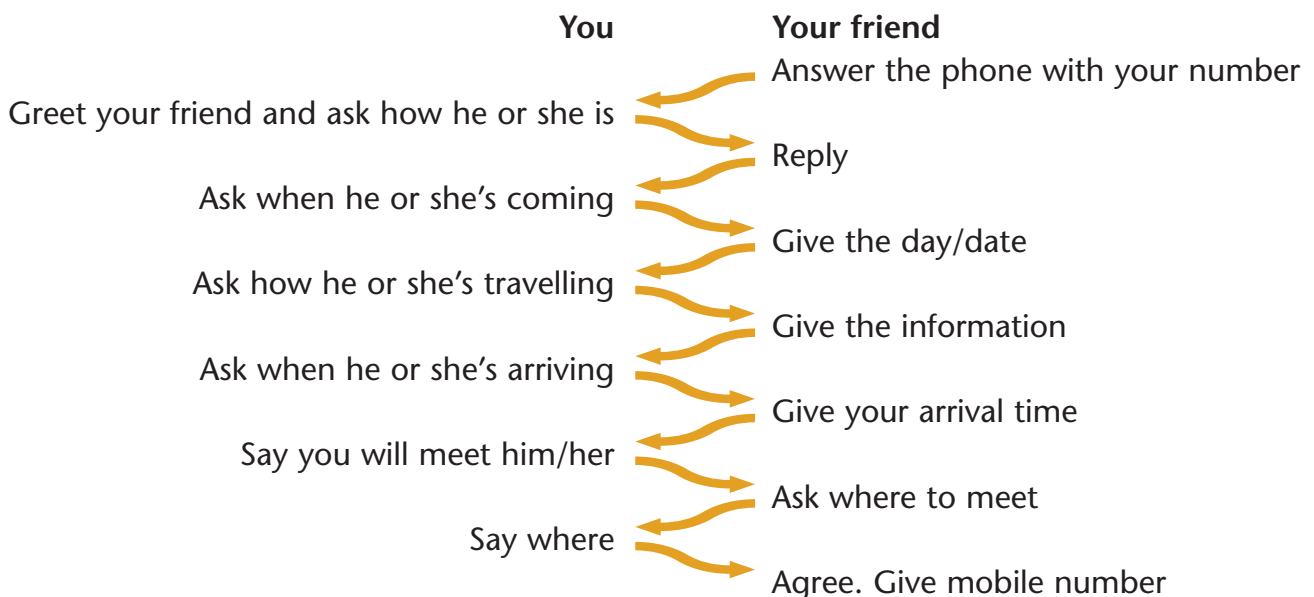
Lucia's visit
 Friday 24th
 Arrive - 5.50
 Meet - Information centre
 Mobile - 07907924401

Activity B • Speaking: talking about travel arrangements

A friend is visiting you next week. Work in pairs. Role play a conversation like this with your friend.

A: Find out about your friend's travel plans.

B: Give your travel plans. Use the information on the booking form you completed.



Travel stories

Activity A • Reading about a journey

- 1 Look at this picture of Dave Lewis. Did he have a good journey or a bad journey? Say why or why not.



- 2 Dave planned to meet his colleague Soloman in Brighton. Dave had a problem on the journey.

Read the e-mail he sent to Soloman to explain the problem. Check whether your ideas were right.

The screenshot shows an email client window titled "Nightmare journey". The window has a menu bar with "File", "Edit", "View", "Insert", "Format", "Tools", "Message", and "Help". Below the menu bar is a toolbar with icons for "Send", "Cut", "Copy", "Paste", "Undo", "Check", "Spelling", "Attach", "Priority", "Sign", "Encrypt", and "Outline". The email header fields are: "From: David Lewis", "To: Soloman Carey", "Date: Tuesday", and "Subject: Nightmare journey". The email body text is as follows:

Hi Soloman,

Sorry I missed you in Brighton on Monday. I had a very bad journey. I didn't meet you and I didn't get to the other meeting either.

