

Warmer

Ask students what they think happened to air traffic during the coronavirus outbreak. Write the following on the board:

Beijing International Airport

January, February, and March 2020: 9,327,109 passengers
January, February, and March 2019: 24,919,145 passengers

Ask: *How about transportation in general? How was it affected? Ask them which means of transportation they believe were impacted the most due to the coronavirus.*

THINK!

- 1 Ask students to look at the image and ask: *What do you see?* (airplane, window, sky, clouds, wing, sun, etc.). Then ask: *How does the photo make you feel?* (free/scared/happy, etc.). Help students with this vocabulary by writing the words on the board.
- 2 Ask: *Were there airplanes in 1921? (Yes.) How was traveling different 100 years ago? As a class, discuss the main differences of traveling 100 years ago: cost, length of journey, facilities, means of transportation, etc.*

5.1 Travel Like An Egyptian!

Summary

The video is about the River Nile in Egypt and how people travel along it.

In Class

Tell students they're going to watch a video about the River Nile in Egypt. Write the word *Egypt* on the board as the main circle of a mind map and have students do the same in their notebooks. Put students into pairs to write down everything they can think of related to Egypt.

Exercise 1

Have students watch the video and discuss the last question as a class: *Do you think boats are a good way to travel? Why?*

Ask students to answer the questions:

- 1 *How did Ancient Egyptians travel on the River Nile?*
Check the answer with the class.
by boat
- 2 *What famous things did they build?* Check the answer with the class.
the Pyramids, the Sphinx

Resources

- Teacher's worksheets Unit 5
- Test Generator Unit 5
- Practice Extra Unit 5
- Workbook pages 128–131
- Puzzles and Games page 104

Flipped Classroom

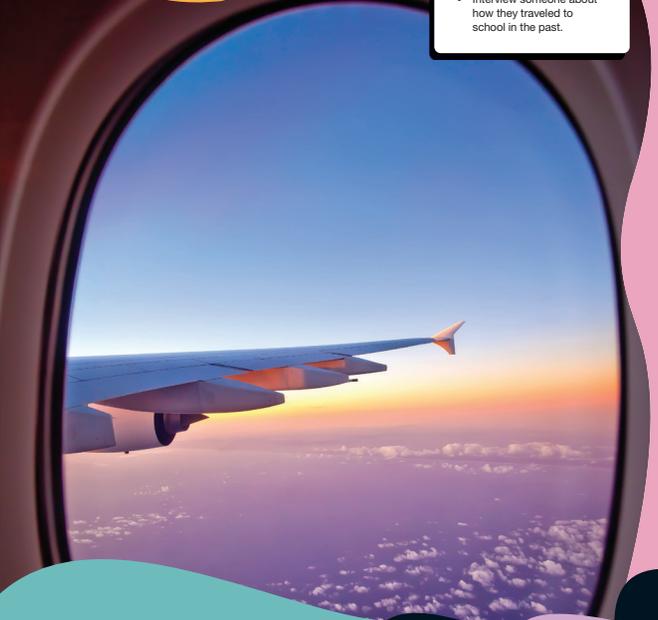
Ask students to come up with a new form of transportation, taking into consideration sustainable energy sources. Ask them how this form of transport could be more efficient, safe, and sustainable. Encourage them to draw their new means of transportation.

5

INCREDIBLE JOURNEYS

UNIT GOALS

- Talk about means of transportation.
- Read about an amazing traveler.
- Listen to a radio show.
- Learn about transportation in Hong Kong.
- Interview someone about how they traveled to school in the past.



THINK!

- 1 Look at the photo. What can you see?
- 2 How was traveling different 100 years ago?

VIDEO

- 1 How did Ancient Egyptians travel on the River Nile?
- 2 What famous things did they build?

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Exercise 2

Play the video again and write the following True or False sentences on the board for students to answer.

- 1 All the boats were made out of wood.
False. "They made their boats out of this plant, papyrus, and they also used wood."
- 2 Today the River Nile is filled with tourists who enjoy sightseeing.
True. "Tourists still love traveling on the Nile by boat."

