

# High Level Listening - Live Class

## Season 1 : Episode #2 - Commuting / Getting to work

### - Script #1 - Morning Routines

**Kat:** In the city, I rely on the subway. I aim for the 7:45 am train, but sometimes, if I'm a tad late, I miss it and have to wait for the next one. The journey's roughly 15 minutes, and I try and use this time to read. By 8 am, I'm a short walk away from my office. The evening commute is similar, though sometimes more crowded.

**Mark:** Being in London, I catch the Tube to work. I try for the 7:50 am train, but some days I end up missing it and have to wait for the next one. It's about 20 minutes into the city centre, so I usually take the chance to catch up on the news or text some mates. I'm usually off the train by 8:15 am, then after a couple of minutes of walking, I'm at work. The journey back in the afternoon is virtually the same, just with a few more commuters, I'd say.

### - Subway Vocabulary

	Kat (USA)	Mark (UK)
1.	<p><i>[How do you get to work?]</i></p> <p>I rely on <b>the subway</b></p> <ul style="list-style-type: none"> <li>- I rely on <b>the bus</b></li> <li>- I rely on <b>the train</b></li> </ul>	<p>I catch <b>the Tube</b> to work</p> <ul style="list-style-type: none"> <li>- I take the Tube</li> <li>- I use to Tube to get to work</li> </ul>
2.	<p><i>[What time do you try to get the train?]</i></p> <p>I <b>aim for the</b> 7:45am train</p> <ul style="list-style-type: none"> <li>- Let's <b>shoot for</b> the 8:30 bus</li> <li>- I <b>shoot for</b> the 3:15 train</li> </ul>	<p>I <b>try for</b> the 7:50am train</p> <p>I need <b>the</b> 7:50am train</p> <ul style="list-style-type: none"> <li>- I try for the 66 Bus</li> <li>- I try for 1pm train</li> </ul>
3.	<p><i>[What do you do during the ride?]</i></p> <p>I try and use this time to read.</p> <ul style="list-style-type: none"> <li>- I end up scrolling on my phone</li> <li>- I just <b>zone out</b></li> <li>- I try to <b>catch up on some</b> sleep</li> <li>- I <b>mentally prepare myself</b> for the day</li> <li>- I <b>psyche myself up</b> for the day.</li> </ul>	<p>I usually <b>take the chance</b> to catch up on the news or text some <b>mates (friends)</b></p> <ul style="list-style-type: none"> <li>- Listen to a podcast</li> <li>- Read a book</li> <li>- Listen to an audiobook</li> <li>- Listen to HLL!!</li> </ul>
4.	<p><i>[At work? / At Job?]</i></p> <p>I'm a short walk away from <b>my office</b></p> <ul style="list-style-type: none"> <li>- I'm at <b>[my office]</b></li> <li>- I'm at <b>[the office]</b></li> <li>- I'm at <b>[work]</b></li> <li>- I arrive [at the office]</li> </ul>	<p>after a couple of minutes of walking, I'm <b>at work</b></p> <ul style="list-style-type: none"> <li>- <b>I'm [at work]</b></li> <li>- At <del>my</del> work</li> <li>- At my <del>job</del></li> <li>- I arrive [at work] [at 8:30]</li> <li>- I take the subway [to work].</li> <li>- I take the bus [to work].</li> </ul>

5.	<p style="text-align: center;"><i>[How about coming home again?]</i></p> <p>The <b>evening commute</b> is similar, though sometimes more crowded</p> <ul style="list-style-type: none"> <li>- Morning <b>commute</b></li> <li>- Evening <b>commute</b></li> </ul>	<p>“<b>The journey back</b> in the afternoon is virtually the same, just with a few more commuters, I'd say.”</p> <ul style="list-style-type: none"> <li>- <b>Commuters</b></li> <li>- <b>Commuter</b> trains</li> <li>- <b>Commuter</b> town</li> </ul>
----	---	--

