Unit 1 Travel trouble

Look! A school in Belgium has left a message on the project's website. I wonder how the children there make a difference.

Make a difference

Hi, everyone! My name's Julie. Our local airport is organising an exhibition. **They've asked people in our community to make posters, including our school.** I love travelling and I find going to the airport really exciting. But many people have to travel for work and are away from their families. Hopefully the posters will cheer them up! A group of us are visiting the airport tomorrow to get ideas for our poster. Then we have to decide what to do. We've had a look at some photos, too. Should we do the poster about life at an airport?

Objectives

In this unit, I will ...

- name things associated with air travel.
- make sentences using *while* and the past continuous.
- learn about Belgium and about Solar Impulse, a solar-powered plane.
- learn to use verbs that are followed by an infinitive or a gerund.
- read and write an eyewitness account of a historical event.
- have a conversation about travel.
- learn how to present a balanced opinion and view.

1 **Look at the photos Julie has sent. Answer the questions.** Whole Class

1 What can you see in the photos?
2 Have you ever been to an airport?
3 If so, why did you go there?

2 **Look and match with photos 1–12. Listen, check and repeat.** CD1 5

departures arrivals boarding pass
land check-in desk queue trolley
take off passenger flight attendant
runway hand luggage

3 **Listen and do the vocabulary quiz.** CD1 6

4 **Thinking skills** **Think about travelling. Copy the chart. Complete it with things you put in your hand luggage and things you put in your suitcase.**

In my hand luggage	In my suitcase
passport	socks

Key learning outcomes: identify and name things associated with air travel; talk about ideas presented in posters
Vocabulary: air travel

We shared some ideas for our poster at school today. Now we have to choose the best one. We need to think about what would make people happy, and what would be fun for people to look at. What do you think?

5 **Thinking skills** **Read the rest of Julie's message. Which poster idea do you think is the best?**

An airport can be the start of an adventure. This idea for a poster shows famous places in the world, such as the Pyramids in Egypt, the Eiffel Tower in Paris and Mount Everest.

One group suggested showing the different people who work at an airport. It would also have some interesting facts. Did you know that more than 20,000 planes take off in the USA every day?

Airports are full of people of all nationalities. One group suggested a poster that shows children from around the world holding hands. They're saying 'hello' in their languages.

6 **Communicate** **Ask and answer about the posters.**

Which poster idea would you choose?

I'd choose the one about the different nationalities.

Why?

Because it's got a positive and optimistic message and it would make people feel happy.

1 **Describe the photo. Why do you think Julie talks about this team? Read and listen to find out.** CD1 7

Hi, Julie. Your project is brilliant. Have you decided which poster to do yet?

Thanks, Jess. No, not yet.

Did you enjoy your trip to the airport?

Yes, we did. It was really interesting. And it gave us lots of ideas.

That's great.

And guess what? While we were walking around the airport, we saw a player from the Belgian football team!

Lucky you!

And while I was taking photos, he agreed to sign a football and bring it to our school!

Brilliant! Will you post photos when you've got the ball?

Of course. While I was at the airport, I discovered something else, too. I learnt about a solar-powered plane that landed here in Belgium. I'll send you some information about it.

A solar-powered plane? That sounds interesting.

2 **Communicate** **Read the dialogue again. Which sentence is true?**

1 Julie saw the football player before she walked around the airport.
2 Julie saw the football player after she walked around the airport.
3 Julie saw the football player at the same time as she was walking around the airport.

3 **Look and learn.**

Grammar Wall

Past simple & past continuous with *while*

While I was taking photos, he agreed to sign a football.

I saw a hot-air balloon while I was walking to school.

4 **Read and think. Choose.**

Think about grammar

1 We use the *past simple* / *past continuous* for the short action.
2 We use the *past simple* / *past continuous* with **while** for the longer action that is interrupted.

5 **Look at the dialogue in Activity 1 again. Find more examples of the past simple and the past continuous being used together.**

6 **Communicate** **Invent things that could interrupt these actions. Ask and answer.**

What happened while you were sleeping on the beach?

While I was sleeping on the beach, a crab bit my toe!

Key learning outcomes: use the past simple and the past continuous to describe actions that were interrupted
Grammar: simple past and past continuous

Before you read

1 Thinking skills Whole Class

Read and discuss.

- What can you see in the photo on the right?
- What are they used for?
- Do you think they're important for the future? Why? / Why not?
- How could they be used for travel?

Julie sent me an article about Solar Impulse, a solar-powered plane.

2 **Listen and read.** CD1 9

Flying

A PLANE THAT COULD FLY FOREVER!

Flying without fuel

After his balloon flight in 1999, Bertrand Piccard promised to fly around the world without using any fuel. He started building a plane that only used energy from the sun. The plane had to be very light and needed long wings covered with solar panels. It took many years to build this new plane. He called the plane Solar Impulse.