At Home

Exercise 3

Tell students they are going to sail down the River Nile as the Egyptians did 5,000 years ago. Have them research online and plan the trip.

Unit Aims

Cambridge Life Competencies Framework

I can ...

- use simple techniques to start, maintain, and close conversations of various lengths to talk about means of transportation. **(Communication)**
- identify evidence in texts about different ways people travel. **(Critical Thinking)**
- understand essential grammatical terms and concepts: using the simple past to talk about trips. **(Learning to Learn)**
- distinguish between fact and opinion. **(Critical Thinking)**
- use strategies and techniques for improving my English (e.g. mind maps to organize my thoughts). **(Learning to Learn)**

Warmer

Ask students which means of transportation they use to come to school, and what they like/dislike about travelling in this way. Encourage them to think about other places in the world and discuss what means of transportation other children might use to get to school. Give examples of children in Indonesia who go to school by boat, others who need to cross dangerous mountain areas, and others who need to walk or travel on horseback for miles. If possible, bring in photos or show photos from the Internet to exemplify.

Flipped Classroom Check

Put students into smaller groups and have them share their drawings of their new means of transportation. Have students compare their ideas, and take feedback from the whole class.

5.01- 5.02 Audioscript pT141

Target Vocabulary

| | |
|------------|--------------------|
| airplane | /ˈer.pleɪn/ |
| boat | /bəʊt/ |
| car | /kɑːr/ |
| ferry | /'fer.i/ |
| motorcycle | /'mɒʊ.tʃə.saɪ.kəl/ |
| scooter | /'skuː.tʃə/ |
| subway | /'sʌb.weɪ/ |
| taxi | /'tæks.i/ |
| van | /væn/ |

- 5.01 Invite students to look at the images and find their favorite means of transportation. Have them justify their answers. Have them list all the ones they have already been on. Students complete the sentences individually. Play the audio for them to check their work.
- 5.02 Read through the words with the students. Ask them to imagine what sort of conversation/sound they might hear for each means of transportation. Play the audio and tell students to complete the exercise, then check answers with the class.

VOCABULARY IN CONTEXT

TRANSPORTATION

- 1 Read the facts about everyday journeys and write the means of transportation. Then listen, check, and repeat.

• airplane • boat • car • ferry • motorcycle • scooter • subway • taxi • van

/// EVERYDAY JOURNEYS ///



Metro, the ¹.....**subway**..... system in São Paulo, takes 5.2 million passengers every day.



The Airbus A380 is an enormous ².....**airplane**.....
It can take 850 passengers!



The electric ³.....**scooter**..... is popular for short trips in cities.



People all over the world get to work and school by ⁴.....**car**..... In China, there are almost 200 million!



In the U.K. and many other countries, millions of children use a ⁵.....**van**..... to get to school.



In Giethoorn in the Netherlands, there aren't roads.
You can travel by ⁶.....**boat**.....



You can take a ⁷.....**taxi**..... anytime on the streets of New York. There are 13,587 yellow cars.



Many families travel by ⁸.....**motorcycle**..... in Thailand.
There are around 20 million in the country.



Can you get from Europe to Asia in 20 minutes? Yes! Take a ⁹.....**ferry**..... across the Bosphorus strait in Istanbul, Turkey.

- 2 Listen and match situations 1-5 with the means of transportation a-e.

a airplane **2** c ferry **5** e taxi **3**
b bike **1** d subway **4**

Unit 5 Incredible Journeys

Vocabulary in Context

Lesson Aim: I can talk about means of transportation.

UNIT 5

- Go through all the images and have students tell you where these people are and what they are about to do. After they finish labeling the photos, check answers with the class.
- Divide the class into three groups. Give each group a category related to means of transportation (land, air, and water). Have them brainstorm all means of transport within that category. Write the columns on the board and have a member of each team go to the board to write their list. After all means of transportation are on the board, have students discuss which ones they use, which ones they like/dislike, and why. Ask them to copy the vocabulary from the board into their notebooks. Have them complete the chart in their books. Invite students to begin a page in their vocabulary books entitled "means of transportation" and have them add words to it throughout this unit.

