

UNIT

UNIT 1 TRAVEL AND TRANSPORT

#HOW DO YOU GET FROM A TO B?

Learning Outcomes

Reading:
 understand and discuss
 an online advice forum
 about travelling

Language:
 tense review; learn words
 related to travel and ways
 of travelling

Listening:
 listen to a podcast about
 the future of transport

Speaking:
 practise complaining

Writing:
 write an informal email

Life Skill & Project:
 learn about problem
 solving and create
 an advice podcast

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UNIT 1 TRAVEL AND TRANSPORT

The topic of this unit is travel and transport. The expression 'To get from A to B' is a general term used to refer to directions, where A is the starting point and B is the destination. It is often used in the context of travel aids such as maps, guidebooks and mobile phone apps: 'Using this app is an excellent way to get from A to B.'

Learning Outcomes

Vocabulary	words related to travel and ways of travelling
Grammar	present and imperative; present perfect simple and continuous; the past: <i>used to</i> and <i>would</i> ; the future
Reading	understanding and discussing an online advice forum about travelling
Listening	listening to a podcast about the future of transport
Speaking	complaining about a product or service
Pronunciation	full and reduced vowels
Writing	writing an informal email about a holiday
Get it right	<i>trip vs. travel</i>
Life skill and Project	learning about problem solving and creating an advice podcast

Key Competences

In this unit students will:

- consider and discuss different ways of travelling. CLC, CAE
- develop critical thinking skills. CLC, SCC
- practise using a range of tenses. CLC
- practise vocabulary related to travel and ways of travelling. CLC, CAE
- consider the future of transport. CLC, CAE
- learn language for complaining about a product or service. CLC, L2L
- practise writing an informal email. CLC, CAE
- develop problem-solving skills. L2L, CLC, SCC, SIE
- make an advice podcast. CLC, DC

CLC	Competence in Linguistic Communication
L2L	Learning to Learn
SCC	Social and Civic Competences
DC	Digital Competence
CAE	Cultural Awareness and Expression
SIE	Sense of Initiative and Entrepreneurship
CMST	Competence in Mathematics, Science and Technology

Class discussion #How do you get from A to B?

Use the photo to initiate a class discussion. The main idea behind this image is to show a means of getting from A to B, albeit in this case a very slow and relaxing one.

Ask students what they can see in the photo and elicit that the man is travelling in a hot-air balloon and that he is standing in the part of the balloon called a *basket*. Ask students if fast travel is always the best way of travelling and elicit reasons why it might be and why it might not be. Then ask students if they have ever been in a hot-air balloon and, if they haven't experienced this form of travel, if they would like to. Ask what the benefits of this form of travel are and what the potential problems are. Make a list of their suggested advantages and disadvantages on the board and highlight any key words and phrases.

Possible answers

Why fast travel is always the best

- People do not waste time getting from A to B.
- It is more convenient if you have a busy lifestyle.

Why fast travel may not always be the best

- You do not have time to enjoy the scenery.
- You spend a lot of time queuing and waiting for faster, more efficient transport, like aeroplanes.

Advantages of travelling by hot-air balloon

- Beautiful views of the countryside.
- Slow, relaxing form of travel.


Disadvantages of travelling by hot-air balloon

- It can be dangerous in bad weather.
- It is not great if you are afraid of heights.

▶ See page 4 of the Workbook.

▶ For further discussion material, go to the video documentary *Travel – How do millennials travel?* in the Teacher's Resource Bank. This video is best seen at the end of the unit.

READING


- 1  Read the title and forum question. What kind of tips and advice do you think the people will give? Discuss with a partner.

tip

Skim a text to read it quickly and understand the general idea. Look out for key words and ideas about the subject.

- 2 Read the text quickly. Find words or phrases in the text with the following meanings.

- 1 in advance, early (*paragraph 1*)
- 2 causing problems or difficulties (*paragraph 1*)
- 3 happening or done in a natural / sudden way without being planned (*paragraph 3*)
- 4 involving the possibility of something bad happening (*paragraph 4*)
- 5 specific or exact (*paragraph 5*)

- 3  > 1.01 Read the text again and listen. Put the information (a–e) in the order it appears in the text (1–5).

- ... a the benefits of a European rail pass
- ... b the importance of finding a place to sleep
- ... c buying tickets to travel by air
- ... d an opinion about sharing cars with strangers
- ... e a potential downside to flying

Exam focus: rewriting sentences in your own words

- 4 Follow stages 1–3 for rewriting sentences in your own words.
- 1 Read the sentence from the text. What are the key words (important information)?
If you can be flexible with your dates, you can get some great offers.
 - 2 Consider the following questions when rewriting a sentence in your own words.
 - a Can you change the sentence structure?
 - b Do you know any synonyms for the key words?
 - c Can you start the sentence or clause with a different subject?
 - 3 Now write your new sentence. Check that you have included all the key information. Is your new sentence different from the original?

- 5 Find the sentences in the text and rewrite them in your own words. Follow stages 1–3 in Exercise 4.

