

12 GETTING AROUND

OBJECTIVES

FUNCTIONS: talking about travel and transportation; comparing things; at the train station

GRAMMAR: comparative adjectives; one / ones

VOCABULARY: transportation; geographical places



A



B 7



C



D



E

READING

- 1 Match the words in the list with the photos. Write 1–5 in the boxes under the photos.

- 1 a bike 3 a bus 5 a subway train
2 a boat 4 a car

- 2 **SPEAKING** Work in pairs. When do you use the types of transportation in Exercise 1?

I go to my friend's house by bike.

I go to school by bus.

- 3 Put the types of transportation in Exercise 1 in order of speed: 1 = slow, 5 = fast.

- 4 **2.46** Read and listen to the article and write the type of transportation under the medal they would win.



1 _____



2 _____



3 _____



4 _____

- 5 Read the article again and match the questions with the answers.

- 0 Why did the TV show hosts have a race? d
1 Why did they choose different types of transportation?
2 Why was the result a surprise?
3 Why were the hosts unhappy?
4 What did the hosts say about the bike?
5 Why is the bike a good form of transportation in a city?

a To find the best one.
b Because the car didn't win.
c Because it is a cheap, clean, and healthy form of transportation.
d To find the best way to get across Manhattan.
e It was dangerous.
f Because the bike won.

12 | GETTING AROUND

READING

- 1 Display the photos on the IWB, or ask students to look at them in their books, covering the exercises. What connects the photos? Elicit suggestions in the students' first language if necessary. Confirm that they are all types of transportation. How many of them can students name in English? Elicit what words they are already familiar with.
- Ask students to reveal the list and match the remaining words and photos. Ask them to compare ideas in pairs before you check answers with the class.

Answers

A 4 B 1 C 3 D 2 E 5

Optional activity

Elicit the names of other types of transportation. You could make this a contest. Who can write the most types of transportation in one minute? Write the words on the board, check comprehension of meaning, and practice pronunciation before asking students to record the extra vocabulary in their notebooks.

Language note

The word *subway* is the American English term for a system of underground trains in a city. In British English, they use *underground* or sometimes *metro* (shortened from the name of the world's first subway line, the Metropolitan Line in London). The word *Tube* is only used in colloquial British English to refer to the London subway rail system.

The word *subway* in British English refers to a tunnel under the road used by pedestrians to cross to the other side. The word for this in American English is *underpass*. To avoid confusion, it is important to check the context.

- 2 **SPEAKING** Put students in pairs to talk about their transportation habits. They could include other forms of transportation from the Optional activity. Monitor the conversations, providing help as necessary. Ask one or two students to share the most interesting or surprising thing they learned about their partners with the class.

Language note

We use the preposition *by* when we talk about traveling with various types of transportation, as in: *by bus / by plane*. When we talk about walking somewhere, we can use *on foot*, not *by foot*.

- 3 Students order the types of transportation and then compare ideas in pairs before you check answers with the class. You may want to include other types of transportation as well.

Possible answers

1 bike 2 boat 3 bus 4 subway train 5 car

- 4 **2.46** Explain that in the article four different types of transportation are compared to one another. Ask them to scan the text quickly to find out the results. Ask them to compare ideas in pairs before you check answers with the class. Check that they understand what the concept of *public transportation* includes.

Answers

1 bike 2 (speed)boat 3 subway and bus 4 car

- 5 Ask students to read the questions and answers, and check comprehension. Elicit or explain any unfamiliar vocabulary, for example: *hosts*, *race*, *choose*, *surprise*, *the best one*, *win / won*, *get across*. Look at the example together. Ask students to find the information in the article that supports the answer (the last three sentences of the first paragraph, and the first sentence of the second). Suggest that students first identify the key words in both the questions and the answers. They then try to find these in the article in order to locate the passages that contain relevant information as they read through the entire text more carefully. Because most of the questions are either about a reason or a purpose in this particular matching task, students will not be able to use grammatical clues to match them with answers.

Students study the information they found more carefully to match the questions and answers.

Ask them to compare ideas in pairs before you check answers with the class.

Answers

1 a 2 f 3 b 4 e 5 c

THiNK VALUES

Transportation and the environment

- Ask students to choose a title and then compare their ideas in pairs before you check the answer with the class. If any students decided on a different title, ask them to give reasons why they think it is better.

Answer

c

- Read the instructions together. Check comprehension of *friendly to the environment* by eliciting a translation. Ask students to order the types of transportation from best (1) to worst (6). Encourage them to think about reasons why they think so. Monitor their progress.
- SPEAKING** Put students in pairs to compare their ideas and give reasons for them. If they disagree, they should try to persuade their partners. Give them three minutes to try to arrive at a consensus about the order. It does not matter whether they are actually in complete agreement by the end of the activity, but they should work toward it during their discussions. Monitor the conversations, and make a note of any particularly persuasive arguments. Ask students to share these with the class at the end of the activity, and invite comments.

Avoid any error correction, but help students overcome any linguistic difficulties during the task when you notice them. The focus should be on a free exchange of ideas, not on grammatical accuracy.

