

## 5 Getting around

Lesson 1 Reading

backwards forwards hug (hugged)  
lift (lifted) old-fashioned pedal (pedaled)  
polluted skyscraper virtual workshop

- 1 Look at the pictures. What type of story do you think it is? Why?  
a a mystery    b a science-fiction story    c a biography
- 2 1.22 What do you think happens in the story? Read the text quickly and check your ideas.

### A trip to remember

Abi was playing a virtual tennis game on her tablet.  
"Why don't you go and play tennis outside?" suggested Grandma.  
"Why would I go outside?" replied Abi. "Virtual tennis is just as good as real tennis."  
"Not!" said Grandma. "I prefer playing tennis outside. Fresh air is important and we won't have it forever!"  
"Oh, Grandma," laughed Abi. "Of course we will!"  
The next day was Abi's birthday. She ran outside to Grandma's workshop. It was full of wonderful inventions – a flying trumpet, a musical pen and a robot window cleaner.  
"Happy birthday!" said Grandma as she hugged Abi. "Wait there and I'll get your present. Be careful though. Remember not to touch anything!"  
Abi looked around the workshop at all the new inventions. Then she noticed an old sheet in the corner. She lifted the sheet and found an old-fashioned purple bike underneath it.  
"Hmm... the bike isn't as interesting as Grandma's other inventions," she thought. She got on the bike and started to pedal forwards. Suddenly, Abi and the bike were lifted into the air! "Whoosh! Clunk!"

60 Read a science-fiction story  
WB page 48

Abi opened her eyes and realised that she was in the town centre! But everything looked different! All around her there were tall glass skyscrapers with flying cars whizzing past.  
"Oh, my goodness! I'm in the future!" she exclaimed, looking at the old bike in surprise. Then she noticed a robot cleaning the street nearby.  
"Where are all the grass? Where are all the trees?" she asked the robot.  
"What is grass?" asked the robot. "What are trees?"  
Abi looked around. The sky was grey and the air felt polluted. She couldn't see any birds or animals anywhere. In fact, the streets were empty – why weren't there any children playing outside? – why didn't she see any children playing outside?  
"I don't like it here," she said unhappily. "I want to go home." Abi knew what she had to do. She jumped onto the bike and pedaled backwards.  
"Whoosh! Clunk!" Abi opened her eyes and saw that she was back in Grandma's workshop.  
"There you are," said Grandma. "I was looking for you!"  
Abi got off the bike and hugged her grandma.  
"Here's your present," said Grandma. Abi opened it. It was a new time-travel game for her tablet.  
"Thanks, Grandma!" said Abi. "It's fantastic! I can't wait to play it later. But first, can we go outside and play tennis?"  
Grandma smiled. "Of course we can! Real tennis is just as good as virtual tennis," she said, laughing.

61 This is Reading skill: Identify the main themes of a story  
WB page 48

**Learning objectives:** Read a science-fiction story;  
Reading skill: identify the main themes of a story

**Vocabulary:** backwards, forwards, hug (hugged), lift (lifted), old-fashioned, pedal (pedaled), polluted, skyscraper, virtual, workshop

**Resources:** (PK) - Unit 5, Lesson 1, Vocabulary tool;  
(TRC) - Vocabulary 1 worksheet; (PRC) - Review audio track 1.22

**Materials:** Class Audio CD1

### Warm-up: Categories

- Divide the class into small groups. Write the following categories of film on the board: *science fiction, comedy, romantic, historical*.
- Tell the children that each group has one minute to name as many films as they can from each category.
- Once their time is up, elicit answers and write them in the corresponding category. The group with the most correct examples wins the game.

### 1 Look at the pictures. What type of story do you think it is? Why?

- Refer the children to the pictures on pages 60–61. Elicit what they can see in the pictures and what they think is happening.
- Read out the three answer options in Activity 1. Explain or elicit what children would expect to read about in each text type (mysteries are about strange events or crimes, a biography is the story of someone's life and science fiction is about the future).
- Children use the pictures to help them identify what type of story they are going to read.

Answer: b

### 2 1.22 What do you think happens in the story? Read the text quickly and check your ideas.

- Refer the children again to the pictures on pages 60–61. Ask *What objects can you see?*

Where do you think the girl is? Does she look happy / surprised / sad / scared? Why? What do you think happens in the story?

- Children read the story quickly to check their ideas. Elicit answers. Ask children if any of their ideas were the same as, or similar to, the story. Then ask who the main characters are (Abi and Grandma).

### Teaching star!

### Reading

- Some children read more quickly than others. Make sure to give strong readers an activity to do while the other children finish.
- In Activity 2, ask children who finish early to write down one idea from the class that was the same as the story and one that was different.

### 3 Look at the vocabulary panel on page 60. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary panel.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on page 138 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *workshop*, *hug*, *polluted*, *backwards*, *skyscraper*, *old-fashioned*, *life*, *forwards*, *virtual*, *pedal*. The class call out the words. Check and correct pronunciation as necessary.

### 4 Underline the main theme of the story.

#### Be a star!

- Explain that the theme of a story is the main idea behind it.
- Read the two options and ask the class to identify which one is the main theme of the story.
- Ask children to say which parts of the story support their answer (Grandma says, 'I prefer playing tennis outside. Fresh air is important and we won't have it forever!' When Abi goes to the future, there's no grass or trees. 'The sky was grey and the air felt polluted. She couldn't see any birds or animals anywhere.' She didn't like it and she wanted to go home.)

Answer: a

### Cooler: Better in real life!

- Divide the class into small groups. Tell the children that they have to think of three things that are better to do in real life than in virtual games (e.g. swimming, going to a party, etc).
- Then have each group tell the class their three examples, giving reasons for their answers.

Workbook page 48

## 5 Getting around

### Lesson 1 Vocabulary

- 1 Look and read. Choose the correct words and write them on the lines. There is one example.

hug    pedal    lift    old-fashioned    skyscraper  
 backwards    forwards    polluted    virtual    workshop

- To move something to a higher position. \_\_\_\_\_ lift \_\_\_\_\_
- You do this to make a bicycle move. \_\_\_\_\_
- Towards the direction that is in front of you. \_\_\_\_\_
- Towards the direction that is behind you. \_\_\_\_\_
- A very tall, modern building. \_\_\_\_\_
- A place where you make things or repair broken things. \_\_\_\_\_
- You often do this to someone to show love or friendship. \_\_\_\_\_
- Not modern – typical of a time in the past. \_\_\_\_\_
- The air in a city is like this if there is a lot of traffic. \_\_\_\_\_
- This describes something on a computer screen that looks real. \_\_\_\_\_

- 2 Complete the text with the words from Activity 1.

I love playing computer games, especially \_\_\_\_\_ ones, which are so realistic. I've got a new time-travel game. If you click the button to go \_\_\_\_\_ into the future, you can see very tall \_\_\_\_\_ On the screen, you can see \_\_\_\_\_ people into the air to the top of these buildings and see inside. If you click the button to go \_\_\_\_\_ you can see the past. It's fun to see how people travelled over 100 years ago. There weren't many cars so the air was \_\_\_\_\_ in the game there's an \_\_\_\_\_ robot. It doesn't go very fast! People \_\_\_\_\_ They breathe along the street. You can make friends and \_\_\_\_\_ the people you like. You can follow them around to see their daily life, which is fun!



- 1 Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Flyers test.

- The children read the definitions and choose the correct words from the box.
- In Reading and Writing Part 1, the children have to write the words exactly as they are given.

Answers: 1 lift 2 pedal 3 forwards  
4 backwards 5 skyscraper 6 workshop  
7 hug 8 old-fashioned 9 polluted 10 virtual

- 2 Complete the text with the words from Activity 1.

