

# 9

## Transport



### Unit plan

#### Reading:

#### Vocabulary:

#### Grammar:

#### Listening:

#### Speaking:

#### Writing:

multiple choice, being careful with options that use the same words as the text  
words related to transport, collocations & expressions, phrasal verbs, prepositions  
conditionals, relative clauses  
note taking, using the exact words you hear to complete the notes  
decision making, talking about travel and what is popular with tourists, paraphrasing  
formal letter, using formal language, suggesting and explaining solutions to a problem

### Unit Opener (SB page 109)

- Ask students to read the title and look at the main picture, and tell you how they are related (*The title is 'Transport' and there is a picture of cargo ships, on one of which there are containers being transported*).
- Ask students to tell you what sort of goods are transported by cargo ship (*all sorts of goods*).

#### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students do the task individually.
- Check answers as a class.
- After checking the answers, ask students to look at the pictures and tell you about their similarities and differences (*there are two trains; the steam train, aeroplane and car are old-fashioned; the two trains and the car move on land*).

#### Answers

- |                     |             |
|---------------------|-------------|
| 1 underground train | 3 aeroplane |
| 2 steam train       | 4 car       |

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and the answer options in the quiz, and explain anything they don't understand.
- Students may do the task in pairs, but check answers as a class.

#### Answers

- 1c 2a 3c 4a

### Background information

The world's first *underground railway*, the London Underground, was opened in 1863. The train carriages were wooden and the trains were powered by steam.

Orville and Wilbur Wright, *the Wright brothers*, were inventors. Bicycles had become very popular in the United States. The brothers took advantage of this fact and opened a bicycle repair and sales shop in 1892. A few years later, in 1896, they began manufacturing their own brand of bicycles. →

The money they made through their bicycle business helped to pay for their growing interest in flight.

By 1900, people had experimented with *steam, electrical and petrol powered engines*, known as combustion engines. However, the first two types of engines had their flaws.

In the early 1900s, despite the fact that the electrical car couldn't move very fast or travel over long distances, it was the most popular kind of automobile. The steam-driven automobile lasted into the 1920s, but it was too expensive to build and there was a danger of explosions. The combustion (petrol) engine performed better, and the early American car makers like Henry Ford began to build reliable combustion engines.

George Stephenson built 16 different engines, but the most famous of all was the one he named 'the Rocket'. It was given this name because it was the fastest train of its time. Stephenson was a pioneer of railway travel. He built the first public inter-city railway line in the world between Liverpool and Manchester, which opened in 1830.



### TOP TIP

To keep students motivated and engaged, allow them to have some choice and control over what happens in the classroom. For example, allow students to choose the type of work they do. In this lesson, you could ask them for their ideas on class projects they might do on the topic of transport.

### Let's talk about it!

- Which means of transport do you use the most?
- Which means of transport are the most comfortable?
- What do you think the future of transport will be?

### DVD 9

Summary of DVD 9: The video is titled 'Top 10 unusual forms of transportation'. It takes a look at the oddest vehicles on land, in the sea and in the air. In order of appearance they are a tiny bike, a wooden Volkswagen Beetle, a football bike, a tiny car, a love cup car, a fish bike, a sofa car, a suitcase car, an underwater bike and a jet pack.

**DVD link:** <http://www.youtube.com/watch?v=PBUWeal0ujc>

### Answers

There are four bikes (the tiny bike, the football bike, the fish bike and the underwater bike) and five cars (the wooden car, the tiny car, the love cup car, the sofa car and the suitcase car). The other form of transport is a jet pack (personal flying equipment).



## Reading (SB pages 110-111)

1

- Before doing the task, ask students to look at the pictures and tell you what they can see (*a man asleep in a bed outside a petrol station; a man in the desert; the same man sitting on a truck*). Ask students why they think he's on the truck (*he could be hitchhiking*).
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide which of the documents are required for international travel.
- Ask students to read the words and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

You need all of these except a driving licence.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students do the task individually, but check answers as a class.