Optional activity

To wrap things up after the discussion, ask students to consider how friendly to the environment they are when they travel around. Ask them to give themselves a score of 1–5 (where 1 = best, 5 = worst), and check students' scores through a quick show of hands. Ask two or three students to explain why they gave themselves their particular scores for environmentally friendly transportation. Ask the rest of the class to say if they agree or disagree with the scores given. Finally, describe your own traveling habits, and ask students to decide on your score for environmentally friendly transportation.

A lot of big cities, like New York, have many traffic problems. Sometimes a trip of a few kilometers can take more than an hour. So what's the best way to get across Manhattan? For a very short trip, it's probably a good idea to walk. But what happens when you want to go farther?

The hosts of a popular TV car show decided to find out. Each of the hosts chose a different type of transportation to make the same trip. One host went by bike. One went by car. Another chose public transportation – the subway and the bus – and the last one traveled by speedboat up the Hudson River. They all started at the same time and the same place in Battery Park, but who got to Central Park first?

THINK VALUES

Transportation and the environment

1 Choose the title that best sums up the article.

- a Cars are great
- b The great race
- c Get on your bike
- d Be careful on your bike

2 How friendly to the environment are these types of transportation? Write 1–6 in the boxes: 1 = best, 6 = worst.

- bus
- bike
- car
- motorcycle
- plane
- train

The results were a surprise. The bike came in first. In second place was the speedboat. Public transportation came in third, and the car was last.

So the hosts had an answer. The bike was quicker than all the other types of transportation, and the car was slower. They weren't very happy with the result because they wanted the car to win. They made a joke and said the bike wasn't a real winner because it was more dangerous.

But, of course, the bike is the real winner. It's the best way to get around. It's cheaper than public transportation and healthier for you than a car. It's also better for our cities because bikes don't pollute the air. So next time you need to go into town, think before you and your parents get into the car. Ask yourselves, "Can we make this trip by bike?"

3 SPEAKING Work in pairs. Compare your answers with a partner.

I think number 1 is a bike.

I don't. I think number 1 is a train.

VOCABULARY

Transportation

- 1 2.47 Match the words in the list with the photos. Write 1–6 in the boxes. Listen and check.

1 ferry boat | 2 helicopter | 3 motorcycle
4 plane | 5 taxi | 6 train



- 2 Look at the photos in Exercise 1 and answer the questions.

Which types of transportation travel ...

1 on roads?

2 on rails?



3 on water?



4 in the air?



- 3 SPEAKING Can you add any other types of transportation to the lists?

[Workbook page 111](#)

GRAMMAR

Comparative adjectives

- 1 Look at the article on page 111. Check the sentence that isn't true.

- 1 Bikes are **cheaper than** public transportation.
2 Bikes are **healthier** for you **than** cars.
3 Cars are **more dangerous than** bikes.
4 Bikes are **better than** other types of transportation.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- 2 Complete the table. Use the examples in Exercise 1 to help you. Then complete the rule.

adjective	comparative	
cheap	1 _____	
big	bigger	
easy	easier	
healthy	2 _____	
expensive	more expensive	
dangerous	3 _____	than
good	4 _____	
bad	worse	

RULE:

- Short adjectives: We usually add **-er**.
If the adjective ends in consonant + **-y**, change the **y** to **1 _____**, e.g. **easy – easier**.
- If the adjective ends in vowel + consonant, double the consonant (e.g. **big – bigger**).
- Long adjectives: Add the word **2 _____** before the adjective.
- Irregular adjectives: Use a different word, e.g. **good – better, far – 3 _____**.
After comparative adjectives we use **than**.

- 3 In your notebook, write the comparative form of these adjectives.

1 exciting 3 difficult 5 safe 7 hot
2 slow 4 happy 6 funny 8 fast

- 4 Look at the types of transportation on this page. Write four sentences to compare them.

Planes are quicker than ferries.

- 5 **SPEAKING** Work in pairs. Read your sentences to your partner, but don't say one of the types of transportation. Your partner guesses what it is.

They are quicker than buses.

Cars!

[Workbook page 108](#)

Pronunciation

Word stress: comparatives

[Go to page 121.](#)



VOCABULARY

Transportation

- 1 2.47 Display the photos on the IWB or ask students to look at them, covering the list of words above. Can they name any of the types of transportation shown?
Ask students to reveal the list and match the words. Then ask them to compare ideas in pairs, before you check the answers with the class.

Answers

A 1 B 5 C 6 D 2 E 3 F 4

- 2 Read the question stem and endings, and check that students understand that the task involves categorizing the new vocabulary. They complete the lists individually then compare ideas in pairs before you check answers with the class. Put the four categories on the board, and get a different student to write each word in the correct category.

Answers

1 taxi, motorcycle
2 train
3 ferry boat
4 helicopter, plane

- 3 **SPEAKING** Students work together in pairs to add all the other types of transportation they know to the lists. Remind them to include all the words from page 110. Allow three minutes or so for this and then check suggestions. Get a different student to write each suggestion on the board, and ask the class to copy all the words in their notebooks.