Answers: 1 virtual 2 forwards 3 skyscrapers  
4 lift 5 backwards 6 polluted 7 old-fashioned  
8 workshop 9 pedal 10 hug

Pupil's Book page 62

Lesson 2 Reading comprehension

1 Read the story on pages 60–61 again. Who do you think said these sentences? Write A (Abi) or G (Grandma).

1 It's great. I can just sit here and play anything I want. A  
 2 Young people don't play outside as much as they used to. \_\_\_\_\_  
 3 What should I call my latest robot cat? \_\_\_\_\_  
 4 Old-fashioned things are boring. I prefer modern inventions. \_\_\_\_\_  
 5 What's happened? There isn't any nature in the future. \_\_\_\_\_

2 Underline the correct answer.

1 Abi doesn't want to play tennis outside because she prefers ...  
 a playing on her tablet.      b playing in Grandma's workshop.  
 2 When Abi pedals forwards on the bike, it takes her to ...  
 a a different town.      b the future.  
 3 Abi doesn't like the future because ...  
 a there aren't any children outside.      b there are a lot of skyscrapers.  
 4 In the end, Abi wants to play outside because ...  
 a she doesn't like her present.      b she knows that fresh air is important.

3 Answer the questions. **Be a star!**

1 Do you think Grandma wanted Abi to find the bike? Why / Why not?  
 2 Do you think Abi enjoyed her visit to the future? Why / Why not?  
 3 What do you think Abi learnt from her adventure?

Working with words

Suffixes: -ful and -less

A suffix is a group of letters that you can add to an adjective to change its meaning. The suffix -ful usually means full of. The suffix -less usually means without. Find the word *careful* on page 60. What does it mean? What do you think *careless* means?

What do these adjectives mean?

1 homeless    2 colourful    3 careless    4 fearless    5 powerful

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**Learning objectives:** Reading skill: infer meaning from a text; Working with words: suffixes

**Resources:** (PK) - Unit 5, Lesson 2

**Materials:** Class Audio CD1; magazine pictures of different people

### Warm-up: I have a new gadget!

- The children work in pairs to name five gadgets they think will exist in the future (e.g. a camera with a smelling sensor, a TV toaster, a pair of glasses with integrated camera).
- As a class, vote for the most useful gadget. The children give reasons for their vote.

### Teaching star!

#### Teaching inference

- Some children can find it hard to infer meaning. You can boost their confidence by showing them how much they infer already.
- Before you do Activity 1, show some pictures of people. (Alternatively, ask volunteers to come to the front of the class.) Ask the children to study them and tell you anything they can work out about the people. Prompt as necessary to get them to notice information they can infer, e.g. T-shirts that show what team a person supports, wet hair that shows it must be raining.

### 1 Read the story on pages 60–61 again. Who do you think said these sentences? Write A (Abi) or G (Grandma).

- Ask children to name the two main characters in the story (Abi, Grandma) and write them on the board.
- Read out the first sentence in Activity 1. Ask *Who do you think said this, Abi or Grandma? Why? Do you think Grandma plays games on a tablet?* Elicit answers.
- The children complete the activity individually. Then they compare answers in pairs.
- Check answers as a class.

Answers: 1 A 2 G 3 G 4 A 5 A

### 2 Underline the correct answer.

- Read out the first sentence, with both answer options. Ask the children to look at the first paragraph on page 60 again and find the answer. Have a volunteer read out the supporting information in the text (*'Why would I go outside? ... Virtual tennis is just as good as real tennis.'*).
- The children complete the activity individually, underlining the correct answer for each sentence.
- The children compare answers in pairs.
- Check answers as a class. Have the children read out the part of the story that supports their answers.

Answers: 1 a 2 b 3 a 4 b

### 3 Answer the questions. **Be a star!** ★

- Read out the first question in Activity 3. Elicit answers from the children. Then have them work in pairs and answer the remaining questions.
- Conduct class feedback and encourage children to give reasons for their answers.
- Refer the children to the end of the story on page 61. Ask *Do you like the ending? Why? / Why not?*

**Suggested answers:** 1 Grandma probably wanted Abi to find the bike so that she could go to the future and find out how important fresh air and the outdoors are. 2 Abi didn't enjoy her visit to the future. There were no children playing outside. She was unhappy and wanted to go home. 3 Abi learnt that fresh air is important.

### Working with words

#### Suffixes: -ful and -less

- Read out the information in the blue box. Then draw a plus sign (+) and a minus sign (-) on the board. Elicit which sign corresponds to each suffix (+ = -ful, - = -less).
- Ask the children to find the word *careful* on page

60 and elicit the meaning (*pay attention to what you are doing so that you don't have an accident or make a mistake*). Ask them in which other situations we can say *Be careful!* Then elicit the meaning of *careless* and ask them to think of two consequences of being careless.

**What do these adjectives mean?**

- Have volunteers come to the board and write each of the five words under the plus or the minus sign. Then have them brainstorm the meaning of each word.
- In pairs, have the children give examples for each word. Ask *Who might be homeless? (a refugee, or someone who is very poor)* *What objects are colourful? (a rainbow, clothes, landscapes)* *What food or drink do you think is tasteless? (rice, water)* *Who do you think is fearless? (a superhero, a fire fighter)* *Who do you think is powerful? (a soldier, a president)*

**Answers:** 1 homeless: without a home 2 colourful: full of colour 3 tasteless: with no taste 4 fearless: with no fear, not scared 5 powerful: full of power

**Cooler: Disappearing words**

- Elicit ten words from the story on pages 60–61 and write them on the board.
- Play *Disappearing words* (see Games Bank, pages 14–17).



Workbook page 49

**Lesson 2 Reading comprehension**

1 Read the story on Pupil's Book pages 60–61. Then number the sentences in order.

- Abi went into grandma's workshop. \_\_\_\_\_
- She rode the bike back in time to the present. \_\_\_\_\_
- Abi didn't like what she saw in the future. \_\_\_\_\_
- They went outside to play tennis. \_\_\_\_\_
- Grandma gave Abi a game for a birthday present. \_\_\_\_\_
- Abi was playing a virtual tennis game. \_\_\_\_\_ 1
- She found an old-fashioned bike and rode it into the future. \_\_\_\_\_
- Grandma suggested playing tennis outside. \_\_\_\_\_

2 In what ways is the future that Abi sees different? Write three more sentences.

- There are lots of skyscrapers and flying cars. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Working with words**

3 Complete the table. Make new words by adding *-ful* or *-less*.

	-ful	-less
1 care	careful	careless
2 taste		
3 home		
4 fear		
5 colour		
6 power		

4 Complete the sentences with words from Activity 3.

- This pizza doesn't have any flavour – it's \_\_\_\_\_.
- He's the fastest runner in the country – his legs are very \_\_\_\_\_.
- That poor man doesn't have anywhere to live – he's \_\_\_\_\_.
- He isn't scared of anything – he's \_\_\_\_\_.
- What a nice picture! The red and orange flowers are very \_\_\_\_\_.
- I made a lot of mistakes because I was very \_\_\_\_\_.

1 Read the story on Pupil's Book pages 60–61. Then number the sentences in order.

**Answers:** a 3 b 6 c 5 d 8 e 7 f 1 g 4 h 2

2 In what ways is the future that Abi sees different? Write three more sentences.

**Answers:** Children's own answers.

3 Complete the table. Make new words by adding *-ful* or *-less*.

**Answers:** 1 careful, careless 2 tasteless 3 homeless 4 fearful, fearless 5 colourful, colourless 6 powerful, powerless

4 Complete the sentences with words from Activity 3.

**Answers:** 1 tasteless 2 powerful 3 homeless 4 fearless 5 colourful 6 careless

## Lesson 3 Grammar

Pupil's Book page 63

**Lesson 3 Grammar**

**1 Look and read.**

**Graphic Grammar**

Comparisons: *just as ... as / not as ... as*

I'm **just as fast as** Dan.

You **aren't as skilful as** me.

**2 Complete with just as ... as or not as ... as and the adjectives.**

Josh is a cycle courier. He carries letters and parcels around New York. Josh loves his bike. He says, 'It's **just as fast as** (fast) a bus and it's **not as expensive as** (not expensive) a bus or taxi. However, a bike's **not as comfortable as** (not comfortable) a car or bus, and it's **not as interesting as** (interesting) a taxi driver, and it's **not as boring as** (not boring) an office job!'

