

International commuting

Level

Pre-intermediate

Tasks

Comparing how long it takes students to commute to work
 Completing the missing information in a graphic
 Reading an article on international commuting
 Identifying the opposites of a number of common words
 Discussing questions arising from the article

How to use the lesson

- 1 Write the word 'commuting' on the board and elicit / tell students what it means. Hand out the worksheet. After students have ticked the relevant option, ask them to compare their answers. Elicit who has the longest / shortest commute. Ask some students to describe their journeys to work.
- 2 Ask students to scan the first paragraph in order to complete the missing information in the graphic.

Answers

(a) Barcelona (b) London (c) 35 (d) 4 hours

- 3 Students read the whole article. Ask them to tell you some of the benefits of international commuting, as well as any negative points. If appropriate, deal with any useful vocabulary such as: *infamous / balance / environmentally unfriendly / delayed / globalisation*.
- 4 Ask students to write down the opposites of the words in the table. If they need to, they can refer to the article.

Answers

a) low / high	d) expensive / cheap	g) impossible / possible	j) more difficult / easier
b) inflexible / flexible	e) worse / better	h) friendly / unfriendly	k) falling / rising
c) reduce / put up	f) relaxing / stressful	i) slower / faster	l) decrease / increase

- 5 Ask students to discuss the questions in small groups. Ask one student from each group to report back the group's ideas to the class. Encourage discussion. Finish the lesson by providing language feedback.

Related websites

Send your students to these websites, or just take a look yourself.

<http://news.bbc.co.uk/1/hi/magazine/5187096.stm>

<http://en.wikipedia.org/wiki/Commuting>

<http://www.flexibility.co.uk/telecommuting2000/tc2002.htm>

<http://en.wikipedia.org/wiki/Telecommuting>