I got on the train at Birmingham at about eleven o'clock. The first part of the journey was fine. The train wasn't crowded. I had lots of room. I did some work. Then the train stopped at Oxford Station. There was a problem and the train didn't move. I felt hungry but the buffet on the train was closed.

I saw a guard on the platform. He told me the train would be in the station for another 10 minutes. I had enough time to get something to eat. I took my wallet and got off the train. I left all my other things on the train and went to buy a sandwich. I was only in the shop for about three minutes.

When I came out, the platform was empty. The train wasn't there. All my things were on the train – my jacket, my briefcase, my papers. What a nightmare!

3 Read the e-mail from Dave again. Put these events in the correct order.

He got off the train and left his things on it.

He saw a guard.

He worked for some time.

The guard said the train wouldn't leave for 10 minutes.

The train didn't move.

He felt hungry.

He bought a sandwich.

The train left without him.

He got on the train at Birmingham.

The train arrived in Oxford.

He took his wallet.

4 Underline the past tense verbs in paragraphs 1 and 2 of Dave's e-mail. Add any new irregular verbs to your verb list.

Activity B • Speaking: discussing a story

1 Work in pairs. Discuss what you think happened in the next part of the story? Use some of these expressions in your discussion.

I think...

I'm not sure about that.

I agree.

No, I don't think that's right.

2 Work in groups. Take turns to tell your story. The other learners listen and ask questions, for example:

How did he ... ?

Why did he ... ?

Who is where?

Activity A • Language: prepositions of place

1 Here is a family photo taken by Miriam Ibrahim's father. Miriam wrote about the photo for a school project. Read her project work. Write the names of the people in the picture.



This is a picture of my family in our sitting room at home. At the back of the picture on the left is my eldest brother, Hassan, next to my mum, Magda. On the right of the picture is my brother Mohsin. He loves football. Can you see me in between mum and Mohsin? Mohamet is standing in front of Hassan, and Muse is at the very front with mum behind him. You can't see my dad, Abdullah, in the photo, because he took it!

Miriam Ibrahim

2 Work in pairs. Ask questions about the people in the picture. Say where they are. Use these words in your answers.

on the left on the right at the back next to between in front of behind

Example

A: *Where's Miriam?*


B: *She's standing between her brother, Mohsin, and her mother.*

A: *Who's that next to Miriam's mum?*

B: *It's Hassan, Miriam's eldest brother.*

Asking where things are

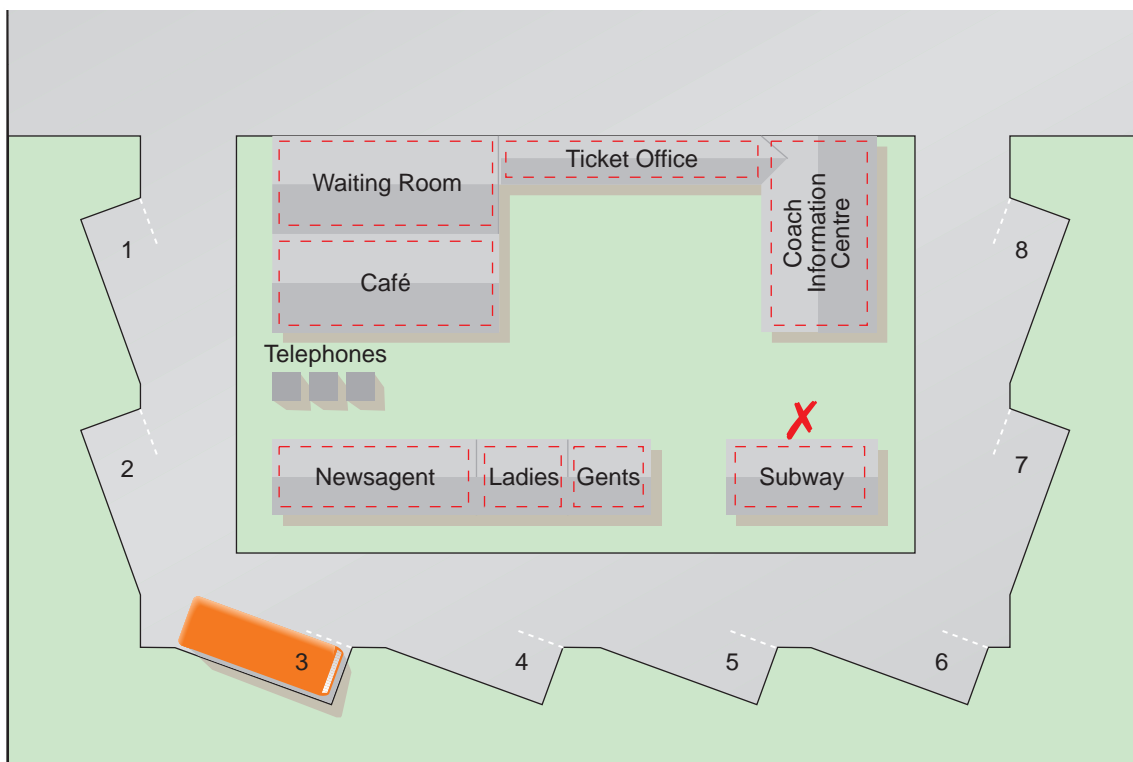
Activity A • Listening to public announcements