### Answer

If you are hitchhiking, you do not need tickets or a driving licence. However, students could argue that a hitchhiker requires none of the documents at all.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the titles and explain anything they don't understand.
- Ask students to skim read the text and decide on the best title. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students do the task individually, but check answer as a class.

### Answer

C

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that the options in a multiple-choice question sometimes contain the same words as the text, but they are, in fact, incorrect as they do not answer the specific question being asked.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Students work individually to answer the questions. Remind them to be careful with options that have the same words as the text.
- They then check their answers in pairs before checking as a class.

### Answers

- 1c *His preparations included planning a route ...*  
2c *to travel light = to travel with minimum luggage (... he carries a backpack ...)*  
3b *... goes to petrol stations to look for lifts, or tries to catch a driver's attention as he slows down or stops at traffic lights or crossroads.*  
4d *Generally he had little trouble in Africa.*  
5a *... hitchhiking is a means of transport which helps him to understand the world a little better ... Everyone has their own opinion about their country, which they are keen to share with a curious traveller.*  
6b *It sometimes took him weeks to hitch a ride on a boat.*

### EXTENSION ACTIVITY

Role play. Students work in pairs and role play a situation in which one of them is a hitchhiker and the other is a driver who has offered a lift. The driver can ask the hitchhiker questions about where he/she is from, where he/she is going and why. The hitchhiker can ask the driver questions about his/her country. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. When students are ready, ask a pair to perform their conversation in front of the class.

5

- Ask students to read the instructions and check that they understand what they have to do (*complete the sentences with the phrasal verbs in the correct tense*).
- Ask students to read the phrasal verbs in the orange box and the sentences, and explain anything they don't understand. Point out that all of the phrasal verbs are connected to travel and movement.
- Check pronunciation by saying each of the phrasal verbs in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- |   |             |   |           |
|---|-------------|---|-----------|
| 1 | slow down   | 5 | picked up |
| 2 | pulled up   | 6 | saw off   |
| 3 | went around | 7 | set out   |
| 4 | hang around |   |           |

6

- Ask students to read the instructions and check that they understand what they have to do (*guess which items Jeremy has in his backpack and why; come up with a few other things that he would need*).

- Ask students to read the items and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.
- Once the answers to the first part of the task have been checked, ask students to tell you what else they think Jeremy needs.

#### Answers

Students' own answers. According to his website, he packed all of these things.  
Students' own answers, suggestions include medicines, clothes, gadgets.

#### ▶ EXTENSION ACTIVITY

Students work in pairs. They must decide what items a hitchhiker would need in hot summer weather and in very cold weather. They must write two lists of items. Monitor and help with vocabulary if necessary. Time permitting, ask pairs to read out their lists.

## a-z Vocabulary 1 (SB page 112)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the six pictures and tell you which of them they have travelled on. Make sure they know what the pictures are portraying before label them.
- Students work individually to label the pictures.
- They then check their answers in pairs before checking as a class.

#### Answers

- |               |             |
|---------------|-------------|
| 1 coach       | 4 ferry     |
| 2 cruise ship | 5 hydrofoil |
| 3 helicopter  | 6 lorry     |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must unscramble the letters to complete the dialogues.
- Ask students to read the dialogues and explain anything they don't understand.
- Ask students what sort of words should go in the gaps and elicit that they are all verbs.
- Students work individually to unscramble the letters to complete the dialogues.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, check pronunciation by saying each of the transport words to the students and asking them to repeat after you. Correct where necessary.

#### Answers

- |         |           |
|---------|-----------|
| 1 catch | 4 departs |
| 2 lands | 5 arrives |
| 3 board | 6 miss    |

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 passport
- 2 bus fare
- 3 timetable
- 4 boarding pass
- 5 visa
- 6 return ticket

#### ▶ EXTENSION ACTIVITY

Books closed. Students work in pairs. Ask them to write down as many nouns as they can think of that are connected to travel. Place a time limit on the task. When the time is up, ask students to read out their lists and see which pair has written the most words.

#### Extra Task (for early finishers)

See photocopiable material on page 151.

