

MODULE 4

Planes, ships and trains

Unit 1

He lives the farthest from school.

Listening and vocabulary

Preparation

- Ask the students how they get to school and list their answers on the board.
- Ask for other ways to travel and list those too. Ask who has travelled those ways.
- Put the students in pairs to ask and answer how they like to travel or to visit family at the Spring Festival. Remind them they can use the ways on the board.
- Elicit adjectives they know to describe different means of travel.

1. Match the words in the box with the pictures.

- Ask the students to look at the pictures. Tell them to describe them in pairs.
- Elicit what they can see.
- Tell them to match the words with the pictures.

Answers

- | | | |
|----------------|---------|---------|
| 1. train | 2. ship | 3. taxi |
| 4. underground | 5. bus | |

2. Listen and match the words in the box with the pictures in Activity 1. You need to use one word more than once.

- Read through the list of words and ask the students to repeat them after you. Make sure they understand them all.
- Ask the students to listen to the recording and listen for the words the first time.
- Play the recording again. Ask them to match the words with the pictures, and then check answers with their partners.

- Play the recording once more for them to check.
- Elicit answers from the whole class.

Answers

busy — Picture 4; cheap — Picture 5/Picture 2; expensive — Picture 3; modern — Picture 1

Tapescript

Boy: Let's play a game. Question one: What's the most modern train in the world now?

Girl: Mm... I think it's the Shanghai airport train.

Boy: Right. Question two: What's the most expensive way to travel around London?

Girl: Maybe it's by taxi.

Boy: Correct. Question three: What's the cheapest way to travel around Beijing?

Girl: The bus.

Boy: Right. And question four: What's the busiest underground in the world?

Girl: I think it's the Tokyo underground.

Boy: Yes. Question five: What's the cheapest way from England to France?

Girl: Mm... Train?

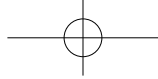
Boy: Sorry, it's by ship.

3. Listen and read.

- Put the students in groups of 3-4 to talk about problems travelling to school.
- Elicit their ideas.
- Elicit and teach the key vocabulary: road, crowded, accident, etc.
- Play the recording. Ask the students to find out the problems and different ways of travelling to school talked about in the conversation.
- Play the recording again for them to check.
- Elicit answers from the whole class.

Now complete the table.

- Tell the students to look at the table first.
- Play the recording once more while the students read and underline the key information.



- Ask them to complete the table on their own, and then check answers with their partners.
- Elicit answers in full sentences from the whole class.

Answers

	Betty	Tony	Lingling	Daming
Ways to go to school	by bus (by bike)	by underground	on foot/ walk	by bus

4. Complete the sentences with the correct form of the words in the box.

- Read through the words in the box. Ask the students to repeat them chorally and individually.
- Ask the students to read through the sentences first, and then complete them with the correct form of the words in the box on their own.
- Ask them to check answers with a partner.
- Elicit full sentences from the whole class.

Answers

1. most comfortable
2. farthest
3. closest
4. best

5. Complete the sentences with the words or expression in the box.

- Read through the words and expression in the box. Ask the students to repeat them chorally and individually.
- Ask them to read and complete the sentences on their own.
- Elicit full sentences from the whole class.

Answers

1. except
2. most modern
3. accident
4. crowded

Pronunciation and speaking

6. Listen and underline the words the speaker stresses.

- Ask the students to read through the conversations in pairs.

- Tell them to think about which words they think are the important ones and should be stressed.
- Decide together. Nominate some students to share their ideas.
- Tell the students to listen and check which words are stressed.
- Elicit the stressed words.
- Ask the students to practise the conversations and exaggerate the stressed words for the meaning.

Now work in pairs. Listen again and repeat.

- Play the recording again for the students to listen for the stressed words.
- Play the recording once more and pause for the students to repeat chorally and individually.
- Have the students ask and answer in pairs.