Workbook page 111

GRAMMAR

Comparative adjectives

- 1 Ask students to read the four statements. They then reread the article on page 111 quickly to decide which one isn't true. Ask them to compare ideas in pairs before you check the answer with the class. Elicit a translation for each sentence to check comprehension of the comparison.

Answer

3

- 2 Explain that we use comparative forms of adjectives to say how one thing compares to another. Ask students to complete the table with the words from the examples to see how comparatives are derived from adjectives.

Ask students to work in pairs to use the examples to figure out the spelling rules, and then complete the table. Ask them to check answers with another pair before you check answers together as a class.

Answers

- 1 cheaper
2 healthier
3 more dangerous
4 better

Rule

- 1 i
2 more
3 farther

- 3 Students apply the spelling rules to form the comparatives. Reassure them that all eight adjectives are regular. Ask them to compare ideas in pairs. Get a different student to write each pair of adjectives and comparatives on the board for the rest of the class to check their answers.

Answers

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

Fast finishers

Students look at their answers and, for each one, identify the spelling rule that applies.

Optional activity

Students look through the article on page 111 and, if they find an adjective, they write its comparative form, and if they find a comparative, they write the adjective. (Note that *different* is a non-gradable adjective, which normally has no comparative form.)

- 4 Students write four comparisons. Monitor, providing help with any difficulties. Allow up to three minutes if necessary.
5 **SPEAKING** Put students in pairs to take turns reading their sentences and guessing the types of transportation. Monitor as before, checking the correct use of comparative adjectives. At the end of the activity, quote any erroneous forms you heard used, and elicit a correction from the class.

Workbook page 108

Pronunciation



To practice word stress in comparatives, go to page 121.



Be aware of common errors related to comparative adjectives. Go to *Get it right!* on page 126.

LISTENING

- 1 2.50 Focus on the photo, look at the travel information, and then read the instructions. Check comprehension by asking: *Where is Amy now? Is she in New York City? (No.) What does she want? (To go to New York.) How is she getting there? (By train.)*

Ask students to think about what information is missing in each blank.

Play the audio for students to fill in the blanks. Remind them not to worry about understanding every detail, but to focus on the missing pieces of information. Then ask them to compare ideas in pairs before you check answers with the class.

Answers

- 1 9:15
- 2 10:45
- 3 \$16.40
- 4 13

- 2 2.50 Ask students to try to answer the questions from memory. Then play the audio again for them to check their ideas and finalize their answers. Ask them to compare ideas in pairs before you check answers with the class.

Answers

- 1 Because it's the slower train.
- 2 On Friday.
- 3 On the other side of the bridge.
- 4 Her mom.

FUNCTIONS

At the train station

- 1 Students read through the sentences and decide who says them at the train station. Ask them to compare ideas in pairs before you check answers with the class.

Answers

- 1 C 2 C 3 C 4 S 5 S 6 C 7 S

Optional activity

After checking the answers, play the dialogue from the Listening section, pausing after the useful functional phrases, and ask the class to repeat them, copying the intonation and rhythm. Then ask them to read the sentences from the Functions exercise aloud, trying to imitate the rhythm and intonation again.

- 2 **SPEAKING** Ask students to look at the information screen, and check that they understand all the details. Put them in pairs to write and practice role-playing a dialogue, using the information and the expressions from Exercise 1. Monitor their preparation, and provide help with the language as necessary. Gently prompt students to correct their errors, but don't get into lengthy explanations or single out weaker students for too much attention. Although it is a good idea to help students construct clear and comprehensible dialogues, the focus should be on the functional language and achieving their communicative goals, not on complete accuracy.

When pairs seem confident enough in their rehearsals, ask a volunteer pair to perform their dialogue for the whole class. Then choose another two or three pairs to perform. Ask the class to listen and take notes about which train the customer chooses to travel on.

TRAIN TO THINK

Comparing

- 1 Elicit what Venn diagrams are used for: They are a very clear, visual way of showing how a group of characteristics correspond to one or another thing selected and, in the center of the diagram, which characteristics are true of both things.

Students work individually to write the words where they think they belong in the diagram to compare cars and bikes. Allow them about three minutes for this.

- 2 Give students another minute or two to add their own ideas to the diagram.

- 3 **SPEAKING** Put students in pairs to make comparisons, using the ideas from the diagram. Ask them to say if they agree or disagree with their partner, and encourage both of them to give reasons. Monitor, provide help with any difficult language, and check the correct use of the comparative adjectives and *than*. Make a note of any recurring errors to go over with the class at the end of the activity, but avoid correcting mistakes unless they hinder comprehension. Ask a few students to share the most interesting ideas they heard from their partners with the class.

Optional activity

Repeat the activity with another blank Venn diagram with two or three circles representing the most common types of transportation used by the students. Ask them to go through a similar thinking process, taking notes, before putting students in pairs or small groups again for another discussion.

LISTENING

- 1 2.50 Amy wants to travel to New York City from Cold Spring. She's at the train station. Listen to the dialogue and complete the details of her trip.

