

# 4

## Travel

### PLAN YOUR JOURNEY!



**Lesson goal:**  
Ss can talk about good and bad points of different methods of transport and about travel habits.

**Warm-up:** Review types of film by asking a pair of Ss to come to the front, think of a film type, and act out an improvised scene from it, for the class to guess what type of film it is. Continue with other pairs for two or three minutes.

**Setting the goal:**  
Ask: *How did you come to school today?* Elicit possible answers (e.g. *I walked. I took the bus.*). Write each suggestion on the board, and ask for a show of hands to find out how many Ss used the same method of transport. Establish which method of transport was the most common. Explain that in this lesson, Ss will talk about different methods of transport and travel habits.

**Sustainable Development Goal 11:** Teaching notes page 191

- You are planning a trip from New York to Los Angeles. Use the information above to write good/bad points for each method of transport. Think about these things:

air pollution expensive/cheap fast/slow healthy (good exercise/stressful)

Travelling by car is bad: it causes pollution, it's stressful ...

- In pairs, compare notes and choose a method of transport for your trip.  
We chose the train because it is ...

- Your turn** Copy and complete the table about your travel habits. Then ask and answer questions to complete the table for your partner.

Transport	walk	bike	train	bus	car	plane
Me	twice a day					

A How often do you use a bike? B I never use a bike.

- iReflect** Answer the questions.

- Can you change to a greener method of transport for some journeys?
- Why is it difficult to use the bus or the train for some journeys? Think about: cost, time, distance, comfort, etc.

My journey to school is long, but I can't use the bus because there aren't any buses!

#### 11 SUSTAINABLE CITIES AND COMMUNITIES



90% of people in cities breathe polluted air. Road transport causes around 30% of air pollution in European cities.

☐ I can talk about good and bad points of different methods of transport and about travel habits. **forty-seven 47**

#### Teacher's resources

- Teaching notes page 191

#### On the Portal:

- Sustainable Development Goals worksheet

#### Students' resources

- Workbook page 32

#### On the Portal:

- Digital Workbook

**Reflecting on the goal:** Books closed. Read the goals and ask Ss to think back to the lesson and make a note of what they feel is the most important thing they learnt. They write it on a piece of paper and hand it to you as they leave the class. Read through their notes to check how well they understood the key points.

**Lesson goal:** Ss can name different methods of transport.

# 4

## Vocabulary

**Warm-up:** Books closed. Review what Ss remember about different methods of transport from the opening lesson in the unit. Elicit the six methods of transport discussed on p. 47, and one good and one bad thing about each one.

**Setting the goal:** Give Ss two minutes to write as many methods of transport as they know in English (aside from the six discussed in the warm-up). Elicit and write (or get willing Ss to write) the words on the board. Explain that in this lesson, Ss will learn the names of different methods of transport.

### Transport

1 4.1 Match the methods of transport in the picture with the words in the box. Then listen and check.

13 bike 15 boat 10 bus 14 car 7 coach 12 ferry 1 helicopter 9 lorry  
11 motorbike 2 plane 6 scooter 8 taxi 4 train 3 tram 16 underground 5 van



2 4.2 Listen and write the method of transport you hear. Use the words in the box.

bike boat helicopter motorbike plane taxi train

helicopter

1 train

2 bike

3 motorbike

4 boat

5 taxi

6 plane

**Look!**

go **by** train/car/bus  
but: go **on** foot

#### Teacher's resources

- Teaching notes page 192

#### On the Portal:

- Extra practice activities
- Vocabulary game
- Unit 4 Quick Test Vocabulary

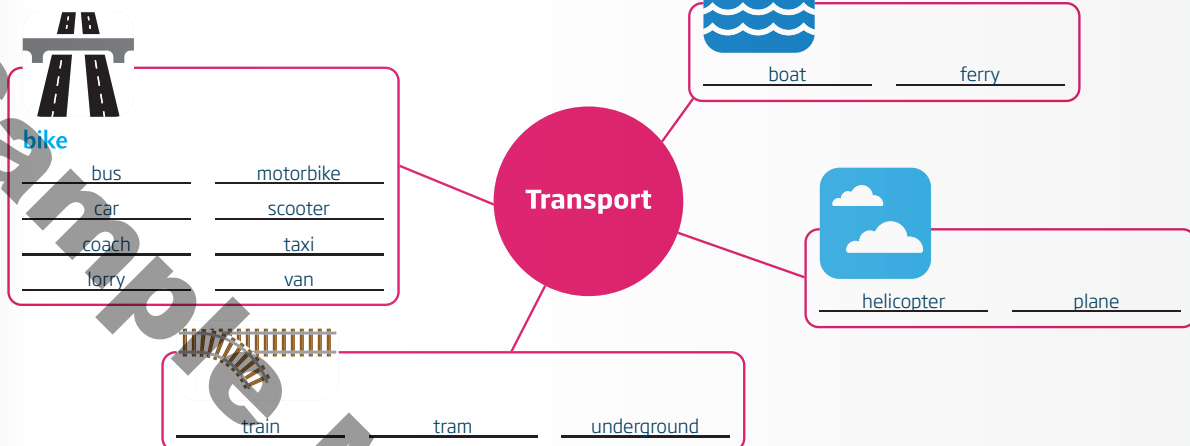
#### Students' resources

- Workbook pages 32-33

#### On the Portal:

- Digital Workbook
- Extra practice activities
- Vocabulary game

### 3 Complete the spidergram with the words in Exercise 1.



#### Exercise 5:

##### Example answers

- 1 bike or walking / on foot
- 2 bus or underground / tube/metro
- 3 lorry, van or car
- 4 plane or ship
- 5 bus, bike, walking / on foot
- 6 underground / metro, bus, tram or bike
- 7 boat

