

Getting there

Warm up Challenge

Tell students they have to make a round the world trip using as many modes of transport as possible. In two or three teams, students compete to think of as many ways of travelling as possible in 2 minutes. The team with the longest list (of acceptable modes) wins.

NOTE: The mode of travelling must be one that people really do use, so no magic carpets or riding on the backs of eagles!

TIP: It can help to work through the alphabet: think of a means of transport beginning with A, then one beginning with B, and so on.

Main activities

Students do some of these activities alone and the others in pairs or small groups.

1 Give out the activity sheets.

Make sure students understand the situation. Monitor their discussions, reminding them to discuss the pros and cons of the different options. Here are some points they could think about:

What is the traffic like on the roads into the city centre?

How difficult or expensive will it be for him to park? Is there a reliable bus service?

Are there safe routes for cyclists into the centre?

How long will it take William to walk eight kilometres?

How important are the following factors: cost, speed, convenience, reliability, safety and keeping fit?

2 ▶▶ Tell students they are going to listen to a short recording of two people doing this task and they have to evaluate the discussion. They will probably need to listen to the recording twice. See page 136 for the Tapescript.

Suggested answers

1 The speakers don't discuss the advantages and disadvantages of each option. For example, the advantages of walking and the possible disadvantages of cycling are not explored.

2 They state their own personal preferences but do not agree on a solution for William.

3 The speakers hardly interact at all. They don't respond to or develop the point made by the previous speaker. A's statement that 'it's too far for him to walk' is followed by a valid but quite unconnected point about crowded buses. We don't have the impression that they are listening to each other or that the argument is developing in any way.

3 ▶▶ Students listen to two different people doing the same task and answer the same evaluation questions as for exercise 2. See page 136 for the Tapescript (the Answers to exercise 4 are shown in bold). After you have discussed the answers, ask students if they can remember any other examples of interactive language from the conversation. Point out that the arguments are more fully developed and there is more exchange of ideas.

Suggested answers

1 They discuss the advantages and disadvantages of all the options.

2 They reach a conclusion: going by bicycle is the best option for William.

3 They interact well, responding to and developing each other's arguments. For example: *I think that's a good idea. So what about going by bus? Well, it depends.*

4 ▶▶ Ask students to read quickly through the conversation before you play the recording again. They write in the words they hear. Pause the recording occasionally to allow them time to write.

Point out how many of the missing words and phrases make the dialogue feel more **interactive**, more like a real exchange of views. Give them one or two examples:

So what about ...? I think that's a good idea. Then ask them to read out others.

Students work in pairs and practise reading the completed dialogue aloud. See page 136 for the Tapescript (the Answers are shown in bold).

Follow up

Before they start writing, brainstorm with students the possible good and bad points of each option. The options here are less clear cut and more a matter of personal preference than the transport question, so students can put their own likes and dislikes into the characters. Issues to consider:

What are their interests?

What do they want to get from their holiday, e.g. physical exercise? Total relaxation? Cultural experience? Fun?

How much is cost a factor?

Students should try to incorporate interactive phrases into their written dialogues. You may want to suggest that they do the writing in pairs.

NOTE: Many learners at this level under-exploit a task and as a result do not demonstrate the depth or range of the language they have at their disposal. For this reason it's a good idea to remind students that the process of discussing options is the important thing, not the conclusion reached.

In this writing task, for example, it is better if the two friends have slightly different tastes and interests, as that is more likely to generate real 'negotiation'.

Getting there

1 Work in pairs. Talk about this situation with your partner and agree on the best option.

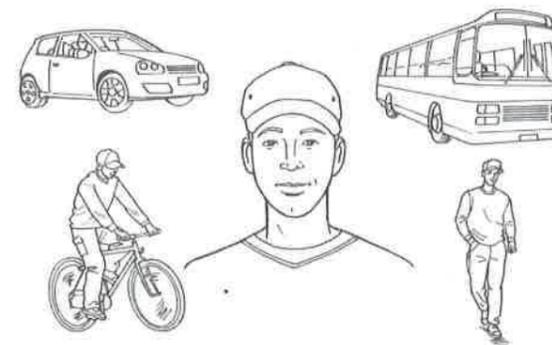
Situation

William has just got a new job. It will mean he has to work in the centre of the city, eight kilometres from his home. He has to decide on the best way of travelling to work every day. Here are the options:

car bus bicycle on foot

NOTE: William has both a car and a bicycle. There is no car park at the company where he will work.

What are the advantages and possible disadvantages of each option?



2 ▶▶ Now listen to two people doing the same task.

1 Do the speakers discuss the advantages and disadvantages of each option for William?

2 Do they choose an option for William? If so, what are the reasons for their choice?

3 How much do the speakers interact with each other?

3 ▶▶ Now listen to two different people doing the same task, and answer the questions in exercise 2.

4 ▶▶ Read the conversation below, then listen again and fill in the spaces with the words you hear.

A: Right. _____?

B: You start.

A: OK. Well, I don't think walking is a good idea. Eight kilometres is a bit too far to walk early in the morning.

B: _____ it's a good way to keep fit and it doesn't cost anything.

A: Yes, but most people want to get to work as quickly as possible in the morning.

B: That's true. _____ going by bike? We know he has a bicycle _____?

A: Yeah. I _____ . It's much quicker than walking but it's still good exercise.

B: _____, cycling can be dangerous in busy city centres.

A: Yeah, and cycling in heavy traffic is awful.

B: Yeah. So what about going by bus?

A: Well, _____ . If the service is reliable _____

B: But they're often late and too crowded, which can be a real problem.

A: Mmm. _____ : taking the bus every day can be quite expensive.

B: OK. He has a car as well as a bike, so how about travelling to work by car?

A: _____ very much, either. OK, you're independent in a car but the traffic in the rush hour is terrible.

B: _____ . And finding somewhere to park can be difficult and expensive.

A: So, _____?

B: Well, _____ go by bike: it doesn't cost anything, it's reliable, usually, and you travel independently.

A: And it's good exercise too,

_____ . But he _____ a cycle helmet.

B: Absolutely. _____?

A: Yeah – bike's best!

Work in pairs. Read the dialogue aloud.

Follow up

Write a conversation between two friends who are planning a holiday together. The options they are thinking about are:

- A camping holiday in the countryside
- Staying in a hotel in a famous historic city
- A holiday village by the sea (with lots of organised activities).

At the end of the conversation they should agree on which holiday to choose. Use some of the interactive phrases from exercise 4.