- Take-away Sentences

Kat (Present - Routine)	Mark (Past)
I catch the train to work	This morning I caught the train to work
I take the subway to the office	This morning I took the subway to the office
I usually aim for the 7:45am bus	This morning I <b>aimed for</b> the 7:45am bus, but I missed it.
I usually just <b>zone out</b> - I try to <b>catch up on some</b> sleep	- This morning, I just <b>zoned out</b> - This morning, I <b>tried</b> to catch up on some sleep
- I <b>mentally prepare myself</b> for the day - I <b>psyche myself up</b> for the day.	- This morning, I mentally <b>prepared</b> myself for the day. - This morning, I <b>psyched</b> myself up for the day.

**Live Class Transcript:**

**Kat Teacher:** [00:00:00] All right. Hello. Hello, everyone. Hi. Hi, everyone.

**Mark Teacher:** Hello, High Level Listeners. Welcome back. This is episode two of our first season of Advanced English Live Classes, where we give you advanced vocabulary, expressions, and phrases to help take your English up to the next level. Yes, we're very happy to join you today.

**Mark Teacher:** My name is Mark, or Mark Teacher. I'm from the UK. Specifically, I'm from the southeast of England, quite close to London, and I've been a teacher for just over 10 years.

**Kat Teacher:** All right, and hey everyone my name is Kat, or Kat Teacher, and I've been a teacher also for over a decade. And we at High Level Listening are here to give you real English, practical English, and something that you can use hopefully every day in your daily lives.

**Kat Teacher:** We have an interesting topic today. We're going to be [00:01:00] commuting. Commuting. So, commuting is the act of getting to work and coming home from work, okay? So, some people take the bus. People take a taxi, some people walk, some people drive. This is how you get to and from work.

**Mark Teacher:** Yes, and it's only work. You can't commute to the supermarket or commute to the bank.

---

**Mark Teacher:** It is just going to work and coming back. So only that journey. You say my commute. My commute is very long or My commute is, yeah, quite short. It's also a verb. I commute to work by train. He commutes. She commutes. In the past tense, I commuted, or I used to commute. My dad, for example, used to commute two hours to work.

**Mark Teacher:** That's one way. From home into London was two hours. [00:02:00] On the, by car, then by train, then by subway, then walking. So that's one way. It's two hours. And then he used to commute all the way back home. So four hours of commuting every day. Commute is that sometimes long journey to and from work.

**Kat Teacher:** Absolutely. And a little bit more casually, if you don't want to use the word commute, you can say get to work, get home from work.

**Kat Teacher:** So, how do you get to work? I take the train. I take a bus. How long does it take you to get to work? How long does it take you to get home from work? Okay, so to get to work, to get home is also another way that we would use get to replace this word commute. So I more naturally kind of go with the get to work.

**Kat Teacher:** How long does it take for you to get to work? How long does it take for you to get home? But if you want to use a [00:03:00] short and simple word, we can use the word commute. What's your commute like? So we're going to actually answer this question. Both of us are going to answer it in a little bit of our different style.

**Kat Teacher:** Now we kind of noticed each of us doing these dialogues these little monologues. That we didn't actually use a lot of different vocabulary. Of course, Americans and British speakers tend to have a little bit of different vocabulary, but not all the time. So this is a little bit easier lesson because if you are studying British English or particularly American English, you can use almost all these phrases with both.

**Kat Teacher:** So we kind of noticed that when we started making this one. So I'm going to go ahead and lead in with a question for Mark. I'm going to say, hey, how do you usually get to work?

**Mark Teacher:** Being in London, I catch the tube to work. I try for the 7. 45am train, but some days I end up missing it and I have to wait [00:04:00] for the next one.

**Mark Teacher:** It's about 20 minutes into the city centre. So, I usually take the chance to catch up on the news or text some mates. I'm usually off the train by 8. 15am, and then after a couple of minutes of walking, I'm at work. The journey back in the afternoon is virtually the same, just with a few more commuters, I'd say.