## Grammar 1 (SB page 113)

#### Before you read the Grammar box

- Revise conditionals. Write the sentences below on the board (without the underlining). Tell students that three of the sentences are from the text in Reading.
  - 1 If the country is poor, people seem more open to picking up strangers.
  - 2 If there is a road, there will usually be vehicles.
  - 3 If I were a hitchhiker, I wouldn't travel at night.
  - 4 If he had listened to them, he would never have left his home country, France.
- Ask a student to come to the board, underline the verb tenses in each clause and tell you what they are. [1 is, seem (present simple, present simple); 2 is, will ... be (present simple, future simple); 3 were, wouldn't travel (past simple, would); 4 had listened, would never have left (past perfect simple, would + have + past participle)]
- Ask students which sentence expresses something that is always or generally true (sentence 1 – it is generally true of people in poor countries); which sentence expresses something that is possible now or in the future (sentence 2 – usually there are vehicles on roads); which sentence expresses something that is impossible (sentence 3 – it is impossible because I am not a hitchhiker); and which sentence expresses something that was possible in the past, but did not happen (sentence 4 – Jeremy's friends said something, but he chose not to listen to them).
- Explain that these sentences are examples of the zero, first, second and third conditional.
- Explain that there are other words we can use instead of if to form conditional sentences. These are unless, provided/providing (that) and as/so long as.



1

- Read through the grammar theory with the class.
- Write the following clauses on the board.
- Ask individual students to come to the board, identify the conditional, and complete it with their own ideas.

- 1 *If I knew the answer, \_\_\_\_\_ (2nd conditional)*
- 2 *If you put water in the freezer, \_\_\_\_\_ (zero conditional)*
- 3 *If they had had enough money, \_\_\_\_\_ (3rd conditional)*
- 4 *Unless you buy a ticket, \_\_\_\_\_ (1st conditional)*
- 5 *If you see Julie, \_\_\_\_\_ (1st conditional)*
- 6 *He would have helped you \_\_\_\_\_ (3rd conditional)*
- 7 *If I were you, \_\_\_\_\_ (2nd conditional)*
- 8 *As long as you are careful, \_\_\_\_\_ (1st conditional)*

2

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students to identify the two parts of the sentence in order to determine what conditional is being expressed (3rd). Elicit that we use the third conditional to talk about things in the past that were possible, but did not happen.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

Yes, he did forget his passport. No, he didn't travel to France.

Read 9.1-9.4 of the Grammar Reference on pages 171-172 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rewrite a part of the second sentence so that it means the same as the first sentence. Remind them that they must only use between two and five words, including the word that is given in bold.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the gaps.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 unless it stops
- 2 would have gone
- 3 might not have missed
- 4 so long as
- 5 boils if
- 6 I were you
- 7 when they have
- 8 could fly



#### EXTENSION ACTIVITY

Ask students to write four conditional sentences of their own about travel, one each using the zero, first, second and third conditional. When they are ready, ask them to read their sentences out for the rest of the class.

#### Extra Task (for early finishers)

See photocopyable material on page 151.

a-2

## Vocabulary 2 (SB page 114)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the words to form expressions.
- Ask students to read the words and explain anything they don't understand. You may wish to help students by explaining what the expressions will mean when they have been completed (*to be in the same boat* = *to be in the same position/situation*; *to be in the driver's seat* = *to be in control*; *to rock the boat* = *to make trouble*; *to drive somebody up the wall* = *to make someone crazy/angry*; *to hit the road* = *to begin a journey/to leave a place*; *to have itchy feet* = *to want to travel*).
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the expressions to the students and asking them to repeat after you. Correct where necessary.
- Once answers have been checked and students understand what the expressions mean, they can move on to 2.