- 1 OK, they're often at really inconvenient times, but who cares if they cost next to nothing?
- 2 You just look online, see who's offering a lift to where you want to go, and agree on a price.
- 3 You might end up with a fellow passenger who talks non-stop.
- 4 But youth hostels are great places to meet other people who are travelling on a tight budget.

- 6 Answer the questions according to the information in the text. Use your own words.

- 1 What is a benefit of a price comparison website?
- 2 According to María, what's more important than travelling to your destination?
- 3 What are the possible disadvantages of staying in a youth hostel?

Phrasal verbs

- 7 Choose the correct meaning for the phrasal verbs highlighted in the text.

- | | |
|--------------|--|
| 1 get around | <i>travel / avoid</i> |
| 2 check out | <i>reserve / get information</i> |
| 3 check in | <i>buy / register arrival</i> |
| 4 run into | <i>meet unexpectedly / avoid</i> |
| 5 stay out | <i>go out with friends / return later than usual</i> |
| 6 fill up | <i>become full / become bigger</i> |

- 8 Complete the sentences with the correct form of a phrasal verb from Exercise 7.

- 1 The cinema ... quickly as the film was so popular!
- 2 We couldn't ... for our flight because we'd forgotten our passports!
- 3 My friend uses a wheelchair and she sometimes finds it hard to
- 4 I wanted to ... but everyone was tired so we left.
- 5 Have you ... that website I sent you the link to?
- 6 You'll never guess who I ... on the metro last week?

- 9  **Critical Thinking**


Discuss the questions in pairs.

- 1 How do you like to get around when you're on holiday and why?
- 2 Which of the three posts do you think offers the most useful advice? Why?

In this section students read an online advice forum about travelling, *Help: Advice Needed!*, in which different people suggest the best or cheapest ways to travel. Explain that it is very useful to use online advice forums to get information about travelling and that you can also get answers to specific questions about different countries, cities and accommodation ON such forums. Students practise predicting content, skimming a text quickly to get the general idea and guessing the meaning of new vocabulary from context.

If students enjoy reading this article, they could try reading some other articles on the same subject. Ask them to type *Best ways to travel* or *Cheapest ways to travel* into a search engine.

tip Read the tip. Ask students why it is useful to read a text quickly to get the general idea (it helps the brain process information before you read in more detail). Ask how key words can help with the general idea of a text and what other information can help the reader to understand the overall meaning of a text quickly (photos, layout, titles and sub-titles).

1  Read the instructions and ask students to think about the possible advice the people in the photos will give. Put the students in pairs and ask them to compare their ideas. See if the class agrees but do not feed back at this stage.


Answer

Students' own answers

2 Ask students to first quickly read the text and then find the words. Remind them to also check their ideas from Exercise 1 as they read. Point out that the words are in the order in which they appear in the text.

Answers

- 1 (well) ahead
- 2 inconvenient
- 3 spontaneous
- 4 risky
- 5 certain

3  **1.01** Read the question and the five pieces of information. Make sure students understand that the information is not given in the same order as in the text and they should put the information into the correct order. Play the audio for them to listen and read. Check answers.

Answers

1 c 2 e 3 a 4 d 5 b

Exam focus: rewriting sentences in your own words

Tell students that in the exam there is often an exercise in which they have to answer reading comprehension questions using their own words.

4 Go through stages 1–3 as a class, using the example given. Copy the sentence onto the board and underline key words and phrases (*flexible, dates, great, offers*). Tell students that their new sentence should include this information but expressed differently. Read points a–c in stage 2 and highlight that the order of the clauses in the conditional sentence can be changed: *You can get some great offers if you can be flexible with your dates*. Elicit synonyms or different ways of expressing the following words: you (*people*); be flexible (*show flexibility*); your dates (*their travel dates*); offers (*ticket prices, deals*). Students work individually and think of as many ways as they can to rewrite the sentences in their own words.

Answers

- 1 If you can be flexible with your dates, you can get some great offers.
- 2 Students' own answers
- 3 Possible answers
People who show flexibility with their travel dates will be able to find better ticket prices.
If you take a flexible approach to when you travel, you can find some brilliant deals.

5 Put the students in pairs and monitor and help as they rewrite sentences 1–4. Remind students to reread their new sentences to check they are grammatically correct and follow the steps from the previous exercise. Ask for suggestions from the class.

Possible answers

- 1 These can frequently be at very awkward / problematic times. However, it's not really important because the price is so low.
- 2 Customers can search online to find someone who will take them to their destination and then decide on a price together.
- 3 There's the possibility of having to share your ride with another passenger who won't stop talking.
- 4 However, when trying to travel as cheaply as possible, youth hostels are brilliant for meeting new people.

Optional activity

Books closed. Write on the board the following methods of transport: *car, plane, train, bus, ship, bicycle*. Ask students to rank them individually from 1 (the best) to 6 (the worst). Then ask them to work in pairs and compare their ranking and say why they have chosen it.

Optional activity

Ask students to tell you which syllables in the five words in Exercise 2 are stressed. Write the words on the board and mark the stress when the class is in agreement. Encourage students to note the words down and mark the stress (*well ahead, inconve~~n~~ient, sponta~~n~~eous, risky, certain*).

HELP: ADVICE NEEDED!