**Mark Teacher:** Alright, excellent. And how about you? How do you usually get to work?

**Kat Teacher:** In the city, I rely on the subway, so I usually aim for the 7. 45am train, but sometimes, if I'm a tad late, I miss it, and I have to wait for the next one. The journey's roughly 15 minutes, and I try and use this time to read. Sometimes I do, sometimes I don't.

**Kat Teacher:** By 8am, I'm a short walk away from my office. The evening commute is pretty similar, though sometimes more crowded.

---

**Mark Teacher:** Okay, [00:05:00] so, similar to last week, if you remember, Kat and I have pretty much the same kind of story. Our journey to work, or our commute to work, is pretty much the same, but I used some phrases and vocabulary, and she used some different phrases and vocabulary.

**Mark Teacher:** So, we will go through those short answers, and we will look at some of the different phrases and words that we used, compare them and see if they are similar or different, and give you some more examples so you can use them yourself. So. The first part of that script was, how do you get to work? Like, what kind of transportation do you use?

**Mark Teacher:** The bus, the train, the subway. Kat, what did you say in your

**Kat Teacher:** one? So I said that I rely on the subway. I rely on something. Now, when you rely on something, you are, you know, you're dependent on that. You need [00:06:00] that to go about your daily life. It's very important in your life. So, for me I live in the city.

**Kat Teacher:** Perhaps I don't have a car. Maybe it's quite far away if I drive or take a taxi, so I rely on the subway. That means if the subway is broken, that's going to be very difficult for me to catch another type of transportation. So I rely on the subway. I take it every day. I try to take it at a certain time, and it makes my life more convenient and easier.

**Mark Teacher:** Yep. Also totally describes my sister, who lives in London. Yes. She is 35 years old, doesn't have a driver's license because in London, you don't need a car. There's the bus, the subway, or the tube, which we'll talk about in a second. Yeah, you can, there is such a good public transport network that you don't need a car because you can rely on public transport.

**Mark Teacher:** So [00:07:00] yes, when I lived near my mum's home or with my mum when I was younger, I used to rely on the bus. Because I didn't have a car, and that was the only way I could get into the city centre. So, I used to rely on the bus. My sister still relies on public transport in London. my script was a tiny bit different.

**Mark Teacher:** I used a different verb. I said, I catch. I take the bus, I catch the bus. I take the train, I catch the train. Kind of the image is that the train is coming past. Like, it's not stopping, and you have to, like, catch, and it'll pull you into the city. Catch is another word for take. Because I'm from the UK, and I mentioned London, I also used a specific word for the subway transport system in London, and it's the tube.[00:08:00]

**Kat Teacher:** Yeah, that was one word that would be different, but it is very specific just to London.

**Mark Teacher:** Yes. You'll also hear it in a British accent. It starts with the T U, so it makes a CH sound. The tube. The tube, yeah. I catch the tube. This is specifically the London system. The system in Paris, the subway in Paris is not the tube.

**Mark Teacher:** Metro. Yeah, right, the metro the one in Moscow is not the tube. The one in New York is not the tube. Only the London one is the tube. I think literally because the tunnels are shaped like a

---

**Kat Teacher:** kind of circle. What about, what about other cities in the UK? Do you also catch the tube, the tube, do you catch the tube?

**Kat Teacher:** I can't say it with tube. It just sounds more natural to say the tube. Do you, you know, and because it's so quintessentially British that I have to say the tube because there's no other way it feels like to say it.

**Mark Teacher:** Mm hmm, right.[00:09:00] There are other, I think there's only one or two other subway systems. In the UK, but the tube is only London.

**Mark Teacher:** That's like London's one. So yeah, the tube transports hundreds of thousands of people every single day. And yeah, if someone says the tube, they're talking about the London system only. So yeah, my dad used to commute on the tube in London. And like many other people do, including my sister, again. So yeah, I catch the bus, I catch the train, I catch the tube.