### 4 Use the transport words in the box to complete the dialogue.

bikes bus ferry plane taxi train tram

- Ali** When are you going to Amsterdam?  
**Beth** We're leaving tomorrow.  
**Ali** Are you travelling by ferry?  
**Beth** No, the journey by sea is long. We're flying.  
**Ali** Oh, what time is your <sup>1</sup> plane leaving?  
**Beth** At 8.00 in the morning.  
**Ali** That's early! Can you catch a <sup>2</sup> bus?  
**Beth** Yes, but the traffic on the roads is bad at that time and they are usually full.  
**Ali** Can you walk to the <sup>3</sup> train station?  
**Beth** No, it's too far. We're calling a <sup>4</sup> taxi in the morning.  
**Ali** Good idea. How are you getting from the airport to the hostel?  
**Beth** We can get a <sup>5</sup> tram from the airport. There is a tram stop in front of the hostel.  
**Ali** Brilliant. What plans have you got for your holiday?  
**Beth** We're going to be healthy and use <sup>6</sup> bikes. We're cycling around the city.  
**Ali** That sounds perfect!

### 5 Choose a method of transport for each journey or activity. Compare with your partner.

- to go to the UK **A** I go by plane. **B** I go by train.  
 1 to do some exercise  
 2 to travel around in the centre of London  
 3 to move furniture to a new house  
 4 to go to New York  
 5 to see the tourist sights of a city  
 6 to travel quickly in your town  
 7 to get to a small desert island

### Fun time

#### 6 Choose a destination 1–3. Write all the methods of transport you need to use to get there from your home.



Fast finishers page 114

☐ I can name different methods of transport. **forty-nine 49**

**Reflecting on the goal:** Books closed. Write the goal on the board. Also write: \_\_\_/16, and give Ss two minutes to write as many of the sixteen words from Ex 1 as they can remember. When they leave the class, ask them to write their name and the number of the words they recalled on a piece of paper and hand it to you as they leave. Make a note to review the vocabulary if there are Ss who remember ten words or fewer.



## Lesson goal:

Ss can use the comparative forms of adjectives.

# 4

## Grammar 1 presentation

### London is more exciting now!

**Warm-up:** Books closed. To review vocabulary for methods of transport, choose one method and mime using it. You can also make noises to help Ss guess, but not speak. Once Ss have guessed correctly, ask them to continue the activity in pairs by taking turns to mime or guess.

## Setting the goal:

Draw a simple boat shape on the board and elicit *boat*. Ask: *Is a boat fast?* In order to elicit: *A boat is slow*. Draw a simple train and ask: *Is a train fast?* In order to elicit: *A train is fast*. Draw a plane and ask: *Is a plane fast?* In order to elicit: *A plane is very fast*. Write the three answers on the board, then add and write: *A plane is faster than a train*. *A boat is slower than a train*. Underline the comparative adjective in each sentence. Explain that in this lesson, Ss will learn to use comparative adjectives.



- 1 **Will** Hi, guys, I'm ready for our trip to London.  
**Daisy** I'm sorry, but you're not ready. You can't wear those clothes.  
**Tom** Try these clothes, they're more modern.



- 2 **Tom** The jeans are too long. You're shorter than me.  
**Will** Yes, but they're really comfortable. I like them! Your clothes are softer than my clothes.  
**Daisy** Sorry, but Elroy can't come. London is a big city, and you aren't as big as us.  
**Tom** That's true: the city isn't as safe as the country for a small monkey.



- 3 **Will** Cars here are faster than horses and bikes a hundred years ago!  
**Daisy** Yes, the city is more dangerous than the country. The streets are busier.  
**Will** I can tell you the traffic is worse in London now than before.

- 4 **Will** Wow, that bus is bigger than my time machine!  
**Daisy** Yes, but it isn't as cool as your machine.  
**Tom** And your time machine is faster than a bus or a train.



- 5 **Will** Look at the buildings! They are taller than mountains! London is more exciting now!

- 1 Look at the first cartoon. Why do you think Will is changing his clothes?

He needs to wear more modern clothes in London.

- 2 4.3 Read or listen. Complete the sentences with one word in each gap.

- 1 Will likes Tom's jeans/clothes.  
 2 Tom thinks the city isn't safe.  
 3 There are a lot of fast cars in the city.  
 4 Daisy thinks the time machine is cool.  
 5 Will thinks London is exciting.

- 3 Match the nouns to the adjectives.

- 1 Tom's clothes  
 2 cars  
 3 bus  
 4 buildings  
 5 London
- a tall  
 b exciting  
 c soft  
 d fast  
 e big

50 fifty

## Teacher's resources

- Teaching notes page 193

### On the Portal:

- Extra practice activities
- Grammar 4.1 worksheet
- Grammar map
- Unit 4 Quick Test Grammar 1

## Students' resources

- Workbook page 34

### On the Portal:

- Digital Workbook
- Extra practice activities



# Grammar 1 practice

17 iExplore grammar

4

## Comparative adjectives

### Short adjectives

fast, slow	faster, slower (than)
nice, safe	nicer, safer (than)
hot, big	hotter, bigger (than)
busy, happy	busier, happier (than)

### Long adjectives

comfortable	more comfortable (than)
exciting	more exciting (than)

### Irregular adjectives

good	better (than)
bad	worse (than)



#### 4 Look at the cartoon and the grammar box. Choose the correct option.

Tom is taller / smaller than Will.

1 Elroy is bigger / smaller than the children.

2 Tom's clothes are older / more comfortable than Will's clothes.

3 The country is safer / more dangerous than the city.

4 Horses are faster / slower than cars.

5 Traffic in London is better / worse now than in the past.

#### 5 Complete the questions with the comparative form of the adjectives in brackets.

## What do you think?

Is New York more interesting than (interesting) London?

