

What kind of ticket do you want?

LEARNING OUTCOME

learn how to complete a form

WARMER

Ask students whether they have ever completed a form in English or any other foreign language. Compare answers around the class.

Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to complete a form.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Answers

The people are a group of young people looking for travel information online. One of them is asking the questions from the online form and keying in the answers the other one gives.

Some examples of forms that may need to be completed when travelling abroad include forms for travel cards, school/college applications, student discount cards, or store cards.

Everyday vocabulary

- 2 Ask students to look at the words/phrases in the box and discuss the meaning of each. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

adult ticket = a standard full-fare ticket

anytime ticket = no restriction on when you can travel

child ticket = usually much cheaper than an adult ticket.

Travel is often free for young children.

full-fare ticket = you pay the highest price for it

off-peak ticket = restrictions on when you can travel

reduced fare ticket = you pay less than a full fare for a variety of reasons, like age, health, etc.

return ticket = allows you to travel to your destination and back

single ticket = only allows you to travel one way

student saver ticket = usually allows the holder to pay less than a full fare to travel

unlimited travel = allows you to travel as much as you want

travel card = a card that you use to travel without carrying money

These descriptions apply to bus, train and underground travel.

Dialogue

- 3 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Sofia and Mark. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out how much money Sofia saves. Ask students to check their answer in pairs, before checking as a class.

Answer

Sofia saves £50.

- 4 Ask students to look at the dialogue on the page and complete gaps 1–6 with the missing sentences a–f. They check answers in pairs, then listen to the dialogue again and check.

Answers

1 c 2 e 3 a 4 d 5 f 6 b

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one: Sofia or Mark. Ask students to think about the meaning of each expression and to think of how they could say each expression in a different way. Check answers as a class and write some good sentences on the board for students to practice.

Answers and suggested answers

What type of travel card do you want? (Mark)

I'd like the (Anytime) card. (Sofia)

How much discount do I get? (Sofia)

How long do you want it for? (Mark)

I want it for a (day/week/month). (Sofia)

You can only use it (after 10 am). (Mark)

You save over (£50). (Mark)

Over to you!

- 5 Students work in pairs and decide who will be the student and who will be the member of the host family. Ask them to read the instructions and follow the steps. Tell students they can order whatever kind of travel card they like. Remind students to use expressions from the Toolkit and the dialogue in 3. Students can then swap roles and do the role-play again. Monitor and make a note of errors or good language during role-play. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students can go online to look up travel card prices in a city of their choice. They work in pairs and ask and answer similar questions to those in the dialogue in 3.