

12 GETTING ABOUT

Objectives

FUNCTIONS	talking about travel and transport; comparing things; at the train station
GRAMMAR	comparative adjectives; <i>one / ones</i>
VOCABULARY	transport; geographical places

Student's Book page 110–111

READING

- 1 As a lead-in, brainstorm all the modes of transport that students use regularly. Write a list on the board. Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the photos on the IWB. Say: *a bike*, and nominate a student to point to the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class. Ask: *Which of these forms of transport do you like best? Why?*

Answers

2 A 3 B 4 E 5 D

- 2 **SPEAKING** Divide the class into pairs for students to answer the question. You may like to write some adverbs of frequency on the board (*always, often, sometimes, never*) for students to use. Listen to some of their answers in open class.
- 3 To check understanding of *fast* and *slow*, write three speeds on the board (e.g. A: 100kph, B: 70kph, C: 30kph). Ask: *Which is fast?* (A) *Which is slow?* (C). In pairs, students discuss how to order the types of transport. Listen to some of their ideas in open class.
- 4 **2.46** Tell students they are going to read and listen to an article about a race between four types of transport. Read through the instructions. Clarify that students should give the 1st medal to the fastest type of transport and so on. Tell students to focus on completing the exercise and not to worry if they don't understand every word. Play the audio while students read the article and complete the exercise. Students compare answers with a partner before whole-class feedback.

Answers

- 1 bike
- 2 speedboat
- 3 underground/bus
- 4 car

- 5 Read through the questions in open class. Check/clarify: *result, surprise, presenters*. Students read the article again to match the questions with the answers. Ask students to underline the parts of the text that helped them find the answers. Students can compare answers in pairs before whole-class feedback. During feedback, ask students to explain which parts of the text helped them decide on their answers.

Answers

1 a 2 f 3 b 4 e 5 c

THINK VALUES

Transport and the environment

- 1 Divide the class into pairs for students to discuss which title is the best. Have a show of hands to find out which title the class think best sums up the article and ask them to give reasons for their choice.
- 2 Read through the instructions with students. Check/clarify: *environment*. Students work individually to rank the six vehicles from best to worst.
- 3 **SPEAKING** Divide the class into pairs or small groups for students to compare their answers. Encourage them to try to give reasons for their answers. Monitor and help with vocabulary. As feedback, have an open class discussion and try to come to agreement on the best order.

Optional extension


Ask students to draw a pie chart showing how their travelling time is divided. Draw an example of your own and explain it to students (e.g. *I spend 50% of my travelling time on a bus, 20% in a car and 30% on a bicycle*). When students have drawn their charts, divide the class into pairs for students to compare with a partner.

Alternatively, students can write sentences about what transport they use to go to different places, e.g. *I go by bike to my grandparents' house. I take the bus to school and I go shopping in the car.*

Student's Book page 112–113

VOCABULARY

Transport

- 1  2.47 Students work with a partner to match the words to the photos. Play the recording while students check answers. Play the recording again, pausing after each word for students to repeat and check pronunciation.

Answers

2 D 3 E 4 F 5 B 6 C

- 2 In pairs, students complete the exercise. Check answers.

Answers

- 1 motorbike, taxi
- 2 train
- 3 ferry
- 4 plane, helicopter

Fast finishers

Ask students to write full sentences describing what each form of transport travels on, e.g. *A taxi travels on roads.*

- 3 **SPEAKING** Give students a five-minute time limit to work in pairs or small groups and write as many words as possible to add to the lists. You might like to allow them to use dictionaries for translations if they have difficulties. After five minutes, ask students to count the number of words in their lists. Elicit answers from the group with the most answers and write them on the board. Add any further answers from the other groups. Encourage students to copy the lists in their notebooks.

Workbook page 111 

GRAMMAR

Comparative adjectives

- 1 Students look back at the article on page 111 and tick the sentence that isn't true. Allow them to compare their answer with a partner before a whole-class check.

Mixed-ability

Stronger students can try to complete the exercise from memory before looking back at the article to check their ideas.

Answer

Tick: 3

Look at the table with students and check understanding of the adjectives. Students work with a partner to complete the gaps with the words from Exercise 1. Check answers.

Table

- 1 cheaper
- 2 healthier
- 3 more dangerous
- 4 better

Students read through the rule with a partner and complete the gaps. During whole-class feedback, refer to Exercises 1 and 2 and further examples of your own to clarify the answers.

To check understanding of the use of comparatives, say some sentences and ask students to decide if they are true or false. For example, *A bicycle is cheaper than a helicopter.* (true) *France is bigger than Russia.* (false), etc.