1 Is a motorbike more dangerous than (dangerous) a car?

2 Is rainy weather worse than (bad) icy weather?

3 Is your language easier than (easy) English?

4 Is a bike better than (good) a scooter?

#### 6 In pairs, ask and answer the questions in Exercise 5. Then write four more questions for your classmates. Use different adjectives.

A Is New York more interesting than London?

B Yes, I think it is.

### Look!

A taxi is as fast as a car. A bike isn't as fast as a car.

#### 7 Use the information in the table and the adjectives to write sentences using (not) as ... as.



Price	£200	£85
Top speed	20 km/hr	12 km/hr
Safety score	****	****

#### expensive

The skateboard isn't as expensive as the bike.

1 cheap

2 fast

3 safe

#### 8 4.4 Ana and Zak want to go to London. Complete the dialogue using the adjectives in brackets in the comparative form, and (not) as ... as. Listen and check.

Ana Let's take the bus to London.

Zak But the train is quicker (quick). The bus isn't as fast as (not / fast) the train.

Ana That's true, but the bus is <sup>1</sup> \_\_\_\_\_ (cheap).

Zak No, it isn't. They cost the same. The bus is <sup>2</sup> \_\_\_\_\_ (expensive) the train.

Ana I think the bus is <sup>3</sup> \_\_\_\_\_ (comfortable), the seats are nicer.

Zak No, it isn't. On the train we can walk around so the bus <sup>4</sup> \_\_\_\_\_ (not / comfortable) the train. And the wi-fi on the train is <sup>5</sup> \_\_\_\_\_ (good).

Ana You're right, the wi-fi on the bus <sup>6</sup> \_\_\_\_\_ (not / good) on the train.

### Fun time

#### 9 A: use an adjective from the box and make a comparative sentence. B: use the same adjective to change the sentence.

big expensive fast small tall

A A bike is faster than a scooter.

B A car is faster than a bike.

#### Exercise 7:

- The bike isn't as cheap as the skateboard.
- The skateboard isn't as fast as the bike.
- The bike is as safe as the skateboard.

#### Peer learning:

##### Exercise 7

In pairs, Ss take turns saying the answers from Ex 7 in order to elicit from their partners a sentence with the same meaning that includes the comparative form of the same adjective. E.g. *The skateboard isn't as expensive as the bike.* > *The bike is more expensive than the skateboard.* This should help highlight the fact that we can express the same comparisons using either structure.

#### Exercise 8:

- cheaper
- as expensive as
- more comfortable
- isn't as comfortable as
- better
- isn't as good as

Fast finishers page 114

☐ I can use the comparative forms of adjectives. **fifty-one 51**

**Reflecting on the goal:** Read the goal and ask Ss to use their emoji cards to show how confident they feel about using this language point. Make a note to review the grammar if a number of Ss indicate concern.

**Lesson goal:**  
Ss can use the  
superlative forms  
of adjectives.

# 4

## Grammar 2 presentation



### You're the most creative group!

**Warm-up:** Review comparative adjectives. In pairs, Ss play Vocabulary Tennis. They should say a base adjective to elicit the comparative form from their partner (e.g. *big > bigger*), who has four seconds to respond. If they give the correct comparative form, they score a point. Then swap. Continue for an equal number of serves each way. The student with the most points wins.

**Setting the goal:**  
Write: *plane, bike, car, train, boat, scooter, helicopter* on the board. Ask Ss to reorder the list according to how fast the methods of transport are, and to write up the correct sequence on the board. Write *fast* above the list. Elicit a couple of comparative sentences with *fast*, e.g. *A helicopter is faster than a bike. A train is faster than a boat.* Circle the last word in the sequence (plane). Say and write: *The plane is the fastest method of transport.* Underline the superlative adjective and explain that in this lesson, Ss will learn how to use the superlative forms.

1

*The class is getting ready to do a traffic survey.*

**Ms Daly** OK. Each group needs a pen and a notepad.

**Leila** Ashley, your writing is the tidiest, so you take notes, please.

**Ms Daly** Use the map to decide where to do your survey.

**Ashley** So, how about the sports centre?

**Liam** I don't think that's the best idea. Follow me.



2

**Leila** Liam! Hold on! Let's decide together.

**Liam** But I know the busiest street in the city for traffic – it's near the station.

**Ashley** But that's also the most polluted part of the city!

**Leila** It's the noisiest place, too. I don't want to spend the day there.



3

**Leila** Look. I think the nicest area to do our survey is the park.

**Ashley** Great idea! There are benches and a café.

**Liam** The park?! It's the worst place to count cars – there aren't any!

**Leila** It's not a competition, Liam. Relax.



4

**Ms Daly** There you are. So, where are you going to do your survey?

**Liam** The station!

**Leila** The park! We can't decide. We just want to be the best group.

**Ashley** But we're the worst group at making decisions.

**Ms Daly** You're definitely the most creative group. Go on!



video

### Story extra



**Leila says ...**

2 19 4.6 Watch or listen to the extra scene.  
Complete the chart.

#### City life

##### Good things

- 1 Great public transport.
- 2 Cool shops and cafés.
- 3 Interesting museums.

##### Bad things

- 4 Not a lot of green space.
- 5 Bad pollution.
- 6 A lot of traffic.

### Cool talk

**Translate into your language.**

Follow me. Hold on. There you are.

1

18 4.5 Read, watch or listen.

**Answer the questions.**

- 1 What does Ms Daly give the students?
- 2 Why does Liam say 'follow me'?
- 3 What is the problem with the location of the station?
- 4 Why does Ashley like Leila's location?

52 fifty-two

#### Exercise 1:

- 1 She gives them a pen, notepad and a map.
- 2 He thinks he knows a good place.
- 3 It is noisy and very polluted.
- 4 There are benches and a café.