**Kat Teacher:** And we can catch other things as well. It's kind of like, you know, we catch a taxi, catch a bus, catch the train. So it's funny because if it's your specific bus line, I catch the bus. If we just, we don't know what bus line it is, we just need to take a bus, any bus, we can catch a bus. So [00:10:00] because Mark and I have specific trains that we take in the morning, we catch the train.

**Kat Teacher:** We catch this specific train. We catch the train in the morning, meaning my specific train line, my specific bus line. We would never say catch the taxi because we never have a specific taxi. It could be any taxi in the city, so we often say catch a taxi. I try to catch a taxi early in the morning to get to the airport, or something like that, or to get to work.

**Kat Teacher:** So just a, kind of those little words sometimes are a little difficult for some of my students. Catch a taxi, catch a bus, catch a train, if you are taking any train, any line. But if you have your specific routine in mind, I catch the train, I catch the bus. It's the same bus we always take.

**Mark Teacher:** Yes, that's a good point.

**Mark Teacher:** That comes up in the next section we're going to talk about. [00:11:00] We use the, the article, the to mean a specific one or the same one that we usually take. And in the next lines, what time do you try to get the train?

**Kat Teacher:** Actually, Mark, we have a quick question from Maria. Is there the overground also in London?

**Mark Teacher:** Oh, yes, that's right. There's the underground, which I'll write here. The underground is the tube. That's the same thing. But recently, yeah, they upgraded and added some new lines that go overground. These are ones that don't go through the tunnels. I think if you want to get to some famous landmarks like the O two Arena, which is a big concert hall and event center then you can take the overground or the DLR.

**Mark Teacher:** They have a few different names, but yeah, it's basically two different types of trains. It's all part of the Rail network [00:12:00] in London though, so yeah, the overground or the underground, they'll both take you wherever you need to go. Well, that's

---

**Kat Teacher:** interesting. I didn't even know they had that. Okay, so you were mentioning what time do you get the train, okay, or what time do you try to get the train?

**Kat Teacher:** And I said that I aim for, okay, just like when you are shooting an arrow and you want it to go somewhere specific. I aim for something, meaning I try to leave my house on time. I really want to try to catch that train in particular. So I really aim for the 7 45 a. m. I know that I can arrive just on time and catch it.

**Kat Teacher:** Or, if I'm running a little late, I'm really trying to hurry up to catch that one, because I'm really aiming for that one. If I don't catch it, I might be a little bit late. So, I'm aiming for the 745, or I'm shooting for. Okay, so that's the same thing. If [00:13:00] you shoot an arrow, you aim, okay, you're aiming for something, and then you shoot it.

**Kat Teacher:** Okay, so I shoot for. Yeah, I usually shoot for the 745, because then 15 minutes, I arrive at my building at 8am, I'm not late, right? So I aim for this, or I shoot for this. That means I'm really trying hard. to get there and to succeed at catching that train in particular.

**Mark Teacher:** It's also a good phrase if you're making plans with someone and, you know, you want to go out and meet at the cinema.

**Mark Teacher:** And, you know, the movie starts at 7, so you arrange to meet a little bit earlier so you can buy the tickets and buy your snacks. Maybe when you're texting your friend, you can say, yeah, the movie starts at eight. So let's shoot for seven 30. So around seven 30, try to arrive around seven 30, let's shoot for [00:14:00] them.

**Kat Teacher:** That's exactly right. So yeah, if we're, Hey, let's aim for eight o'clock. Meaning, 7. 55 is okay, 8. 05 is okay, but please don't be much later. Let's really, really try. Let's aim for 8 o'clock, okay? So yeah, let's shoot for 8 o'clock. If it's not exactly 8 o'clock, that's okay. That's okay, but let's aim for that.