Cold Spring (leave)		9:45	
1 _____	<input type="button" value="▲"/>	<input type="button" value="▼"/>	11:00
Penn Station (arrive)		10:15	
10:15	<input type="button" value="▲"/>	<input type="button" value="▼"/>	2 _____
price		one way \$12.00	
one way \$12.00		round trip 3 _____	
platform		5	
4 _____	<input type="button" value="▲"/>	<input type="button" value="▼"/>	9



- 2 2.50 Listen again and answer the questions.

- 1 Why doesn't Amy want to take the 9:40 train to New York?
- 2 When does Amy want to return to Cold Spring?
- 3 Where is platform 13?
- 4 Who wants to meet Amy in New York?

FUNCTIONS

At the train station

- 1 Look at these sentences. Who says them? Write S (salesperson) or C (customer) in the boxes.

- 0 How can I help you?
- 1 What time's the next train to Cold Spring?
- 2 What time does the 11:30 arrive in New York?
- 3 How much is a ticket to New York?
- 4 Do you want one way or round trip?
- 5 That's \$16.40, please.
- 6 What platform does the train leave from?
- 7 Have a great trip.

S	<input type="checkbox"/>
	<input type="checkbox"/>

- 2 **SPEAKING** Work in pairs. Use this information and prepare a similar dialogue. Act out your dialogue.

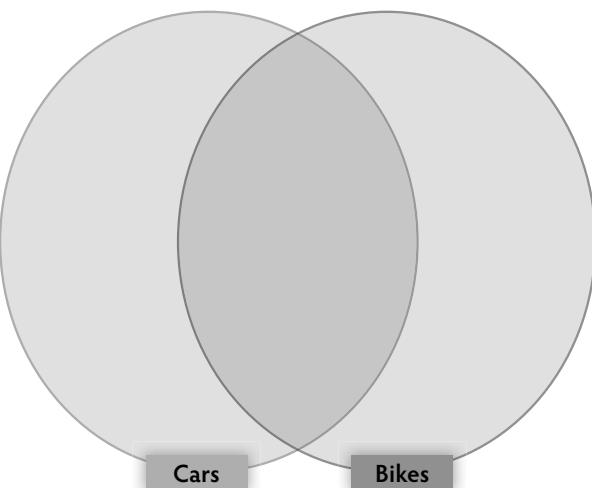
Providence (leave)		11:15	
11:00	<input type="button" value="▲"/>	<input type="button" value="▼"/>	11:15
Boston (arrive)		12:00	
11:45	<input type="button" value="▲"/>	<input type="button" value="▼"/>	12:00
price		round trip \$11.00	
one way \$6.80		round trip \$11.00	
platform		5	
5	<input type="button" value="▲"/>	<input type="button" value="▼"/>	5

TRAIN TO THiNK

Comparing

- 1 Write the words in the list in the correct place in the diagram.

cheap | dangerous | drive | engine | healthy
lights | quick | radio | ride | wheels



- 2 Think of more words to add to the diagram.

- 3 **SPEAKING** Work in pairs. Compare the two forms of transportation. Use comparative adjectives.

In my city, bikes are quicker than cars.

READING

- 1  2.51 Read and listen to the magazine article. Write the names under the photos.

Carlos | Miriam | Julia | Nathan

My favorite trip

A



B



C



D



Carlos

Every year my family goes on vacation to a small town by the ocean. It has really beautiful beaches, and we always have a great time. I love the trip there. We always go by train. It takes about four hours, but I don't mind. I'm always so excited. I just love watching the mountains and forests go by.

Julia

What's my favorite trip? Any one with my mom on her motorcycle. I don't care where we go, I just love being on her bike. She's a really good rider and I always feel safe. I love the wind on my face as we ride through the countryside.

Miriam

My favorite trip is my walk to school. We live on a farm, and my school is about one kilometer away. Every morning I walk across the fields and then I go along the river until I'm at my school in the village. It's a really beautiful walk and it's so quiet. I love my walk to school ... but I love the walk home more!

Nathan

My grandparents live in Miami. We visit them every year and, of course, we go by plane. It's a three-hour trip, but I love it. I love traveling by plane. It's so exciting. I never get bored because there are lots of movies to watch. They always have really good ones.

- 2 Read the article again. Correct the information in these sentences.

- 0 Carlos's family always go to a different place on vacation.
the same
- 1 Carlos's train trip takes six hours.
- 2 Julia loves riding on the back of her dad's motorcycle.
- 3 Miriam likes her walk to the local store.
- 4 She likes the walk to school more than the walk home.
- 5 Nathan's aunt lives in Miami.

READING

- 1 2.51 Display the photos on the IWB or ask students to look at them in their books, covering the article. How are the people in the photos getting around? Can students identify the types of transportation in each photo? (A *walking*, B *train*, C *airplane*, D *motorcycle*.)

Tell students they are going to read an article where these four people talk about their favorite trips. They skim the four paragraphs quickly and then match the names with the photos. Ask them to compare their ideas in pairs before you check the answers with the class.

Answers

- A Miriam
B Carlos
C Nathan
D Julia

- 2 2.51 Ask students to read the six sentences, and check comprehension. Stress that every statement is incorrect, and they should read the article to find the relevant information and correct the statements. Ask them to find the passage that matches the information about the example.

