



Teenage Life

Note-taking: independent travel | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. When should teenagers start travelling without adults?
2. What makes independent travel difficult at first?
3. What safety skills do young people need?
4. Would travel training be useful in schools?

Exercise 3 at a glance

In this activity, you will read one factual text and complete notes using information from the text. In the exam, this task is usually worth 7 marks. This practice version includes extra notes to help you build confidence. Use short words or phrases from the text, not your own ideas.

2. Read for overall understanding

Read the text. What is the purpose of travel training for teenagers?

Learning to Travel Independently

Learning to travel independently is an important step for many teenagers. Some students start by walking to school alone, while others learn to use buses, trains or cycling routes. Travel training programmes help teenagers travel safely and become more independent. They are often used for students who feel anxious about new routes or busy public places.

A training session may begin with route planning. Students learn to read a timetable, identify the correct stop and check how long a journey should take. They may practise buying a ticket or using a travel card. Trainers also show students how to recognise landmarks, because this can help them notice if they have gone too far.

Safety is a major part of the programme. Students discuss road safety, what to do if a bus is cancelled and how to ask for help politely. They are reminded to keep phones charged, protect personal belongings and avoid sharing live locations publicly. These habits help students feel prepared without making them afraid of travelling.

The final stage is usually a supported journey. At first, an adult may travel beside the student. Later, the adult follows at a distance while the student makes decisions. This gradual approach builds confidence. Parents often say the biggest benefit is not just transport: teenagers become more willing to take responsibility in other parts of life too.

Travel training may also include problem-solving practice. Students might be asked what they would do if they missed a stop, lost a ticket or found that a platform had changed. Trainers do not want teenagers to memorise only one perfect journey. They want them to stay calm when something changes. This is why practice journeys often include small, controlled challenges before students travel completely alone.

Schools may also involve parents in the training. Parents can describe routes that worry them, while trainers explain how students will be supported. This helps families feel more confident as teenagers begin taking more responsibility for everyday journeys.

The training can be adapted for different levels of confidence. One student may only need help reading a timetable, while another may need several practice journeys. This flexibility makes the programme more useful than a single safety talk.

The confidence gained from travel can affect other choices too. A teenager who can reach a library, sports centre or interview alone may feel more prepared for future opportunities.

3. Strategy focus

Notice the skill behind the example

A text may give an example of a journey, but the note heading may ask for the travel skill being practised.

4. Practice note-taking task

Complete the notes using information from the text. Use short words or phrases from the text. Do not add your own ideas.

Notes	Write short answers
Transport students may learn to use	- - -
Route-planning skills	- - -
Safety habits	- - -
Stages of supported journeys	- - -

5. Vocabulary notebook

Underline five useful words or phrases from the text. Check their meaning, then record them in your vocabulary notebook.

6. Follow-up tasks

1. Discussion: Which travel skill is most important for teenagers?
2. Strategy: Choose three answers and explain why each one belongs under its heading.
3. Writing: Write advice for a student taking a bus alone for the first time.
4. Vocabulary: Circle words and phrases connected to teenage life, safety and independence.

Teenage Life

Note-taking: independent travel

2. Read for overall understanding

Suggested answer: to help teenagers travel safely and become more independent.

4. Practice note-taking task

Transport students may learn to use

- buses
- trains
- cycling routes

Route-planning skills

- read a timetable
- identify the correct stop
- recognise landmarks

Safety habits

- keep phones charged
- protect personal belongings
- avoid sharing live locations publicly

Stages of supported journeys

- adult may travel beside the student
- adult follows at a distance
- student makes decisions

Notes for checking

This is an extended practice version of the IGCSE ESL note-taking task. The live exam normally has fewer marks, but this version includes extra notes to build confidence and selection skills.

Accept short phrases that keep the same meaning.

Learners should avoid copying a whole sentence if a shorter note answers the heading.

Some answers need more than one or two words, especially when the key detail is a phrase.