

OXFORD

SAMPLE MATERIAL
Uncorrected proofs

On Track

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1



Teacher's Guide

Includes:

- Advice on teaching **mediation**
- Guidance on **competence-based teaching** and **evaluation**
- Ideas on how to incorporate **learning situations** effectively
- Opportunities for **continuous assessment**

5



On the road


Unit Objectives

- Talk about transport and travel
- Read about different ways to get to school
- Describe and compare different types of transport
- Ask for travel information
- Write a review




On Track Video

- 1  Watch the video. Which six types of transport do you see?
- 2  Watch again. Are the sentences true or false?
 - 1 Cars drive on the right in the UK.
 - 2 The London Underground isn't very old.
 - 3 It's cheap to rent a bike in London.
 - 4 Greenwich is in north London.

- 3 **YOUR TURN**  Discuss in pairs. Imagine you are in London. Which type of transport do you want to use? Why?

I want to rent a bike because it's cheap.

- 4 **MEDIATION**  Your friend doesn't understand English. Explain three details of the video to them in your language.

Unit objectives

- Talk about transport and travel
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On Track Video**Warm-up**

- Start the lesson by drawing a *car* on the board and ask students *What am I drawing?* Write the answer on the board. Do the same with *bicycle* and *bus*. Write *What transport does your city / town have? Which are your favourites? Why?* on the board.
- Ask students to discuss the questions in small groups.
- Elicit ideas from two or three groups.

1

- Tell students to look at the photo and ask them to guess what city it is (*London*).
- Elicit what they think the video will be about.
- Tell students they are going to watch a video about transport in London. Ask them to read question 1.
- Put students into pairs and ask them to predict what types of transport will be in the video.
- Elicit students' ideas and write them on the board.
- Play the video and ask students to check their predictions.
- Give feedback and check answers as a class. Ask *What type of transport didn't you guess?*

ANSWER

walking/on foot, car, bus, the London Underground/Tube, bike, river boat

2

- Ask students to read the sentences. Deal with difficult vocabulary as necessary (*rent* = pay money to use something that isn't yours).
- Tell students to answer the questions from memory. Then put them into pairs to compare their answers.
- Play the video and tell students to check their answers.
- Give feedback as a class.

ANSWER

1 False 2 False 3 True 4 False

3 Your Turn

- Put students into pairs and read the question aloud.
- Name a volunteer and model the activity with them.
- Allow time for the students to do the exercise.
- Monitor and help as necessary. Encourage students to give full answers and respond to each other's ideas.
- Briefly give feedback as a class by asking students to raise their hands to show which type of transport they want to use. Ask *Who wants to go by... car / bus / underground / bike / river boat / on foot?*

MEDIATION Explain to students that they are going to practice mediation. Mediation can sound like a difficult concept, but it's a useful life skill, and something that students are probably already doing without realising it. Explain that mediation can simply be the way we explain information using our own words, how we communicate ideas, or how we reach new conclusions through collaboration and discussion. In this case, students will be practising the skill of paraphrasing and mediation from a foreign language (English), into their own language. After students have done the exercise, ask them what they found easy and what they found more difficult about it.

4 Mediation

- Tell students to think about the video and make a note of three key ideas from its content.
- Put students into groups of three and ask them to take turns to briefly relay the three key points they have chosen to the rest of the group. Alternatively, tell students to write their three important details as sentences. In this case, put the students into pairs and ask them to read each other's ideas.
- Monitor and help as necessary.
- Elicit ideas from different groups, ask *Did you all have the same details or were they different?*

Vocabulary

Transport

Warm-up

- Write *Formentera* on the board and elicit where it is (*Balearic islands*).
- Tell students they are going to go on holiday to Formentera. Explain that there isn't an airport there, but there is one in Ibiza.
- Tell students they have to plan how to get to Formentera from your school. Elicit some ideas from the class (*take the bus to the airport*).
- Put students into small groups to make their plans. You could tell them that the group with the most creative plan will be the winners (*ride a horse to the airport, take a helicopter to Ibiza, etc*).
- Ask groups to present their ideas to the rest of class. Finally, ask students to vote for the most fun, crazy, or creative plan.

iPack Vocabulary presentation interactive

An interactive task to present the vocabulary with pictures and audio.

1 5.01

- Read the task. Show students the example and do photo 2 as a class. Then ask students to complete the exercise individually.
- Play the audio for them to check their answers before giving feedback as a class.