**3 Compare these ways of getting around. Use the adjectives and your own ideas. (Be a star!)**

comfortable dangerous exciting expensive fast noisy

helicopter motorbike skateboard plane

I think helicopters are just as exciting as motorbikes. And they aren't as dangerous!

Use just as ... as and not as ... as to compare things with page 52. 63

**Learning objectives:** Use *just as ... as* and *not as ... as* to compare things

**Grammar:** Comparisons: *just as ... as / not as ... as*

**Resources:** (PK) - Unit 5, Lesson 3, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

### Warm-up: Secret words

- Have a volunteer come to the front. Tell the children that you are going to tell him / her a secret word (e.g. *helicopter, motorbike, boat, bus, car, plane*).
- The volunteer draws the secret word on the board and the rest of the class has to guess what it is. The first child to guess correctly comes to the board to draw the next secret word.

### 1 Look and read.

- Refer children to the picture in Activity 1. Ask *What are they doing? Who is winning? Who do you think is more skilful? Why?*
- Read out the two sentences in the *Graphic Grammar* box. Ask *Which sentence is negative? Which one is affirmative?* Then ask them to identify the adjective in each sentence.
- Ask *What's the same about these sentences? (the word 'as' before and after the adjective) Which word*

*comes before 'as' in the affirmative sentence? (just) Is 'just' used in negative sentences? (no)*

- Ask children to identify the verb in each sentence (*am, aren't*). Ask *Does the first sentence show that two people are the same or different? (the same)*
- Have the children look back at the reading texts on pages 60–61 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, read out the two sentences in the *Graphic Grammar* box in the Pupil's Book. Tell children they are going to watch the video. Ask *What are they doing? Who is faster? Who do you think is more skilful?*
- Play the video. Ask the children for feedback.
- Ask the children if both characters can do the same. Then ask them what word is repeated (*as*) and where it is placed (before and after the adjective).
- Play the video again and have the children repeat the sentences.

### Teaching star!

#### Learning styles

- Children learn in different ways, so the same learning task may not be appropriate for everyone. Some children learn more effectively through physical activity. Try the following to reinforce the grammar structure for children who learn better in this way.
- Write each word from the sentences in the *Graphic Grammar* box on a separate piece of paper. Give 12 children a word card each.
- The children stand up, come to the front and put the words in the correct order to make the two sentences. Tell them that each child should hold one word card.
- The rest of the class says whether the sentences are correct. If not, the children try again until the words are in the correct order.

### 2 Complete with just as ... as or not as ... as and the adjectives.

- Refer children to the photo in Activity 2. Ask *What's he doing? What's his job? Where is he? What's he carrying? What's the weather like?*
- Ask the children to scan the text and check their ideas. Ask *Do you think he has fun while working? Why? / Why not? Would you like to do his job?*
- Read out the example. Then elicit what the word order is (the adjective is between the two words *as*). The children complete the activity individually.
- The children compare answers with a partner.
- Check answers as a class.

Answers: 1 just as fast as 2 isn't as expensive as  
3 isn't as safe as 4 isn't as comfortable as 5 just  
as interesting as 6 isn't as boring as

3 Compare these ways of getting around. Use the adjectives and your own ideas. **Be a star!**

- Refer the children to the word box in Activity 3. Have a volunteer read the adjectives out loud. Clarify the meaning if necessary.
- Refer the children to the pictures of the different ways of getting around and ask *Who's been in a helicopter / on a motorbike / on a plane? Who's tried skateboarding?*

- Have two volunteers read out the sentences in the speech bubbles. Then elicit another example from the class (e.g. *Helicopters aren't as fast as planes.*)
- The children work in pairs to compare the different types of transport using the adjectives in the box.
- While they do this, circulate, monitor and help.

Cooler: Getting around

- Write on the board: *air, land, water.*
- Divide the class into small groups. Each group writes as many different types of transport for each category as they can think of.
- Each group reads out their lists.
- The group with the most ideas is the winner.



Workbook page 50

Lesson 3 Grammar

1 Complete the sentences about Cuban taxis with *not as ... as* or *just as ... as* and the adjectives.

1 Both taxis are cheap.  
Coco taxis are just as cheap as regular taxis.

2 Coco taxis are faster.  
Regular taxis aren't as fast as Coco taxis.

3 Regular taxis are more comfortable.  
Coco taxis aren't as comfortable as regular taxis.

4 Both taxis are fun.  
A regular taxi is not as fun as a Coco taxi.

5 Both taxis are noisy.  
A Coco taxi is not as noisy as a regular taxi.

6 A regular taxi is safer.  
A Coco taxi isn't as safe as a regular taxi.

2 Write sentences to compare the transport.

1 planes / helicopters (dangerous) x Planes aren't as dangerous as helicopters.

2 skateboards / motorbikes (exciting) x Skateboards are just as exciting as motorbikes.

3 buses / trains (expensive) x Buses aren't as expensive as trains.

4 cars / taxis (fast) x Cars are just as fast as taxis.

5 bikes / motorbikes (noisy) x Bikes aren't as noisy as motorbikes.

6 planes / trains (comfortable) x Planes are just as comfortable as trains.

3 Tick (✓) all the ways of getting around in your town. Then write four sentences to compare them.

bus  taxi  car  bike   
walking  boat  train  the metro

In my town ...

1 (expensive) buses aren't as expensive as trains.

2 (safe) trains are just as safe as buses.

3 (fast) cars are just as fast as taxis.

4 (comfortable) trains are just as comfortable as buses.

5 (noisy) motorbikes are just as noisy as bikes.

1 Complete the sentences about Cuban taxis with *not as ... as* or *just as ... as* and the adjectives.

Answers: 1 just as cheap as 2 as fast as  
3 as comfortable as 4 just as fun as 5 just as  
noisy as 6 as safe as

2 Write sentences to compare the transport.

Answers: 1 Planes aren't as dangerous as  
helicopters. 2 Skateboards are just as exciting  
as motorbikes. 3 Buses aren't as expensive as  
trains. 4 Cars are just as fast as taxis. 5 Bikes  
aren't as noisy as motorbikes. 6 Planes are  
just as comfortable as trains.

3 Tick (✓) all the ways of getting around in your town. Then write four sentences to compare them.

Answers: Children's own answers.

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 122 while completing these Workbook activities.

## Lesson 4 Language in use

Pupil's Book page 64

Lesson 4 Language in use

1 1.23 Listen and say.

**crowded** **cycle path**  
**fit** **travel card**



① Do you always cycle to school?  
 ② Yes, I do. I love riding my bike.  
 ③ But there's lots of traffic. Cycling is too dangerous for me.  
 ④ It isn't dangerous. I use a cycle path and I always wear my helmet.  
 ⑤ But it takes a long time – it isn't fast enough.  
 ⑥ It only takes 20 minutes. There isn't any traffic on the cycle path.  
 ⑦ Well, I'm not fit enough to cycle. I take the bus to school.  
 ⑧ But buses are too crowded in the morning. That's true.  
 ⑨ And it costs three pounds a day. That's too expensive!  
 ⑩ Well, I've got a travel card, so it isn't as expensive.

2 Complete the text with *too* / *not enough* and the adjectives in brackets.

1 I don't like walking to school. It's too far (far). The pavements are too crowded (crowded) and the traffic is too slow (slow).  
 And on cold days it isn't fast enough (warm) to walk.

2 I don't like travelling by train. The trains here aren't fast enough (fast) – they're too slow (slow). Then when they arrive, they're too crowded (crowded) – you usually have to stand. Also, they cost six pounds a day so they're too expensive (expensive).

3 Make a new dialogue. Use the ideas from Activity 2. *Use a video.*

① Do you always walk to school?  
 ② No, I don't. It's too far.