 Shazia Ahmed is at the coach station. She's waiting for the coach to Birmingham. Listen to the announcements about the coaches. Fill in the missing information.

SERVICE	DESTINATION	STAND	DEPARTS
	BOLTON	2	
X25	SKIPTON		10:15
	BLACKBURN	5	
	BIRMINGHAM		11:05

Activity B • Speaking: asking for and giving directions

1 This is a plan of the coach station.



Shazia is standing at the subway. She wants to find the Waiting Room. This is how she asks for directions.

- | | | |
|-------------------------------|---|--|
| Ask where something is | ➔ | A: Can you tell me where the Waiting Room is, please? |
| Ask for clarification | ➔ | B: Sorry? |
| Repeat the question | ➔ | A: Where's the Waiting Room, please? |
| Check and answer the question | ➔ | B: The Waiting Room? It's over there next to the Café. |

2 Work in pairs. Practise asking for directions in the bus station.

Following directions

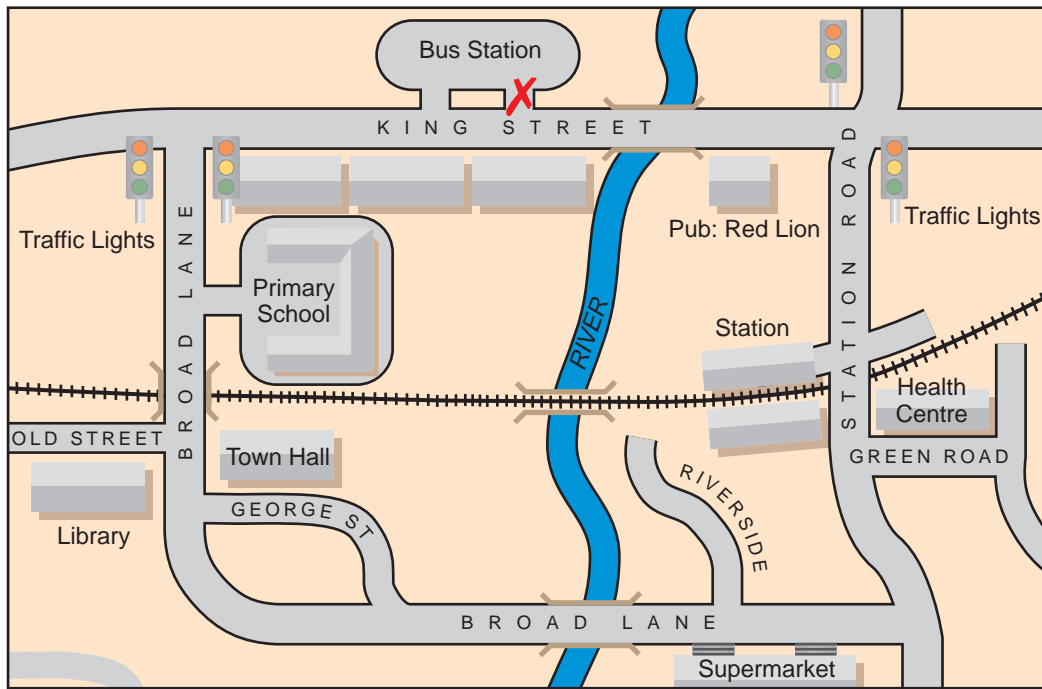
Activity A • Listening: following directions on a map