Rule

- 1 i
- 2 more
- 3 worse

Language note

Due to L1 interference, students may produce comparatives like *more bigger than ...* or *It's hotter that ...*. Refer them to the rule and give further examples to clarify. Also refer them to the Get it right exercise on page 126.

- 2 Students work with a partner and complete the exercise. Refer them to the rule to help them decide on the answers. Check answers in open class.

Fast finishers

Ask students to write sentences using the comparative forms of *happy*, *difficult*, *funny* and *hot*, e.g. *My sister is happier than her friend.*

Answers

- 1 more exciting
- 2 slower
- 3 more difficult
- 4 happier
- 5 safer
- 6 smaller
- 7 funnier
- 8 hotter
- 9 faster

- 3 Working individually, students write sentences comparing the types of transport. Monitor and check students are using comparative forms correctly.
- 4 **SPEAKING** Working in pairs or small groups, students read their sentences for their partner to guess the type of transport. Look at the example in the book and give further examples of your own to get them started if necessary. Highlight the use of the pronoun *they* in the example and check students understand that it refers to *cars*. Monitor and check intonation and pronunciation. Listen to some examples in open class as feedback.

Optional extension

Ask students to work in pairs and take turns to say sentences using the comparative forms in Exercise 1. Student A should say the beginning of the sentence and student B should finish it so that the sentence makes sense.

For example:

A: *Madrid is more exciting than ...*

B: *Barcelona.*

To make the activity competitive, give one point for each correct ending. However, endings must be given immediately without hesitation and must make sense. Allow students to debate answers if they think the ending is not correct.



Be aware of common errors related to the use of comparative forms, go to **Get it right on Student's Book page 126.**

Workbook page 108 and page 127

PRONUNCIATION

For pronunciation practice of word stress in comparatives, go to **Student's Book page 121.**

LISTENING

- 1 2.50 Books closed. As a lead-in, write the following questions on the board:

How often do you go on a train?

When was your last train journey? How long was it?

Do you like travelling by train? Why? / Why not?

In pairs, students discuss the questions. Nominate students to report back on their conversations in open class. Ask: *Who had the longest train journey?*

Books open. Tell students they are going to hear a conversation at a train station. Read through the instructions with students and check understanding. Look at the travel information. Check/clarify:

platform, single and return, and elicit predictions as to what will go in each gap. Play the audio while students listen and complete the details of Amy's journey. Students check answers with a partner before whole-class feedback.

Answers

- 1 9.45
- 2 £16.40
- 3 13

Audio Script Track 2.50

Man Good morning. How can I help you?
Amy Good morning. I want to go to Brighton. What time's the next train?
Man The next one is at quarter past nine.
Amy And the one after that?
Man There's one at 9.40. But that's the slower train. It stops everywhere.
Amy Hmm, that's not so good.
Man But if you wait for another five minutes you can get the 9.45. That's much quicker.

Amy What time does that one arrive in Brighton?
Man At quarter to eleven.
Amy Quarter to eleven. And how much is a ticket to Brighton?
Man Do you want a single or a return?
Amy A return ticket, please.
Man Returning today?
Amy No, I want to come back on Friday.
Man Friday. OK, that's £16.40, please.
Amy What platform does the train leave from?
Man Platform 13. It's on the other side of the bridge.
Amy And do you know what platform it arrives at in Brighton?
Man The platform it arrives at?
Amy Yes, my mum wants to meet me off the train there.
Man OK, let me see. The 9.45 ... arrives in Brighton at platform ... 9.
Amy Platform 9. I'll text my mum. Thank you so much.
Man You're welcome. And have a good journey.

- 2 2.50 Read through the questions with students and check understanding. Play the audio again while students complete the exercise. Allow them to compare answers with a partner before checking in open class. If necessary, play the audio a third time, pausing to clarify answers.

Mixed-ability

Stronger classes: Students may like to work in pairs and try to answer the questions from memory before listening to the audio again to complete the exercise. Check answers in open class.

Answers

- 1 It's slower.
- 2 on Friday
- 3 on the other side of the bridge
- 4 her mum

FUNCTIONS

At the train station

- 1 Give students a minute or two to read through the sentences. Check/clarify: *sales assistant, customer*. Divide the class into pairs for students to complete the exercise. Check answers in open class. During feedback, say the sentences for students to repeat as a class. As students will be reproducing similar sentences in their own dialogues in Exercise 2, pay particular attention to intonation.