64 Use *too* and *not enough* to say something is more or less than you would like. WB: page 51

**Learning objectives:** Use *too* and *not enough* to say something is more or less than you would like

**Vocabulary:** crowded, cycle path, fit, travel card

**Resources:** (PK) - Unit 5, Lesson 4, Language in use video; (TRC) - Grammar 2 worksheet; (PPK) - Grammar 2 activity; (PRC) - Review audio track 1.23 and Language in use video

**Materials:** Class Audio CD1

### Warm-up: Shall I take the bus?

- Divide the class into groups of four. Each group discusses the advantages of a different means of transport (bus, car, bike or taxi). Give the children two to three minutes to do this.
- Each group comes to the front to present the advantages and disadvantages of their means of transport.
- As a class, decide which the best means of transport is.

### Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 138). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 138.

### 1 1.23 Listen and say.

- Refer the children to the photo in Activity 1. Have them describe the children in the picture. Ask *Who are they? (Oliver and Sophia) How old are they? (10 and 11) What are they doing? What are they talking about? What are they wearing?*
- Play the audio. The children listen to the dialogue and follow it in their books. They check if their ideas were correct.
- Play the audio a second time, pausing after each line for the children to repeat.
- Divide the class into two groups. Each group reads out one part of the dialogue. Then they switch roles.
- The children practise the dialogue in pairs.
- Write on the board: *Cycling is too dangerous. It isn't fast enough.* Say *'Too'* says something is more than we would like. Ask *Is 'dangerous' a verb, noun or adjective? (adjective) Does 'too' come before or after the adjective? (before)* Tell the children that *enough* can be used after an adjective to say that something is less than we would like. Ask *What is the adjective in the second sentence? (fast)*

- If you have access to the class video ask: *Who cycles to school? How long does it take? How much does the bus cost?* Play the video. Children watch and answer the questions (Sophia, 20 minutes, three pounds).
- Play the video again and continue as above, starting from the third point.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

### 2 Complete the text with *too* / *not enough* and the adjectives in brackets.

- Have the children scan the two paragraphs in Activity 2. Elicit what they are about (walking to school, travelling by train).
- Ask a volunteer to read out the first sentence and the example. Remind the children that *too* comes before the adjective and *enough* comes after the adjective.
- The children complete the activity. Then they check their answers in pairs.
- Check answers as a class.

Answers: 1 too far 2 too crowded 3 too noisy  
4 warm enough 5 fast enough 6 too slow 7 too  
crowded 8 too expensive

**3** **Make a new dialogue. Use the ideas from Activity 2. Be a star!**

- Ask two volunteers to read out the question and answer in Activity 3. Elicit the next part of the dialogue, for example:  
A: *It isn't too far. It only takes 15 minutes.*  
B: *But the pavements are too crowded and the traffic is too noisy.*
- The children make their new dialogues in pairs, using the dialogue in Activity 1 as a model. While they do this, circulate, monitor and help.
- Have volunteers come to the front and act out their dialogue.

**Teaching star!**

**Pairwork**

- Make sure the children work with different partners to expose them to a range of abilities and learner styles. Changing partners also helps with classroom management as you can separate pairs who are not working effectively together.
- Divide the class into different groups according to their favourite sport. Ask *Who likes playing basketball? Who likes swimming? Who likes football? Who likes karate?* Then make pairs with the members of each group.

**Cooler: Team sentences**

- Play *Team sentences* (see Games Bank, pages 14–17) with these sentences from Lessons 3 and 4:  
*It isn't as boring as an office job.*  
*Helicopters are just as exciting as motorbikes.*  
*Cycling is too dangerous for me.*  
*There isn't any traffic on the cycle path.*  
*Buses are too crowded in the morning.*

Workbook page 51

**Lesson 4 Language in use**

**1 Read and circle the correct words.**

I walk to school, but it's too slow / slow enough – it takes me 40 minutes. It's too fast / fast enough because walking isn't too fast / fast enough. I've got a helmet and there's a quiet car, but my mum says it's too dangerous / dangerous enough. My friend Carl travels to school by train. He hates it because the trains are too crowded / crowded enough and they aren't too comfortable / comfortable enough. His travel card also costs a lot of money. Carl thinks it's too expensive / expensive enough.



**2 Complete the sentences with too or not enough and the adjectives. Use the correct form of to be.**

1 Simon doesn't like cycling because it isn't fast enough / isn't fast enough.  
2 Helen doesn't like buses because they are too slow / are too slow.  
3 Neil doesn't like train because they are too crowded / are too crowded.  
4 Paul doesn't like cycling because it isn't safe enough / isn't safe enough.  
5 Mark doesn't like walking because the traffic is too noisy / is too noisy.  
6 Betty doesn't like cycling because she isn't fit enough / isn't fit enough.



**3 What problems are there getting around in your town? Write sentences using too and not enough.**

1 Cycling is too dangerous.  
2 The town isn't big enough.  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_

Go to Grammar reference page 122 Use 51

**2 Complete the sentences with too or not enough and the adjectives. Use the correct form of to be.**

Answers: 1 isn't fast enough 2 are too slow  
3 are too expensive 4 isn't safe enough  
5 is too noisy 6 isn't fit enough

**3** **What problems are there getting around in your town? Write sentences using too and not enough.**

Answers: Children's own answers.

**Grammar reference (page 122)**

**1 Complete with just as ... as or not as ... as and the adjectives. Use the correct form of to be.**

Answers: 1're just as interesting as 2 isn't as crowded as 3 isn't as noisy as 4 isn't as expensive as 5 just as exciting as

**2 Complete with too or not enough and the adjectives. Use the correct form of to be.**

Answers: 1 is too dangerous 2 are too polluted 3 is too difficult 4 aren't fast enough 5'm not fit enough 6's too far

**Grammar reference:**

Remind the children that they can refer to the *Grammar reference* on page 122 to help them when completing these activities.

**1 Read and circle the correct words.**

Answers: 1 too slow 2 fast enough 3 too dangerous 4 too crowded 5 comfortable enough 6 too expensive

## Lesson 5 Listening

Pupil's Book page 65

Lesson 5 Listening

popular protect safety equipment

1 Look at the photo and answer the questions.

- 1 What's he doing?
- 2 Would you like to try this activity? Give two reasons for your answer.

2 1.24 Listen to the conversation. Underline the correct answer.

- 1 How many people skateboard in the world?
  - a 5 million
  - b 7 million
  - c 11 million
- 2 How many skate parks are there in the world?
  - a 500
  - b 2,500
  - c 5,200
- 3 Where is the biggest skate park?
  - a Russia
  - b China
  - c India
- 4 When do most accidents happen?
  - a the first week
  - b the first day
  - c the first month
- 5 How much does a good skateboard cost?
  - a £19
  - b £50
  - c £30

3 1.24 Listen again and write M (Mum) or E (Elena).

Who thinks skateboarding is ...

- 1 popular. \_\_\_\_\_
- 2 too dangerous. \_\_\_\_\_
- 3 not dangerous. \_\_\_\_\_
- 4 a good way to keep fit. \_\_\_\_\_
- 5 an expensive hobby. \_\_\_\_\_

4 Discuss with a partner. What other sports need safety equipment?

Values  
Is price of quality more important when we buy something? Why?

Lesson 5 Listen for key facts WB page 52-53 46

**Learning objectives:** Listen for key facts

**Vocabulary:** popular, protect, safety equipment

**Resources:** (PK) - Unit 5, Lesson 5; (PRC) - Review audio track 1.24

**Materials:** Class Audio CD1

### Warm-up: Quick memory game

- Play *Quick memory game* (see Games Bank, pages 14-17) with the new vocabulary from Lesson 1.

### Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 138). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 138.

### 1 Look at the photo and answer the questions.

- Refer the children to the photo of the skateboarder. Elicit what the boy is doing (skateboarding). Find out if anyone has tried skateboarding. If yes, ask whether they liked it or not and why.

- Ask the rest of the class whether they would like to try it.
- The children work in pairs to answer the question and share their reasons.