ANSWERS

1 tram 2 boat 3 ferry 4 bike 5 helicopter
6 train 7 bus 8 ship 9 plane 10 underground
11 motorbike 12 scooter 13 car

- Drill any words that students might find difficult to pronounce, such as *boat, ferry, ship, underground* and *helicopter*.
- Ask students *What is the difference between a boat, a ship and a ferry? (a boat is smaller than a ship and a ferry is like a bus but on water), and What is the difference between the underground and a train? (a train travels on the ground while the underground travel under it).*

2 5.02

- Play the first part of the audio. Then pause it and look at the example as a class.
- Play the next part of the audio and pause it again. Elicit the second answer from the class.
- Play the whole recording from the beginning and give students time to complete the exercise.
- Tell students to listen to the audio to check their answers and play the audio again.
- Check answers and give feedback as a class.

ANSWERS

1 Portugal 2 Italy 3 the USA 4 France 5 China
6 Japan 7 the UK 8 Australia 9 Brazil 10 Egypt
11 Thailand 12 the UAE 13 Switzerland

3

- Check students' understanding of *air, sea, track* and *land*. Elicit one example for each column before asking students to complete the table individually.
- Have students work in groups of two (in pairs) to compare answers and add other types of transport. Monitor and help with vocabulary where necessary. Give feedback as a class and ask students to share their ideas.
- Write any new vocabulary on the board, and model and drill pronunciation.

POSSIBLE ANSWERS

1 air: plane, helicopter (hot air balloon) 2 sea: boat, ship, ferry (canoe) 3 track: train, tram, underground 4 land: bike, bus, car, motorbike, scooter (walking, on foot, taxi)

4 Your turn

- Tell students which types of transport you use. Tell them which you use the most often and write it on the board. Then write your next most frequent and so on until you have a list.
- Tell students to tick all the types of transport they use and then to write their own lists in order of frequency.
- Put students into small groups and ask them to discuss and compare their lists. Choose a stronger group to model the exercise.
- Circulate and monitor, encouraging students to ask each other questions. Provide help with pronunciation as necessary.
- Give feedback as a class and ask *What are the most common types of transport in your groups?*

Optional activity

Play *Backs to the Board*. Invite two students to sit with their backs to the board. Write a type of transport on the board and when you say *Go!* the rest of the class mimes that type of transport. The first student with their backs to the board to guess wins. Continue till all students have had the chance to guess the words.

iPack Vocabulary practice PDF

Mixed ability 1–3 star tasks to practise the vocabulary.

Further practice

Vocabulary, Workbook p.30

Vocabulary, Essential workbook p.18

Vocabulary Workshop, TRB p.24

Transport

i Vocabulary presentation

1 **5.01** Match pictures 1–13 to the types of transport in the box. Listen and check.

bike boat bus car ferry helicopter motorbike
plane scooter ship train **tram** underground

2 **5.02** Listen and match the pictures in exercise 1 to the countries in the box. Then listen again and check.

Australia Brazil China Egypt France
Italy Japan Portugal Switzerland
Thailand the UAE the UK the USA

3 **3** Copy and complete the table with the types of transport in exercise 1. Can you add any more?

air	sea	track	land

4 **YOUR TURN** **3** What types of transport do you use? Put them in order of how often you use them. Compare your answers in pairs.

I use a bike and a bus.

i Vocabulary practice



DID YOU KNOW?

The longest bus route in the world goes from Lima, Peru to Rio de Janeiro, Brazil. That's 6,200 km!

STOP
by plane / car / train, etc.
on foot

Complete all activities in your notebook.

An article

How do you get to school?

What's your ¹journey to school like? Let's find out about two different ways students get to school in Denmark and Indonesia.

These students in Odense, Denmark are cycling to school. It's normal for students here to cycle to school from the age of five. In fact, four out of five students walk, go by bike or go by skateboard to school. Cycling is very ²safe in Odense. There are 545 km of cycle routes in the city, and there are car-free zones around schools.



Cycling is very good for students in Odense. They are active every day and they learn to be independent from a young age.

There are more than 17,500 islands in Indonesia, and people live on about 6,000 of them. Some islands, like Bintan Island, are very small. There's only one school, and some children live very far away from it. Children from a ³village called Nyiri go to school by ⁴canoe.

On school days, students get up early because the journey takes about one hour. Teachers, parents or older students usually take the younger students to school.

The sea is safe today, but sometimes the sea is ⁵dangerous and the students stay in Nyiri. For these students, travelling by canoe is the only way to get to school.



1 Look at the pictures in the article. Discuss the questions.

- Which two countries do the pictures show?
- What types of transport can you see?

2 5.03 Read and listen to the article. Are your answers in exercise 1 correct?