1 Lucia is visiting her friend Tina. When Lucia arrives at the coach station, Tina is not there to meet her. Lucia phones Tina.



Listen to the conversation. Why isn't Tina there?

2 Follow Tina's directions and draw the way to her house.



Activity B • Language: giving directions

1 Look at these notes. Choose the correct words. Cross out the wrong words. Use the map to help you.

Bus station to Tina's house

Come ~~into~~ / out of the bus station. Turn left / right into King Street. Go over / under the bridge. Go towards / past the Red Lion. Continue till / when you get to the crossroads. Turn left / right at the traffic lights. Go up / through Station Road. Carry on / out till Broad Lane. Turn left / right into Broad Lane and left / right into Riverside. The house is at the beginning / at the end of Riverside on the left / on the right.



2 Listen to the conversation again. Check your answers.


Activity C • Speaking: giving directions

1 Notice how Lucia repeats some directions. Why does she do this?



2 Work in pairs. Practise asking for and giving directions.

- from the bus station to the primary school
- from the library to the Health Centre
- from the supermarket to the station.

 3 Listen again. What other questions does she ask?

- a Where then?
- b Then?
- c How far from the bus station?

Activity D • Writing directions

1 Look at the map again. Read these directions.

Come out of the Town Hall. Turn right. Walk down George Street.
Turn right into Broad Lane. Go along Broad Lane to the traffic lights.
Turn right into King Street. Go straight on. The is on the left.

2 Now choose two places on the map.

Write directions between two places using this example.

Making polite requests

Activity A • Listening for stress

- 1 Listen to these sentences and underline the stressed word in each one. Then listen and check your answers.
- a Meet me at the station.
 - b Change a one-pound coin.
 - c I want to see your ticket.
 - d Take me to the train station.
 - e Tell me the way to the ticket office.
 - f I want a return ticket.
 - g I want to pay for the fare by cheque.
 - h Stop the taxi by the bus stop.
- 2 How can you change these sentences into polite requests? Don't forget to say *please*.
Example *Could you meet me at the station, please?*
- 3 Now listen and repeat the sentences. Use a weak stress on *can* or *could*.

Activity B • Speaking: making requests

Work in pairs and practise making requests.

A: Make the requests from Activity A again.

B: Accept or refuse the request.



Could you meet me at the station, please?



Yes, of course.



Can you change a one-pound coin, please?



I'm afraid I can't.

Sounds and spelling

Activity A • Listening: vowel sounds



1 Listen to the sounds.
How many different
sounds do you hear?

	1	2	3
a		✓	
b			
c			
d			
e			
f			
g			
h			

2 Compare your answers with
a partner. Do you agree?

Activity B • Spelling: same sound but different spellings

1 Write words with the same sound in the correct place.

bike boat care coach go fare find fly
great slow plane rail stair try train where

pay

great.....

.....

.....

.....

so

boat.....

.....

.....

.....

chair

care.....

.....

.....

.....

like

bike.....

.....

.....

.....

2 Compare your answers with a partner's. Do you agree?

3 Now read the words. Try to use the correct pronunciation.



Project work

This family lives in Inverness in Scotland. They are coming to the place where you live for an important family occasion. Your project is to plan their journey.



Activity A • Find travel information

- 1 Choose some dates for the visit.
- 2 Look at a map of the United Kingdom. Find Inverness and the place where you live.
- 3 Find information about different ways of travelling from Inverness to your home. You can use the phone, Internet, or a travel agency.