3 Write the means of transportation the people are about to use. Use the words below.

• bike • boat • bee • car • motorcycle • train



bus



motorcycle



boat



car



train



bike

4 Write the means of transportation in Exercises 1–3 in the chart. Then write two more words in each column. Use a dictionary to help you.



Land



Air



Water

car
bike, bus, car, motorcycle,
scooter, subway, taxi, train,
van, Other possible answers:
tram, motorcycle taxi

airplane, Other possible
answers: helicopter, hot
air balloon

boat, ferry, Other possible
answers: kayak, ship



USE IT!

- Go through points 1–6 with students. As they complete the My Answers column, monitor to help as necessary. Invite some students to report their answers.
- Have two volunteers read the dialogue and draw students' attention to the expression: *What about you?* Put students into pairs to share their information, using the example to help them. When students have finished, ask them to report back to the class, comparing and contrasting their answers with their partner's.

USE IT!

5 Complete the chart with your answers.

| | My Answers | My Classmate's Answers |
|--|------------|------------------------|
| 1 Means of transportation you use every week | | |
| 2 How you get to school | | |
| 3 How you get to the grocery store | | |
| 4 Favorite car color | | |
| 5 Means of transportation you like to use | | |
| 6 Means of transportation you never use | | |

6 Work in pairs. Take turns to share your information from Exercise 5. Write your classmate's answers in the chart.

The means of transportation I use every week is a bike. What about you?

I use the bus.

Homework

Workbook page 129,
Exercises 1 and 2

Practice Extra

Unit 5

Fast Finishers

Puzzles and Games page 104,
Exercise 1

Extension

Put students into small groups. Encourage students to make a weekly planner, showing all the different types of transportation they use in a week. Review the vocabulary with them and ask them to use full sentences when completing their planners, e.g.: *I walk / I go by foot to my soccer practice. I take the bus to my English class., etc.*

Have students analyze their planners and those of their classmates, and reflect on whether they could change any of the means of transportation they use to more sustainable ones.



WORKBOOK p.129



PRACTICE EXTRA

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1 Ask students to look back at the fact sheet and observe if any of the questions were answered with "Yes" or "No" (No.). Have them read through the first five questions in the chart and compare them to the questions in the fact sheet. Ask: *What is different about these questions?* (They are Yes/No questions.) Students complete the last three questions in the chart using the fact sheet to help them. Have them notice and compare the differences between the Yes/No questions and Wh- questions.

LOOK!

Draw attention to the *Look!* box. A common mistake is to use the main verb in the past in the question form, e.g.: *Did you went to school by bus? Why did Nellie Bly traveled around the world?* Explain that we always use the infinitive form in this construction for simple past tense questions. Ask students to confirm this by looking at the questions in the chart.

2 Students can use the grammar chart in Exercise 1 for help. Remind them that we always use the infinitive form of the verbs. To check answers, ask students to read out their completed questions. Have students come up with more examples of Yes/No questions.

3 Go through the example with students. Have students look out for any Wh- question words – this will help them begin their sentences. Point out that there is a mixture of Wh- and Yes/No questions. Have students write questions from the prompts, then check answers with the class.

4 Ask the example question in Exercise 3 and draw students' attention to the images. Encourage students to answer with *Yes, she did.* or *No, she didn't.* Students write their answers individually, then check in pairs. To check answers, ask pairs of students to read the questions from Exercise 3 and reply with their answers from Exercise 4.