#### Teacher's resources

- Teaching notes page 194
- Audio-/Videoscript page 235

#### On the Portal:

- Extra practice activities
- Grammar 4.2 worksheet
- Grammar map
- Unit 4 Quick Test Grammar 2

#### Students' resources

- Workbook page 35

#### On the Portal:

- Digital Workbook
- Extra practice activities

# Grammar 2 practice

20 iExplore grammar

4

## Superlative adjectives

### Short adjectives

fast, clean	<b>the fastest, the cleanest</b>
nice, large	<b>the nicest, the largest</b>
hot, big	<b>the hottest, the biggest</b>
easy, happy	<b>the easiest, the happiest</b>

### Long adjectives

important	<b>the most important</b>
expensive	<b>the most expensive</b>

### Irregular adjectives

good	<b>the best</b>
bad	<b>the worst</b>



- 3 Look at the story and the grammar box. Complete the sentences with the superlative form of the adjectives in the box.

bad creative good noisy polluted tidy

Liam thinks he knows **the best** place for the survey.

1 Ashley has the tidiest writing.

2 Ashley thinks the station is the most polluted place in town.

3 Leila thinks the station is the noisiest place for a survey.

4 Liam thinks the park is the worst place to count cars.

5 Ms Daly thinks they are the most creative group.

- 4 4.7 **Pronunciation** Listen and repeat the chant. Pay attention to the pronunciation of *the*.

This road is **the** easiest.  
That road is **the** highest.  
This road is **the** oldest.  
That road is **the** coldest.



- 5 4.7 Look at the chant and listen again. *The* can be pronounced as /ðə/ or /ði/. Why do you think the sound of *the* changes?

- 6 Complete the text with the correct form of the adjectives in brackets.

HOME | **ARTICLES** | BLOG | ABOUT

The London Underground (or 'Tube') is one of the **most famous** (famous) in the world. It opened in 1863 and it's the <sup>1</sup> oldest (old) in the world. It is also one of the <sup>2</sup> most popular (popular) – more than four million people use it every day!

**SOME UNDERGROUND FACTS**

- The <sup>3</sup> shortest (short) distance is between Leicester Square and Covent Garden on the Piccadilly line. It's just 300 metres long!
- The <sup>4</sup> longest (long) stairs are at Angel station. They're 60 metres long.
- The Metropolitan line has got the <sup>5</sup> fastest (fast) trains, they travel at 60 mph.
- Londoners think it's the <sup>6</sup> best (good) in the world!

### Exercise 5:

It changes according to whether the word that follows begins with a vowel or a consonant.

### Exercise 7:

- What is/What's the shortest distance between two stations?
- Where are the longest stairs?
- Which line has (got) the fastest trains?

- 7 Write questions about the text in Exercise 6. Use superlative adjectives. Then ask and answer the questions in pairs.

where / be / old / underground in the world?

**Where is the oldest underground in the world?**

- what / be / short / distance between two stations?
- where / be / long / stairs?
- which line / have / fast / trains?

- 8 Use the suggestions in the boxes or your own ideas to write five superlative questions to ask your classmates. In groups, answer the questions.

big cold hot old small fast

animal building city country museum

**What is the biggest country in the world?**

☐ I can use the superlative forms of adjectives. **fifty-three 53**

**Reflecting on the goal:** Read the goal and ask Ss to use the Traffic light cards to show how confident they feel about this language point. Make a note to review the language if a number of Ss indicate concern.

Fast finishers page 114



**Lesson goal:**  
Ss can buy train tickets.

# 4

## Functions

**Warm-up:** Review vocabulary for methods of transport. Ss prepare sixteen word cards, each for a transport word on p. 48: one set per two students. Ss will also need paper and a pen or pencil. In pairs, the first player takes a card from the top of the pile, and without speaking or making any sound, draws a picture for their partner to guess. The aim is to guess as many transport words as they can in one minute. Then swap roles and continue for another minute.

**Setting the goal:**  
Cover the lesson title and show Ss the photo on p. 54 in your book. Ask: *Where are these people? What are they doing? What are they talking about?* Accept all plausible suggestions. Then explain that Amber is at the railway station buying a train ticket. Explain that in this lesson, Ss will practise buying a train ticket.

### Buying a train ticket

- 1 2.1 4.8 Read, watch or listen. Complete the dialogue with the words you hear. Then listen again and check.



**Amber** Excuse me, is there a direct train to **Brighton**?  
**Assistant** Yes, there is.  
**Amber** Great. How long does it take?  
**Assistant** It takes about <sup>1</sup> forty / 40 minutes.  
**Amber** How much does it cost?  
**Assistant** A single ticket costs <sup>2</sup> £12 / twelve pounds.  
 A return costs £20.  
**Amber** OK. Can I have a ticket for the next train, please?  
**Assistant** Sure. Would you like a single or a return?  
**Amber** I'd like a <sup>3</sup> return, please.  
**Assistant** No problem. There you go.  
**Amber** What time does the next train leave?  
**Assistant** It leaves at <sup>4</sup> 10.30 / ten thirty / half past ten.  
**Amber** And which platform does it leave from?  
**Assistant** It leaves from platform <sup>5</sup> three / 3.  
**Amber** Thanks very much.



- 2 4.9 **Key expressions** Read the dialogue again. Match the questions to the answers. Then listen, check and repeat.

You ask	You answer
<b>e</b> Is there a direct train to Brighton?	<b>a</b> It takes forty minutes.
1 <b>a</b> How long does it take?	<b>b</b> It leaves at 10.30.
2 <b>f</b> How much does it cost?	<b>c</b> I'd like a return, please.
3 <b>c</b> Would you like a single or a return?	<b>d</b> It leaves from platform 3.
4 <b>b</b> What time does the next train leave?	<b>e</b> Yes, there is.
5 <b>d</b> Which platform does it leave from?	<b>f</b> A single ticket costs £12.