The record-breaking flight

In May 2011, the plane was ready to fly from Switzerland to Belgium, its first international flight. André Borschberg, Piccard's colleague, was the pilot. While Borschberg was flying the plane, Piccard's team and a large crowd of people arrived at Brussels Airport. It was a long, nervous wait. After 13 hours, the plane came into sight. While it was moving towards the runway, the weather became windy and Borschberg had to turn the plane around. They decided to use a different runway and the plane landed safely. Crowds of people cheered.

Name: Bertrand Piccard **Born:** 1958

Explorers in the family: his grandfather was a balloonist and his father was an undersea explorer.

First famous achievement: he flew around the world in a hot-air balloon without stopping.

A fuel-free future?

Piccard's plane took off from Switzerland with little energy in the batteries. During the flight, the batteries were charging. The plane landed with more energy than when it took off! In 2016, Piccard flew the Solar Impulse 2, and completed the first round-the-world flight. The journey took 505 days, but only used solar power. Can you imagine flying without fuel in the future?

After you read

Go to page 8 in your Activity Book.

Values

- Why is Bertrand Piccard's project important for the future of our planet?
- What do you do to help save the planet's energy?
- What changes could we make to the way we live to save more energy?

Key learning outcomes: read a story with a cultural focus about solar energy; listen for specific information
Values: the importance of saving the planet's energy

1 Listen and read. Act out.

CD1 11

Jess: I enjoyed reading about Bertrand Piccard.

Tom: It's amazing that a plane can fly without any fuel.

Jess: Yes. Piccard suggested using the technology for other forms of transport, too.

Tom: Really? But the plane goes very slowly.

Jess: That's true, but Piccard promised to make his plane faster next time.

Tom: Did you know that our school is going to use solar energy, too?

Jess: Really?

Tom: Yes. They've agreed to put solar panels on the school roof to save energy.

2 Look and learn.

Grammar Wall

Verbs that are followed by the infinitive or the gerund

I enjoyed reading about Bertrand Piccard.

Piccard promised to make his plane faster next time.

3 Read and think. Choose.

Think about grammar

1 Some verbs, such as **enjoy**, are followed by *an infinitive / a gerund*.

2 Other verbs, such as **promise**, are followed by *an infinitive / a gerund*.

You will need to remember which verbs use a gerund and which verbs use an infinitive.

4 Look at the article on page 11 and the dialogue in Activity 1 again. Are these verbs followed by an infinitive or a gerund?

agree suggest imagine decide start

5 Read and listen to the different verb endings. Put the verbs in the correct column.

CD1 12

Pronunciation

imagined decided started
stopped agreed liked tried

/d/	/ɪd/	/t/
enjoyed	suggested	promised

6 Add more verbs to each column in Activity 5. Check with a partner.

7 Communicate Complete these sentences. Ask and answer.

This month, I started … This year, I promised …
This morning, I decided … Today, I enjoyed …
While working in a group this week, I tried …

This month, I started doing my homework at the weekend. How about you?

This month, I started playing tennis every week.

Key learning outcomes: identify and practise past simple endings; use the gerund and infinitive appropriately
Grammar: infinitives and gerunds

1 **Look and match. Listen, check and repeat.** CD1 14

receptionist guest backpacker ticket office guard
tourist information centre platform reception lift

2 **Listen and say *A*, *B* or *C*.** CD1 15

Listening tip!
Look carefully at the picture before you listen. Where are the people?

1 Where did Amy's family leave the passports?

2 What was happening at the station?

3 **Listen again. Which of these verbs can you hear in the past continuous?** CD1 15

play start happen walk want drop

4 **Communicate** **Look at the pictures and remember. Ask and answer.**

Teacher's Resource Bank: Unit 1

Key learning outcomes: identify and use words about travel; listen for specific information; use the past continuous **Vocabulary:** travel nouns

Literacy

Before you read

1 **Read and discuss.** Whole Class

- Do you like reading about historical events?
- Have you read any stories that help you learn about historical events? Which ones?
- What do you know about the Titanic?

2 **Look at the pictures. Who do you think is telling the story? Read and find out.**

Reading tip!
Use the title to make predictions about the text before you read.

The Titanic: first and last voyage

I boarded the Titanic in Southampton on 10th April 1912 with my aunt and uncle. We were going back to New York after staying in England for more than a year. The ship was the most beautiful thing I had ever seen. It was huge and luxurious.

I couldn't believe I was inside a ship floating across the ocean. There was music playing. I saw the captain on the deck, Captain Smith. He had a big white beard and he reached down and shook my hand. He spoke in a deep voice and he promised to show us some of the first-class areas. There was a gymnasium, a swimming pool and many dining rooms.

I was sleeping in our cabin when the Titanic hit the iceberg. There was a sudden jolt and the ship stopped moving. A steward knocked on our door and told us to get dressed, put on our lifejackets and go up to the deck.

The lifts weren't working so we walked up the stairs. An officer was shouting 'women and children first', and people started climbing into lifeboat number 11. Everything was happening so fast. We said a quick goodbye to my uncle and the officers lowered the lifeboat down to the sea. I could hear that the orchestra was still playing.