2 *She had two hats in her suitcase.*

3 *Yes, she did.*

4 *She used a flask.*

5 *She wrote with paper, pen, and ink during her journey.*



LANGUAGE IN CONTEXT

1 Look at the examples below. Complete the sentences from the fact sheet.

| Simple Past of Regular and Irregular Verbs: Questions and Answers | |
|---|------------------------------------|
| Yes/No Questions (?) | Short Answers |
| Did I write about Nellie Bly? | Yes, I did. / No, I didn't. |
| Did you know she was a journalist? | Yes, you did. / No, you didn't. |
| Did she travel by train? | Yes, she did. / No, she didn't. |
| Did we read the newspaper? | Yes, we did. / No, we didn't. |
| Did they like Bly's story? | Yes, they did. / No, they didn't. |
| Wh- Questions (?) | Answers |
| Where ¹ did she grow up? | In Pennsylvania. |
| How ² did she become a journalist? | She wrote a letter to a newspaper. |
| When ³ did she start her journey? | On November 14, 1889. |

2 Write Yes/No Questions.

- 1 Did you go to the movies last night? (go)
- 2 Did Mark watch the movie with you? (watch)
- 3 Did the students read Nellie Bly's biography? (read)
- 4 Did Nellie Bly travel to Brazil? (travel)

3 Look at the list of things Nellie Bly took on her journey. Write questions.

- 1 Nellie Bly / take / a big suitcase / ?
..... Did Nellie Bly take a big suitcase?
- 2 How many / hats / have / in her suitcase / ?
..... How many hats did she have in her suitcase?
- 3 she / put / slippers / in her suitcase / ?
..... Did she put slippers in her suitcase?
- 4 What / she / use / to carry water / ?
..... What did she use to carry water?
- 5 How / she / write / during her journey / ?
..... How did she write during her journey?

4 Write the answers to questions 1–5 in Exercise 3 in your notebook.

1. *No, she didn't. She took a small suitcase.*



LOOK!

Use the infinitive form of the verb in questions.
Did you go to school by bus?



USE IT!

5 Work in pairs. Ask and answer questions 1–4 about a real or imaginary journey.

- 1 Where / you / go / ?
- 2 How / you / get / there / ?
- 3 What / you / see / ?
- 4 What / you / take / ?

Where did you go?



USE IT!

5 Draw attention to the example and the question *Where did you go?* in the speech bubble. Have students work individually to write the questions, using the prompts 1–4. Encourage them to write more questions if there is time and they can think of any. They can also think of the real or imaginary answers they will give to the questions 1–4. Put students into pairs and tell them to ask and answer their questions. When they finish, ask students to report back to the class about what their partner told them.

Homework

Workbook page 130, Exercises 1 and 2

Practice Extra

Unit 5

Grammar Game

In pairs, students play the *True/False* game. Each student writes three sentences about a recent trip in their notebooks. Two sentences must be true and one must be false. Student A reads Student B's sentences and asks Yes/No questions to decide which one is false. Student B answers *Yes, I did.* / *No, I didn't.* Set a time limit and then repeat.

Warmer

Divide students into five teams. Write some cards with means of transportation on them (airplane, boat, car, train, and bike) and hand one out to each team. Ask students to be creative and funny and write down all the actions that could be done on this means of transportation. Give them examples to get them started, e.g.: airplane/train: *have lunch, brush my teeth, walk the aisle, read a book, sleep, talk to a friend, study for my exams, take photographs*; boat: *ski, take photographs, observe fish, fish, look out for whales*; bike: *do acrobatics, give a friend a ride, wear a helmet*; etc. Remind them that they must think of verbs (actions). Encourage them to use a dictionary, if necessary.