- 3 4.10 Listen and complete the information for Tariq's train ticket.

1 destination: York 3 type of ticket: return  
 2 time: 8.30 / half past eight 4 platform: 8 / eight

- 4 Read the information and take turns to buy a train ticket. Act out your dialogues. Use the Key expressions to help you.

**A** Excuse me, is there a train to Durham today?  
**B** Yes, there is. There's a train at 10.30 and at 10.45.  
**A** Which is quicker?

### Look!

We use the **Present simple** with timetables and schedules to express the **future**.  
*The train leaves at 10.30 tomorrow morning.*

DEPARTURES		
Canterbury	Platform	Cost
10.15-12.30	8	£25
10.35-14.35	5	£13
Durham	Platform	Cost
10.30-14.30	12	£35
10.45-12.30	2	£52

54 **fifty-four** ☐ I can buy train tickets.

**Reflecting on the goal:** Write the goal on the board. Ask Ss to use their emoji cards to indicate how confident they feel about this language. Make a note to include more practice if a number of Ss indicate concern.

### Teacher's resources

- Teaching notes page 169
- Audioscript page 235

### Students' resources

- Workbook page 36
- On the Portal:
  - Digital Workbook

# Skills trainer

**Exam**  
International Certificate  
Young Learners,  
Springboard, Speaking,  
Task 7 (Mid-course board  
game)

# 4

**Lesson goal:**  
Ss can use correct  
tenses in speaking  
activities.

## Speaking

**1** Look at the questions and decide if they are asking about the present, past or future.

Where do you usually spend New Year's Day? **Question about the present.**

- 1 When did you start to learn English? **past**
- 2 Who is the most famous actor in your country? **present**
- 3 What did you do last Saturday? **past**
- 4 How many cousins have you got? **present**
- 5 What was the last film you saw at the cinema? **past**
- 6 Which is cheaper: the bus or the train? **present**
- 7 What time are you finishing school today? **future**
- 8 When did you last ride a bike? **past**
- 9 Where are you going on holiday this summer? **future**

**2** Read the tip. In pairs, ask and answer the questions in Exercise 1.

**3** Work in groups. Take turns to throw a dice and move your counter onto a square. Ask the question on your square to another person in the group.

### Speaking tip

#### Using the correct tense

In speaking activities, it's important to answer in the correct tense. Listen carefully to the question and make sure you understand if it's in the present, past or future.

**Warm-up:** Play Twenty Questions. Think of a famous person Ss are likely to know. Ask the class to stand up. Each student can only ask one *yes/no* question to try to find out who the famous person is, then they have to sit down. Only Ss still standing can ask you questions. Give grammatically correct short answers (e.g. *Yes, she does*). Can the Ss guess the person before they are all seated? If time allows, you can repeat the activity with a willing student playing your role.

**Setting the goal:** Say and write a sentence in each tense the Ss have already learnt, and elicit the name of the tense, then another example sentence with the same tense. Include the Present simple for habits, repeated actions and future schedules, the Present continuous for actions in progress and for arrangements in the future, and the Past simple. Explain that in this lesson, Ss will practise using the correct tense in speaking.

<b>1</b> Where did you meet your best friend? 	<b>2</b> Who is the kindest person you know? 	<b>3</b> How do you travel to school? 	<b>4</b> What chores do you do at home? 
<b>8</b> What's the best time of year to visit your town? 	<b>7</b> What did you watch on TV last week? 	<b>6</b> What activities did you do on your last holiday? 	<b>5</b> What's the most dangerous animal in your country? 
<b>9</b> What did you do last weekend? 	<b>10</b> What's your favourite film? 	<b>11</b> Who is the youngest person in your family? 	<b>12</b> Which languages are you studying this year? 

☐ I can use correct tenses in speaking activities. **fifty-five 55**

#### Teacher's resources

- **Teaching notes** page 196
- On the Portal:**
  - Skills and language support

#### Students' resources

- **Workbook** page 37
- On the Portal:**
  - Digital Workbook

**Reflecting on the goal:** Ask Ss to look back at the questions in the game. Write: *Easy, OK, Difficult* on the board, and ask Ss to copy these three headings on a piece of paper. For each level of difficulty, ask Ss to write down the numbers of the corresponding questions. Ask them to hand the pieces of paper to you as they leave. Check and make sure to include more practice if necessary.



### Lesson goal:

Ss can understand a text about travelling in Great Britain and write about transport in their town.

### Warm-up:

Use the Four Corners technique. Assign one corner of the classroom to a different method of travel (1 by bike, 2 by train, 3 by plane, 4 by boat or ferry), and ask Ss to stand in the corner of their preferred method of transport. Form groups of four Ss with as many differing views as possible, then ask them to tell each other why they prefer that particular method of travel. For feedback, elicit a few arguments from willing Ss, and invite comments from the rest of the class.

### Setting the goal:

Ask: *What methods of travel do you think you can use to travel around Great Britain?* Elicit ideas. Ask: *What methods of travel can you use to travel around your town?* Elicit ideas. Explain that in the lesson, Ss will find out more about travelling around a country and a town by different methods of transport.

# 4

## Culture and skills

# GREAT journeys

Do you love travel and transport? If so, then Great Britain is the perfect **destination** for you. This week's travel blog presents four amazing ways to see this fantastic island.

1

In western Scotland, there is one of the greatest **steam train** journeys in the world. It starts near Ben Nevis – the highest mountain in the UK, and finishes next to Loch Nevis – the deepest sea water lake in Europe. But the most famous part of the **journey** is the Glenfinnan **viaduct** – you probably know it as the **setting** for the Hogwarts Express in the Harry Potter films!