Answers

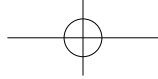
- Who lives the closest to school?
— Lingling lives the closest.
- What is the most comfortable way to go to school for Betty?
— By taxi.

7. Work in pairs. Ask and answer questions about the ways of going to school. Use the words in the box to help you.

- Read through the words in the box. Ask the students to repeat them chorally and individually.
- Ask the students to read through the model conversation and think about different ways of going to school.
- Have the students ask and answer in pairs.
- Elicit some conversations from the class.

Extension

- Tell the students to mingle and ask their classmates how they travel to school, if they like it and why.
- Put the students in groups of six to share what they found out and do a survey.
- Ask them to list the students in their groups who



travel the same way under the headings “by bike”, “by bus”, “on foot”, etc.

- Number the students 1-6 and rearrange the groups by number. (e.g. Ask the students who are No.1 to form a new group together.) Then do the same survey as before.
- Ask them to pool the information they’ve got and draw a graph. Then write some sentences about the results. (e.g. In my survey, five people come to school by bus.)
- Nominate a few students to share their survey results.

Unit 2

What is the best way to travel?

Reading and vocabulary

1. Work in pairs. Talk about the ways to go to a city that you like to visit.

- Ask the students where they go at weekends or on holidays and how they go there.
- Elicit some ideas from the class.
- Ask the students to look at the questions and think about the answers.
- Ask them to work in pairs and talk about the ways to go to a city by asking and answering the questions.
- Elicit what they found out about each other.

2. Read the passage and number the ways of travelling from the most expensive to the least expensive.

- Tell the students to look at the pictures and think about which way is the most expensive to travel.
- Ask them to read the passage quickly and underline the means of transport when they find it.

- Ask them to read again and number the pictures.
- Elicit answers from the whole class.

Answers

a — 4; b — 1; c — 3; d — 2

Culture box: Amsterdam

Amsterdam is a city in the Netherlands and is about 350 kilometres away from London (flight distance). It takes four to five hours by train from London to Amsterdam, but you have to change trains in Brussels in Belgium, which is very easy. The car and ship is a good choice if you don’t mind staying on the ship overnight. You leave London in the evening and go to the port of Harwich. There you get on a ship and sleep on it until the early morning. The ship arrives in Hook in the Netherlands and from there you can go to the centre of Amsterdam. It arrives just before 10 am. Flying takes about one hour from London, but you also have to wait at the airport and travel from the airport to the city centre. The longest journey is by coach. It leaves London at 8 am and gets to Amsterdam around 7 pm. Or you can travel at night and arrive early the next morning. Amsterdam is a city famous for its many canals, museums and historical sights.

3. Complete the table.

- Tell the students to look at the table first and find out what kind of information they need to complete it.
- Ask them to read the passage carefully and underline the key information.
- Ask them to complete the table on their own and then check answers with their partners.
- Elicit answers in full sentences from the whole class.
- Ask the students to retell the main idea of the passage in Activity 2, using the notes in the table. (e.g. There’re four ways to travel from London to Amsterdam. A relaxing but expensive way is by train...)



Answers

Ways of travelling	Good points	Bad points
Train	more relaxing than by coach	more expensive than by coach
Car and ship	the most comfortable way to travel	the most expensive way to travel
Coach	cheapest	crowded in summer; taking a long time
Plane	fastest and not very expensive	may have to wait for hours at the airport because of bad weather

4. Complete the passage with the correct form of the words in the box.

- Read through the words in the box and check the meaning of them with the class.
- Ask the students to read the passage and think about the information that is missing, then complete it on their own.
- Ask them to check their answers with their partners.
- Elicit answers from the whole class.

Answers

- | | | |
|-----------|------------|------------|
| 1. choice | 2. journey | 3. However |
| 4. cost | 5. outside | 6. fastest |

Writing

5. Work in pairs. Ask and answer about the ways of travelling. Use the information in the table.

- Ask the students to look at the information in the table, especially the headings. Then elicit what it is about.
- Ask the students to work in pairs and use the information in the table to ask and answer questions about travelling from London to Paris.
- Encourage them to discuss the journey from more aspects besides those listed in the table.