### 2 1.24 Listen to the conversation. Underline the correct answer.

- Ask a volunteer to read out the three numbers in question 2 (five hundred; two thousand, five hundred; five thousand, two hundred). Check the meaning of *hundred, thousand, million*. Ask another volunteer to read out the prices in question 5 (19 pounds, 50 pounds, 90 pounds). Elicit which country has pounds. Ask what other kinds of money (currencies) the children know (e.g. € euro, \$ dollar, ¥ yen).
- Read out the questions one by one and ask the children to predict the answers. Tell them to listen and underline the correct answers.
- Play the audio again, if necessary. The children compare answers with a partner.
- Check answers as a class.

### Audioscript

**Mum:** Hi, Elena! What are you watching?

**Elena:** It's a video about skateboarding.

**Mum:** Skateboarding?

**Elena:** Yes – it's really popular. Listen to this.

**Presenter:** In the last 20 years, skateboarding has become really popular. About 11 million people around the world enjoy this sport. There are now 2,500 skate parks and the biggest one is in China ...

**Mum:** Elena, I've already told you. Skateboarding is too dangerous!

**Elena:** It isn't dangerous. Mum, listen ...

**Presenter:** Many people think that skateboarding is a dangerous sport, but it's actually just as safe as other sports!

**Elena:** See, Mum? I told you it isn't dangerous. It's really exciting and a good way to keep fit.

**Mum:** Hmm ... well, let's keep listening.

**Presenter:** Most accidents happen in the first week, when people are first learning to skateboard. That's why it's important to wear the right safety equipment. You need a good helmet, gloves, knee pads and elbow pads.

**Mum:** See ... you need a lot of equipment, which is really expensive. And why do you want to learn to skateboard, anyway? You already play basketball and tennis at school.

**Elena:** I really want to try something new – skateboarding looks like a lot of fun!

**Mum:** I suppose so ...

**Elena:** So, could I have a skateboard for my birthday? Please, Mum!

**Mum:** Um ... maybe. How much do they cost?

**Elena:** There's a really good one here for 90 pounds.

**Mum:** 90 pounds is too expensive, Elena.  
**Elena:** I know, but expensive equipment is better quality, which means that it's safer. Cheap equipment can be dangerous – that's when you might have an accident.  
**Mum:** OK, I'll think about it ...

Answers: 1 c 2 b 3 b 4 a 5 c

**3** 1.24 Listen again and write M (Mum) or E (Elena).

- Have the children read the questions individually.
- Play the audio again. Children identify whose opinion each one is and write the corresponding letter.
- Check answers as a class.

Answers: 1 E 2 M 3 E 4 E 5 M

**4** Discuss with a partner. What other sports need safety equipment?

- Ask *Why is it important to use safety equipment?* Elicit answers from children.
- Children work in pairs to answer the question. Then elicit answers and write the other sports they mention on the board (e.g. cycling, baseball, hockey, skiing, climbing).

**Values**

- Tell the children to imagine they are going to buy a new bike. Ask them what they have to think about before buying it (price, quality, safety, features, etc).
- Then ask children *Is price or quality more important? Why?* and have them give their answers.

**Cooler: Skateboard design**

- Refer the children to the photos on page 65.
- Give the children five minutes to design a skateboard.
- Volunteers share their designs with the class. Encourage them to explain their design.

Workbook pages 52–53

**Lesson 5 Exam practice**

1 Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3, or 4 words.

**At the skate park**



Elena got a skateboard and a helmet for her birthday. They were very expensive because her mum is worried about safety. Cheaper equipment isn't as safe as expensive equipment," she told Liam. Yesterday, Elena went to the skate park to practise skateboarding. The park is very popular so it was crowded. She saw her friend Liam and went over to speak to him. "Hi, Elena! Is that your new skateboard?" he asked. "Yes, it is," she replied. "I want to try something new, and keep fit and healthy at the same time!" Elena put on all her equipment – helmet, gloves and pads. Then she rode her skateboard down the skate park slope. She felt very happy. It was just as exciting as everyone said. Then suddenly she realised that she didn't know how to stop. She screamed! The skateboard was going too fast and Elena was terrified. She jumped off just before she hit a tree, but then she fell over. Her friend Liam ran to help her. "Elena, are you OK?" he asked. "Yes, I'm not hurt," she replied. "It's a good thing my mum bought all the right safety equipment. It protected me. Maybe skateboarding isn't as scary as I thought! I can teach you!" said Liam. "Come on!"

**Example**  
 Elena got a skateboard as a birthday present.  
 Elena's mum chose expensive equipment because it was safer.

**Questions**

- 1 There were a lot of people at the skate park because it is \_\_\_\_\_.
- 2 Liam is Elena's \_\_\_\_\_.
- 3 Elena wants to skateboard to stay \_\_\_\_\_.
- 4 To protect her, Elena wore a \_\_\_\_\_.
- 5 Elena screamed because she was \_\_\_\_\_.
- 6 She wasn't hurt when she \_\_\_\_\_.
- 7 Liam offered to \_\_\_\_\_ how to skateboard.

**Lesson 6 Learning to learn**

1 Look at the bus timetable and find the information.

**Monday to Saturday**

Depart	8.00	8.30	9.00	9.30	10.00	10.30
Town Square	8.25	8.55	9.25	9.55	10.25	10.55
Central Station	8.30	9.00	9.35	10.05	10.40	11.10
Green Lane	8.40	9.10	9.45	10.15	10.50	11.20
Brook Way	8.55	9.25	10.00	10.30	11.00	11.30
Derne Stadium	9.05	9.35	10.10	10.40	11.10	11.40
High Street	9.20	9.50	10.25	10.55	11.25	11.55

- 1 Which day of the week can you not travel? Sunday
- 2 Where does the bus start from? \_\_\_\_\_
- 3 What time is the first bus in the morning? \_\_\_\_\_
- 4 How often does it run in the afternoon? \_\_\_\_\_
- 5 How long does it take from Town Square to Brook Way? \_\_\_\_\_
- 6 How long does it take from Green Lane to the High Street? \_\_\_\_\_
- 7 How long is the whole journey from Town Square to the High Street? \_\_\_\_\_
- 8 Which service does not run if it is a holiday? \_\_\_\_\_

**1** Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3, or 4 words.

This activity helps the children prepare for Part 5 of the Reading and Writing in the Cambridge English: Flyers test.

Answers: 1 popular 2 friend 3 fit and healthy 4 helmet, gloves and pads 5 terrified 6 fell over 7 teach her



**Example**  
 There got a chocolate bar of ...  
 There's more chocolate because it was ...

**Questions**

1. How many of the people at the shop took chocolate? ...
2. What was it about the chocolate? ...
3. How did they feel? ...
4. How did they feel? ...
5. How did they feel? ...
6. How did they feel? ...
7. How did they feel? ...