5.04–5.05 Audioscripts pT142

Target Vocabulary

| | |
|----------|------------|
| board | /bɔːrd/ |
| drive | /draɪv/ |
| get off | /'get 'ɒf/ |
| get on | /'get 'ɒn/ |
| miss | /mɪs/ |
| ride | /raɪd/ |
| take | /teɪk/ |
| wait for | /weɪt fɔː/ |

- 5.04 Have students look at the images and call out the means of transportation they see. After they finish, play the audio for them to check and repeat. Encourage them to make up sentences that are true for them using the phrases. Tell them to record the verb + means of transportation (collocation) in their vocabulary notebook.
- Ask students if they have ever been on a long flight. Ask: *How far can you fly by airplane? How long does it take?* (Singapore to Newark – Travel time on that route can be up to 18 hours and 45 minutes.) Students discuss their ideas in pairs and choose their answers. Do not confirm at this stage.
- 5.05 Ask students if they like radio shows and if they listen to them at all. Ask: *Which is your favorite radio show/podcast?* After students listen, tell them to raise their hands if their guess

LISTENING AND VOCABULARY

- 1 5.04 Complete actions 1–7 with the verbs below. Then listen, check, and repeat.

• board • drive • get (x 2) • miss • ride • take • wait



b...o...a...r...d an airplane



g...e...t on / t...a...k...e the train



g...e...t off the train



m...i...s...s the bus



w...a...i...t for the bus



d...r...i...v...e a car



r...i...d...e a bike

- 2 Look at the two cities on the map. Can you guess how long the journey between them took in the 1920s?

- 11–14 hours
 8–10 days
 2–3 months



- 3 5.05 Listen to the radio show. Was your guess in Exercise 2 correct? Which five means of transportation do the presenters mention?

- 1 ...airplane... 3 ...train... 5 ...bus...
 2 ...car... 4 ...ship...

- 4 5.05 Listen again. Write T (true) or F (false).

In the 1920s, ...

- 1 it was difficult to travel. ...T... 4 people often traveled by airplane. ...F...
 2 cars were very popular. ...F... 5 a journey across the Atlantic took several days. ...T...
 3 people planned their journeys. ...T... 6 people took buses from Southampton to London. ...F...

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WORKBOOK p.128 and 129

in Exercise 2 was correct. Have them tell you the itinerary of this trip from memory. Ask: *How many means of transportation were used?* Ask them to list the five means of transportation mentioned. Play the audio again for them to check their answers.

- 4 5.05 Read through sentences 1–6 with students and ask them to answer *True* or *False* from memory. Have them check their work by listening to the audio. Encourage them to compare traveling in the 1920s with traveling nowadays by writing sentences in their notebooks, using the simple past and present tenses.

Homework

Workbook page 129,
Exercises 3 and 4

- If necessary, play Track 5.05 again to help students complete the chart. Draw their attention to the affirmative, negative, Yes/No question form, and short answers. After checking answers, ask personalized questions, e.g.: *Ana, could you read when you were two? Could you take a bus to school alone when you were nine years old?*
- Read the example with the class. Draw students' attention to the negative (-) and affirmative (+) symbols next to each sentence. Then have them do the exercise individually. To check answers, invite volunteers to write each sentence on the board.
- Have students analyze the images in the chart. Draw their attention to the words *Now* and *Five years ago*. Elicit which tenses they should use for the present (simple present) and for the past (simple past). Have them write their questions in their notebooks using the images and prompts to help them. If possible, encourage them to make up more questions for *Now* and *Five years ago*.



USE IT!

- Put students into pairs to ask and answer their questions. Ask them to write down their partner's answers. They should also ask their additional questions if they wrote some in Exercise 3.
- Have students change partners and share their first partner's answers using the model in the speech bubbles as reference. Ask volunteers to report back to class about what their partner said.

🏠 Homework

Workbook page 130, Exercises 3 and 4

📁 Practice Extra

Unit 5

🎮 Fast Finishers

Puzzles and Games page 104, Exercise 2



LANGUAGE IN CONTEXT

- Complete the sentences from the radio show in the chart. Use *could* or *couldn't*.

| Could for Ability in the Past | | | | | |
|-------------------------------------|-------------------------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------|
| Affirmative (+) | | | Negative (-) | | |
| I / You / He / She / It / We / They | 1. <i>could</i> | take around ten days. | I / You / He / She / It / We / They | 2. <i>couldn't</i> | travel quickly. |
| Yes/No Questions (?) | | | Short Answers | | |
| Could | I / you / he / she / it / we / they | travel by airplane? | Yes, / No, | I / you / he / she / it / we / they | could / couldn't. |

- Complete the sentences with *could* or *couldn't*.