Reading strategy

Guessing the meaning from context
You can guess the meaning of a word from its context. Look at the words next to it, and also look at the whole sentence or paragraph.

3 Read the Reading strategy. Then look at the **highlighted** words in the text. In pairs, guess the meaning of the words in your language.



STOP

We use **get to** to mean 'arrive'.
How do you get to school? I get to school by canoe.

4 Read again. Answer the questions.

- Which three ways do students in Odense go to school?
They walk, go by bike or skateboard.
- Why is Odense a good place to cycle?
 - How does cycling help students in Odense?
 - How do students from Nyiri get to school?
 - How long does the journey from Nyiri to the school take?
 - Why do students sometimes stay in Nyiri on school days?

5 **YOUR TURN** In pairs, discuss the questions.

- How do you usually get to school?
- Is there a different way to get to school?

I usually walk to school. Sometimes I take a bus.

I usually go by bus. My mum sometimes takes me by car.

Guided mediation

Reading

An article

CONTINUOUS ASSESSMENT: Learning Objectives

Read out the Learning Objective (Understand an article). Ask: *What kind of text is an article? Why do you think it's important to be able to understand an article?* If students struggle to answer the question, prompt them with more questions, e.g. *What kinds of texts do you read day to day? Why do you read them?* Elicit the different texts we read, and the reasons we read them (e.g. read a book for pleasure, read a text message for information, quickly look at a newspaper to see the headlines).

Explain that when learning a language, it's important to be able to understand different types of text, often longer texts such as articles, which may contain words students don't know. Explain that in this lesson, students will use a Reading strategy (Guessing the meaning from context) to help them develop this skill.

Warm-up

- With books closed, put into pairs and ask them *What types of transport do Spanish students normally use to get to school?*
- Set a time limit of 1 minute and ask pairs to write a list of as many different types as they can.
- After 1 minute, stop the timer and the pair with the most ideas win.
- Ask the winning team to read out their list and encourage the class to challenge or add to their ideas.

1

- Look at the photos and discuss the questions as a class.
- Remind students not to read the text at this stage, and encourage them to give reasons for their answers, e.g., *I think it's the USA because ...*
- Write some of their ideas on the board.

2 5.03

- Read the task. Ask students to read the article and check their answers to the questions from exercise 1. Play the audio for students to read and listen.
- Give feedback as a class.
- If you did the warm-up activity, ask the class if anyone had *canoe* on their list.

ANSWERS

Denmark and Indonesia.

By bike / cycling and by boat / canoe.

Reading strategy

3

- Read the Reading strategy box aloud and check that students understand the word *context*.
- Elicit the first word in bold, *journey*, and write it on the board.
- Ask students *Which information in the text helps you understand this meaning of this word? (get to school, cycling, etc.)* Tell them to scan the first two paragraphs in the article and underline the words that help them

understand the meaning of *journey*. Then put them into pairs to discuss their findings.

- Check answers as a class. Then ask students to do the same for the other highlighted words.
- Monitor and encourage students to use the information from the Reading strategy box to help them.
- Check answers as a class.

STOP

- Read the STOP box. Then tell students how you get to work, e.g. *I get to work by bus.*
- Write the following sentences on the board: *1 I arrive to school by bus. 2 I get to school by bus.*
- Ask students which sentence is correct. Tell them that we never say *arrive to*.

4

- Give students time to complete the exercise.
- Stronger students could write full sentences and students who need more support could write only the key information.
- Check answers as a class.

ANSWERS

1 Because there are 545 km of cycle routes. 2 Because they are active and they become independent from a young age. 3 They go by canoe/boat. 4 It takes about an hour. 5 Because the sea is dangerous.

5 Your turn

- Model the exercise with a stronger student. Then put students in pairs to answer the questions.
- Check answers by asking several students to tell the class about their partner's journey to school.

Optional activity

Play *20 Questions*. Put students into groups. Each student must write a type of transport on a piece of paper and keep it secret. Ask groups to decide which student will start. Tell the rest of the students in each group that they have to ask yes / no questions to that student try and guess the type of transport they have chosen, e.g., *Does it have 4 wheels? Does it travel on tracks?* When the students think they have understood the type of transport, they must say *Do you get to school by ... ?*

Play until everyone has had a turn.

iPack Guided mediation interactive

An interactive task to practise mediation.

Further practice

Reading an online article, Workbook p.34

Reading, Essential workbook p.20

Reading Workshop, TRB p.30

Grammar

Comparative adjectives: short, long and irregular

Warm-up

- Write the adjectives from the table on the board: *fast, safe, easy, hot, exciting, interesting, good, bad*.
- Ask students the first thing they think of when they see each adjective. Do the first one as a class, e.g., *fast – an F1 car*.
- Put students into pairs to discuss their ideas. Then give feedback as a class.

iPack Grammar animation

Presentation of the form and use of short, long and irregular comparative adjectives.