I'm from the USA and I'm going to be travelling round Europe this summer. Have you got any tips about the best way to **get around**?



María, citizen of the world

Answered April 7

- 1** This will obviously depend on where you want to go, but I'd say a couple of things. First, book your flights early. You'll save a ton of money because there are some great low-cost airlines operating in Europe but you do need to reserve well ahead. Second, go to a price comparison website and **check out** different fares. That way, you can make sure that you get the best possible deal. If you can be flexible with your dates, you can get some great offers. I've had some one-way flights that have only cost 10 euros – literally! OK, they're often at really inconvenient times, but who cares if they cost next to nothing? When you're travelling, you want to spend money on the fun things like food, sightseeing and souvenirs; and not on getting from A to B!



10 Sophia, New York girl

Answered April 8

- 2** I'm not sure about flying everywhere and planning all your trip in advance. What happens if you feel like staying somewhere longer or you meet people and want to travel with them? Basically, you can't because you have to **check in** for your next flight!
- 3** I was travelling round Europe last year and I got a Eurail pass. In my opinion, you really can't beat it! It must be cheaper than flying. And you meet people from all over the world on the trains. You never know, you might even **run into** someone you know! The really great thing about it is that you can be spontaneous because you don't have to book everything ahead of time.
- 4** I haven't done this, but another option is to use a car sharing service. You just look online, see who's offering a lift to where you want to go, and agree on a price. They say it works really well, but personally I think it sounds a bit risky. I mean, you never know who you'll be sharing the ride with. You might end up with a fellow passenger who talks non-stop. Or worse, with someone who's a dangerous driver!



Lukas, from Berlin

Answered April 10

- 5** Everyone's talking about travelling, but you really need to think about accommodation. It'll probably be your biggest expense, so you'll want to cut down costs as much as possible. To stay in the best areas of cities at the best prices, I'd recommend renting a room in someone's flat. You can do that in all major tourist destinations these days, and it's easy to book online. It's quite a lot cheaper than staying in a hotel, although it's not as cheap as staying in a youth hostel. That's another option of course. But the problem with youth hostels is that you're usually sharing a dormitory with lots of other people – so no privacy! And sometimes you have to be back by a certain time, so you can't **stay out** late or you won't get back in! Plus, the best youth hostels **fill up** really quickly in the summer. But youth hostels are great places to meet other people who're travelling on a tight budget.



DigiQuest

Find out what the five most visited countries are in the world. Did the results surprise you? Why / Why not?

Culture spot

72% of millennials say that they would prefer to spend their money on travelling and experiencing a new culture compared to going shopping.

Travel and Transport

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6 Ask students to read questions 1–3 and check vocabulary if necessary. Remind students to identify the key words in the questions so that they can scan the text first to locate the relevant information before reading carefully to find the answer. Tell them to look back at Exercise 4 to help them write the answers in their own words.

Possible answers

- 1 By comparing, you can get the best prices/deals available.
- 2 It's more important to have money to spend on things like food, visiting the sights and buying souvenirs.
- 3 You normally have to share a room with lots of people, so it's not private and sometimes the hostel tells you what time you need to be back at night.

Phrasal verbs

7 Ask students to read the definitions of the phrasal verbs, then read the sentences containing the phrasal verbs in the text (point out that the phrasal verbs are highlighted in yellow) to see them in context. Students then decide on the correct definition.


Answers

- 1 travel
- 2 get information
- 3 register arrival
- 4 meet unexpectedly
- 5 return later than usual
- 6 become full

8 Read the instructions. Encourage students to read the sentences carefully before they start to fill in the gaps using the phrasal verbs from Exercise 7. Point out that they may need to change the form of the verbs. Ask them to work individually and then to check their answers in pairs. Check answers.

Answers

- 1 filled up 2 check in 3 get around 4 stay out 5 checked out
 6 ran into

9  **Critical Thinking** Nominate a student to read the two questions aloud to the class. Put the students in pairs and ask them to discuss the questions. Encourage students to think about their own experiences of travelling on holiday, either abroad or in their own country and any good or bad experiences they have had when travelling. Ask students to identify advice in the text they have used themselves and to consider how valuable that advice was. Listen to their ideas as a class.

Answers

Students' own answers



Collaborative learning tip

In Exercise 9, use the 'one, two, four' technique before feeding back as an open class. Put the students in pairs and focus them on question 2. Students first work individually to think about the question. Next, students compare their answers in pairs before they agree on a single answer – encourage them to justify their answers. Then, put the pairs of students into groups of four and let them compare their answers again. Finally, select some students to explain their answers.

Fast finishers

Ask fast finishers to make a list of all of the types of transport they have been on and decide which is their favourite and why. They could also make a list of types of transport they would like to travel on.



DigiQuest

Students do an online search for the five most visited countries in the world. They could use the suggested web page links in the Teacher's Resource Bank or do their own searches. As a class, discuss the answers. Ask if they found any of the results surprising. Ask them to suggest why these countries are the most popular and, if necessary, find out by doing a further online search. Ask which of these countries they have visited and which they would like to visit and why.

▶ See the Teacher's Resource Bank Unit 1 for weblinks.