**Lesson 8 Learning to learn**

1. Look at the bus timetable and find the information.

Depart	Arrive	Days	Days	Days	Days	Days
Town Square	9:20	9:30	9:40	9:50	10:00	10:10
Green Lane	9:30	9:40	9:50	10:00	10:10	10:20
Street Way	9:40	9:50	10:00	10:10	10:20	10:30
Green Lane	9:50	10:00	10:10	10:20	10:30	10:40
Town Square	10:00	10:10	10:20	10:30	10:40	10:50
Green Lane	10:10	10:20	10:30	10:40	10:50	11:00
Street Way	10:20	10:30	10:40	10:50	11:00	11:10
Green Lane	10:30	10:40	10:50	11:00	11:10	11:20
Town Square	10:40	10:50	11:00	11:10	11:20	11:30
Green Lane	10:50	11:00	11:10	11:20	11:30	11:40
Street Way	11:00	11:10	11:20	11:30	11:40	11:50
Green Lane	11:10	11:20	11:30	11:40	11:50	12:00
Town Square	11:20	11:30	11:40	11:50	12:00	12:10
Green Lane	11:30	11:40	11:50	12:00	12:10	12:20
Street Way	11:40	11:50	12:00	12:10	12:20	12:30
Green Lane	11:50	12:00	12:10	12:20	12:30	12:40
Town Square	12:00	12:10	12:20	12:30	12:40	12:50
Green Lane	12:10	12:20	12:30	12:40	12:50	13:00
Street Way	12:20	12:30	12:40	12:50	13:00	13:10
Green Lane	12:30	12:40	12:50	13:00	13:10	13:20
Town Square	12:40	12:50	13:00	13:10	13:20	13:30
Green Lane	12:50	13:00	13:10	13:20	13:30	13:40
Street Way	13:00	13:10	13:20	13:30	13:40	13:50
Green Lane	13:10	13:20	13:30	13:40	13:50	14:00
Town Square	13:20	13:30	13:40	13:50	14:00	14:10
Green Lane	13:30	13:40	13:50	14:00	14:10	14:20
Street Way	13:40	13:50	14:00	14:10	14:20	14:30
Green Lane	13:50	14:00	14:10	14:20	14:30	14:40
Town Square	14:00	14:10	14:20	14:30	14:40	14:50
Green Lane	14:10	14:20	14:30	14:40	14:50	15:00
Street Way	14:20	14:30	14:40	14:50	15:00	15:10
Green Lane	14:30	14:40	14:50	15:00	15:10	15:20
Town Square	14:40	14:50	15:00	15:10	15:20	15:30
Green Lane	14:50	15:00	15:10	15:20	15:30	15:40
Street Way	15:00	15:10	15:20	15:30	15:40	15:50
Green Lane	15:10	15:20	15:30	15:40	15:50	16:00
Town Square	15:20	15:30	15:40	15:50	16:00	16:10
Green Lane	15:30	15:40	15:50	16:00	16:10	16:20
Street Way	15:40	15:50	16:00	16:10	16:20	16:30
Green Lane	15:50	16:00	16:10	16:20	16:30	16:40
Town Square	16:00	16:10	16:20	16:30	16:40	16:50
Green Lane	16:10	16:20	16:30	16:40	16:50	17:00
Street Way	16:20	16:30	16:40	16:50	17:00	17:10
Green Lane	16:30	16:40	16:50	17:00	17:10	17:20
Town Square	16:40	16:50	17:00	17:10	17:20	17:30
Green Lane	16:50	17:00	17:10	17:20	17:30	17:40
Street Way	17:00	17:10	17:20	17:30	17:40	17:50
Green Lane	17:10	17:20	17:30	17:40	17:50	18:00
Town Square	17:20	17:30	17:40	17:50	18:00	18:10
Green Lane	17:30	17:40	17:50	18:00	18:10	18:20
Street Way	17:40	17:50	18:00	18:10	18:20	18:30
Green Lane	17:50	18:00	18:10	18:20	18:30	18:40
Town Square	18:00	18:10	18:20	18:30	18:40	18:50
Green Lane	18:10	18:20	18:30	18:40	18:50	19:00
Street Way	18:20	18:30	18:40	18:50	19:00	19:10
Green Lane	18:30	18:40	18:50	19:00	19:10	19:20
Town Square	18:40	18:50	19:00	19:10	19:20	19:30
Green Lane	18:50	19:00	19:10	19:20	19:30	19:40
Street Way	19:00	19:10	19:20	19:30	19:40	19:50
Green Lane	19:10	19:20	19:30	19:40	19:50	20:00
Town Square	19:20	19:30	19:40	19:50	20:00	20:10
Green Lane	19:30	19:40	19:50	20:00	20:10	20:20
Street Way	19:40	19:50	20:00	20:10	20:20	20:30
Green Lane	19:50	20:00	20:10	20:20	20:30	20:40
Town Square	20:00	20:10	20:20	20:30	20:40	20:50
Green Lane	20:10	20:20	20:30	20:40	20:50	21:00
Street Way	20:20	20:30	20:40	20:50	21:00	21:10
Green Lane	20:30	20:40	20:50	21:00	21:10	21:20
Town Square	20:40	20:50	21:00	21:10	21:20	21:30
Green Lane	20:50	21:00	21:10	21:20	21:30	21:40
Street Way	21:00	21:10	21:20	21:30	21:40	21:50
Green Lane	21:10	21:20	21:30	21:40	21:50	22:00
Town Square	21:20	21:30	21:40	21:50	22:00	22:10
Green Lane	21:30	21:40	21:50	22:00	22:10	22:20
Street Way	21:40	21:50	22:00	22:10	22:20	22:30
Green Lane	21:50	22:00	22:10	22:20	22:30	22:40
Town Square	22:00	22:10	22:20	22:30	22:40	22:50
Green Lane	22:10	22:20	22:30	22:40	22:50	23:00
Street Way	22:20	22:30	22:40	22:50	23:00	23:10
Green Lane	22:30	22:40	22:50	23:00	23:10	23:20
Town Square	22:40	22:50	23:00	23:10	23:20	23:30
Green Lane	22:50	23:00	23:10	23:20	23:30	23:40
Street Way	23:00	23:10	23:20	23:30	23:40	23:50
Green Lane	23:10	23:20	23:30	23:40	23:50	24:00
Town Square	23:20	23:30	23:40	23:50	24:00	24:10
Green Lane	23:30	23:40	23:50	24:00	24:10	24:20
Street Way	23:40	23:50	24:00	24:10	24:20	24:30
Green Lane	23:50	24:00	24:10	24:20	24:30	24:40
Town Square	24:00	24:10	24:20	24:30	24:40	24:50
Green Lane	24:10	24:20	24:30	24:40	24:50	25:00
Street Way	24:20	24:30	24:40	24:50	25:00	25:10
Green Lane	24:30	24:40	24:50	25:00	25:10	25:20
Town Square	24:40	24:50	25:00	25:10	25:20	25:30
Green Lane	24:50	25:00	25:10	25:20	25:30	25:40
Street Way	25:00	25:10	25:20	25:30	25:40	25:50
Green Lane	25:10	25:20	25:30	25:40	25:50	26:00
Town Square	25:20	25:30	25:40	25:50	26:00	26:10
Green Lane	25:30	25:40	25:50	26:00	26:10	26:20
Street Way	25:40	25:50	26:00	26:10	26:20	26:30
Green Lane	25:50	26:00	26:10	26:20	26:30	26:40
Town Square	26:00	26:10	26:20	26:30	26:40	26:50
Green Lane	26:10	26:20	26:30	26:40	26:50	27:00
Street Way	26:20	26:30	26:40	26:50	27:00	27:10
Green Lane	26:30	26:40	26:50	27:00	27:10	27:20
Town Square	26:40	26:50	27:00	27:10	27:20	27:30
Green Lane	26:50	27:00	27:10	27:20	27:30	27:40
Street Way	27:00	27:10	27:20	27:30	27:40	27:50
Green Lane	27:10	27:20	27:30	27:40	27:50	28:00
Town Square	27:20	27:30	27:40	27:50	28:00	28:10
Green Lane	27:30	27:40	27:50	28:00	28:10	28:20
Street Way	27:40	27:50	28:00	28:10	28:20	28:30
Green Lane	27:50	28:00	28:10	28:20	28:30	28:40
Town Square	28:00	28:10	28:20	28:30	28:40	28:50
Green Lane	28:10	28:20	28:30	28:40	28:50	29:00
Street Way	28:20	28:30	28:40	28:50	29:00	29:10
Green Lane	28:30	28:40	28:50	29:00	29:10	29:20
Town Square	28:40	28:50	29:00	29:10	29:20	29:30
Green Lane	28:50	29:00	29:10	29:20	29:30	29:40
Street Way	29:00	29:10	29:20	29:30	29:40	29:50
Green Lane	29:10	29:20	29:30	29:40	29:50	30:00
Town Square	29:20	29:30	29:40	29:50	30:00	30:10
Green Lane	29:30	29:40	29:50	30:00	30:10	30:20
Street Way	29:40	29:50	30:00	30:10	30:20	30:30
Green Lane	29:50	30:00	30:10	30:20	30:30	30:40
Town Square	30:00	30:10	30:20	30:30	30:40	30:50
Green Lane	30:10	30:20	30:30	30:40	30:50	31:00
Street Way	30:20	30:30	30:40	30:50	31:00	31:10
Green Lane	30:30	30:40	30:50	31:00	31:10	31:20
Town Square	30:40	30:50	31:00	31:10	31:20	31:30
Green Lane	30:50	31:00	31:10	31:20	31:30	31:40
Street Way	31:00	31:10	31:20	31:30	31:40	31:50
Green Lane	31:10	31:20	31:30	31:40	31:50	32:00
Town Square	31:20	31:30	31:40	31:50	32:00	32:10
Green Lane	31:30	31:40	31:50	32:00	32:10	32:20
Street Way	31:40	31:50	32:00	32:10	32:20	32:30
Green Lane	31:50	32:00	32:10	32:20	32:30	32:40
Town Square	32:00	32:10	32:20	32:30	32:40	32:50
Green Lane	32:10	32:20	32:30	32:40	32:50	33:00
Street Way	32:20	32:30	32:40	32:50	33:00	33:10
Green Lane	32:30	32:40	32:50	33:00	33:10	33:20
Town Square	32:40	32:50	33:00	33:10	33:20	33:30
Green Lane	32:50	33:00	33:10	33:20	33:30	33:40
Street Way	33:00	33:10	33:20	33:30	33:40	33:50
Green Lane	33:10	33:20	33:30	33:40	33:50	34:00
Town Square	33:20	33:30	33:40	33:50	34:00	34:10
Green Lane	33:30	33:40	33:50	34:00	34:10	34:20
Street Way	33:40	33:50	34:00	34:10	34:20	34:30
Green Lane	33:50	34:00	34:10	34:20	34:30	34:40
Town Square	34:00	34:10	34:20	34:30	34	