Answers

1 C 2 C 3 C 4 SA 5 SA 6 C 7 SA

- 2 **SPEAKING** In pairs, students use the sentences in Exercise 1 to create their own dialogue. Give them time to read through their dialogue several times. Monitor to make notes on students' pronunciation and intonation for future reference, but don't interrupt the flow of their conversations to correct them. Listen to some of the dialogues in open class as feedback.

TRAIN TO THINK

Comparing

- 1 Draw the diagram on the board – this will make easier to give instructions and feedback. To clarify the exercise, say: *drive* and elicit that it should go in the Cars circle. Say: *wheels*, and elicit that it should go in the centre as both bicycles and cars have wheels. Students work with a partner to write the remaining words in the diagram. During feedback, nominate individuals to come to the board and add the answers to the diagram.

Answers

Cars: radio, engine, drive
 Bikes: healthy, cheap, ride
 Both: wheels, lights, dangerous, quick

- 2 Students work with a partner to make a list of more words to add to the diagram. Allow them to use the Internet if they have access to mobile devices or computers. Monitor and help with vocabulary. Listen to some examples in open class and add them to the diagram on the board. Encourage students to write any new words in their notebooks.
- 3 **SPEAKING** Look at the example sentence in open class. Refer back to the rules on comparative adjectives on page 112. In pairs, students take turns to say sentences comparing cars and bicycles. Listen to some of their ideas in open class as feedback.

Optional extension

In pairs, students choose two other types of transport from the unit or other vehicles of their choice and draw a similar diagram to that in Exercise 1. Students complete the diagram with as many words as they can. Monitor and help with vocabulary and ideas if necessary. If time allows, ask students to decorate their diagrams with drawings. Display their diagrams on the walls of the classroom for students to see each other's work.

Student's Book page 114–115

READING

- 1 **2.51** Books closed. As a lead-in, ask: *What's your favourite journey?* Give an example of your own, then give students three minutes to discuss their favourite journeys. Nominate volunteers to describe their favourite journey in open class.

Books open. Tell students they are going to read about the favourite journeys of four children.

Working individually, students read and listen to the article to answer the question. Students compare answers with a partner before a whole-class check. During feedback, ask students which words helped them decide on their answers.

Answers

A – Miriam
 B – Connor
 C – Nathan
 D – Julia

- 2 Read through the sentences with students and check understanding. Students read the text in more detail to complete the exercise, then compare answers with a partner. Check answers in open class.

Answers

- 1 ~~6~~ hours 4 hours
- 2 ~~dad's~~ mum's
- 3 ~~the local shop~~ school
- 4 ~~more~~ less
- 5 ~~aunt and uncle~~ live grandparents live

Optional extension

Divide the class into small groups. Ask students: *Which of the four journeys would you like to go on? Why?* Students discuss the questions and try to reach agreement on the best and worst journey. Tell them to discuss the good and bad points of each journey and encourage them to use comparative adjectives when describing the journeys. Ask a representative of each group to report back their conversation during feedback. Have a show of hands to decide which is the best journey.

GRAMMAR

one / ones

- 1 Look at the examples with students in open class. In pairs, students decide what *one/ones* refer to. If students have difficulties, explain that *one* and *ones* refer to nouns that have already been mentioned. Check answers in open class.

Answers

- 1 journey
- 2 films

Read through the rule in open class and ask students to complete it in pairs. Refer to the example sentences and further examples of your own to clarify. Check answers in open class.

Rule

- 1 singular
- 2 plural

- 2 Ask students to work in pairs and complete the exercise. Remind them to check if a noun is singular or plural before deciding whether to replace it with *one* or *ones*. Check answers in open class.

Answers

- 1 ones
- 2 one
- 3 one, ones
- 4 one
- 5 ones

Fast finishers

Ask students to write sentences of their own with *one* or *ones*. Listen to some examples in open class after feedback.

Workbook page 109 and page 127

VOCABULARY

Geographical places

- 1 Read through the instructions and look at the example with students. Ask students to work with a partner and complete the rest of the words. Allow students to look back at the article on page 114 if necessary. Check answers in open class. Say the words for students to repeat and check pronunciation. Pay attention to the different vowel sounds in each word.

Answers

- 1 beach
- 2 river
- 3 sea
- 4 field
- 5 lake
- 6 farm
- 7 forest

Fast finishers

Ask students to make a list of more geographical features. Allow them to use dictionaries to help them if necessary. Write any new words on the board as feedback.