Culture spot

Direct students to the *Culture spot* box. Highlight the statistic and ask students if that number surprises them. The research was carried out by the research and investment company the Harris Group who found that millennials prefer experiences over material things. Ask students to think about why the statistic might be true more nowadays than in the past. (The research suggests that young people nowadays see ownership of things as a major commitment). Ask students to discuss whether they personally prefer to spend money on travel and experiences rather than things.

▶ See the Teacher's Resource Bank Unit 1 for weblinks.

▶ See pages 6–7 of the Workbook.

▶ See the Teacher's Resource Bank Unit 1 for extra Reading Practice.

GRAMMAR

Tense review

G Grammar map, pages 120-122

Present and imperative

- 1 ▶ 1.02 Complete the text with the present simple, present continuous or imperative form of the verbs in the box. Then listen and check.

drive · get · look · make · move · say
 say · sound · steal · think · try · turn

We ¹ *get* angry too easily when we ² *are driving*. Perhaps the car horn is part of the problem. It ³ ... like you ⁴ ... , ' ⁵ ... out of the way!' or ' ⁶ ... where you're going!' We need a car horn which ⁷ ... , 'I'm sorry.' After all, we all ⁸ ... mistakes sometimes. Perhaps the traffic lights ⁹ ... green while you ¹⁰ ... about something else. Perhaps you ¹¹ ... a parking spot which another driver ¹² ... to use. Roads would be better places if we all had a 'sorry' horn!

▶ Language Reference > see pages 104 and 106

Present perfect simple and continuous

- 2 Read the sentences and answer the questions.

- 1 *He has eaten fish and chips.*
- 2 *She has been living in Rome for two weeks.*
- 3 *Sarah and Mike have gone on holiday.*
- 4 *I've been painting. Look at the paint on my clothes!*

- 1 Which sentences (1–4) are present perfect simple and which sentences are present perfect continuous?
- 2 How are the present perfect simple and continuous formed?
- 3 How do you make the negative and question forms of both tenses?

- 3 Match sentences 1–4 in Exercise 2 with meanings a–d.

- a an activity that has recently stopped, whose effects are visible now
- b an event that took place at an unspecified time in the past
- c an activity that began in the past and continues into the present
- d an event that happened in the recent past

▶ Language Reference > see pages 104–105

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- 4 Complete the sentences with the present perfect simple or present perfect continuous form of the verbs in brackets.

- 1 Ana lost her phone recently. She doesn't have it now. (lose) *Ana has lost her phone.*
- 2 Frida is living in Brazil. She started living there two years ago. (live) *Frida has been living in Brazil for two years.*
- 3 Jon went to Iceland. We don't know when he went. Jon ... to Iceland. (to be)
- 4 Sam disappeared at 10am. I'm still looking for him. I ... him all morning. (look for)
- 5 Your friend is learning English. You want to ask her how long. How long ... English? (learn)
- 6 Ben feels sick. He hasn't been to school all week. Ben ... sick all week. (feel)

Past

- 5 Put one of the verbs into the past simple and the other into the past continuous or past perfect.



- 1 While we *were sailing* down the river Ganges, the back *fell* off the boat! (sail / fall)
- 2 I ... New Delhi while I ... in India. (visit / travel)
- 3 When I ... to India, I ... to South Asia before. (go / never be)
- 4 I ... lots of fish in the water while I ... my clothes. (see / wash)
- 5 When I ... a photo, a spider ... my leg. (take / bite)
- 6 I ... a river dolphin before I ... India. (never see / visit)

▶ Language Reference > see pages 106–107

Used to, would

- 6 Read the sentences and answer the questions.

People used to travel by horse.
People didn't use to travel by car.
Did people use to travel by boat?

- 1 According to the first sentence,
 - a did people travel by horse only one time in the past?
 - b did they travel by horse regularly in the past?
 - c do they still travel by horse regularly now?
- 2 How do you form the negative of *used to*?
- 3 How do you make the question form of *used to*?

Tense review

Grammar map

Present and imperative

1 ▶ **1.02** Ask students to name the two verb tenses in the first sentence in the text and explain the difference in meaning (*1 present simple = for routines and habits; 2 present continuous = for a longer, incomplete action*). Ask students to say how an imperative differs from the present simple (*There's no subject given; It gives an instruction*). Give an example of the imperative if necessary: *Stop! Don't park here*. Students work individually to complete the text and then compare their answers. Tell students to look at the Language Reference on pages 104 and 106, if necessary. Play the audio so that they can listen and check their answers.

Answers

- 3 sounds
- 4 are saying
- 5 Move
- 6 Look
- 7 says
- 8 make
- 9 turn
- 10 are thinking
- 11 steal
- 12 is trying

Present perfect simple and continuous

2 This exercise focuses on the form of the present perfect simple and the present perfect continuous. Ask students to read sentences 1–4 carefully first. Then ask them to answer questions 1–3. Check answers.