## Lesson 7 Speaking

Pupil's Book page 68

Lesson 7 Speaking

1 Look at the photos. Where is the girl? What questions do you think she's asking?



discount  
ferry  
single / return  
(ticket)  
ticket office

2 Listen to a conversation at the ferry ticket office and complete.

Journey time: ... 12 ... minutes  
Departs every ... minutes  
Single: \$ ...  
Returns: \$ ...

3 Act out a dialogue with a partner. Use the information and the phrases below. **Be a star!**

Student A: You work at a ticket office. Help a customer get to the theme park.

Dreamland Theme Park • Bus: every 15 minutes • Journey time: 35 minutes • Single: \$6 • Return: \$10	How can I help you? The best way is by ... It takes ... The bus departs every ... A single / return costs ...
--	---

Student B: You want to go to Dreamland Theme Park. Ask for information at the ticket office.

Could you tell me how to get to ...?  
How long does it take?  
How often does the bus depart?

How much does it cost?  
Could I have ...?

68 Request information about a journey  
With page 59

**Learning objectives:** Request information about a journey

**Vocabulary:** discount, ferry, single / return (ticket), ticket office

**Resources:** (PK) - Unit 5, Lesson 7; (TRC) - Vocabulary 2 worksheet; (PPK) - Vocabulary activity; (PRC) - Review audio track 1.25

**Materials:** Class Audio CD1

### Warm-up: Board race

- Play *Board race* (see Games Bank, pages 14–17) with the topic of travel.

### Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 138). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 138.
- Then use the dictionary to give definitions in the following order to elicit the words: *ferry*, *ticket office*, *return*, *single*, *discount*.

### 1 Look at the photos. Where is the girl? What questions do you think she's asking?

- Refer the children to the photos in Activity 1. Ask *What can you see in the first photo? (a ferry) Where's the girl? (in a ticket office) What do you think she wants? (a ferry ticket / some information) Have you ever been on a ferry? What do you need to buy to go on a ferry? (a ticket)* Elicit answers from children.

### 2 Listen to a conversation at the ferry ticket office and complete.

- Tell the children they are going to listen to a conversation between a customer and someone who works in the ticket office. Ask *What do you think the customer will ask? (times, price, kind of ticket)* Then have the children read the information in the ticket in Activity 2.
- Play the audio. The children listen and complete the missing information.
- Play the audio again. The children check their answers with a partner.
- Check answers as a class.

### Audioscript

**Attendant:** Good morning! How can I help you?

**Customer:** Could you tell me how to get to the zoo, please?

**Attendant:** Of course. The quickest way is by ferry.

**Customer:** How long does it take?

**Attendant:** It takes 12 minutes each way.

**Customer:** Great! How often does the ferry depart?

**Attendant:** It departs every 30 minutes.

**Customer:** And how much does it cost?

**Attendant:** A single costs six dollars and a return costs ten.

**Customer:** Could I have two return tickets, please?

**Attendant:** Of course, here you are. That's 20 dollars, please.

**Answers:** Journey time: 12 minutes; Departs: every 30 minutes; Single: \$6; Return: \$10

### 3 Act out a dialogue with a partner. Use the information and the phrases below.

**Be a star!** ★

- Divide the class into two groups: A and B. Tell them that group A is the person selling tickets and that group B is the customer.
- Have both groups read the corresponding information and phrases in Activity 3. Clarify meaning.

- Take the role of the ticket seller and model the first part of the dialogue with the class. Encourage children to use the phrases in box B to help them respond:

**You:** Good morning. How can I help you?

**Class:** Could you tell me how to get to Dreamland Theme Park?

**You:** Of course. The best way is by ...

- Have the children work in A / B pairs to act out the dialogue. Then they switch roles.
- While they do this, circulate, monitor and help.

### Teaching star!

#### Extension

- Encourage the children to think about their performance during speaking activities. Write on the board the following *can do* statements and have them grade themselves with one, two or three stars.
  - 1 I can take part in a conversation.
  - 2 I can ask and answer questions.
  - 3 I can use the new phrases.
- Collect their responses and see which *can do* statements children feel they are doing well and which ones they need to work on more.

#### Cooler: Let's go!

- The children work in groups to plan a journey. Tell them to include the place they are going to visit, how to get there, the kind of ticket, the price of the ticket, etc.
- Volunteers from each group tell the class about their journey.

#### Lesson 7 Functional language

1 Write questions with the prompts to complete the dialogue.

- A:** Good morning. How can I help you?  
**B:** Could you tell me how to get to the island?  
*Could you tell me how to get to the island?*
- A:** Of course. The quickest way is by ferry.  
**B:** How long / it / takes?  
 \_\_\_\_\_?
- A:** It takes 20 minutes.  
**B:** How often / it / depart?  
 \_\_\_\_\_?
- A:** It departs every hour.  
**B:** How much / cost?  
 \_\_\_\_\_?
- A:** A return costs \$5. There's a discount if you're under 18.  
**B:** Could I / have / return / please?  
 \_\_\_\_\_?
- A:** Here you are. Enjoy your day.



#### Check-up challenge

1 Circle the word in each group that is different and explain why.

- 1 politeness / old-fashioned / account / popular / crowded *It isn't an adjective.*
- 2 workshops / ticket office / virtual / skyscraper / factory
- 3 pocket / bag / present / accident / gift
- 4 elbow pad / safety / helmet / knee pad / gloves

2 Complete the text with the words in the box.

leave office discount crowded cycle path  
 track card old-fashioned polluted proval

Get your tickets for the next island trip. The ferry leaves in 20 minutes. You can get your tickets at the \_\_\_\_\_ . They only cost \$5. There's a \_\_\_\_\_ for children and students who have a \_\_\_\_\_ . Don't miss this fantastic trip. The island is \_\_\_\_\_ - you can see the \_\_\_\_\_ houses in the historic part of the town. You can ride your bike around the island on a special \_\_\_\_\_ . There's a lot of wildlife because the island isn't \_\_\_\_\_ . The air is very clean. It's very nice - we've sold a lot of tickets already and the ferry is getting \_\_\_\_\_ because our trip is very \_\_\_\_\_ .

