

12 Getting around

Unit profile

Vocabulary: Travel
Reading: A post about travelling alone
Grammar: Modals (2): Obligation and advice
Vocabulary: Phrases with *on*
Listening: Travel announcements
Speaking: Talking about homes, family and school

Warmer

Write *travel* on the board. Put students into mixed-ability teams to brainstorm as many ways of travelling they can think of in two minutes. One student writes the words on a piece of paper and moves to another team to compare lists. Repeat until each group has been visited by the 'travelling students', who then return to their original team. Monitor to check spelling and help with pronunciation as necessary.

Your profile


Put students into pairs to discuss the questions. Monitor and give positive feedback for interesting stories. Encourage students to elicit their partner's ideas and show interest in what they say. Bring the class together and invite two or three students to share their stories with the class. Write any useful travel-related vocabulary on the board.

VOCABULARY Travel

- Put students into mixed-ability pairs to discuss the questions. Check they understand the difference between a *cruise ship* and a *ferry* (a *cruise ship* is a large ship like a hotel, which people travel on for pleasure; a *ferry* is a boat that regularly carries passengers across an area of water). Discuss ideas as a class.

Answers

- a a cruise ship – to go on a relaxing holiday
- b a train – to travel between towns and cities
- c a car – to drive to work or school
- d a ferry – to cross a river
- e an aeroplane – to travel quickly

-  1.30 Tell students they will listen to four different speakers. Play the recording for them to match each speaker to a photo. There is one picture they do not need. Check answers.


Audioscript

1 My cousin has just got married and he and his wife decided to go away on a cruise for their honeymoon. They'd never been abroad before, so they flew to New York, then they checked in and found their ship amongst all the cruise ships waiting in the harbour. There were hundreds of people already waiting to go on board. Finally they set out. They sailed down the east coast to Florida.

- Well, my Dad works three hundred miles away and so he travels there by plane. He sets out from home at 7 am every morning, and he's on board the plane by 8.20 am. He lands about an hour later and gets a taxi to his office. He says he doesn't mind it – it's like a bus in the sky!
- We moved here when my mum got a job here about three years ago. We've been on some amazing road trips since we've been here. Mum says that as we're only going to be here for a couple of years, we need to make the most of it, you know, do a bit of tourism, and travelling this way is the best way to see the countryside. Last year we went into the desert. It was so cool!
- I live on an island and so I get several forms of public transport to get to school. First the ferry. On the timetable it says the ferry goes every twenty minutes. But it's often late and so I sometimes miss the bus on the other side and then I'm late for school. I don't mind going to school by ferry, but I wish it was on time more often. They're building a railway bridge across to the island, so when that's finished, I guess I'll catch the train.

Answers

- 1 a 2 e 3 c 4 d
 Picture b is not needed.

-  1.30 Play the recording again for students to answer the question. Tell them to compare their answers with a partner and give them the option of listening again before checking answers. Invite students to give answers. Do not over-correct for accuracy and help students communicate their ideas. See if the class agrees before confirming.

Answers

- 1 Correct 2 Incorrect (he's on board the plane by 8.20 am)
 3 Correct 4 Incorrect (the ferry's often late)

- Direct students to the words in the box and check they understand the difference between *abroad* (to a foreign country) and *go away* (possibly to another town or village). Do the first item as a class, reminding students that they need to use the correct form of the verb. Monitor, pointing to key words in the sentences which will help them select the correct word. Allow students to compare their answers with a partner before nominating individuals to give answers.

Fast finishers

Tell fast finishers to write similar gap-fill sentences related to each of the five pictures in exercise 1. Ask them to read their sentences for the rest of the class to give the answers after checking answers to exercise 4.

Answers

- 1 lands 2 Tourism 3 sail 4 set out 5 on board
 6 timetable 7 cruise ship 8 public transport 9 harbour
 10 ferry 11 abroad 12 go away

- 5 Put students into small same-ability groups to answer the questions. Ask them to write the numbers 1–5 on small pieces of paper. Each student selects a piece of paper and answers the corresponding question. Others in the groups ask follow-up questions to find out as much as they can about the student's experiences. Share ideas as a class.

READING

- 1 Direct students to Elena's profile and ask them, in pairs, to describe her. Monitor and help students communicate their ideas, before bringing the class together to exchange ideas.