- I *couldn't* dance well when I was five. (-)
- My cousins *could* drive a car when they were 19. (+)
- My teacher *could* speak English in high school. (+)
- Laura *could* take the bus to school last year. (+)
- The students *couldn't* read fast. (-)
- We *couldn't* do our homework. It was difficult. (-)

- Write questions for an interview in your notebook. Use *can* or *could* and the ideas in 1-6.

| | | | |
|----------------|---|---|---|
| Now | 1 go to the movie theater alone <input type="radio"/> | 2 take a bus alone <input type="radio"/> | 3 swim <input type="radio"/> |
| |  |  |  |
| Five years ago | 4 play volleyball <input type="radio"/> | 5 ride a bike <input type="radio"/> | 6 read long books <input type="radio"/> |
| |  |  |  |

- Can you go to the movie theater alone now?
- Can you take a bus alone now?
- Can you swim now?
- Could you play volleyball five years ago?
- Could you ride a bike five years ago?
- Could you read long books five years ago?



USE IT!

- Work in pairs. Take turns asking and answering the questions in Exercise 3. Check (✓) or (x) the images for your partner.
- Work with a different partner. Take turns sharing your classmate's answers from Exercise 4.

Gabriela can go to the movie theater alone.

Rafael couldn't ride a bike five years ago.

Grammar Game

Ask the class a series of questions using the structure *Could you ...? Can you ...?*, e.g.: *Could you read when you were five years old?* The whole class responds out loud with *Yes, I could.* or *No, I couldn't.*, according to what is true for them. If their answer is affirmative, they stand up; and if their answer is negative, they sit down. If they are sitting down and their answer to the next question is still no, they remain sitting down and only get up when the answer is affirmative.

Extension

Invite students to write a short paragraph stating the things they could and couldn't do five years ago but can do this year. To help them organize their work, give them three different topics they could talk about (e.g.: school, technology, and sports). Take your students' profiles and interests into consideration when choosing the topics.



Beating The Traffic

The video on page 61 and accompanying exercises below can be used as a lead-in to the topic of the Around the World text, or after the reading activities to complete the unit.

Summary

The video is about using alternative means of transportation in different countries.

In Class

Tell students they're going to watch a video about how some countries in Asia use alternative means of transportation. Write the word *rickshaw* on the board and ask students if they know what a rickshaw is. In smaller groups, ask them to imagine what this means of transportation looks like. Have them draw it and share their ideas. Ask: *What are the advantages and disadvantages of traveling by rickshaw?*

Exercise 1

Ask students to watch the video to answer the questions:

- 1 *Why is traffic a problem?* Check the answer with the class.
There are many cars in the streets; it's impossible to move around a city quickly.
- 2 *Which countries are in the video?* Check the answer with the class.
India, Bangladesh, China, Thailand

Invite students to answer the last question on the video: *Do people use rickshaws in your country? What do you think of them?*

Exercise 2

Play the video again, write the following questions on the board and ask students to answer them. Then, have them make up two more questions about the video to ask their partners.

- 1 Which of the following does not pull a rickshaw?
() people
() bike
(x) horses
- 2 How many Indians use electric rickshaws every day?
60 million



AROUND THE WORLD

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June 21

GETTING AROUND ... HONG KONG WITH TOM!

Hong Kong Island is a fantastic place, with almost eight million inhabitants. But it's easy for tourists to use public transportation! I could visit all the places in the city during my week there.

Getting around score: ★★★★★

Transportation in Hong Kong

- 1 The Mass Transit Railway (MTR) is a very popular transportation system. It combines **subway**, **trains**, and **trams**.



2 A tram takes people to Victoria Peak, a famous mountain. The tram started to operate in 1888.

A tram going to Victoria Peak
- 3 Cars drive on the left, like in the United Kingdom. I couldn't drive there, but that was OK. 😊
- 4 Escalators and moving walkways connect one part of the city to another, high on the mountain.