Students read the text more carefully, scanning for the information, and correct the facts. Remind them not to worry about understanding every word or detail, but to focus on completing the task. Ask them to compare their corrections in pairs before you check the answers with the class.

Answers

- 1 ~~six hours~~ (about) four hours
- 2 ~~her dad's motorcycle~~ her mom's motorcycle
- 3 ~~to the local store~~ to school / home
- 4 She likes the walk home more than the walk to school.
- 5 Nathan's ~~aunt~~ grandparents

Language note

- 1 Make sure students notice that we don't use a preposition when we talk about traveling toward where we live. *Miriam loves walking home*, not *walking to home*. This is true for all verbs expressing movement: *drive / fly / cycle / ride / travel home*, and so on.
- 2 When we compare activities, we use *more* on its own: *I like pizza more than [I like] spaghetti*. The comparison refers to the verb *like*, and it is not usually repeated in the second part of the comparison. We can compare two different activities, as well: *In the city, I cycle more than I drive*.

We also use *more* on its own as the comparative form of *many* or *much*: *There are more boys than girls in the class.* (count)
We drink more coffee than tea. (noncount)

Optional activity

For extra credit, assign the task of writing a similar paragraph about each student's own favorite trip. They should use a dictionary or online reference sources to look up any unfamiliar language they need, and write about 50–75 words. If they can find a good photo of themselves traveling, they can use this to illustrate their text.

Collect the compositions for checking or, if a number of students have completed the task, ask them to share their stories with the class or in groups. Alternatively, display the texts on the classroom walls for students to read in their own time. You could also have a vote on the best story.

If you check the work yourself, limit error correction to an absolute minimum. Focus on how well students describe their favorite trips and on general clarity. Give more praise and constructive suggestions than detailed feedback on shortcomings. A heavily corrected piece of free writing would only demotivate students from such voluntary tasks in the future, and so would feedback that focuses more on the negative than on the positive.

GRAMMAR

one / ones

- 1 Students study the examples closely and identify the references. Ask them to compare their ideas in pairs then work together to complete the rule. Check answers with the class.

Stress that *one* in this case is not used to express a number or used as an indefinite article. Elicit how the same function is achieved in the students' first language. Do they use a pronoun to avoid repeating a noun, or express this in another way?

Answers

1 trip 2 movies

Rule

1 singular 2 plural

- 2 Look at the example together, and check that they understand why the singular form of *one* is used. (Movie is *singular*.) If necessary, or in a weaker class, do another item together as a class. Students then figure out the remaining answers individually. Ask them to compare their answers in pairs before you check them with the class.

Answers

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

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VOCABULARY

Geographical places

- 1 Display the pictures and the incomplete words on the IWB, and elicit the missing letters. If students struggle to think of any answers, mention that all the words appeared in the text on page 114. Ask them to check or find the answers in the article, before you check and confirm the answers with the whole class. Get a different student to complete the labeling on the IWB for each picture. Check the pronunciation of *ocean* /'ouʃən/ because it might differ considerably from how the word is said in the students' language, even though the spelling may be quite similar.

Answers

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

- 2 **SPEAKING** Students work in pairs to make lists. You may want to set this up as a contest. Set a time limit of two or three minutes for students to list as many famous examples as possible. They must be able to say the name of the place as well as where it is found. The pair with the longest list wins.

- 3 Ask students to think about a trip they enjoyed to any of the eight types of places in Exercise 1. Ask them to write notes on where they went, who with, and how they got there. They should not write complete sentences. Monitor their preparations, and help with any difficult language as necessary.

- 4 **SPEAKING** Put students in pairs to tell each other about their trip. Ask the listeners to take notes, using a copy of the table from Exercise 3. Monitor the discussions, and make a note of any errors to go over at the end of the activity. Avoid correcting mistakes during the pair-work task. Ask two or three students to share what they learned about their partners. Ask the rest of the class to listen and use a copy of the table from Exercise 3 to note where the person went, who with, and how they got there.

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GRAMMAR

one / ones

- 1 Look at the examples from the article on page 114. What do the words **one** and **ones** refer to? Then complete the rule with **plural** and **singular**.

- 1 What's my favorite trip? Any **one** with my mom on her motorcycle!
- 2 I never get bored because there are lots of movies to watch. They always have really good **ones**.

RULE: To avoid repeating a noun, we often use **one** in place of ¹_____ nouns and **ones** in place of ²_____ nouns.

- 2 Write **one** or **ones** in the spaces to replace the crossed out words.

- 0 A Do you want to watch this movie?
B No, I've seen that movie one before.
- 1 A Do you want to try on these jeans?
B No, I'd like to try on the jeans _____ over there.
- 2 A What bus can we take?
B Any **bus** _____ that has "Boston" on the front of it.
- 3 I have three children. The oldest **child** _____ is a boy and the other **children** _____ are girls.
- 4 There's a bank on Main Street and another **bank** _____ on Castle Street.
- 5 I have lots of books, but my favorite **books** _____ are my bird books.