Possible answers

Elena is brave and adventurous as she's flying alone from Australia to London.

- 2 Tell students to imagine they are Elena and, in pairs, write as many questions as they can. Bring the class together. Ask for suggestions and write key questions on the board. Take a class vote on the best three ideas.

Possible answers

How long is the flight?

What can I take on the plane?

Will someone help me to change planes in Dubai?

- 3 Give students a short time limit to read Elena's post and to find the questions. Feed back as a class and see if any of the students guessed correctly.
- 4 Tell students to read questions 1–8 and check vocabulary as necessary, e.g. *document* (official written information), *security checks* (checks at the airport to keep people safe), *airline staff* (people working on the plane or at the airport). Ask them how they are going to read the comments to answer the questions (quickly to locate possible key words from the questions and then carefully to check). Tell students to read the comments, ignoring any new vocabulary, and answer the questions individually. Allow them to compare their answers with a partner before checking as a class.

Mixed ability

Put students into mixed-ability pairs. Encourage stronger students to explain any new or problematic vocabulary, e.g. *travel* and *trip* (*travel* is usually used as a verb and refers to a journey over time, whereas *trip* is a noun and refers to a short return journey).

Answers

- 1 Sofia (You need to check what the weather is like)
- 2 Sofia (Also you have to have a letter from your parents saying that they allow you to travel.)
- 3 Sally (Mum gave me a really cool bag to put my documents in ... You should definitely get one of those!)
- 4 Max (Also, you should take a travel backpack with your entertainment in – books, iPod, or tablet loaded with films.)
- 5 Sofia (Leave plenty of time for the security checks)
- 6 Michael (But you should definitely find out what the airport at Dubai looks like.)
- 7 Max (You don't need to worry about who is going to be sitting next to you.)
- 8 Sally (the airline staff checked I was OK, and they provided me with whatever I wanted.)

- 5 Do the first item as a class and monitor and help as students continue in pairs. Nominate individuals to give answers and see if the class agrees before confirming. Monitor and give extra pronunciation practice with the word *frustrating* if necessary.

Extension activity

Students choose three words they want to remember and write a definition and an example sentence for each one. Put them into small groups to share their ideas.

Answers

- 1 challenging 2 similar 3 allow 4 nervous 5 delay
- 6 helpful 7 window seat

- 6 Tell students to write their own advice for Elena. Invite two or three students to read their suggestions to the class.

EP Word profile

Ask students to write a follow-up sentence to each example to help explain the meaning, e.g. *I hope they have a great holiday; I told them I was fine; They make flying safer*. Then set the exercise on page 135. Check answers.

Answers

- | | |
|-----------------|---------------|
| 1 check-in desk | 4 checked out |
| 2 checked | 5 check in |
| 3 check | |

Talking points

Write these phrases on the board: *I agree, I'm afraid I can't agree with you there, What about ...?, If ... then ...*. Ask for two stronger students to discuss the first question in front of the class and encourage them to use the phrases on the board. Put students into same-ability pairs to discuss the questions. Monitor and give positive feedback where students give reasons and extend the discussion by asking their partner questions.

GRAMMAR Modals (2): Obligation and advice

Books closed. Draw three columns on the board headed *Advice*, *Necessity* and *Obligation*. Put students into mixed-ability pairs and set a three-minute time limit for them to remember what advice different people gave to Elena and write ideas in the corresponding columns. (Advice: take a bag for documents, take a travel pack with entertainment for the plane; Necessity: find out about the airport, don't worry about who you're sitting next to, check the weather, don't worry about your bags, don't think about anything; Obligation: have a letter from your parents.) Allow students to read the blog again to check.

- 1 Tell students to read the examples and complete the rules using the verbs in bold. Do the first item as a class. Monitor and help as students continue in mixed-ability pairs. Check answers.

Answers

a should; shouldn't b have to c need to
d don't have to; needn't

→ Grammar reference Student's Book page 156

- 2 Tell students to look at the notices and messages, and check they understand the context for each one. Ask *Where would you find them? What are they saying?* (1 a zoo, an exhibition, etc., talking about what isn't necessary; 2 at a gym, talking about an obligation; 3 on a newly painted seat, giving advice; 4 on a message or note, talking about necessity.) Monitor and help as students continue the exercise in pairs, referring back to the rules to help. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

1 a 2 a 3 a 4 b

- 3 Do the first item as a class, encouraging students to think about what the person is doing and then selecting the appropriate structure from the rules. Monitor and help as students continue individually. Check answers.

