### Keeping Up

#### Activity 1 - Excuses, excuses, excuses

This activity will help to increase your vocabulary and understand the language used in transport announcements.

**Timings:** 15 mins

Trains can be late for a number of reasons. We call this a delay.

* Look at the statements about train delays and reasons why this has happened.
* Take it in turns to read through the excuses and make sure you understand the vocabulary – use the pictures to help you.

Announcements made today!



1 .

***The 11:30am from Paddington is delayed due to a signal fault***



2 .

***The 9.45am to Liverpool Street is delayed due to heavy rain***



3 .

***The 6.15pm from Charing Cross is delayed due to snow***



4 .

***The 7.02pm to Victoria is delayed due to leaves on the line***



5 .

***The 8.36am to Euston is delayed due to ice on the rails***



6 .

***The 10.18pm from Marylebone is delayed due to a***

***broken window***



7 .

***The 6.00pm hours Eurostar to St Pancras is delayed due to a fire***



8 .

***The 3.55pm from King’s Cross is delayed due to a***

***cow on the line***

* Now see if you can complete the table below writing the information for each delay in the correct box.
* Look carefully as they are not in the same order.
* Make sure your answers are correct or you may miss your train.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Train Time** | **Station** | **Reason for delay** |
| 1 | 11.30am | Paddington | Signal fault |
| 2 |  | Victoria |  |
| 3 | 10.18pm |  |  |
| 4 |  | Eurostar |  |
| 5 |  |  | Ice on the rails |
| 6 | 3.55pm |  |  |
| 7 |  | Liverpool Street |  |
| 8 | 6.15pm |  |  |

#### Extension Activity - Group and pair work

**Timings:** 20 mins

Club Leader distributes Tube Map or local train map.

* Have a look at the map. Where is the nearest train station to your home?
* Have you used the train before?
* Can you tell me how to get from your home to Oxford Street by Tube?
* Practise finding different stations on the map from your nearest station.

##### Divide into pairs with one map between each pair.

**Person A** is lost and needs help .

**Person B** reads the map and gives directions.

Person A: Choose two stops on the map and ask for directions from one to the other.

**A:** *“Excuse me can you tell me how to get from . . . . . . . . . . . . . . . . . . . . . . . . . . . . to . . . . . . . . . . . . . . . . . . . . . . . . . . . . ?*

**B:** *Yes, you take the . . . . . . . . . . . . . . . . . . . . . . . . . . . . and change at . . . . . . . . . . . . . . . . . . . . . . . . . . . . then take*

*the . . . . . . . . . . . . . . . . . . . . . . . . . . . . to . . . . . . . . . . . . . . . . . . . . . . . . . . . . and you will arrive.*

* Do this as many times as you like. You will soon know how to travel with confidence.

#### Activity 2 - Keeping Up: Think of a . . .

This activity will help you increase your vocabulary and knowledge of every day nouns.

**Timings:** 15 mins

**Aa**

1. There are 2 sets of cards one contains letters of the alphabet.
2. The other has different questions on each.

##### Alphabet flashcards

**Bb**

**Cc**

**Dd**

**Ee**

**Ff**

**Gg**

**Hh**

**Ii**

**Jj**

**Kk**

**Ll**

**Mm**

**Nn**

**Oo**

**Pp**

**Qq**

**Rr**

**Ss**

**Tt**

**Uu**

**Vv**

**Ww**

**Xx**

**Yy**

**Zz**

##### Question cards

* Work in pairs - divide the question cards between you.
* Put the alphabet cards on the table face down. Turn over a letter of the alphabet and choose a Q card question to ask your partner.

**Think of a river that begins with**

**Think of a car that begins with**

* Now swap over.
* Choose another letter – you can play this game as many times as you like changing question and letter each time.

**Think of a colour that begins with**

**Think of a bird that begins with**

**Think of a shape that begins with**

**Think of a country that begins with**

**Think of a flower that begins with**

**Think of a food that begins with**

**Think of a sport that begins with**

**Think of a vegetable that begins with**

**Think of a Capital City that begins with**

**Think of a fruit that begins with**

#### Activity 3 - Weather forecast

This activity will help you to increase your vocabulary about the weather and understand the meaning of small talk.

**Timings:** 10 mins

In the UK, people talk a lot about the weather. This is known as small talk. Here are some weather words.

|  |  |  |
| --- | --- | --- |
| Rain | Sunshine | Thunder Storms |
| Cloudy | Showers | Fog |
| Snow | Wind | Ice |



* Look at the map of the United Kingdom – there are some weather symbols on this. What do you think the symbols mean?

#### Activity – Small talk

**Timings:** 15 mins

Below are some phrases that people say when talking about the weather.

* Can you work out what sort of weather it is?

**A:** *It’s a lovely day today isn’t it?*

**B:** *Yes, I love the* . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**A:** *It’s a terrible day isn’t it?*

**B:** *Yes, I wish it would stop* . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**A:** *It is so* . . . . . . . . . . . . . . . . . . . . . . . . . . . . *today my hat blew away.*

**B:** *Oh dear, the* . . . . . . . . . . . . . . . . . . . . . . . . . . . . *is hurting my ears.*

**A:** *Did you hear the* . . . . . . . . . . . . . . . . . . . . . . . . . . . . *last night?*

**B:** *Yes and I saw* . . . . . . . . . . . . . . . . . . . . . . . . . . . . *flashes too!*

|  |  |  |
| --- | --- | --- |
| raining | windy | thunder |
| sunshine | wind | lightning |

* Work in pairs and practise the small talk using the sentences above to help you.

#### Extension Activity - Group discussion

**Timings:** 10 mins

* Why do you think people talk so much about the weather in this country?
* What was the weather like when you left home to come here?
* What is the weather like now?
* Do you think the weather can affect how people feel?

#### Activity 4 - Practise: Could, Would

##### Activity Outline

This activity will help you to use positive vocabulary when making a request or complaint.

**Timings:** 20 mins

|  |  |
| --- | --- |
| **Could you please?** | **Would you mind?** |

#### Whole group practice

Club Leader points to one of the group and says “(name of learner), could you please pass me that book?

* **Learner A:** Yes, of course.
* **Learner A:** Points to another group learner and asks the same question.
* **Learner B:** Responds .

Take turns until everyone has responded.

**Club Leader** repeats the game using the phrase: Would you mind?

**Would you mind** standing up and closing the window?

* **Student A:** No, of course not.

#### Activity – Complete the phrase

**Timings:** 15 mins

You can use the phrases: Would you mind? Or could you please? When making a polite complaint too .

E.g. would you mind not talking so loudly? Could you please be quiet?

##### Work in pairs.

* **Look at the pictures and complete the phrases. How would you respond?**
* **Practise the conversation with your partner.**

**Could you/would you…**

*Could* . . . . . . . . . . . . . . *tell me the time?*

*Could* . . . . . . . . . . *turn your music down*

*Would you* . . . . . . . . . . . . *giving me your seat?*

*Would* . . . . .. . . . .. . . . *passing me that can of paint?*

*Could* . . . . . . . . . . . . *take me to the station*

*Could* . . . . . . .. . . . . . . . *bring the bill?*

*Would* . . . . . . . . . .. . . . . . . . . *please read the first page of your book?*

#### Extension Activity - Group Discussion

**Timings:** 10 mins

* Have you ever had to give up your seat on a bus or train? Did you know that there are special seats for people with additional needs e.g. disabled, older people?
* Has anyone ever given up a seat for you on a bus/train?
* If yes, how did that make you feel?
* Have you ever had to make a complaint to a neighbour?
* Has anyone ever complained to you about someone else?