Answers

- 1 present perfect simple sentences 1 and 3, present perfect continuous sentences 2 and 4.
 - 2 present perfect simple: *have / has + past participle*; present perfect continuous: *have / has + been + verb -ing form*
 - 3 negative form: *have not (haven't) / has not (hasn't) + past participle*; *have not (haven't) / has not (hasn't) + been + verb -ing form*; question form: (Question word(s), e.g. *How many times*) + *have / has + subject + past participle*; (Question word(s), e.g. *How long*) + *have / has + subject + been + verb -ing form*
- 3** This exercise focuses on the meaning and use of the present perfect simple and the present perfect continuous. Ask students to match sentences 1–4 from Exercise 2 with the meanings a–d. Tell students to look at the Language Reference on pages 104 and 105, if necessary. Check answers.

Answers

- a 4 b 1 c 2 d 3

Optional activity

Ask students to say the sentences in Exercise 2, but changing the information to make them true for themselves or their friends and family, e.g. *I've eaten Indian food. We have been living in this town for 10 years. My sister and her boyfriend have gone to Paris. Charles has been running. His face is red.*

4 Go through the two examples with the class, showing how the context leads to the choice of either present perfect simple or present perfect continuous. Students work individually to complete numbers 3–6 using the verbs in brackets in their sentences. They compare their answers in pairs. Ask for volunteers to suggest answers.

Answers

- 3 has been
- 4 've been looking for
- 5 have you been learning
- 6 has been feeling

Past

5 Books closed. Write the names of the three tenses on the board and elicit an example of each from the class. Read sentence 1 aloud to the class and remind students that we often use *while* with the past continuous to say two things that happened at the same time. Tell students to look at the Language Reference on pages 106 and 107, if necessary. Students do the exercise individually and then compare their answers in pairs. Check answers with the class.

Answers

- 2 visited; was travelling
- 3 went; had never been
- 4 saw; was washing
- 5 was taking; bit
- 6 had never seen; visited

Used to, would

6 Explain that *used to + infinitive* refers to something that happened regularly in the past, but no longer happens. Point out that sentences 2 and 3 are the negative and question forms, before going through the questions as a class. Highlight the fact that we say *use not used* in the negative and question forms of *used to*.

Answers

- 1 a No b Yes c No
- 2 Subject + auxiliary *do* in the past (*did*) + *not + use to + infinitive*
- 3 Auxiliary *do* in the past (*did*) + subject + *use to + infinitive*

Fast finishers

Ask fast finishers to write two sentences describing things they used to do or have that they don't do or have now (e.g. *I used to live in a flat but now I live in a house*) and two sentences describing things they didn't use to do or have but do or have now (e.g. *I didn't use to have a mobile phone*). Put the students in pairs and ask them to guess each other's sentences.

UNIT 1 GRAMMAR

7 Look at the table and say if the statements (1–4) are true or false.

Action	State
I used to go to school by train.	I used to be a travel agent.
I would go to school by train.	I would be a travel agent.

- You can use *used to* for regular actions in the past. **True**
- You can use *would* for regular actions in the past.
- You can use *would* for states in the past.
- You can use *used to* for states in the past.

8 **1.03** Complete the sentences with the correct form of *used to* and a verb. Then listen and check.

be · like · not eat · **spend** · take

- We **used to spend** the holidays in Portugal.
- I ... carrots when I was younger.
- Plane tickets ... more expensive.
- Did you ... reading travel books?
- Every summer, I ... the boat to Santander.

9 Decide which of the sentences in Exercise 8 could use *would* instead of *used to*.

▶ Language Reference > see page 107

Future

10 Match the beginnings of the sentences (1–5) with the endings (a–e). Then ask and answer the questions with a partner.

- | | |
|--------------------------------------|-----------------------------------|
| 1 What are you doing | a after you finish university? |
| 2 What are you going | b by the time you're twenty-five? |
| 3 What do you think you'll be | c doing this time next year? |
| 4 What do you think you'll do | d on Saturday evening? |
| 5 What do you think you'll have done | e to do in the summer holidays? |

▶ Language Reference > see pages 107–108

11 Match the sentences in Exercise 10 with the future forms below.

- present continuous future
- be going to* for the future
- will* for the future
- future continuous
- future perfect

12 Complete the sentences with the correct form of *going to*, *will* or future continuous.

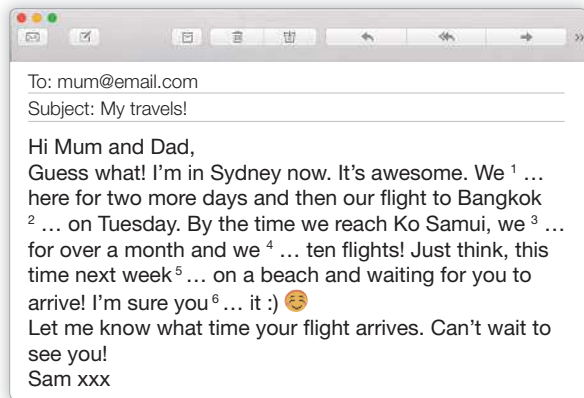
- It's difficult to decide with such a big menu! OK, I ... the salmon, please. (have)
- Mark ... a month in Canada this summer. (spend)
- This time tomorrow, Jen ... by the pool. (sunbathe)
- We ... a great time there. We love the sea! (have)
- I think Tom ... the trip I've got planned for him. At least, I hope he will! (like)
- I can't come on the school trip because I ... my grandparents that weekend. (visit)
- That suitcase looks heavy! I ... it for you. (carry)

13 Read the sentences and answer the questions.

I'll have been travelling for five hours by ten o'clock. Next June they'll have been staying in Seville for a year. By the time you wake up, he won't have been travelling for long. When I arrive at 12, will you have been working for long?