5 You can't eat or drink on the MTR trains or in the stations. 😞

People using a moving walkway
- 6 Taxis from different areas of the island are different colors – red, green, and blue.



7 You can get from Hong Kong to China by train, plane, or car, but many people prefer to take the ferry. I took the ferry across the harbor to Shenzhen and had a great time.

Red taxis

↓ Comments 25

[Buy tickets for the ferry to Shenzhen!](#)

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3 Write T (True) or F (False).

- (F) All rickshaws have motors.
- (T) Rickshaws can go where cars can't.
- (T) Some children go to school by rickshaw.
- (F) Tuktuks do not cause pollution.

At Home

Exercise 3

Ask students to find out about some more unusual means of transportation around the world. Give them some ideas, e.g.: *What country is it in? What is unusual about it?* Have them create a poster or post their work together with an image on a collaborative board.

Extension

As an additional task for this unit, if time allows, ask students to build an infographic of all the means of transportation and their characteristics, and the countries they are mostly used in.

Background Information

Hong Kong was a British colony until the year of 1997. Its official languages are Cantonese and English. It has the most skyscrapers of any city in the world, and it is amongst the most densely populated areas of the world.

5.06 Audioscript pT142

- Put students into small groups. Ask them to look at the design and title of the text. Ask: *What sort of text is it?* Invite them to look at the images and tell each other what they imagine they are going to read about Hong Kong. Ask: *What do the photos tell you about the city?* Have them share any information they know about the city. Ask students to complete the exercise without reading the text, just by looking at the images and title.
- Read the alternatives with students. Point out they can check more than one item. After checking answers, ask: *Do you read reviews? What sort of reviews? Are they normally accurate?*
- 5.06 Read through questions a–g to check understanding. Students work individually to read the blog and number the questions accordingly. Play the audio for them to check their work.
- Invite students to read the questions out loud and answer them according to the text. Put students into pairs to write another two questions about the review. Have them swap their questions with another pair and answer the questions they receive.

Words in Context

- Ask students to find the words in the text. This should help them work out their meaning. After checking answers, you can ask personalized questions, e.g.: *What sort of places have escalators? Is there a harbor in your city? Can you go on a railway journey from your hometown? Where to? What famous mountains can you name? Are any in your country?*

- Look at the review of Hong Kong. Circle the correct options.

- The review presents interesting information about public transportation / activities in Hong Kong.
- Tom wrote the review for Hongkongers / visitors.

- What elements show the text is a review?

- star rating comments link to buy tickets

- 5.06 Read and listen to the blog review. Match items 1–7 in the review with questions a–g.

Which item ...

- is about food and drink on public transportation? ...5....
- mentions similarities between Hong Kong and the United Kingdom? ...3....
- is about two unusual means of transportation? ...4....
- mentions colors as a way to organize public transportation? ...6....
- mentions a means of transportation from the 19th century? ...2....
- mentions how people can travel from Hong Kong to another territory? ...7....
- is about a combination of means of transportation? ...1....

- Read the review again. Answer the questions.

- How many people live in Hong Kong?
..... Almost eight million people.
- What is the score for public transportation in Hong Kong?
..... Five stars.
- What means of transportation can you use to visit Victoria Peak?
..... The tram.
- What can't you do on the MTR trains?
..... You can't eat or drink.
- What is a popular means of transportation between Hong Kong and China?
..... The ferry.

WORDS IN CONTEXT

- Match 1–4 with A–D.

- escalator ... C
- harbor ... D
- mountain ... B
- railway ... A



THINK!

Imagine you are a tourist in Hong Kong. What other information about transportation do you need?



WEBQUEST

Learn more! Check (✓) the correct answer.

In the past, junks were a popular means of transportation in Hong Kong, but now they are for tourists only. Junks are ...

- cars. boats. trams.



VIDEO

- Why is traffic a problem?
- Which countries are in the video?