Mixed ability

If you think weaker students will need more support, write the following information for each of the situations 1–8 on the board:

1 advice, 2 necessary because of a rule or law,
3 personal obligation, 4 not necessary, 5 necessary
because of a rule or law, 6 necessary because of a rule
or law, 7 personal obligation, 8 not necessary

Stronger students can do the exercise without looking at this information.

Fast finishers

Ask fast finishers to write three more questions like those in exercise 3 and swap with another fast finisher. They can read these for the rest of the class to guess the answers after checking answers to exercise 3.

Answers

1 should 2 have to 3 need to 4 needn't 5 have to
6 have to 7 shouldn't 8 needn't

- 4 Ask students to complete the sentences in writing, and monitor and help with accuracy. Put them into pairs or small groups to tell each other about the situations. Nominate individuals to feed back their ideas to the class.

Corpus challenge

Write the sentence on the board and ask students to identify the modal verb (*will*). Remind students that *will* is often used with an *If clause* when referring to the future, but in this case the speaker wants to give advice. Ask a student to suggest a different modal verb from exercise 1. See if the class agrees before feeding back.

Answer

If you come, you should bring a coat because it's cold.

VOCABULARY Phrases with on

- 1 Elicit what *on board* means (on a boat, train or plane, etc.). Do exercise 1 as a class and write students' ideas on the board.
- 2 Monitor and help as students do the exercise individually. Nominate a student to choose one of the sentences and to choose another student to give the answer. The second student chooses another sentence and another student to give the answer. Ask the class to say if they agree before confirming each answer.

Answers

1 on display 2 on foot 3 on sale 4 on time 5 on board
6 on purpose

- 3 Model the activity by giving the class your own responses to some of the topics. Put students into same-ability pairs and tell them to choose the three most interesting topics to discuss. Give them time to write down some key words and phrases about their personal experiences, before they discuss the topics. Monitor and comment on interesting situations. Invite student pairs to have their conversations in front of the class.

Fast finishers

Ask fast finishers to extend the activity by choosing other topics from the list to talk about.

LISTENING

- 1 Direct students to the photos and ask for suggestions of the kinds of announcement that might be heard in each place.

Possible answers

At the airport: information about departures, boarding and delays.
On the aeroplane: safety announcements, weather and flight time information, greetings from the crew and pilots.

- 2 Ask students if they have ever been on a plane and elicit the kinds of announcement they heard. Put them into same-ability pairs to brainstorm ideas about the missing information. Elicit suggestions and write them on the board.

Possible answers

1 a language 2 a time 3 a channel number 4 food
5 a product 6 a title

Prepare for Preliminary for Schools


Listening Part 3

Task description

Listening Part 3 tests students' ability to identify, understand and interpret information. It consists of a monologue and six gap-fill questions. Students listen and complete the numbered gaps with one or two words or a number from the text they hear. They hear the recording twice.

Tip

Tell students to check the spelling of the words they write – sometimes, recognisable spelling is accepted, but not with very common words.

- 3  1.31 Play the recording for students to complete the information. Tell them to compare their answers with a partner and play the recording again for them to either complete the missing information or to check their answers. Ask students to give answers and see if the class agrees before confirming.

Audioscript


Welcome on board this international flight to San Francisco. My name is Karen and I'll be looking after economy-class passengers this evening, along with my cabin crew colleagues Billy, Suki and Juan. Together we speak English, Spanish and Chinese, so please ask us if there's anything we can do to make your flight more comfortable. We apologise for our very late departure this evening due to the weather conditions. However, the captain has just informed me that we should be able to reach our destination only ten minutes later than expected, at twenty to eleven local time, instead of ten thirty. Our flying time will be approximately fifteen and a half hours. Now, our individual video screens provide great entertainment during the flight, with lots of films available on channels fifteen to eighteen. I'd also recommend our comedy selection on channel forty-three – you'll find some great shows there! In a few moments, we'll be offering you drinks and snacks, and then we'll start the meal service in about forty-five minutes' time. On the dinner menu tonight, we have two options for the main course, lamb curry or chicken pie, and for those of you who don't eat meat, we have tomato pasta. There'll also be a choice of fresh fruit or ice cream for dessert. After dinner, we'll be coming through the cabin again with our great range of gifts. We carry a wide selection of perfumes, and this month there are special offers on children's toys, at really low prices. You'll find more details in our magazine, called Escape, which is located in the seat pocket in front of you. So, sit back and relax, and please remember to keep your seat belt fastened in case of any bad weather.