**Kat Teacher:** Let's shoot for that.

**Mark Teacher:** In my version of the script, I said, I try for the 7. 50 train. Aim for, shoot for, try for. They all have the same meaning, the same preposition. To go back to what we were saying about articles with the tube, the subway or the train, I try for the 7. 50am train. Again, the is the specific one, the one at 7.

**Mark Teacher:** 50. I need an article before the time, the 7. 50 train. There's only [00:15:00] one train.

**Mark Teacher:** If someone says, what time is it? Oh, it's 7. 50, but I need the 7. 50 train. The means it's the specific one. This is also true for other public transport types. When I go back to my mum's village in the UK, I take the 66 bus. There's only one of those, and there's only one of those going around. So it's the specific one, the 66 bus.

**Mark Teacher:** It's true before any Time. The 1pm train. The 5 o'clock

**Kat Teacher:** train. Think of the time as like an adjective. Like, I want the red bus. I want the 6. 50 bus. I want the big bus. Like, I want that specific one. So the time there is almost

---

acting like an adjective. So we're saying this specific one. The red bus, the 7. 50 bus, the bus [00:16:00] that goes to London, okay?

**Kat Teacher:** So we're looking for that one in particular.

**Mark Teacher:** Hmm, okay. Sorry, I just saw the comment from Maria. The overground goes from Enfield to Clapham in London. And Maria knows the tube, because... She lived in East Finchley for a while. Awesome. Okay. You probably know more about it than I do. You probably know

**Kat Teacher:** more about it than me, too, as an American.

**Kat Teacher:** I've never lived in London, so that's very cool. We've learned a lot. Let's have a look at, back at our lesson. What do you do during the ride? What do you do during the ride? Now, the ride, meaning I'm riding the train, I'm riding the bus. What do you do during that time that you are sitting on the train, sitting on the bus, sitting in the taxi ride, even?

**Kat Teacher:** So, what do you do during the ride?

**Mark Teacher:** I usually take the chance to catch up on the news or text some mates. [00:17:00] Yes, like me and probably a lot of other commuters. When I'm commuting, I'm probably just looking at my phone. I maybe I don't have time during breakfast. I'm eat my breakfast. I'm out the door. And then sitting on the train is the first time I have to open my phone and actually catch up.

**Mark Teacher:** So I take the chance to catch up on new stories, new headlines announcements or posts from my friends. And maybe I message some of my friends. I text my friends. This is the most British word in my script, my mates, my

**Kat Teacher:** mates, my friends. Yeah, we would, we would definitely not use my mates in America.

**Kat Teacher:** The first time I ever heard it, I thought it was a little weird, to be honest. So yes, in America, mates are romantic love interests. So, when you say [00:18:00] my mates. I think people you are romantically involved with, and so, but in, in British English, my mates, my friends, and in America, my friends are just my friends.

**Kat Teacher:** So what do I do during the ride? I try and use this time to read, but I usually just end up scrolling on my phone. So I have good intentions. I want to do something productive. But I end up doing something. Maybe I don't want to get my book out. Maybe I think, oh, it's just a short ride. Maybe I'm finishing a conversation with a friend.

**Kat Teacher:** So, I end up doing something. So, I wanted to do this, but I ended up doing this instead. In other words, what did you finally, at the end, end up doing? What did you finally do instead of reading a book? I ended up scrolling on [00:19:00] my phone instead. So good intentions, but maybe next time I'll try and read when I'm on the bus or on the train.

**Mark Teacher:** We wanted to add some other phrases, especially in this moment, where you're going to work, and you're, maybe you haven't woken up yet. Mentally, you are still a

---

bit of a zombie. Maybe you haven't had any coffee yet. So, you're on autopilot. You are going to work, and when you arrive at work, maybe you won't remember this journey.

**Mark Teacher:** And if you sit on the train in the morning, and you look at other commuters... Maybe some people are zoned out. They just zone out. Maybe they're not looking at their phone. They're just staring at the window or they're staring at the floor because they're still tired. It's early in the morning. Maybe they're not super excited about going to work.