2

The Romans built Hadrian's Wall in 122 AD, but you can still visit it today on Hadrian's Cycleway. The route begins near Ravenglass, on the west coast, and it ends in South Shields, on the east coast. It is 277 km long. This cycle route goes through some of the most beautiful areas of Britain, including the Lake District.



3

For a longer and more relaxing journey, you can travel from Aberdeen in the north of Scotland to Penzance in Cornwall by train. It isn't as famous as the journey to Hogwarts, but it's certainly longer. In fact, it's the longest single journey on one train in the UK. It takes 13.5 hours and it covers 1,260 km!

4

Lastly, for music fans, a **trip** to Liverpool – the home of the pop band The Beatles – is a great experience. You can take one of the oldest ferry journeys in Europe across the River Mersey. The first ferry crossed this river in 1086! Today, it's one of the most popular tourist attractions in Liverpool.



### Glossary

What are these words in your language?

destination  
journey  
setting  
steam train  
trip  
viaduct

### Fun fact

The Romans built Hadrian's Wall to protect Roman Britain from the wild people of the North. It was originally 117 km long, but only 10% of the wall is there today.



56 fifty-six

### Teacher's resources

- Teaching notes page 196
- Audioscript page 236

### On the Portal:

- Skills and language support

### Students' resources

- Workbook page 38

### On the Portal:

- Digital Workbook



## Reading

### 1 SEE • THINK • WONDER Look at the photos on page 56 and do the task.

- 1 **SEE** Look at the photos. Describe them.
- 2 **THINK** What kind of journeys do you like?
- 3 **WONDER** What do you want to find out? Which journey interests you most?

### 2 4.11 Read and listen. Answer the questions.

What is special about the mountain near the start of the Scottish rail line? **It's the highest in the UK.**

- 1 Why is the Glenfinnan viaduct famous?
- 2 What can you see along Hadrian's Cycleway?
- 3 How long does the journey from Aberdeen to Penzance take?
- 4 When was the first journey across the river Mersey?
- 5 Which famous band are from Liverpool?

## Listening

### 3 4.12 Listen to four travel announcements (1–4). Match them to the methods of transport or places (a–d).

a 2 airport    b 1 train station    c 4 bus    d 3 underground train

### 4 4.12 Listen again and answer the questions.

- 1 Why is the train from Belfast late?
- 2 Where is flight BA7654 going?
- 3 What station is the underground train at?
- 4 Where can you go if you get off the bus now?

### 5 4.13 Listen to the same recording with a different accent. Can you hear the difference?

## Writing

### 6 Read the fact file. What are the best and worst ways to travel in San Francisco? Why?

The best way to travel in San Francisco is by tram, or 'street car'. They aren't as fast as taxis and they aren't as cheap as buses, but they are the most relaxing way to travel. From street cars, you can see all of San Francisco's famous buildings. The cheapest way to travel is on foot or by bike. But San Francisco is on a hill, so it's more difficult to ride a bike here than in other cities. The worst way to travel here is by car because traffic is especially bad on the famous Golden Gate Bridge.

FACT FILE



### 7 Write a fact file about transport in your town or city. Use Exercise 6 to help you.

The best way to travel in Amsterdam is by bike. ...

## Speaking

### 8 Prepare a short presentation about a famous journey. Use the suggestions in the box or your own ideas. Then give your presentation to the class.

Camino de Santiago    Route 66    the Orient Express

### Speaking tip

#### Improving fluency

Speaking in a foreign language can be scary. Use these tips to feel more relaxed.

- Take time to prepare well.
- Learn the first part of your presentation by heart so you start with confidence.
- Learn some basic phrases to give you time to think, e.g. *What I mean is ...*, *Let me explain ...*, *What I want to say is ...*

### Exercise 2:

- 1 It was the setting of the Hogwarts Express.
- 2 Roman walls / beautiful countryside
- 3 thirteen and a half hours
- 4 in 1086
- 5 The Beatles

### Exercise 4:

- 1 because of snow and ice
- 2 Copenhagen
- 3 Green Park
- 4 the Science Museum

### Individual learning:

#### Exercise 7

Establish success criteria with Ss and write them on the board for Ss to refer to as they do the task. This gives Ss a clear idea of what they need to do to be successful. Appropriate success criteria for this task are:

- Explain what the best and worst ways to travel are, and give reasons.
- Use the superlative and comparative forms of adjectives and (not) *as ... as* to compare and contrast different ways to travel.
- Compare the different options from at least two different points of view (e.g. cost, comfort, speed).
- Write at least 70 words.

**Reflecting on the goal:** Read the goals. Ask Ss to look through the four sections of the lesson and decide how difficult they found them on a scale of 1 to 5 (1 = easy) (5 = difficult), and write this on a piece of paper with their names. Ask them to leave their pieces of paper on your desk as they leave the class. Make a note to practise any skill where a number of Ss found the tasks difficult.



**Lesson goal:** Ss can understand a text about e-waste and talk about recycling electronic devices.

**Warm-up:** Give Ss two minutes to write as many examples of everyday technology as they can think of (e.g. *mobile phone, laptop, TV, games console*). Get a volunteer to read out their list and ask other Ss to add any other missing words.

**Setting the goal:** Books closed. Write *recycling* on the board and elicit or explain what it means. Elicit examples of things that people recycle (*paper, plastic, glass bottles, garden waste*). Add the word *technology* and elicit examples of how Ss think it may be recycled. Explain that in this lesson, Ss will look more closely at recycling technology.