From Inverness to your town

	Coach	Train	Plane
Cost			
Journey time			
Best travel times			
Special notes			

- 4 Complete the table with information about each type of transport.

Activity B • Discuss the best journey

Compare the different ways of travelling, and journey times. Discuss which is best for the family.

Activity C • Give directions

Think about where the family will arrive in the place you live. For example, will it be the bus station, train station or at a bus stop? Prepare an e-mail or a letter to send with the directions to your house.



Check it

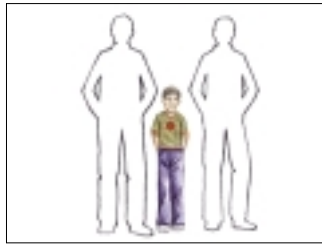
Activity A • Checking prepositions

1 Do you know these words? Use words from the box to describe the boy's position.

behind between in front of next to opposite over under



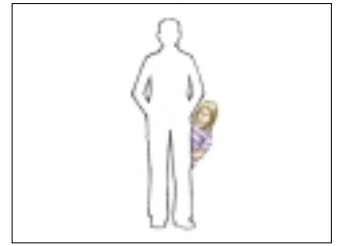
a



b



c



d



e



f

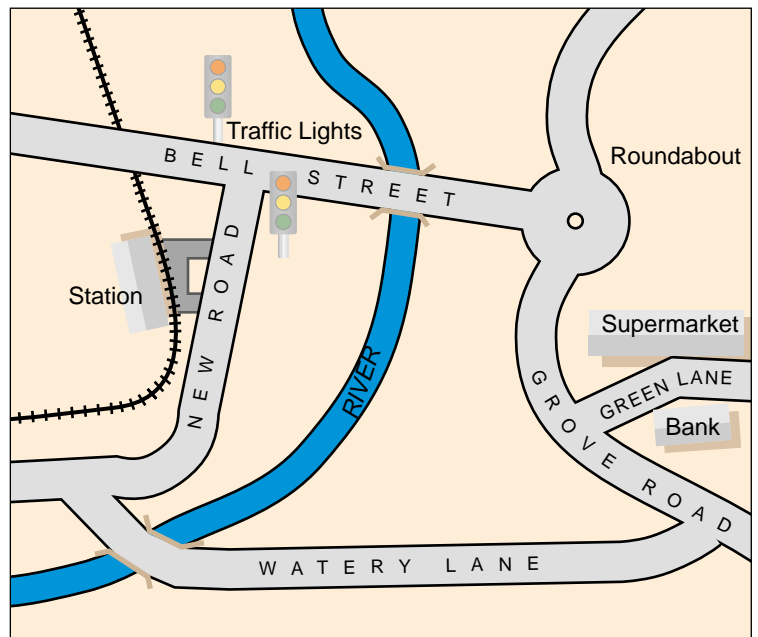


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Activity B • Using a map

Complete the directions with suitable words.

This map ¹ **shows** how you get to the bank from the station.
² out of the station and turn left. Go along New Road
³ the traffic lights.
⁴ right into Bell Street.
 Go ⁵ the bridge.
 Carry on until you ⁶ to the roundabout. Turn right into Grove Road. ⁷ down Grove Road for about 200 metres and then turn ⁸ into Green Lane. Go ⁹ up Green Lane. The bank is on the right, ¹⁰ the supermarket.





Mini-projects

Activity A ● Plan a journey by train

- 1 Choose the day and the time to travel and to return.
- 2 Phone Directory Enquiries (192) to find the number of National Rail Enquiries.
- 3 Phone and find the times of trains and the prices of the ticket.

Activity B ● Plan a journey by coach using the Internet

- 1 Choose the day and the time to travel and to return.
- 2 Find the web address of a coach company.
- 3 Log on to the website of the company.
- 4 Write down the cost of the travel and the times of the coaches.

How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with

.....
.....
.....

I need more practice with

.....
.....
.....