**Mark Teacher:** Sometimes I do that too. I just zone out. [00:20:00] Some people are like. Sleep. Some people try to catch up on some sleep. Me too. I try to catch up on some sleep. Maybe I have time for five minutes or 10 minutes of sleep. Do I have a bit more energy at work? Other people? Maybe they have a big presentation, a big meeting, or a really important thing today.

**Mark Teacher:** So, they are thinking about the meeting. They're going over the script again and again. I'm mentally preparing myself for the day. So, some people are quite focused, mentally preparing themselves for the day. Or, one more phrase, I have to psych myself up. Psych myself up, like get myself ready, build up my energy.

**Mark Teacher:** build up some confidence to take on the day. Again, maybe because I have a difficult day or an important day, I psych [00:21:00] myself up. So some people are drinking lots of coffee or they're, you know, looking at some confidence boosting videos on YouTube to make themselves feel big. There's lots of things that people are doing during this ride.

**Mark Teacher:** Okay, so one thing that students often get wrong or a mistake that we often correct as teachers is the word work. Work as a place. So, this is tricky because the prepositions are a bit different. Sometimes the articles are not where you think they'd be. So, how did you say it in your script?

**Kat Teacher:** Okay, so I think a lot of our students like to use the word job.

**Kat Teacher:** office, and work. But, we do use a little bit of, you know, the different articles in each one. So, you know, my office, the office. My job, my work. [00:22:00] But, however, so I'm a short walk away from my office. I'm a short walk away from my office. I'm a short walk away from my building. Okay, so my office building, my office, I'm a short walk away from this place, my office, but if you wanna use the word work, we don't usually say my work, my, my.

**Kat Teacher:** The work, we would just simply use the word work. So, I'm a short walk away from work. I'm a short walk away from the office. I'm a short walk away from my job. Okay, so, if we are a short walk away, my work, my job, my office, we just need the word work. Okay, so, I'm at work. I'm a short walk away from... Work. All [00:23:00] right, so that's one of those words like from school, from home, from work.

**Kat Teacher:** These are really easy ones that we use all the time and they don't usually need an article.

**Mark Teacher:** Yes, so those are the only three correct ones. My office. I'm at my office. The office is okay. I'm at the office. Or, I'm at work. At work. Work is the place. Obviously, if you work in an office, then I'm at my office.



---

**Mark Teacher:** I'm at the office. If you work in a supermarket, if you work in a bank, if you work in the post office, I'm at work. Work covers everything. Any place where you do your job or do your work. So yeah, my work is wrong. I'M at my job wrong. It's, I am at work or I'm at the office. If [00:24:00] someone calls you and says, Hey where are you?

**Mark Teacher:** Say, oh, I'm at work. What do you want? So. In my sentences, in my script, I said, After a couple of minutes of walking, I'm at work. I arrive at work at 8. 30. Or, I take the subway to work. I take the bus to work. I catch the tube to work. So, work is the place. But the last point that we'll discuss is coming home, coming back.

**Mark Teacher:** About coming home again. What did you say in your scripts? Yes.

**Kat Teacher:** Okay, so how about coming home again? So, now, of course, part of your commute is not just getting to work, but it's coming back from work as well. Now, oftentimes, it's just the opposite, right? So, you go to work, you take the train. You come home.

**Kat Teacher:** But [00:25:00] sometimes people hit rush hour, especially early in the morning or late in the evening when people are all coming home from work at the same time. Some people can leave their house early. And they get there early, so they don't hit rush hour. But some people don't have as much flexibility with coming home.

**Kat Teacher:** You want to try to get home as soon as possible, but you might run into some rush hour. So, my evening commute, meaning when I'm coming home, my evening commute is similar, though sometimes more crowded. So, I can talk about my commute in two pieces. My morning commute. when I'm going to work in the morning and my evening commute when I'm coming home in the evening.