## Global citizens

## CLIL: Science

# RECYCLING TECHNOLOGY

**There are now more mobile phones in the world than people: did you know there are around 15 billion mobile phones and 7.9 billion people? But this doesn't mean that every person in the world has got one. People in developed countries like Britain often have two or three phones. Phones are now a really important part of our lives. The average person looks at their phone every six minutes! There is even a phobia called *nomophobia* – the fear of not having your phone with you.**

- ❑ People usually change their phones every two years, but what happens to the old phones? A lot of old devices stay in our houses because we don't know what to do with them. That's such a **waste**!
- ❑ Some phones are still **valuable** after a few years so a good way to recycle your phone is to sell it. You receive money, and your phone is useful to another person.
- ❑ You can also **donate** your phone to a charity. Charities like Oxfam **recycle** old phones and other electronic **devices**, and give them to people in developing countries. In some countries, there aren't good telephone **landlines**, and mobile phones help communication and can save lives!
- ❑ Some old phones don't work, but it is still possible to recycle them. Recycling companies can use the **metal** parts to make new products like cars, TVs or even **jewellery**.



### FACT BOX

Up to 80% of a mobile phone is recyclable, but only 20% of mobile phones go for recycling.

### Glossary

**What are these words in your language?**

device	metal
donate	recycle
jewellery	valuable
landline	waste



### Teacher's resources

- **Teaching notes** page 197
- **Audio-/Videoscript** page 236

### On the Portal:

- Citizenship video worksheet



## Reading

1 Are you in love with your phone? Do the quiz.

- |   |   |       |
|---|---|-------|
| 1 | Everyone in the world has a mobile phone.                       | T / F |
| 2 | There are more mobile phones than people in the world.          | T / F |
| 3 | The average person checks their mobile phone every ten minutes. | T / F |
| 4 | Nomophobia is the fear of not having your phone with you.       | T / F |

2  4.14 Read and listen. Check your answers to the quiz.

3 Read the text again and answer the questions.

How many phones are there in the world? **15 billion**.

- How often do people change their phones?
- What do some charities do with mobile phones?
- What do you usually do with old phones or devices?



## Listening

4  4.15 Listen to an interview with Carl. Carl works with recycled metal. Answer the questions.

Where does Carl find electronic gadgets? **In local recycling centres.**

- What kind of gadgets does Carl look for in the recycling centres?
- What does Carl do with the metal parts from the gadgets?
- Why is his jewellery popular?

## Speaking and Writing

5 **Your turn** Work in pairs. Ask your partner about how he/she recycles his/her electronic devices. Use these questions to help you. Make notes of your partner's answers.

- How often do you buy a new device?
- What do you do with the old one?

6 Write a summary of your partner's answers.

**Gianni buys a new phone every two years.**


7 **THINK • PUZZLE • EXPLORE** Do the activities below.

- THINK** Think of your four favourite possessions.
- PUZZLE** Do you recycle them? Can you recycle them? How?
- EXPLORE** Find out some information about recycling in your town. Then share with the class.



video

## Citizenship goal

8  22 Now watch a video about e-waste and what a teen is doing to stop it.

**iReflect** **Environmental education** Find out where in your area and how you can dispose of your electronic devices responsibly.



☐ I can understand a text about e-waste and talk about recycling electronic devices. **fifty-nine 59**

**Reflecting on the goal:** Read the goal. Use the Exit ticket technique. Ask Ss to write down three ideas for recycling old gadgets, and to leave their tickets on your desk as they leave class. Read through their answers to check if they understood the main ideas.



### Word list activity:

Practise transport vocabulary. Ss prepare word cards for the 16 words. Ask them to order the cards in the following four ways:

- 1 alphabetically from B to V,
- 2 according to size, from the smallest to the biggest,
- 3 according to speed, from the slowest to the fastest,
- 4 according to how polluting they are, from environmentally friendly to the most polluting.

### Exercise 2:

- 1 A van is bigger than a car.
- 2 A taxi is more expensive than a bus.
- 3 A bike is healthier than a car.
- 4 A scooter is slower than a motorbike.
- 5 A helicopter is noisier than a boat.
- 6 A train is more comfortable than a lorry.

### Exercise 3:

- 1 Dublin isn't as cold as Moscow.
- 2 Istanbul isn't as small as London.
- 3 London isn't as cheap as Berlin.
- 4 The air in Edinburgh isn't as dirty as in London.
- 5 Bus journeys aren't as boring as train journeys.

## Review Unit 4

Word list 4 page 124

### Vocabulary

- 1 Write the methods of transport. Which is your favourite? Why?



tram



1 plane



2 bike



3 bus



4 taxi



5 ferry

### Grammar

- 2 Write sentences using comparative adjectives.

car / fast / bike

A car is faster than a bike.

1 van / big / car

2 taxi / expensive / bus

3 bike / healthy / car

4 scooter / slow / motorbike

5 helicopter / noisy / boat

6 train / comfortable / lorry

- 3 Rewrite the sentences using (not) as ... as and the adjectives in brackets.

The bus is slower than the train. (fast)

The bus isn't as fast as the train.

1 Dublin is warmer than Moscow. (cold)

2 Istanbul is bigger than London. (small)

3 London is more expensive than Berlin. (cheap)

4 The air in Edinburgh is cleaner than in London. (dirty)

5 Bus journeys are more interesting than train journeys. (boring)

- 4 Complete the fact file with the superlative form of the adjectives in brackets.

### UK transport trivia



- ➔ The oldest (old) bus route in the UK opened in 1910.
- ➔ London has one of <sup>the most</sup> expensive (expensive) public transport systems in the world.
- ➔ Waterloo Station in London is <sup>the busiest</sup> (busy) station in the UK.
- ➔ The UK has <sup>the oldest</sup> (old) train system in the world. It opened in 1825.
- ➔ <sup>The worst</sup> (bad) traffic jam was in 1985 on the M1 motorway.
- ➔ Heathrow is <sup>the largest</sup> (large) airport in the UK.