#### Answers

1f 2b 3d 4c 5e 6a

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the expressions from 1. Remind students to use the correct form of the expressions.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 are in the same boat
- 2 is in the driver's seat
- 3 drove me up the wall
- 4 hit the road
- 5 has got itchy feet
- 6 rock the boat

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to replace the words in bold in the sentences with the phrasal verbs in the correct form. Explain that the words in bold mean the same thing as the phrasal verbs. Point out they may need to make some other small changes as well.
- Ask students to read the phrasal verbs in the orange box and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the phrasal verbs to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 Speed up! I'll never get to the airport in time to catch my plane.
- 2 As the plane took off, I felt an awful pain in my ears.
- 3 When we get back from France, we'll show you all our photos!
- 4 Stormy weather held up the train's departure.
- 5 Our car broke down half-way to Cardiff and Tony had to come and get us.
- 6 I can't drive you all the way to Dublin, but I can drop you off at the bus station if you'd like.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to choose the correct preposition for each sentence. Remind them that both prepositions are possible in one of the sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to read the whole sentence first and then to look carefully at the words after the preposition in order to make the correct choice.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

### Answers

- |      |         |
|------|---------|
| 1 by | 5 on    |
| 2 on | 6 by    |
| 3 on | 7 on/by |
| 4 on | 8 by    |

### EXTENSION ACTIVITY

Ask students to write gapped sentences of their own. Choosing from the expressions and the phrasal verbs, they should write three sentences in which the verb is gapped. Choosing from the prepositions task, they should write another three sentences in which the prepositions are gapped. Monitor and help with vocabulary and grammar if necessary. When they are ready, they swap with a partner and complete their partner's sentences.

### Extra Task (for early finishers)

See photocopiable material on page 151.

## Grammar 2 (SB page 115)

### Before you read the Grammar box

- Revise relative clauses and relative pronouns. Write these sentences on the board and ask students to identify the relative pronouns.
- 1 *That's the woman who/that owns a Ferrari. (who/that)*
  - 2 *Here is the map which shows the area. (which)*
  - 3 *The man whose taxi has arrived is upstairs. (whose)*
  - 4 *London is the city where I grew up. (where)*
  - 5 *June 21st is the date when they are getting married. (when)*
  - 6 *What's the reason why she left? (why)*
  - 7 *Gary, whose father is a doctor, never finished high school. (whose)*

- 8 *The building in which he works is over there. (in which)*
- 9 *The building which/that he works in is over there. (which/that)*
- 10 *The girl who/that I gave the ticket to is Sarah. (who/that)*
- 11 *The girl to whom I gave the ticket is Sarah. (to whom)*

• Ask students these questions about the sentences on the board.

- 1 Which relative pronouns do we use for people? (who, that, whom; sentences 1, 10, 11)
- 2 Which relative pronouns do we use for things? (which, that; sentences 2, 8, 9)
- 3 Which relative pronoun do we use to show possession? (whose; sentences 3, 7)
- 4 Which relative pronoun do we use for places? (where; sentence 4)
- 5 Which relative pronoun do we use for time? (when; sentence 5)
- 6 Which relative pronoun do we use for reasons? (why; sentence 6)
- 7 Which sentence contains extra information that is not important for the meaning of the sentence? Where in the sentence is the extra information? What kind of clause is this? (sentence 7; between the commas; a non-defining relative clause)
- 8 Can we use that in non-defining relative clauses? Can we use a comma before that? (no, no)
- 9 Which sentence is more formal, 8 or 9? Why? (sentence 8 is more formal because the preposition is used with the relative pronoun)
- 10 Can we use a preposition before who, that or whom? (not before who or that, but it is possible before whom)
- 11 In which sentences can the relative pronoun be omitted? (sentences 9, 10)

1

- Read through the grammar theory with the class.
- Say the relative pronouns aloud one by one and ask individual students to come up with a sentence using the relative pronoun. Write the sentences on the board.

2

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory to help them answer the questions.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

### Answers

Sentence **a** contains a defining relative clause. We can't omit the relative pronoun in sentence **b**.

Read 9.5-9.8 of the Grammar Reference on pages 172-173 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- |         |            |
|---------|------------|
| 1 who   | 8 -        |
| 2 that  | 9 in which |
| 3 -     | 10 why     |
| 4 when  | 11 whose   |
| 5 who   | 12 which   |
| 6 -     | 13 when    |
| 7 where | 14 which   |

### EXTENSION ACTIVITY

Ask students to write a short paragraph about their favourite means of transport. Tell them they must use relative clauses. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their paragraphs.