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THINK!

Discuss with students the need for good public transportation for tourists in a country. Have them talk about the public transportation in their city and if it is easy for a tourist to get around. Ask: *How could you help a tourist in your city?* Then ask them to discuss the question in pairs. Take feedback from the whole class.



WEBQUEST

Remind students to check two or three websites to confirm their answer. Ask them to find out what junks are, how they were used in the past, and if they are still used today. Have them describe them and what they are used for. Ask them to find out about a junk trip for tourists in Hong Kong nowadays and to describe the trip.

5.07–5.09 Audioscripts pT142

- 5.07 Point to the image and ask: *What's do you think is happening? Who are they? Ask students to read and listen to the dialogue. Then ask: What was it about? Have students list the two means of transportation that are mentioned.*

Living English

- Read through questions 1–3 with students. Ask them to find the questions/statements in the dialogue in Exercise 1 and see how the speakers use them. Do not check answers yet.
- 5.08 Play the audio for students to check their answers. Have students repeat the expressions, focusing on their intonation.

Pronunciation

- 5.09 Have students listen carefully to the sentences 1–3 and ask whether they can hear any difference in how the letters in bold are pronounced. Point out that the endings are pronounced differently: *worked* and *liked* have a /t/ sound, *started* and *boarded* have an /ɪd/ sound, and *traveled* and *arrived* have a /d/ sound at the end. Play the audio again so students can hear the difference. Write down more examples of verbs ending in /t/, /ɪd/ and /d/ on the board.
- 5.09 Have the class say the sentences along with the audio. Then play the audio again, pausing after each sentence for students to repeat. Finally, have students read the sentences on their own, with the audio.

Living English

- 5.07 Have the class read the dialogue silently. Then play the audio again, pausing after each speaker for the class to repeat what they hear. Finally, have students practice the dialogue in pairs.
- Read through the steps with students and check understanding. Tell them to use the vocabulary learned regarding means of transportation, and verb tenses

SPEAKING

- 5.07 Read and listen to Luisa asking her uncle some questions. What two means of transportation do they talk about? **school bus, bike**

Luisa Uncle Jake, can I ask you some questions?

Uncle Jake Sure!

Luisa How did you get to school when you were ten years old?

Uncle Jake I took the school bus.

Luisa Interesting ... Was the journey long?

Uncle Jake No, it wasn't.

Luisa Did you ever ride a bike to school?

Uncle Jake No, I didn't. I couldn't ride a bike.

Luisa OK. Thank you.

ASKING QUESTIONS ABOUT THE PAST



LIVING ENGLISH

- Read the dialogue in Exercise 1 again. Write the correct expressions.

What do you say when you want to ...

- check if you can ask questions?

Can I ask you some questions?

- agree with something?

Sure!

- show interest in a conversation?

Interesting

- 5.08 Listen, check, and repeat the expressions.

- 5.07 Listen to the dialogue again. Then practice with a partner.

- Role play a new dialogue. Follow the steps.

- Interview your partner about how they traveled to school when they were ten years old.
- Change the words in **blue** in Exercise 1 to write a new dialogue in your notebook.
- Practice your dialogue with a partner.
- Present your dialogue to the class.

PRONUNCIATION

- 5.09 Listen to sentences 1–3 about Luisa's uncle. Pay attention to the pronunciation of **-ed** in the simple past.

- He **worked** for a newspaper. He **liked** his job.
- He **started** his journey in March. He **boarded** a ship.
- He **traveled** to China. He **arrived** in May.

- 5.09 Listen again and repeat.



YOUR DIGITAL PORTFOLIO

Record your interview and upload it to your class digital portfolio.



PRACTICE EXTRA

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from the unit. Try to find time in class for pairs to present their dialogues. If this is not possible, monitor pairs as they practice and provide feedback on intonation and linking sounds.

Your Digital Portfolio

Give students a date for uploading their work and make sure they all listen to one another's dialogues.

Practice Extra

Unit 5