### Functions

- 5 Write the questions to complete the dialogue.

A Are there any trains to York today?

B Yes, there's one train to York today.

A <sup>1</sup> \_\_\_\_\_? How long does it take?

B It takes two hours.

A <sup>2</sup> \_\_\_\_\_? How much is it / does it cost?

B It's £23 for a single and £28 for a return.

<sup>3</sup> \_\_\_\_\_? Would you like a single or a return?

A A single, please. <sup>4</sup> \_\_\_\_\_? What time does it leave?

B It leaves at 10.15.

A <sup>5</sup> \_\_\_\_\_? Which platform does it leave from?

B Platform 12.

### Mini real-life task

- A Think about your journeys on buses and trains. Which problem behaviour 1–6 do you sometimes see?

1 talking (loudly) on phones 4 listening to loud music

2 putting feet on seats 5 dropping litter

3 leaving bags on seats so people can't sit down 6 getting on before people have got off

- B <sup>4.16</sup> Listen and tick (✓) the problem behaviour from Exercise A you hear. 1, 3

### Considerate behaviour



Public transport is for everyone. Be considerate and show respect for other passengers.

- C <sup>iReflect</sup> Read the advice. Discuss in pairs what you can do to make journeys better for everyone.

A We can take our litter home with us.

### Teacher's resources

- Teaching notes page 198
- Audioscript page 236
- Future skills project 4 page 87

### On the Portal:

- Unit 4 Tests
- Units 1–4 Progress Test

### Students' resources

- Workbook page 39

### On the Portal:

- Digital Workbook



## Critical thinking

### Top transport

#### Lesson goal

Students can present different ways to transport products.

Students can think critically and make judgements.

#### Future skills

Critical thinking: logical reasoning and identifying solutions

#### Recycled vocabulary

Transport

#### Recycled grammar

Comparatives and superlatives

### Warm-up

- Play a description game to revise types of transport. Say: *It's for one person. It's got two wheels. It's good for your health and the environment.* Elicit the answer (bike), then put students in pairs to take turns to describe types of transport for their partner to guess.
- **Setting the goal** Write the following discussion questions on the board for pairs to discuss: *Which form of transport is the fastest / cheapest / most eco-friendly / safest / healthiest?*
- Elicit ideas from the class. Students may answer at face value and say plane is the fastest, walking is the most eco-friendly, etc. If so, ask some further questions to challenge this way of thinking, e.g. *Imagine you want to send a document to the other side of your city. Is plane the fastest? Is riding a bike healthy in places with very bad air pollution?* Establish that to answer these questions you have to take into consideration different factors before making a decision or judgement. Ask students which future skill they think this relates to, and elicit critical thinking. Explain that in this lesson students will practise their critical thinking skills while choosing the best forms of transport to deliver different products.

### Procedure

- **Step 1** Write the following definition of critical thinking on the board and make sure students understand what it means: *Critical thinking is the ability to analyse information and form a judgement.* Explain that there are different ways to develop critical thinking skills, for example, don't believe everything that people tell you. Ask pairs to brainstorm other tips or advice for developing critical thinking skills. When they've had enough time, elicit the following to the board as well as any other reasonable suggestions the students have:
  - Don't believe everything that people tell you
  - Consider more than one point of view
  - Listen carefully to what others tell you
  - Do research
  - Ask a lot of questions
  - Check your sources
  - Question your own opinions
  - Evaluate and reflect on your work

- Ask pairs to tell each other which tips they usually use, and which ones they need to remember about in the future. Ask them to make a note of this in their notebooks.

- **Step 2** Put students in groups and ask them to discuss the advantages and disadvantages of road (motorbike, car, lorry, van), rail (train) and air (plane) transport to deliver products. Ask them to discuss distance, cost, speed, environmental impact, safety and security. If possible, allow them to check their assumptions by doing some research. Discuss opinions in an open class.

- **Step 3** Draw a four-column chart on the board. In the top row write the following headings from left to right: *Products | 200km | 1,000km | Reasons for choices.* Under the heading *Products* write the following items: *medicine | clothes | people going on holiday | fresh fish.* Ask groups to copy the table and discuss how they would transport each product 200km and 1,000km. They should write this in the chart. They should also write the reasons for their choice of transport in the last column. Remind students to use the relevant tips from Step 1 (consider more than one option, listen carefully to each other, ask questions, evaluate and reflect on your decisions). Remind students to use comparatives and superlatives when giving their reasons, e.g. *I think the best way to transport medicine 1,000km is by plane. Planes are faster than cars over long distances.*

- **Step 4** Put groups together to make groups of eight. Ask them to share and explain their decisions. Encourage them to consider making changes if their partner group came up with important reasons that they missed. Finally hold a whole class discussion on which methods are best in each case and why.

Possible answers: Medicine – road for 200km or air for 1,000km. Medicine is probably needed quickly so speed is more important than the cost or the environmental impact. Clothes – rail for 200km and rail for 100km. They are not needed quickly. Rail is the most eco-friendly option and is the cheapest. People – rail for 200km or air for 1,000km. People usually want to travel quickly. Rail is more eco-friendly than road. For long distances, when the plane is full, it's faster and more efficient than road or rail. Fresh fish – road or rail for 200km or air for 1,000km. It needs to be transported quickly so it doesn't go off.

- **Reflecting on the goal** Give students some questions to help them reflect on the skill. They should reflect individually before sharing ideas with their group. Suggested questions:

- 1 *Why is it important to develop critical thinking skills?*
- 2 *Which tips for developing critical thinking skills in Step 1 are the most important for you to practise?*
- 3 *How do you plan to work on these in the future?*