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VOCABULARY

Geographical places

- 1 Complete the words with the first and last letters. Use the article on page 114 to help you.

- 2 **SPEAKING** Work in pairs.

Make a list of famous ...

- a beaches.
- b rivers.
- c oceans and seas.
- d lakes.

- 3 Think about your favorite trip. Make notes.

Where to	
How	
Who with	

- 4 **SPEAKING** Tell your partner about your trip.

My favorite trip is to the mountains to ski.

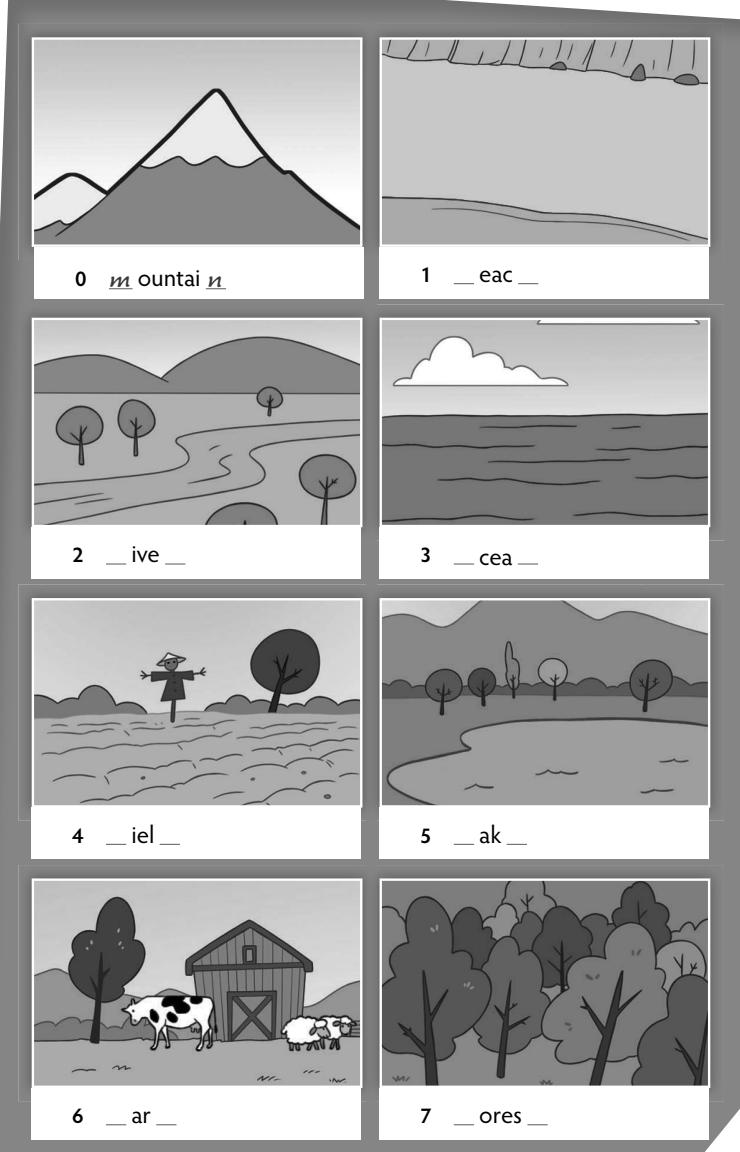
Who do you go with?

I go there with my family.

How do you travel?

We go by car.

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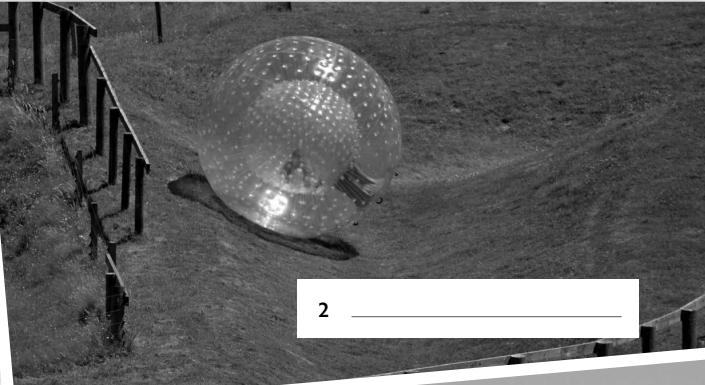


Culture

Transportation around the world



1



2



3



4

The tuktuk, India

This simple train is made from pieces of bamboo. Local people use it to travel and move things from one village to another. It has an engine on it and wheels from old trains. It uses the same rails as the national trains, and it's a quick way to travel. But be careful: when you hear a train coming, get out of the way fast!

The tuktuk, India

Tuktuks are originally from Thailand, but they are popular in many Asian countries. They have three wheels and an engine. The noise the engine makes gives the tuktuk its name. They are big enough for two people and a suitcase, and they are often used for making short trips across busy cities. They're small so they can go through the crowded streets quickly. The trip is often a little dangerous but always exciting.