6. Write a passage about ways of travelling from London to Paris. Use the information in Activity 5 and the passage in Activity 2 to help you.

- Ask the students to look at the information in the table again and think about what information can be included in their passage.
- Ask them to join their answers in Activity 5 as sentences and write a passage.

Possible answer

You can go from London to Paris by coach, plane or train. Travelling by plane is the fastest but also the most expensive way to get there. It's also less interesting than by coach or by train. The coach is cheaper than the train and the plane, but it's also slower and uncomfortable. The train is the second most expensive and second fastest way to travel. Travelling by train is the most interesting way because you can look out of the window at the countryside.

Unit 3

Language in use

Language practice

Preparation

- Read the sentences in the box with the whole class.
- Go over the grammar points with the students. Check they understand the rules of how to make a superlative.
- Ensure they can use the rules correctly.
- Tell the students “**The more** information, **the better**.” is a new structure and they just need to understand the meaning at this stage.
- Ask the students to read the sentences aloud.

1. Complete the sentences with the correct form of the words in brackets.

- Read through the sentences with the students.



Talk about the words in brackets and tell the students to say why the words in brackets need to be changed.

- Ask which words need “-est” and which words need “most” to make a superlative.
- Tell the students to complete the sentences individually and then check answers with their partners.
- Elicit answers in full sentences from the whole class.

Answers

- | | |
|---------------------|------------|
| 1. longest; slowest | 2. fastest |
| 3. cheapest | 4. fastest |
| 5. most expensive | |

2. Complete the conversation with the sentences in the box.

- Read through the sentences with the students. Tell them that these are answers to some questions about ways of travelling. Make sure that they all understand the meaning of the sentences.
- Ask the students to think about the questions for the sentences in the box.
- Get the students to read the conversation and find out some repetitive expressions in the questions and the sentences in the box (e.g. the cheapest way, the most comfortable). Tell them these expressions may offer some clues for the answers.
- Ask the students to work out the answers on their own.
- Elicit answers in full sentences from the whole class.
- Ask the students to practise the conversation in pairs.

Answers

d; a; b; c

3. Complete the conversation with the correct form of the words in the box.

- Write “good — better — ?” on the board and elicit “best”.

- Go through other words in the box in the same way.
- Ask the students to read the conversation and think about the missing words.
- Ask them to complete the conversation on their own and read it in pairs to check their answers.
- Elicit answers in pairs, one student asking and another answering around the class.

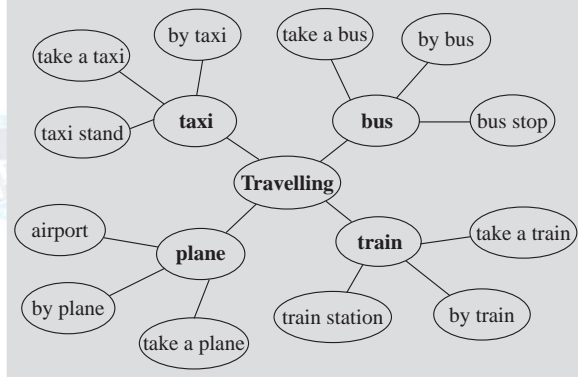
Answers

- | | | |
|-------------|--------------|------------|
| 1. best | 2. expensive | 3. slower |
| 4. cheapest | 5. most | 6. closest |

4. Complete the word map.

- Copy the word map on the board. Do an example with the class.
- Ask the students to complete the word map on their own and then check answers in pairs.
- Elicit answers by asking them to fill in the map on the board.

Answers

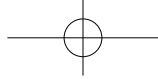


Learning to learn

- Ask the students to read through the information.
- Check if the students understand the idea of putting words in groups.
- Ask them to produce another list of words that can be put into groups (e.g. sports).

5. Work in pairs. Choose a place you would like to visit. Ask and answer the questions about the ways by which you can get there.