### Extra Task (for early finishers)

See photocopyable material on page 151.

## Listening (SB page 116)

1

- Ask students to look at the photos and ask them what they have in common (*all of the photos have boats*).
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand (*lock = a section of a canal, closed off with gates, in which vessels that are travelling along it are raised or lowered by raising or lowering the water level of that section*).
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

1c 2b 3a

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in note-taking listening tasks, the words they need to write will usually be as they hear them on the recording and not paraphrased in any way. Therefore, they should listen very carefully for the words before and after the gap.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Remind students to listen for the words before and after the gaps.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

### Answers

- |                |              |
|----------------|--------------|
| 1 visiting     | 4 family     |
| 2 to transport | 5 the Second |
| 3 lived        | World War    |

See the recording script on pages 139-140.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must listen to the complete interview from 2 and write a word or a short phrase in the gaps. Remind them to listen carefully for the words before and after the gaps.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

### Answers

- |                           |
|---------------------------|
| 1 relaxing                |
| 2 castles and roses       |
| 3 a horse                 |
| 4 uncomfortable           |
| 5 4/four miles            |
| 6 open and close          |
| 7 2000/two thousand miles |
| 8 breaks down             |

See the recording script on page 140.

## Speaking (SB page 117)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interfere with fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

### Answers

Students' own answers

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when they don't know the name for something in English, they can describe what it is or what it is used for.

### LANGUAGE BANK

- Go through the words and phrases in the *Language Bank* and explain any unknown words.
- Point out to students that the words and phrases express different ways of paraphrasing, and that they can use them when they don't know the English word for something.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to describe one of the objects without mentioning its name, and that their partner must guess which object is being described.
- Remind students to use the *Language Bank*.
- Students work in pairs to describe all four objects.

- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

#### Possible answers

I'm not sure exactly what you call this, but it's a kind of knife which has lots of useful tools on it. You can use it for cutting something or for opening a bottle. (penknife)

I can't remember the word for this, but people use it to carry their things in when they go on holiday. (backpack)

This is something you use to pack your personal things in. It's like a little bag and people keep their toothbrush, toothpaste and soap in it. (sponge bag/wash bag/bag of toiletries)

It's one of those cards you can use instead of money. Lots of people have them and people usually keep them in their wallet. (credit card)

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining that they must discuss all of the pictures within the context of the task (... *how useful each of these items is on a weekend break to Paris*), and remind them that if they do not know the English word for an item, they should say what it is used for. Elicit that there is a second part to the task which requires them to reach a decision about the three most important items for the trip. Point out that there are no right or wrong answers.
- Students work in pairs to do the exercise.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

#### Answers

Students' own answers

#### 4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

#### Answers

Students' own answers



#### TOP TIP

In addition to the photos in the Student's Book, use authentic resources for speaking exercises. For example, items such as menus, bus timetables, and advertising leaflets can be used in role play situations.



## Writing (SB pages 118-119)

### Formal letter: Using formal language

- Ask students to read the information on formal letters and using formal language. Stress that when writing a formal letter, they must use set expressions to begin and end the letter, and they must avoid using language that is over-friendly or informal, contractions, imperative forms and exaggerations.

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide why the sentences are not suitable for a formal letter.
- Ask students to read the sentences and answer any queries they might have about them.
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

- a** Uses informal verbs and over-friendly expression
- b** Uses over-friendly expression and exaggerates
- c** Uses verb contraction and is informal/direct
- d** Uses over-friendly expression/uses informal verbs
- e** Uses imperative, verb contraction, phrasal verb and an over-friendly expression

#### 2

- Ask students to read the instructions and check that they understand what they have to do (*match the formal sentences with the informal ones in 1*).
- Ask students to read the sentences and explain any unknown words.
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

1e 2a 3c 4b 5d

#### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the task and the questions and explain anything they don't understand.
- Point out the importance of analysing the writing task in order to help them better understand the task and what is required of them.
- Students work individually to answer the questions.
- Check answers as a class.