Date



Audio scripts

Page 2 Choosing how to travel

Activity A2

Agent: Good morning, how can I help you?
Emad: Um... I want to go to Edinburgh....
Agent: How would you like to travel?
Emad: I'm not sure. How far is it?
Agent: Oh, about 200 miles.
Emad: Can you tell me the best way to get there?
Agent: Well, there are a number of ways. You can go by train.
Emad: How much does the train cost?
Agent: Well, a return ticket costs £122 and takes about three hours.
Emad: And what about a coach from Manchester to Edinburgh? How much is that?
Agent: Well, the coach is much cheaper. It costs £58 for a return ticket. But the journey is longer – it takes about five and a half hours.
Emad: Mmm... that's a bit too long. Can you fly to Edinburgh from Manchester?
Agent: Yes, you can from Manchester airport.
Emad: So how long does that take?
Agent: Just over an hour.
Emad: I see. And how much does the plane cost?
Agent: There are lots of fares but an economy class return is about £190.
Emad: £190? That's expensive. I think I'll go by train. Can I book a ticket?
Agent: Certainly. When would you like to travel?
Emad: I'd like to go next Wednesday.
Agent: OK. And what's your name, please?

Page 5 Making travel arrangements

Activity A2

Tina: Hello... Tina speaking.
Lucia: Tina, Hi. It's Lucia.
Tina: Hi! How're you doing?
Lucia: Fine thanks. And you... and the baby?
Tina: Oh, we're fine.
Lucia: I can't wait to see you.
Tina: Me too. So when are you coming?
Lucia: Next Friday, if that's OK.
Tina: Friday the 24th?
Lucia: Yes.
Tina: That's fine. How are you travelling?
Lucia: I'm coming by coach.
Tina: And what time will you get here?
Lucia: The coach arrives at about five fifteen.
Tina: Good.
Lucia: Oh, I nearly forgot. How do I get to your house from the station?
Tina: Don't worry, I'll meet you.
Lucia: Where shall we meet?
Tina: In front of the Information Centre.
Lucia: Good. Let me give you my mobile, just in case. It's 079 069 244 01.
Tina: Good. See you then.
Lucia: Yes, sure.

Page 9 Asking where things are

Activity A

- 1 The 240 service to Bolton is at stand number 2. The bus is scheduled to depart at 10:03. Passengers to Bolton should go to stand 2.
- 2 The X25 service for Skipton calling at Clitheroe and Gisburn is waiting at stand number 8. Stand 8 for the 10:15 X25 departure to Skipton.
- 3 The next bus to Blackburn is leaving from stand number 5 at 10:40. That's the 26A service to Blackburn which is leaving from Stand 5.
- 4 We regret to inform passengers waiting for the 180 express service to Birmingham that the 10:50 coach is running 15 minutes late. The coach is expected at 11 o'clock and will now leave from stand 1 at 11:05.



Page 10 Following directions

Activity A3

Lucia: Hi Tina, Lucia here.
 Tina: Oh... (in surprise) Where are you?
 Lucia: I'm at the bus station.
 Tina: But you're early. I thought it was 5:50.
 Lucia: No... (laughing) I said 5:15.
 Tina: Oh, I'll come and meet you. But I'm just bathing the baby.
 Lucia: Don't worry... I can find my way to your house. Just give me some directions.
 Tina: Sure. Have you got a pen and paper?
 Lucia: Yeah. So how do I get to your house from here?
 Tina: Well, first come out of the bus station into King Street and turn left.
 Lucia: Turn left into King Street. OK.
 Tina: Go along King Street. Go over the bridge and past a pub called the Red Lion to the traffic lights.
 Lucia: Go straight on past a pub to the traffic lights. OK. Where do I go then?
 Tina: Turn right at the traffic lights into Station Road.
 Lucia: Right at the traffic lights, OK.
 Tina: Go along Station Road until you come to Broad Lane.
 Lucia: Then where?
 Tina: You turn right into Broad Lane and you walk along for about 200 yards.
 Lucia: 200 yards, OK.
 Tina: Then you'll see a small road on the right called Riverside.
 Lucia: So I turn right into Riverside?
 Tina: Yes, that's it. Turn right into Riverside and walk to the end of the road. My house is on the left.
 Lucia: Great. I've got all that. How far is it from the bus station?
 Tina: It's about half a mile. It'll take you about fifteen minutes.
 Lucia: That's not too bad.
 Tina: Great. Well see you soon.