- How is the future perfect continuous formed?
- How do you make the negative and question forms?
- Choose the correct options.
 - a The future perfect continuous describes an action / state which will continue up until a point in the future.
 - b We use the future perfect continuous to imagine a future point in time and look *forward* / *back* at the duration of an activity.

14 Choose the best options to complete the text.



- a 've been b 're going to be c 'll have been
- a is leaving b left c will have left
- a are travelling b 'll have been travelling c are going to travel
- a 're catching b going to catch c 'll have caught
- a we'll be b 're c have been
- a 'll be loving b 're going to love c 'll loving

▶ Language Reference > see pages 107–109

Travel and Transport

7 Read the first sentence aloud to the class, *I used to go to school by train* and then statement 1. Highlight that this statement is true – you can use *used to* for regular actions in the past. Students work individually to complete numbers 2–4 and then compare their answers in pairs. Check answers. Make sure students understand that *used to* and *would* have the same meaning when used to talk about actions in the past but *would* can't be used to talk about states.

Answers

2 True **3** False **4** True

8 ▶ **1.03** Read the example sentence aloud to the class. Explain that they should use *used to* + the verbs in the box and that one of the sentences in this exercise is negative and one is interrogative. Ask students to compare their answers before playing the audio for them to listen and check.

Answers

2 didn't use to eat
3 used to be
4 use to like
5 used to take

9 Remind students that we cannot use *would* for states in the past. Ask them to read sentences 1–5 in Exercise 8 again and decide in which sentences *would* can be used. Tell students to look at the Language Reference on page 107, if necessary. Check answers with the class.

Answers

1 and 5

Future

10 ▶ In this exercise, students revise a variety of future tenses. Read the instructions and example before putting the students into pairs to continue the exercise. Tell students to look at the Language Reference on pages 107 and 108, if necessary. Ask for pairs to volunteer to say a question and an answer.

Answers

1 d **2** e **3** c **4** a **5** b

Optional activity

Ask students to read out their answers to the questions in Exercise 10 to the class. Students listen and decide who has the most interesting plans and intentions for each question.

11 Ask students to match the sentences in Exercise 10 with the names of the future forms. Elicit the structure for each tense on to the board.

Answers

present continuous for the future: 1 d
be going to for the future: 2 e
will for the future: 4 a
 future continuous: 3 c
 future perfect: 5 b

12 Explain that students should choose between *going to*, *will* or the future continuous form to complete the sentences. If necessary, go through the first item with the class as an example. Point out that we use *will* here because it is a spontaneous decision. Students work in pairs to complete the remaining sentences. Check answers.

Answers

1 I'll have
2 's going to spend / is spending
3 will be sunbathing
4 're going to have
5 will like
6 'll be visiting / am visiting
7 'll carry

13 Write the name of the tense on the board: future perfect continuous. Read the four sentences aloud to the class. Work through the four questions with the whole class, writing the answers on the board.

Answers

1 *will + have + been + verb + -ing*
2 Negative form: *won't + have + been + verb + -ing*; Question form: *Will + subject + have + been + verb + -ing*
3a action
3b back

14 Explain that this exercise practises the use of all the tenses covered in the tense review. Students should choose one of the three options to fill each gap in the email message. Tell students to look at the Language Reference on pages 107–109, if necessary. Students work individually to complete the exercise. Monitor and help as necessary. Ask them to check their answers in pairs before checking answers with the class.

Answers

1 b **2** a **3** b **4** c **5** a **6** b

- ▶ The grammar is reviewed on page 18. The *Language Reference* section can be found on pages 104–109.
- ▶ See pages 8–9 and 13 of the Workbook.
- ▶ See the Teacher's Resource Bank Unit 1 for extra Grammar Practice.

VOCABULARY

Travel and transport

1 Find the words in the box in the photos.

accommodation · cruise · fauna · local dishes
 market stall · scenery · seaside · vegetation · waterfall



2 Complete the poster with the adjectives in the box. There may be more than one possibility.

brehtaking · colourful · exotic · lush · luxury
 mouth-watering · picturesque · scenic · unspoilt

VISIT MAGICAL MAURITIUS!

- 1 *brehtaking* SCENERY
- 2 ... BEACHES
- 3 ... WATERFALLS
- 4 ... VEGETATION
- 5 ... FAUNA
- 6 ... MARKETS
- 7 ... LOCAL DISHES
- 8 ... BUS RIDES
- 9 ... ACCOMMODATION
- 10 ... MAURITIUS – HEAVEN ON EARTH!