#### Answers

- 1** There are too many cars on the city roads which causes pollution.
- 2** Express your opinion about the amount of traffic in the city. Suggest what the Transport department could do to encourage people to use other transport.
- 3** The Editor of the World Times.

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task; first they must circle the formal options in the opening paragraph of a letter



written in answer to 3, and then they have to answer the questions about the letter.

- Read out the letter or ask a strong student to do so.
- Ask students if they think it is a good letter. Then look at the questions in depth to analyse the task.
- Students work individually to do the tasks.
- Check answers as a class.

#### Answers

- 1 I have
- 2 an article
- 3 in my opinion
- 4 causes air pollution
- 5 dangerous
- 6 children
- 7 cross the roads
- 8 make some suggestions
- 9 improving the situation

- 1 improve transport system, provide free car parks, improve the cycle lanes
- 2 Firstly, Secondly, Finally
- 3 no need for all these cars/our streets would be emptier/would encourage drivers to use the buses/the number of people using them would increase

5

- Ask students to read the instructions and check that they understand what they have to do (*match the verbs with their meanings*). Explain that these verbs are useful when making suggestions and explaining the results of the suggestions.
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

1b 2d 3a 4c

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must highlight three conditional sentences in the letter. Explain that conditional sentences are useful when making suggestions and saying what the results of the suggestions would be, and ask why this is so (*because the if-clause introduces the suggestion and the main clause gives the result*).
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

Paragraph 2: Firstly, there would be no need for all these cars if the public transport system was improved.

If drivers found it cheap and easy to catch a bus instead of using their car, our streets would be emptier.

Paragraph 4: Finally, if the cycle lanes on our roads were improved, the number of people using them would increase because their journey to work would be safe, quick, and cheap.

#### LANGUAGE BANK

- Go through the words and phrases in the *Language Bank* and explain any unknown words.
- Draw students' attention to the ways of introducing suggestions, the useful verbs, adjectives and nouns.

Then look at the ways of ending a letter in which suggestions are made.

7

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the conditional sentences in their own words.
- Refer students back to the grammar theory on page 113 if necessary, and remind them to use language from the *Language Bank*.
- Students work individually to complete the sentences.
- Check answers as a class.

#### Possible answers

- 1 ... would feel safer.
- 2 ... people would use the train for shopping trips and family outings.
- 3 ... more young people would use them.
- 4 ... it would be kept cleaner and be more pleasant.
- 5 ... people would enjoy using it while waiting for their train.

#### EXTENSION ACTIVITY

Time permitting, students can write their own conditional sentences about improving a means of transport in their area.

8

- Read the task out to students and explain anything they don't understand. Elicit that they must write a formal letter.
- Go over the *Plan* with the students. Remind them to acknowledge the article in the newspaper.
- Ask students to think about the three suggestions they will make and the results of their suggestions, and to write brief notes for each paragraph (one per suggestion). Go round checking as they write. Remind them to begin and end their letter appropriately.
- Assign the writing task for homework.

#### Answers

Students' own answers

#### DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to read the task carefully so that they know what they must do.
- Tell them not to repeat the same words as the task, but to paraphrase. Remind them to use polite, formal language. Remind them also to support their suggestions with results, and that they can use conditional sentences to do so.

## Reload 9 (SB page 120)

#### Objectives

- To revise vocabulary and grammar from Unit 9.

#### Revision

- Tell students that Reload 9 revises the material they saw in Unit 9.



- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they can do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

## Vocabulary Revision

### Vocabulary 1

- 1: Revise the words for means of transport by writing them on the board (*coach, cruise ship, helicopter, ferry, hydrofoil, lorry*) and asking students these questions.

1 Which ones travel on water? (*cruise ship, ferry, hydrofoil*)

2 Which ones travel on land? (*coach, lorry*)

3 Which one travels in the air? (*helicopter*)

- 2: Revise the verbs by writing them on the board (*arrive, board, catch, depart, land, miss*) and asking students to complete the sentences with the verbs in the correct form.