The zorb, New Zealand

The zorb is not really a type of transportation, but it is a fun way of getting around. The zorb is a big plastic ball. One person gets inside and the zorb then rolls down the hill. There's a cushion of air to protect the person. It's an exciting way of getting down a hill, but it isn't so good for getting back up again!

The totora boat, Peru

Lake Titicaca is a large lake between Peru and Bolivia. The Uro people live in floating villages on the water. They use a local reed called totora to build their homes and boats. The totora boats are light but very strong. The Uro people build the boats to look like dragons to protect them and their homes.

CULTURE

Transportation around the world

Display the photos on the IWB or ask students to look at them in their books, covering the text. Ask them also to cover the main heading at the top. Elicit what students think connects the four photos. Accept any suggestions, no matter how far-fetched.

Ask students to reveal the heading to check their ideas. With the article still covered, can they guess where in the world each type of transportation is from? Ask them to write down their answers then compare their ideas in pairs before you elicit suggestions from the class. It doesn't matter if they get any wrong because they are very difficult to identify with complete confidence. Don't reveal the answers at this point, because this would give away the answer to the matching task in Exercise 2.

Background information

For your own reference only, the photos are from: 1 India, 2 New Zealand, 3 Cambodia, 4 Peru.

- 1 Focus attention on the photos on page 116. Ask students to find the words first in the text and then say which ones appear in which photo. Ask them to compare their ideas in pairs before you check answers with the class. Display the photos on the IWB, and ask a different student to point to each thing onscreen. If you don't use an IWB, ask them to point to the things in their books.
- Elicit or explain the meaning of the unfamiliar words.
- 2 2.52 Students use their answers and the key words from Exercise 1 to match the names of the transportation to the photos. Check answers as a class.

Answers

- 1 tuktuk
- 2 zorb
- 3 bamboo train
- 4 totora boat

- 3 Check comprehension of *engine* and *wheels*. Ask students to read the article carefully to find out which of the sentences are true of which types of transportation. Ask them to compare their ideas in pairs before you check the answers with the class.

Answers

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

- 4 **SPEAKING** Put students in pairs to discuss the questions. Allow up to four minutes for the discussions, monitor, and make a note of the most interesting ideas. Ask some of the pairs to share with the class.

WRITING

Unusual forms of transportation

- 1 Focus on the photo, and ask students to cover the article text. Can they identify the city shown in the photo?

Ask them to read the text quickly to find the name of the transportation. You may need to explain or elicit the meaning of *vehicle*. Check the answer as a class.

Answer

The Flying Dutchman, an amphibious bus

- 2 Ask students to read the questions to find out what information they will need to look for. Then they read the article again and answer the questions. Ask them to compare ideas in pairs before you check the answers with the class.

Answers

- 1 A bus
- 2 In Amsterdam, the Netherlands
- 3 It can go on the roads and travel on the water like a boat.
- 4 Tourists; passengers waiting at the international airport

- 3 Assign the initial research task for homework. Students look up information on the Internet about the three types of transportation listed and then decide which one they would like to write about. They could also choose any of the unusual types of transportation discussed in the Speaking task at the end of the Culture section. Ask them to take notes on the information they'll need to answer the four questions in Exercise 2 and to also write down anything interesting or unusual about the vehicles. Alternatively, if you would prefer to move on to the Writing task during the same class, you could provide some basic explanations, and use the IWB to look up and show photos of the vehicles in class.

- 4 Students use their notes and the information they collected to write a short text about their chosen form of transportation. This could be done as homework or in class.

Put students in small groups to share their texts with each other, suggest amendments, and then decide which description in their group they liked best. Ask the author of the selected description to share their paragraph with the class. Then vote on the best one. Check that each of the descriptions includes information about the four questions in Exercise 2, and give some constructive feedback.

Background information

The Katoomba Funicular /fju:nɪkjʊlər/ is the steepest cable-driven funicular railway in the world, and it is one of the attractions at the Katoomba Scenic World tourist attraction in the Blue Mountains of New South Wales, Australia. It was built for a coal mine in the 1880s, but became a tourist attraction after the mine closed in 1945.

The Ice Angel is a vehicle that travels on the ice of frozen Lake Superior in the winter months between the town of Bayfield and Madeline Island. It is also used by the local fire department as a rescue vehicle in emergencies. The Ice Angel is a special sled with a supporting wheel.

The Chiva Express is a customized bus that runs on rail tracks between the mountains and the seaside in Ecuador. Apart from the Express, there are several different types of chiva buses in rural Ecuador and Colombia, all colorfully painted. (*Chiva* means "goat" in Spanish.)

- 1 Look at the photos on page 116. Find these words. Which ones can you see in the photos?

hill | a suitcase | an engine | bamboo | reed | (something that is) floating

- 2 2.52 Read and listen to the article and write the name of the transportation under the pictures.

- 3 Read the article again and check (✓) the boxes.

bamboo train tuktuk zorb totora boat

- 1 It has an engine.
- 2 It has wheels.
- 3 It travels on water.
- 4 It can be dangerous.
- 5 It's exciting.



- 4 SPEAKING Work in pairs. Discuss the questions.

- 1 Which of these types of transportation would you most like to travel on?
- 2 Are there any unusual types of transportation in your country? Where?