3 Match the descriptions 1–5 with the phrases in Exercise 2.

- 1 a view which is too beautiful to find words to describe – *brehtaking scenery*
- 2 a very green and dense forest or wooded area
- 3 beaches which aren't full of tourists and beach bars
- 4 a very expensive hotel with a private beach
- 5 food which looks and smells delicious

10 – Unit 1

4 Match the words in the box with the meanings.

tour · travel · trip · voyage

- 1 a journey in which you go somewhere, usually for a short time, and come back again (n)
- 2 to make a journey, usually over a long distance (n or v)
- 3 a long journey, especially by ship (n)
- 4 a guided visit to a place or area



Get it right

We say:

- ✓ I went on a school **trip** last year.
- ✗ I went on a school **travel** last year.

▶ Language Reference ▶ see page 109

5 Complete the sentences with the words from Exercise 4.

- 1 I went on a sightseeing ... of Italy last year.
- 2 100 years ago, going to New York was a two-week ...
- 3 I went to Madrid on a shopping ... last weekend.
- 4 I hate heavy luggage – I prefer to ... light.

Phrasal verbs

6 Match the beginnings of the sentences (1–6) with the endings (a–f).

- 1 My parents usually let me stay
 - 2 The places for the school ski trip filled
 - 3 How do you prefer to get
 - 4 There are lots of different prices so we need to check
 - 5 It says here that we can check
 - 6 Have you ever run
- a up really quickly this year!
 - b out all the offers carefully.
 - c out quite late when we go on holiday.
 - d into anyone famous in your city?
 - e in at the hotel between 3pm and 10pm.
 - f around a city you haven't been to before?

Travel and transport

Target vocabulary

Travel

accommodation	local dishes	seaside
cruise	market stall	vegetation
fauna	scenery	waterfall

Adjectives

brehtaking	lush	picturesque
colourful	luxury	scenic
exotic	mouth-watering	unspoilt

travel	trip	tour	voyage
--------	------	------	--------

1 Go through the first photo together as a class before students continue individually. Ask them to compare their answers before asking for volunteers to give answers.

Answers

- a local dishes, market stall
- b seaside, accommodation, scenery
- c cruise, scenery
- d waterfall, scenery, fauna, vegetation

2 Read the instructions and check students have access to a dictionary. Monitor and help as necessary while students continue individually. Note that there are different possible answers in 2, 3, 4, 6, 7 and 10.

Possible answers

- 2 unspoilt / picturesque
- 3 breathtaking / picturesque
- 4 lush / exotic / colourful
- 5 exotic
- 6 colourful / exotic
- 7 mouth-watering/exotic
- 8 scenic
- 9 luxury
- 10 picturesque / scenic / unspoilt

Fast finishers

Ask fast finishers to write their own sentences about places and things in their country using the adjectives from Exercise 2. If necessary, give them an example first: *The most picturesque place in my country is ...*

3 Go through the example with the class. Point out that *breath* and *take + -ing* create a new word meaning *spectacular*. Remind students of the position of adjectives in English – before the noun.

Answers

- 2 lush vegetation
- 3 unspoilt beaches
- 4 luxury accommodation
- 5 mouth-watering local dishes

4 Ask students to match the words and meanings first, then to check answers in their dictionaries or the Language Reference section on page 109. Point out that *voyage* is only used for long journeys by ship or by spaceship. It is never used for land journeys or for air travel.



Read through the correct and incorrect sentence. Ask students what type of word *trip* is (*noun*) and whether it is countable or uncountable (*countable*). Point out that when *travel* is used as a noun, it is uncountable, so it cannot be used with an article.

Answers

- 1 trip
- 2 travel
- 3 voyage
- 4 tour

5 Go through the first item with the class. Students complete the exercise individually using the words from Exercise 4. Check answers with the class.

Answers

- 1 tour
- 2 voyage
- 3 trip
- 4 travel

Phrasal verbs

6 Refer students back to the *Phrasal verbs* box on page 6 if necessary. Go through the first item together as a class. Nominate students to read complete sentences aloud.

Answers

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

Optional activity

Ask students to write sentences with the phrasal verbs in Exercise 6, leaving a space where the phrasal verbs should go. They swap sentences with a partner and guess the missing verb in each sentence. Students can then decide together whether their example sentences correctly exemplify the meaning.

- ▶ The target vocabulary is reviewed on page 18 and further practice is featured in the *Vocabulary Extra* on page 90.
- ▶ See pages 5 and 13 of the Workbook.
- ▶ See the Teacher's Resource Bank Unit 1 for extra Vocabulary Practice.



The future of transport

- 1 How do you think people will get around in the future? Make different predictions and share them with a partner.
- 2 > 1.04 Listen to the first part of the podcast about the future of transport. Did you make any similar predictions?
- 3 > 1.04 Copy the table. Listen to the first part of the podcast again and make notes. Compare your notes with a partner.

Rising populations	Electric cars	Driverless cars	Capsules

tip Listen carefully to what the speaker says and trust your instinct. Your first answer is often the correct one.