1 I must \_\_\_\_\_ the bus. If I \_\_\_\_\_ it, I will be late for work. (*catch, miss*)

2 Yesterday, we \_\_\_\_\_ the plane at ten o'clock and it \_\_\_\_\_ in Paris a few hours later. (*boarded, landed*)

3 The ferry \_\_\_\_\_ at eight o'clock every day and \_\_\_\_\_ at the island at twelve. (*departs, arrives*)

- 3: Revise the words for things related to travel by writing them on the board and asking students to tell you what each one is and what it's for.

1 boarding pass (*it's a piece of paper that lets you get on a plane*)

2 bus fare (*it's the money you pay to travel on a bus*)

3 passport (*it's a little book you must have with you when you travel to another country*)

4 return ticket (*it's a ticket that allows you to travel to and from your destination*)

5 timetable (*it's a schedule of arrivals and departures for a means of transport*)

6 visa (*a document that you need in order to enter some countries*)

### Vocabulary 2

- 1 & 2: Practise collocations & expressions. Write these expressions on the board and ask students to complete them.

1 to be in the same b \_ \_ \_ (*boat*)

2 to be in the driver's s \_ \_ \_ (*seat*)

3 to rock the b \_ \_ \_ (*boat*)

4 to drive somebody up the w \_ \_ \_ (*wall*)

5 to hit the r \_ \_ \_ (*road*)

6 to have itchy f \_ \_ \_ (*feet*)

- 3: Practise phrasal verbs. Write these phrasal verbs and their meanings on the board in two columns and ask students to match them.

*break down* (*stop working*)

*drop off* (*leave*)

*get back* (*return*)

*hold up* (*delay*)

*speed up* (*go faster*)

*take off* (*leave the ground*)

*return*

*stop working*

*go faster*

*leave*

*delay*

*leave the ground*

- 4: Practise prepositions. Write these words on the board and ask students to tell you which ones go with *on* and which go with *by*. Ask them which one can take both prepositions.

(*on*) *board*

(*by*) *sea*

(*on*) *holiday*

(*by*) *air*

(*by/on*) *land*

(*by*) *rail*

(*on*) *business*

(*on*) *foot*

## Grammar Revision

### Grammar 1

Practise conditionals.

- Revise the conditionals by writing these gapped sentences on the board and asking students to fill each gap with one word.

1 \_\_\_\_\_ you hurry, you will be late. (*Unless*)

2 If I \_\_\_\_\_ you, I would go by air. (*were*)

3 When there are thunderstorms, planes \_\_\_\_\_ fly. (*can't*)

4 If I \_\_\_\_\_ known you were going, I would have gone with you. (*had*)

5 \_\_\_\_\_ you tell me the answer if you knew it? (*Would*)

6 As \_\_\_\_\_ as it's cheap, we'll go on holiday. (*long*)

7 If I go to Rome, I \_\_\_\_\_ send you a postcard. (*will*)

8 Provided \_\_\_\_\_ Harry agrees, we'll take the ferry. (*that*)

### Grammar 2

Practise relative clauses.

- Write these sentences on the board and ask students to complete them with the correct relative pronoun. Sometimes the pronoun can be omitted.

1 Is this the place \_\_\_\_\_ you bought your car? (*where*)

2 The bike, \_\_\_\_\_ was outside, was stolen last night. (*which*)

3 She doesn't like flying; that's \_\_\_\_\_ she doesn't travel much. (*why*)

4 This is the book \_\_\_\_\_ I want you to read. (*that, which, -*)

5 The man to \_\_\_\_\_ I gave the ticket is over there. (*whom*)

6 Is John the boy \_\_\_\_\_ father is a taxi driver? (*whose*)

7 I'm not the one \_\_\_\_\_ booked the flights. (*who, that*)

8 I'll never forget the time \_\_\_\_\_ I visited Moscow. (*when*)

- Students are now ready to do Reload 9.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

### Answers

#### Vocabulary

1b 2a 3b 4d 5d 6a 7b 8d 9c

#### Grammar

1d 2b 3c 4c 5a 6a 7a 8d 9b