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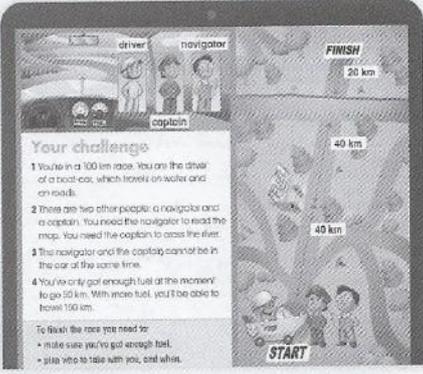
1 Write questions with the prompts to complete the dialogue.

**Answers:** 1 Could you tell me how to get to the island? 2 How long does it take? 3 How often does it depart? 4 How much does it cost? 5 Could I have a return (ticket), please?

**Lesson 8** Think about it! Work out how to get there

1 Look at the video game and read the information. Answer the questions.

- How far is it from the Start to the Finish?
- Have you got enough fuel to finish the race? What do you think you need to do first?
- Who are the other two people in the game? Why do you need them?
- How many people can you have in the boat-car at the same time?



**Your challenge**

- You're in a 100 km race. You are the driver of a boat-car, which travels on water and on roads.
- There are two other people: a navigator and a captain. You need the navigator to read the map. You need the captain to cross the river.
- The navigator and the captain cannot be in the car at the same time.
- You don't get enough fuel at the moment to go 50 km. With more fuel, you'll be able to travel 150 km.

To finish the race you need to:

- make sure you've got enough fuel.
- give tips to help with you, and when.

2 Work with a partner to complete the challenge in the video game.

3 What steps did you follow? Tell the class. **Be a star!**

First, you drive to... and you take... with you because...

Apply thinking skills: analyse and resolve a problem  
WB pages 56-57 69

**Learning objectives:** Apply thinking skills: analyse and resolve a problem

**Resources:** (PK) - Unit 5, Lesson 8; (TRC) - (TG) - Unit test and Mid-year review

### Warm-up: Stickman

- Play *Stickman* (see Games Bank, pages 14-17) with transport words (*helicopter, train, bus, bike, motorbike, skateboard, plane, car, taxi, ferry, walking, metro*).

### 1 Look at the video game and read the information. Answer the questions.

- Refer children to the video game. Ask *What can you see? (a video game / a race track) What people can you see? (a driver, a captain and a navigator) What other things can you see? (a petrol / fuel station / garage, the start and finish of the race) Where are the start and finish points?*
- Have the children read the information in the box. Ask *What is the challenge? What kind of car is it? Who cannot be in the car at the same time?*
- Read the first question in Activity 1. Elicit the answer from children (100 km). Continue with the rest of the questions. Check answers as a class.

**Answers:** 1 100km 2 No, there is only enough fuel to go 50km. First, you need to refuel the boat-car.  
3 A navigator to read the map, and a captain to cross the river. 4 Two.

### 2 Work with a partner to complete the challenge in the video game.

- Ask *Who would you take in the boat-car first? Why? How would you get the fuel you need?*
- Divide the class into pairs. The children share their ideas and try to complete the challenge. Remind them that they need to make sure they've got enough fuel, and that the navigator and the captain can't be in the boat-car at the same time.

**Suggested answer:** First you drive to the fuel station. You take the navigator with you because there are lots of different roads and you don't know which is the right one. You then drive 40 km back to the start, leave the navigator there and pick up the pilot. You still have enough fuel to drive 100 km to the finish line and the captain can take the boat across the river.

### Teaching star!

#### Problem solving

- Help the children with problem solving. For Activity 2, encourage them to ask the following questions: *What do I know about this video game? How many ideas can I think of to complete the challenge? Which is the best idea?*
- Have the children compare their ideas in small groups. They agree on the best idea, giving reasons for their answer.

### 3 What steps did you follow? Tell the class.

#### Be a star!

- Have volunteers come to the front and share their answers. Encourage them to use the words in the speech bubble.
- Ask if any other pairs came up with the same solution.

#### Cooler: A new member of the team

- The children work in pairs. Ask them to think of an extra character for the video game. It could be a fun character such as a bird. Tell them that they must give this character a name, a personality and a purpose. It can give some tips or clues on how to complete the challenge.
- Have some volunteers tell the class about their new character.

**Lesson 7 Functional language**

**1 Write questions with the prompts to complete the dialogue.**

- A:** Good morning. How can I help you?  
**B:** Could you tell me how to get to the island?  
 \* Could you tell me how to get to the island?  
**A:** Of course. The quickest way is by ferry.  
**B:** How long / it / take? \_\_\_\_\_?  
**A:** It takes 20 minutes.  
**B:** How often / it / depart? \_\_\_\_\_?  
**A:** It departs every hour.  
**B:** How much / cost? \_\_\_\_\_?  
**A:** A return costs \$5. There's a discount if you're under 16.  
**B:** Could I / have / return / please? \_\_\_\_\_?  
**A:** Here you are. Enjoy your day.



**Check-up challenge**

- 1 Circle the word in each group that is different and explain why.**
- polluted / out-fashioned / discount / crowded *It isn't an adjective.*
  - workshop / ticket office / virtual / skyscraper / factory
  - padding / hug / protect / hoodies / fit
  - yellow pad / safety / helmet / knee pad / gloves
- 2 Complete the text with the words in the box.**
- Get your tickets for the next island trip! The ferry leaves in 20 minutes. You can get your tickets at the ticket office. They only cost \$5. There's a discount for children and students who have a student ID card. Don't miss the fantastic trip! The island is crowded - you can see the houses in the historic part of the town. You can hire your bike around the island on a cycle path. There's a lot of wildlife because the island isn't polluted. The air is very clean. Hungry now - we've sold a lot of tickets already and the ferry is getting popular because our trip is very exciting.

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**3 Unscramble the sentences. Then tick (✓) if you agree or cross (x) if you don't agree.**

- exciting / as / aren't / ferries / as / exciting / as / planes.
- noisy / motorbikes / just / as / noisy / as / helicopters.
- skateboards / as / aren't / as / dangerous.
- trains / as / aren't / as / expensive / as / taxis.
- comfortable / just / are / as / buses / as / trains.

**4 Bobby is at the playground with his grandpa. Look and complete with too or not enough and the correct adjective.**

- dangerous    fast  
young    old    fit
- The girl is cycling too fast.
  - Bobby isn't old enough to ride in a roller car.
  - The next one are not enough for young children.
  - Grandpa isn't fit enough to go on the swings.
  - Grandpa isn't young enough to cycle.



**What I can do!**

- 1 Put a tick (✓) or a cross (x).**
- |                                      |                          |                                     |                          |
|--------------------------------------|--------------------------|-------------------------------------|--------------------------|
| infer meaning from a short story     | <input type="checkbox"/> | use suffixes -ful and -less         | <input type="checkbox"/> |
| compare different types of transport | <input type="checkbox"/> | write a short story                 | <input type="checkbox"/> |
| talk about getting to school         | <input type="checkbox"/> | request information about a journey | <input type="checkbox"/> |
- 2 My unit progress**
- My favourite activity: \_\_\_\_\_
  - Something I did well: \_\_\_\_\_
  - Something I could improve: \_\_\_\_\_

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**Check-up challenge**

**1 Circle the word in each group that is different and explain why.**

**Answers:** 1 discount - It isn't an adjective.  
 2 virtual - It isn't a noun. 3 accident - It isn't a verb. 4 safety - It isn't part of the equipment.

**2 Complete the text with the words in the box.**

**Answers:** 1 ticket office 2 discount 3 travel card 4 old-fashioned 5 cycle path 6 polluted 7 crowded 8 popular

**3 Unscramble the sentences. Then tick (✓) if you agree or cross (X) if you don't agree.**

**Answers:** 1 Ferries aren't as exciting as planes. 2 Motorbikes are just as noisy as helicopters. 3 Skateboards aren't as dangerous as bikes. 4 Trains aren't as expensive as taxis. 5 Buses are just as comfortable as trains. Children's own answers.

**4 Bobby is at the playground with his grandpa. Look and complete with too or not enough and the correct adjective.**

**Answers:** 1 too fast 2 old enough 3 too dangerous 4 young enough 5 fit enough