Answers

Refer to the underlined parts of the audioscript above.

1 Spanish 2 10.40 3 channel 43 4 tomato pasta
5 children's toys 6 *Escape*

SPEAKING Talking about homes, family and school

- 1  1.32 Tell students to read the topics. Play the recording and allow them to compare their answers with a partner before checking as a class. As you check answers, encourage students to add more information they remember from the recording.

Audioscript

Examiner: Tell us about your family.

Anne-Marie: Well, I have a brother and two sisters and we all love spending time together. For example, last weekend we went to the park and played tennis. It was an exciting game, because we all love tennis and well, we're quite good!

Examiner: What kinds of films do you enjoy?

Faisal: There are lots of films that I like. Hmm, maybe action films are my favourite because they're really exciting. But actually, I enjoyed a detective film I saw last night. I went to the cinema with my friends and we watched the film. I usually watch films on my computer but going to the cinema is good. The picture is bigger and the sound is louder! There's a new film on tonight and I think we'll be going again.

Examiner: Tell us about your holidays.


Anne-Marie: Well, we usually go to the same place in Italy for our holidays. And my father, he used to go there for his holidays when he was young. It's a little place near the sea, well, it used to be little, but now it's quite big. We go there by car every year. Actually, I want to go to Monaco next year. I haven't been there, but I've seen pictures and it looks gorgeous.

Examiner: What do you want to do in the future?

Faisal: I have no idea! I think it's a difficult question because we are young. At school, next year I'm going to choose my Year 10 subjects, but I haven't decided which ones yet. At the moment, I mean, I like animals, so maybe I'll do biology and then study something with animals at university. I don't know. I know that I need to have really good grades. I'm going to study really hard. Oh, and I'm definitely going to travel. I really want to go to Canada.

Answers

My family, Films I enjoy, My holidays, My future

- 2**  **1.32** Read the instructions with the class and monitor and help as students do the exercise individually. Play the recording again, pausing after each part to check answers.

Answers

1 f, g 2 b, d 3 c, h 4 a, e

- 3** Read the instructions and direct students to the *Prepare* box. Do the first item as a class before putting them into same-ability pairs to complete the exercise. Check answers.

Answers

| | |
|----------------|---------------------|
| For example: g | I want to: c |
| Actually: c | I'm going to: a, e |
| because: d | Last weekend, we: g |
| I usually: b | |


Prepare for Preliminary for Schools Speaking Part 1

Task description

Speaking Part 1 tests students' ability to give factual and personal information. The interlocutor asks each student questions about their personal details, daily routines, likes and dislikes, past experiences and future plans. This part lasts for two to three minutes.

Tip

Students will be asked to spell their names or part of their name, so they should practise doing this. They should make sure that they can say each letter of their names accurately and confidently.

- 4**  Read the instructions and give students time to make notes for the questions. Monitor and encourage them to select phrases from the *Prepare* box. Put students into pairs to take turns to ask the questions and reply. Tell them to put a tick by the phrases they use and make a note of the tenses used. Monitor and give positive feedback for ideas, phrases from the *Prepare* box and the use of a variety of tenses.

Fast finishers

Books closed. Ask fast finishers to choose two questions to answer from memory.

Cooler

Write the following words on the board: *should, need to, don't have to*. Ask students to write one sentence about themselves for this week using each of the modals. Collect the sentences in and redistribute them for another to read out to the class. The class guesses who wrote each sentence.

Project

Students discuss ideas for an ideal holiday destination, a mode of transport and who they would travel with. At home, they use the internet to research what they have to and should do to prepare for the holiday. They make a 'to do' list, but they do not mention where they are going, how they are travelling or who they are going with. Put students into small groups to share their lists and see if other students can guess the destination, mode of transport and travelling companions. Share some ideas as a class.

Teacher's resources

Student's Book

Grammar reference and practice page 156
Vocabulary list page 141

Workbook

Unit 12, page 48

Go online for

- Pronunciation
- Progress test
- Achievement test
- Corpus tasks