- Ask the students to work in pairs and choose a



place they would both like to visit.

- Get them to work through the questions, asking and answering about the place.
- If the students need to research information before doing the activity, set this for homework. In that case, tell them they can choose some places they are not familiar with. If time is limited, ask the students to choose somewhere they know well, such as their home town.
- Nominate a few pairs to ask and answer.

6. Complete the email with the words in the box.

- Go through the words in the box with the class.
- Tell the students to read the email quickly and find the answers to three questions:
 1. Who is it to?
 2. Why is Sally writing the email?
 3. Which cities does Sally's family want to visit?
- Elicit answers from the class.
- Ask the students to complete the email individually. Circulate as they work.
- Elicit answers by asking several students to read their emails aloud.

Answers

- | | | |
|-----------|-----------|---------|
| 1. book | 2. travel | 3. cost |
| 4. choice | 5. trip | |

7. Listen and match the cities with the information.

- Ask the students what English cities they know. Write them on the board. Repeat the names of the cities chorally for pronunciation recognition.
- Ask the students to look at the cities and information in this activity and guess how to match them.
- Play the recording. Ask them to recognise the cities.
- Play the recording again for them to match the cities with the information.
- Ask them to check their answers in pairs.
- Play the recording once more for them to check

answers.

- Elicit answers in full sentences from the whole class.

Answers

1. c; d; e 2. a 3. b 4. b

Tapescript

London is the biggest city in Britain. It also has the largest population. After London, Birmingham is the second largest city, with around four million people living and working there. There are a lot of small cities such as Oxford and Cambridge. They are beautiful and they have two of the oldest universities in the world. Cambridge is the nearest to London. The most expensive city is London but it's also the most interesting. London is on the River Thames, and has the most popular places for sightseeing, such as Big Ben, Buckingham Palace and Tower Bridge.

8. Listen again and answer the questions.

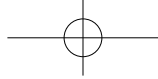
- Ask the students to read the questions first and check if they understand the meaning.
- Play the recording and ask the students to take notes.
- Ask them to ask and answer the questions in pairs.
- Elicit answers by telling a few pairs to ask and answer.

Answers

1. London.
2. Oxford and Cambridge.
3. Cambridge.
4. Big Ben, Buckingham Palace and Tower Bridge.

Around the world: The longest railway

- Ask the students to look at the picture and say what they can see.
- If possible, show the students a map of the railway, so they can see its route.
- Read the information and answer any questions the students have.



Culture box: *Facts about railways*

- The Trans-Siberian Railway

The Trans-Siberian Railway is the longest railway in the world. It was started in May 1891 and finished in 1916. It is about 10,000 kilometres long from Moscow to Vladivostok.

- Chinese railway facts

In 1949, there were more than 20,000 kilometres of railway lines in China, but only about 10,000 were operable, mostly in the east and northeast of the country. By 2010, there were more than 90,000 kilometres of railway, and they carried about 25 percent of the world's total railway capacity. The Beijing-Kowloon line is the longest in China, at 2,372 kilometres long.

Module task: Making a holiday plan for a family trip to a city in China

9. Work in groups. Make a holiday plan for a family trip to a city in China.

- Put the students in groups of 3-4 to look at the map of China and choose a city to visit.

- Ask each group to make a list of the advantages of going there, i.e. the kinds of things to see and do.
- Tell each group to prepare a talk to persuade the class to go there.
- Circulate and monitor as they work.
- Ask the groups to present their talks, with each person in the group saying something about the city.
- Tell the class to take notes about every city.

10. Work in groups. Choose the best plan.

- Ask the students to work in groups and talk about the cities presented in Activity 9. Tell them to use the notes they made and decide which city is the best to visit.
- Read through the example sentence with the whole class and ask the students to come up with reasons of their own for the city they chose. Elicit factors they can mention, i.e. journey time, how many interesting places there are to visit, etc.
- Nominate some groups to share their ideas.