**Mark Teacher:** Absolutely. In my phrase or my script, I said the journey back in the afternoon is virtualist. Try again. The [00:26:00] journey back in the afternoon is virtually the same, just with a few more commuters. So in my script, a few more commuters, those are passengers coming home from work. Again, you're only a commuter if you're coming home from work, or you're only a commuter if you're going to work.

**Mark Teacher:** Everyone else is just, everyone else are just passengers. So, the journey back. The journey back, the journey home, is virtually the same. If you take the same train at the same time every day, you might start to recognize other commuters around you. They might become your sort of secret commuter buddies.

**Mark Teacher:** You might also hear commuter trains. If it's a train during the morning rush hour, people will call it a commuter train because most of the passengers on that train are commuters. So if you're a tourist, you want to [00:27:00] avoid commuter trains because they're packed, they're full of people, and sometimes they're more expensive as well.

**Mark Teacher:** So if you can avoid the commuter trains in the morning, you could have a more relaxing journey. You may get a seat and you might save some money at the same time. So yes.

**Kat Teacher:** I think we also use this too because we actually live in a neighborhood with lots of young families. So a lot of the people, a lot of our neighbors are commuters.

---

**Kat Teacher:** So right outside our neighborhood, most people are packed, waiting in line to drive their car out, to connect to the highway, to get into the city. So even though we chose live in a, in a suburb, we have a lot of commuters here. They leave around eight o'clock in the morning. The traffic is from eight o'clock to nine o'clock, that rush hour traffic.

**Kat Teacher:** And then we could probably say the same thing in the evening, although a little bit more flexible in the evening. It's not a [00:28:00] designated time since a lot of commuters might go out to eat after work, or they might stay late to work a little bit late. So there's not as much rush hour. In the evening time during the evening commute, but definitely the morning commute.

**Kat Teacher:** So many commuters leaving the neighborhood that it gets pretty packed in the morning.

**Mark Teacher:** Okay, so those are the five main points we wanted to discuss about our little scripts today. There's one more thing we wanted to do in the last few minutes. to give you some takeaway sentences. These are sentences that me and Kat will repeat and then give you a moment to repeat the sentence too.

**Mark Teacher:** It's, it includes all the vocabulary that you've seen and heard so far in the scripts. We've got some high level sentences that you can use to talk about public transport in your own life. Kat will read a sentence that's in the present tense because it's a routine and it's your usual commute. I'll read one in the past [00:29:00] tense if you're telling a story.

**Mark Teacher:** So, listen to Kat and try to repeat after her. Okay,

**Kat Teacher:** I, I catch the train to work.

**Kat Teacher:** I catch the train to work.

**Mark Teacher:** Sorry. In the past, this morning, I caught the train to work.

**Kat Teacher:** I take the subway to the office.

**Mark Teacher:** This morning, I took the subway to the office.

**Kat Teacher:** I usually aim for the 7. 45 a. m. bus.

**Mark Teacher:** This morning, I aimed for the 7. 45 a. m. bus, but I missed it. I usually

**Kat Teacher:** just zone

**Mark Teacher:** out. This morning, I just zoned out.

**Kat Teacher:** I [00:30:00] try to catch up on some sleep.

**Mark Teacher:** This morning, I tried to catch up on some sleep.

**Kat Teacher:** I mentally prepare

---

**Mark Teacher:** myself for the day. This morning, I mentally prepared myself for the day.

**Mark Teacher:** I psyched myself up for the day. This morning, I psyched myself up for the day.

**Mark Teacher:** Alright,

**Kat Teacher:** thank you so much everyone for joining us for our class today. You can watch the replay as soon as we close out this section. And I hope to see you again next week for our very next High Level Listening episode 3. So, we'll see you next week on Monday.

**Mark Teacher:** Yes like usual, also the link is in the description or in the chat so you can see the script that we were reading from this lesson.

**Mark Teacher:** You can also listen to...[00:31:00]