The lifeboat was swinging from side to side. It was the only time I was scared. While the boats moved away from the ship, we watched the round porthole windows of the ship sink one by one into the calm sea. I was a typical boy of those times. We weren't allowed to cry. I lay down at the bottom of the lifeboat and went to sleep. When I woke up, I saw the huge white icebergs. They looked beautiful, but then I remembered the events of the night before.

After you read

3 **What do you think?** Whole Class

- This is a fictional story based on real events. Which part of the story is the most interesting?
- What do we learn about the sinking of the Titanic?
- Do you think it's a good thing to write about real events through the eyes of someone who was there? Why? / Why not?

Go to page 11 in your Activity Book.

Key learning outcomes: read an eyewitness report for general understanding; scan a text for specific information; discuss the advantages and disadvantages of an eyewitness report

Text type: **an eyewitness account**

Investigate a text

1 **Look at these headlines. When do you think the events happened? Imagine being there. What would you see, hear and feel? Which of these events is described in Activity 2?**

The first hot-air balloon flight | The first man on the moon | Germany win the World Cup

2 **Read the account to find out if you guessed correctly.**

date

It was 21st November 1783.

introduction

Two men were going to fly over Paris in a hot-air balloon for the first time. I was allowed to go with my father and watch it take off.

describing the scene

All the important people in the city were there – the mayor, doctors and lawyers. Women were wearing hats with big feathers. I felt so excited to be there. A huge fire in the square filled the balloon with hot air.

describing using the senses

The smoke smelled terrible and I started coughing. Soon we saw the bright blue and gold balloon, ready for take-off. The two men stood on either end of the balloon basket and the balloon slowly began to rise. Everyone was cheering and clapping as the balloon floated over the park.

reflection

It looked beautiful!

Discuss a text

3 **Read the account again. Answer the questions.**

1 Who's writing the account?
2 Why does the writer include a date?
3 Which sentences give an introduction to the event?
4 The writer uses the past continuous to describe the events. Why?
5 Which senses does the writer use?
6 How did the writer feel about seeing the event?

Writing skills: Verbs of the senses

These verbs help describe an experience. They help give personal opinions in eyewitness accounts. We use these verbs with an adjective, or with **like** + a noun:

The costumes ***looked*** *fantastic.*
The ice cream ***tasted*** *delicious.*
The music ***sounded*** *soft and beautiful.*
I ***felt*** *nervous but excited.*
The flowers ***smelled*** *like perfume.*
The hot-air balloon ***looked*** *like a floating ball.*

4 **Look at the two accounts again. Find examples of verbs of the senses.**

➔ **Research, plan and write an eyewitness account of a historical event on page 12 in your Activity Book.**

Key learning outcomes: identify headlines; identify features of an eyewitness report; write an eyewitness report

1 **Look at the photos. What do they show? How are they different?** Whole Class

2 **Listen to the conversation. Has Alec ever been abroad?** CD1 17

3 **Listen again. Complete the five questions that Ella asks.** CD1 17

- Have you … ?
- Which is the most … ?
- How … ?
- Are you … ?
- Are you … ?

4 **Prepare a conversation about travel on page 13 in your Activity Book.**

Conversation time

Think about how you can show excitement.

That's so cool!
That's great!
That's fantastic!

Go to the Song Bank, page 125.

5 **Reflect on the unit** **Read and think about your learning. What can you do now?** Whole Class

- I can describe actions in the past using *while*.
- I can find Belgium on a map and talk about solar planes.
- I can read and write an eyewitness account.
- I can have a conversation about travel.

Do the Unit Review on page 14 in your Activity Book.

Key learning outcomes: listen to and have a conversation about travel; review learning and reflect on progress in the unit

Today's programme is about transport. What transport do you have in your town? How do you go to school?

1 **Watch the video. Read and say *true* or *false*. Correct the false sentences.**

1 Everyone in Max's dad's office walks to work.
2 La Paz, in Bolivia, is a very flat city.
3 The cable car in San Francisco has a cable under the road.
4 Many people can sit in one cycle rickshaw.
5 The monorail in Germany is less than 100 years old.

2 **Match the words to the pictures. Which form of transport does Amy mention in the video?**

motorbikes cable car underground cycle rickshaw monorail

a

b

c

d

e

3 **Read, think and answer.** Whole Class

Having a balanced view

It is important to be balanced when you are working on a project. Read these tips. Can you think of any more tips?

For each idea, think of the good things ...

... and the bad things.

Take time to think about your ideas.

Share opinions.

4 **Work with a partner. Think of good and bad things about each form of transport in your town.** Brainstorm

cycle rickshaw bus taxi bicycle

Cycle rickshaws are good for the environment.

Yes, but they only carry one or two people.

Key learning outcomes: watch and understand a video about transport
21st Ways of thinking: presenting balanced opinions and views