WRITING

Unusual forms of transportation

- 1 Read the article. What's the name of the vehicle?

- 2 Read the article again and answer the questions.

- 1 What type of transportation is it?
- 2 Where is it?
- 3 Why is it unusual?
- 4 Who uses it?

- 3 Choose one of these unusual types of transportation or one you already know about. Look on the Internet for information. Make notes to answer the questions in Exercise 2.

The Katoomba Funicular, Australia
The Ice Angel, Wisconsin
The Chiva Express, Ecuador

- 4 Use your notes to write a short description about that form of transportation. Write 35–50 words.

Amsterdam

Amsterdam is the capital city of the Netherlands. It's a popular city for tourists and it's often pretty crowded in the summer months. It also has a lot of canals, so getting around by bus or car is often difficult. *The Flying Dutchman* is a new way of getting around the city. It's an amphibious bus. That means that it's a bus that can go on the roads but it can also travel on the water like a boat. At the moment, *The Flying Dutchman* offers short tours of the city for passengers waiting at the International airport.



CAMBRIDGE ENGLISH: TOWARD Key

THINK EXAMS

READING AND WRITING

Part 7: Open cloze

- 1 Complete the message left on a vacation blog. Write ONE word for each space.

Every year my family goes (0) on vacation to a small town by the sea. My grandparents live there. It (1) has really beautiful beaches. My favorite one is just next (2) to their house. I love the trip there. We always go (3) by train. It's quicker (4) than the car. It takes about three hours, but I don't (5) mind. I (6) am always so excited. I just love watching (7) the mountains and forests go by. I take lots (8) of photos from the train window. I also play games (9) with my brother and my parents. We always (10) have a lot of fun.



LISTENING

Part 3: Three-option multiple choice

- 2  2.53 Listen to Penny talking to her friend Seth about their pets. For each question, choose the right answer (A, B, or C).

- 0 Spot is
A Penny's dog. B Seth's dog. C Seth's grandma's dog.
1 Floppy is a
A rabbit. B cat. C dog.
2 Penny's pet is a
A rabbit called Nemo. B fish called Nemo. C cat called Nemo.
3 Nemo eats once a
A day. B week. C month.

THINK EXAMS

READING AND WRITING

Part 7: Open cloze

1

Answers

1 has 2 to 3 by 4 than 5 mind/care
6 am /'m 7 the 8 of 9 with 10 have

LISTENING

Part 3: Three-option multiple choice

2  2.53

Answers

1 A 2 B 3 A

TEST YOURSELF UNITS 11 & 12

VOCABULARY

1

Answers

1 mean 2 fun 3 had 4 farm 5 go 6 safe
7 did 8 bike 9 get 10 taxi

GRAMMAR

2

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 I didn't eat
4 Went you Did you go
5 then than
6 more bad worse
7 Did you saw see

FUNCTIONAL LANGUAGE

4

Answers

1 ticket, one-way, round-trip
2 next, leave, trip

TEST YOURSELF

UNITS 11 & 12

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

did | do | farm | forest | fun | get | go
had | mean | bike | safe | taxi

- 1 She isn't nice to me. I don't like _____ people.
- 2 Let's have some _____ this weekend. How about going to the mountains?
- 3 We went to Orlando last weekend, and we _____ a really good time.
- 4 There are lots of animals on that _____.
- 5 It's snowing! Let's _____ skiing this afternoon.
- 6 Dangerous? No, it's completely _____, I promise.
- 7 Sunday was really boring. I just _____ my homework and nothing else.
- 8 I don't think it's a good idea to ride a _____ on city streets.
- 9 It isn't really important. Please don't _____ mad about it.
- 10 We missed the train, so we took a _____ to get home.

/10

GRAMMAR

2 Complete the sentences with the words in the list.

better | couldn't | did | good | more | ones | went

- 1 I was sick, so I _____ go to your party. Sorry.
- 2 Blue? No, thanks, I like the red _____ over there.
- 3 I love this song. It's really _____.
- 4 _____ you have fun last weekend?
- 5 My new phone was _____ expensive than my old one.
- 6 This movie is _____ than her last one.
- 7 My friends _____ to the concert, but I couldn't go with them.

3 Find and correct the mistake in each sentence.

- 1 Are these your new shoes, or are they the old one?
- 2 My parents gived me this book for my birthday.
- 3 The chicken was horrible, so I not ate it.
- 4 Went you to the movie theater last weekend?
- 5 This shirt is cheaper then the other one.
- 6 I'm bad at French, but Jack is more bad!
- 7 Did you saw any good movies last week?

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FUNCTIONAL LANGUAGE

4 Complete the words.

- 1 A Hi. Can I have a t _____ to Ottawa, please?
B OK. O ____ w ____ or r _____ t ____?
- 2 A What time is the n ____ train to Philadelphia, please?
B 3:00 – and after that, there's a train at 3:45.
A OK. I want the 3:00 train. What platform does it l _____ from?
B Platform 4. Have a good t ____!

/6

MY SCORE /30

22 – 30

10 – 21

0 – 9

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