- 2 **SPEAKING** Write the four categories at the top of four columns on the board. In pairs or small groups, students work together to write four lists of famous geographical places. To make this more competitive, give students a five-minute time limit. When time is up, give students one point for each correct answer in each category and two points for an answer that no other group has. Write answers on the board in the four categories.
- 3 Working individually, students make notes on their favourite journey. Make sure they complete the three boxes in the table. Monitor and help with vocabulary.
- 4 **SPEAKING** Divide the class into pairs for students to describe their favourite journeys. Encourage students to use vocabulary from the unit and use the descriptions on page 114 as model texts. Listen to some examples in open class.

Workbook page 111

Student's Book page 116–117

CULTURE

Transport around the world

- 1 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Zoom in on the photos at the top of the page, or ask students to cover the text at the bottom of the page. Nominate individuals to find the things in the photos. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class.

Answers

Photo 1: a suitcase
Photo 2: a hill
Photo 3: an engine, bamboo
Photo 4: reed, floating villages

- 2 **▶▶2.52** Play the audio while students read and listen to the article. Tell students not to worry if they don't understand every word and that they should just focus on answering the question. Ask students to check their answer with a partner before feedback in open class.

Answers

Photo 1 – tuktuk
Photo 2 – zorb
Photo 3 – bamboo train
Photo 4 – totora boat

- 3 Give students a minute or two to read through the sentences and circle the key information that they need to look out for. Students read the text again to complete the exercise. Tell them to underline information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined.

Answers

1 bamboo train, tuktuk
2 bamboo train, tuktuk
3 totora boat
4 bamboo train, tuktuk
5 tuktuk, zorb

- 4 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and encourage students to answer in full sentences. Make a note of any nice expressions in English that students use during the activity. At the end, write them on the board for the whole class to copy, and praise the student who used them. As feedback, ask for volunteers to report back to the class on their discussion.

WRITING

Unusual forms of transport

- 1 Look at the picture and the title of the text in open class. Elicit/explain that Amsterdam is in the Netherlands and that people from the Netherlands are called Dutch. Students scan the text to find the name of the vehicle.

Answer

The Flying Dutchman

- 2 Ask students to read the text more carefully and answer the questions. Check/clarify: *found*. Allow students to compare answers with a partner before a whole-class check.

TEST YOURSELF UNITS 11 & 12

Answers

- 1 on the roads or on the water/canals
 - 2 passengers waiting at the international airport
 - 3 an amphibious bus
 - 4 because it can travel on roads or water
- 3 If students have access to the Internet in the classroom, this can be done as a collaborative writing activity in class with pairs of students working together to complete the exercise. Alternatively, you could set the activity for homework and ask students to bring their notes to the next lesson.
- 4 If you're short on time, set this exercise for homework. In a subsequent lesson, give students the opportunity to read each other's descriptions and decide which is the most interesting.
- Alternatively, students could work individually or together to expand their notes into a short text, then exchange their texts with another pair for them to read and correct any grammatical errors. If you have space, display the texts on the walls of the classroom.

Student's Book page 118–119

CAMBRIDGE ENGLISH: Towards Key

THINK EXAMS

READING AND WRITING

1 Part 7: Open cloze

Answers

- 1 got 2 to 3 by 4 than 5 have 6 am 7 the
8 of 9 with 10 a

LISTENING

2  2.53 Part 3: Three-option multiple choice

Answers

- 1 A 2 B 3 A

Audio Script Track 2.53

- Polly Hey, Seth. Is that your dog?
Seth No, Polly, it's my mum's. He's called Spot. I'm taking him for a walk.
Polly Have you got a pet?
Seth Yes, I've got a rabbit called Flopsie and a cat called Spike.
Polly I had a rabbit. Her name was Dolly. She died last year.
Seth Oh, I'm sorry.
Polly It's OK. I've got a fish now.
Seth A fish?
Polly Yes, Nemo. He's easier to look after than a rabbit. He only eats once a day.
Seth Really? Spike eats two times a day and Flopsie eats three times.
Polly And I only have to clean his bowl once a week. It's no trouble at all.
Seth I think I want a fish.

1 VOCABULARY

Answers

- 1 horrible 2 fun 3 had 4 farm 5 go 6 safe
7 did 8 motorbike 9 get 10 taxi

2 GRAMMAR

Answers

- 1 couldn't 2 ones 3 good 4 Did 5 more 6 better
7 went

3

Answers

- 1 ~~one~~ ones
2 ~~gived~~ gave
3 ~~not ate~~ didn't eat
4 ~~Went you~~ Did you go
5 ~~as~~ than
6 ~~more bad~~ worse
7 ~~saw~~ see

4 FUNCTIONAL LANGUAGE

Answers

- 1 ticket, Single, return 2 next, leave, journey