Page 12 Making polite requests

Activity A1

- a Meet me at the **station**.
- b Change a one-pound **coin**.
- c I want to see your **ticket**.
- d Take me to the **train** station
- e Tell me the way to the **ticket** office.
- f I want a **return** ticket.
- g I want to pay for the fare by **cheque**.
- h Stop the taxi by the **bus** stop.

Activity A2

- 1 Could you meet me at the station, please?
- 2 Can you change a one-pound coin, please?
- 3 Can I see your ticket, please?
- 4 Could you take me to the train station, please?
- 5 Can you tell me the way to the ticket office, please?
- 6 Can I have a return ticket, please?
- 7 Can I pay for the fare by cheque, please?
- 8 Could you stop the taxi by the bus stop, please?

Page 13 Sounds and spelling

Activity A1

	1	2	3
a	air	air	oh
b	oh	eye	air
c	a	a	a
d	oh	air	air
e	eye	a	eye
f	oh	oh	oh
g	a	air	eye
h	air	eye	eye



Page 2 Choosing how to travel

Activity A2

	Cost of journey	Length of journey
train	£122	3 hours
coach	£58	5 hours 30 minutes
plane	£190	1 hour

Activity A3

1c

- How much does the train cost? E
- How far is it? E
- And what's your name, please? T
- When would you like to travel? T
- How can I help you? T
- Can you tell me the best way to get there? E
- So how long does that take? E
- How would you like to travel? T

Page 3 Finding information in timetables

Activity A

- 1 Clitheroe/Bolton or Bolton/Clitheroe
- 2 Mondays to Saturdays
- 3 20:25
- 4 07:15
- 5 1 hour 20 minutes
- 6 £8
- 7 £36

Page 4 Booking a ticket

Activity A

- 1 Birmingham
- 2 Friday
- 3 180
- 4 Return
- 5 £36
- 6 Sunday Nov 4th
- 7 One and a half hours.

Page 5 Making travel arrangements

Activity A2

Arrive – 5:15

Mobile no. – 07906924401

Page 7 Travel stories

Activity A3

Possible answers

- He got off the train and left his things on the train. (9)
- He saw a guard. (6)
- He worked for some time. (2)
- The guard said the train wouldn't leave for 10 minutes. (7)
- The train didn't move. (4)
- He felt hungry. (5)
- He bought a sandwich. (10)
- The train left without him. (11)
- He got on the train at Birmingham. (1)
- The train arrived in Oxford. (3)
- He took his wallet. (8)

Page 8 Who is where?

Activity A

(left to right)

- A Hassan. B Magda. C Miriam.
- D Mohsin. E Mohamet. F Muse

Page 9 Asking where things are

Activity A

Service	Destination	Stand	Time
240	Bolton	2	10:03
X25	Skipton	8	10:15
26A	Blackburn	5	10:40
180	Birmingham	1	11:05

Pages 10 and 11 Following directions

Activity A1

She made a mistake with the time.

Activity B1

- into; right; under; toward;
- when; left; through; out;
- left; left; at the beginning;
- on the right



Page 11

Activity C3

- a Where do I go then?
- b Then where?
- c How far is it from the bus station?

Activity D1

Bus station

Page 12

Activity A1 and A2

See audioscript

Page 13 Sounds and spelling

Activity A

- a two
- b three
- c one
- d two
- e two
- f one
- g three
- h two

Activity B

pay
great
plane
train
rail

so
boat
coach
go
slow

chair

fare
care
stair
where

like

bike
find
fly
try

Page 15 Check it

Activity A

a next to b between c under d behind
e in front of f over g opposite

Activity B

- 1 shows
- 2 Come
- 3 until/till
- 4 Turn
- 5 over
- 6 get/come
- 7 walk/go
- 8 left
- 9 straight
- 10 opposite