- 4 > 1.05 Listen to the next part of the podcast and choose the best answer.
 - 1 What does the presenter think about the ideas for future ways of travelling?
 - a Some could be a reality in the near future.
 - b Many of them are already being used.
 - c She expects them to take a long time to develop.
 - 2 Which of the following about the company SpaceX is true?
 - a They want to make travelling in space faster.
 - b Billionaire Elon Musk started the company.
 - c It was established with only one aim.
 - 3 The Hyperloop is ...
 - a a futuristic train that travels as fast as sound.
 - b a new proposal.
 - c a train that travels faster than sound.
 - 4 What did a group of students from Valencia do?
 - a Build a team with students from other important universities.
 - b Invent a technical test for the Hyperloop.
 - c Win a competition for the best design idea.

- 5 > 1.06 Listen to the last part and complete the sentences with between one and three words from the podcast.
 - 1 The Hyperloop will use both ... and kinetic sources of energy.
 - 2 The trains will use ... to carry people and cars.
 - 3 The journey time from Los Angeles to San Francisco will be ... minutes.
 - 4 Musk predicts that the Hyperloop could be the ... mode of transportation.
 - 5 The race to design the future of transport will definitely be a ...

Real English

- 6 Read the extracts from the podcast. Match the idioms in bold (1–4) with their meanings (a–d).
 - 1 ... ideas for new transport innovations have been **coming thick and fast**.
 - 2 ... he's ready **to step up a gear** with the Hyperloop transport system ...
 - 3 ... and the trains could **hit speeds of** 800 miles an hour!
 - 4 ... it could be a reality in a city near you **before you know it**.
 - a sooner than expected
 - b arrive quickly and in a high quantity
 - c reach a maximum velocity
 - d make considerable progress in something

- 7 **Critical Thinking**
 Discuss the questions in pairs.
 - 1 How important is it to improve our current ways of travelling?
 - 2 What travel innovations do you think will be developed in the future?
 - 3 What are local authorities doing to make travelling across cities more efficient?

The future of transport

In this section students listen to people describing different ways people will travel in the future. Students practise listening to confirm predictions and listening for details.

1 Read the instructions and put the students in pairs to discuss their ideas. Monitor and help with pronunciation. Draw a spider diagram on the board and ask for volunteers to come to the board and add their ideas to it.

Answers

Students' own answers

2 **1.04** Read the instructions and play the first part of the podcast. Ask if any of the ideas in the podcast were the same as their predictions in Exercise 1.

Answers

Students' own answers

▶ The audioscript can be found on page 242.

3 **1.04** Ask students to copy the table into their notebooks. Encourage them to make notes in each column of the table about each of the things discussed in the podcast. Play the first part of the podcast again. Ask students to compare their notes. Check answers.

Answers

Rising populations – in cities; urgent to find new ways to travel
Electric cars – conventional prediction; small, with solar panels to generate electricity; everyone will be driving them by the middle of this century
Driverless cars – being tested
Capsules – transport people around the city; go up sides of tall buildings; use voice activated technology

tip Read the tip aloud and ask students if they agree with the advice. Why? Why not? Remind them that they will usually hear the audio twice in an exam and that they should also be open to changing their minds.

4 **1.05** Read the instructions and point out that students should listen for the best answer from the three options. Give students time to read all the questions and the answer options carefully first and check vocabulary if necessary. Play the audio. Ask students to compare their answers. Check answers.

Answers

1 a 2 b 3 a 4 c

▶ The audioscript can be found on page 242.

5 **1.06** Read the instructions and ask students to read sentences 1–5 before listening. Tell them to think carefully about the type of information required to fill the gaps, e.g. a noun or a verb phrase. Play the audio. Put the students in pairs to compare their answers. Ask for volunteers to suggest an answer for each sentence.

Answers

1 solar **2** aluminium pods **3** less than 30
4 fifth most popular **5** fast one

▶ The audioscript can be found on page 242.

Real English

6 Read the instructions and put the students in pairs to match the idioms with their meanings. Ask for volunteers to give answers. Give further examples to help clarify the meaning and use of these idioms.

To come thick and fast is commonly used to refer to things that happen or arrive frequently in large numbers, e.g. *When the date of the concert was announced, applications for tickets came thick and fast.*

When things *step up a gear*, they start working much more effectively or intensively, e.g. *Research into electric cars will soon step up a gear.*

As well as *hit*, the verb *reach* can also be used in the idiom *to hit speeds of*, e.g. *Drivers on some German motorways reach speeds of up to 250 km an hour.*

The idiom *before you know it* can also be used with other personal pronouns and tenses to mean earlier than expected, e.g. *It was a really fast train and the journey was over before I knew it.*

Answers

1 b 2 d 3 c 4 a

Fast finishers

Ask students to write four sentences, one for each of the idioms. Ask for volunteers to read their sentences. The class listens to check the idioms have been used correctly and that the sentences make sense.

7 **Critical Thinking** Read the three questions aloud to the class and check understanding. Put the students in pairs. Encourage students to ask their partner to justify their opinions. Ask for volunteers to share their answers with the class and encourage a full class discussion.

Answers

Students' own answers

Optional activity

Ask students to research transport innovations on the Internet. This could be done as a homework task and discussed at the start of the next lesson.

▶ See page 10 of the Workbook.

▶ See the Teacher's Resource Bank Unit 1 for extra Listening Practice.