1 5.04

- Before students read and listen to the audio, tell them to pay particular attention to the adjectives in bold.
- Read the task and then play the audio.
- Check answers as a class.

ANSWERS

Alex is going by bike. Kara is walking.

2

- Read the information in the table as a class. Say the adjectives and ask students to reply with the comparative forms, e.g. *fast – faster*.
- Look at the 6 adjectives in exercise 2 and check that students know their meanings.
- Ask if *important* is short, long or irregular. Then elicit the comparative form by referring to the table.
- Draw attention to the grammar rules in the table and ask students to complete the exercise individually. Encourage them to refer to the table.
- Ask pairs to compare answers. Then check answers as a class.

ANSWERS

1 more important 2 smaller 3 longer 4 busier
5 larger 6 bigger

3

- Tell students to complete the sentences 1–5 with the correct comparative form of the adjective in brackets and *than*.
- Monitor and pay particular attention to spelling.
- Check answers as a class. Write the comparatives on the board for students to check the spelling.
- Alternatively, print and cut out the answers and stick them up around the classroom. Tell students to find the sentences to check their answers. Remind them to pay attention to the spelling of the comparatives.

ANSWERS

1 older than 2 more exciting than 3 younger than
4 more interesting than 5 easier than

4

- Tell students to write *True* or *False* next to each of the sentences they copied for exercise 3. You could ask stronger students to rewrite the false ones to make them true. Monitor and do on the spot corrections of the comparatives.
- Have students compare their answers with a partner.

5 Your turn

- Look at the example as a class. Then elicit another example for *plane journey* and *train journey* with a different adjective. Write the new example on the board and explain that there are many different possible answers.

POSSIBLE ANSWERS

Plane journeys are worse / more boring / more difficult / easier / more exciting / better than train journeys.

- Give students time to write their sentences.
- Monitor and remind them to refer to the table for help with the comparatives.

6

- Read the example dialogue from exercise 5 with a volunteer. Then ask students if they agree with the example sentence you wrote on the board. Encourage them to give reasons for their answers.
- Put the students into pairs to complete the exercise.
- Monitor and remind students to give extra information where possible.
- Ask some pairs to share their discussion with the class.

iPack Grammar practice PDF

Mixed-ability 1–3 star tasks to practise short, long and irregular comparative adjectives.

Further practice

Grammar: Comparative adjectives: short, long and irregular, Workbook p.32

Language summary, Student's Book p.102

Essential practice, Student's Book p.89

Grammar, Workbook p.32

Grammar Reference and Practice, Workbook p.62

Grammar Practice: Active Learning Kit, Unit 5

Mixed-ability worksheets, tests and resources available on Oxford Premium

Comparative adjectives: short, long and irregular

i Grammar animation

1 **5.04** Read and listen to Grammar in context. How are Alex and Kara going to school today?

Grammar in context

I usually go by bus, but today I'm going by bike. It's **faster** than the bus and it's **better** because I'm doing some exercise! It's **hotter** on a bike than a bus.



Alex

Yes, but the bus is **more interesting** than a bike and it's **safer**. I usually go by tram. Today I'm walking. It's **slower** than the tram, but it's **easier** than a bike.



Kara

	Adjective	Comparative
Short adjectives		
+er	fast	faster
+r	safe	safer
-y +ier	easy	easier
Double consonant +er	hot	hotter
Long adjectives		
more ...	exciting interesting	more exciting more interesting
Irregular adjectives		
	good bad	better worse
We can compare two things using <i>than</i>		
A bus is faster than a bike.		

2 **5** Study the table. Write the comparative form of these adjectives.

- | | |
|-------------|---------|
| 1 important | 4 busy |
| 2 small | 5 large |
| 3 long | 6 big |

3 Copy and complete the sentences with the comparative form of the adjectives in brackets and *than*.

My bedroom *is bigger than* my best friend's bedroom. (big)

- My mum is ... my dad. (old)
- I think a plane is ... a car. (exciting)
- I'm ... my best friend. (young)
- Reading books is ... watching TV. (interesting)
- Science is ... art. (easy)

4 Are the sentences in exercise 3 true for you? Compare with a partner.

It's not true. My best friend's bedroom is bigger than my bedroom.

YOUR TURN **5** Write sentences comparing the items in 1–5. Use the adjectives in the box.

bad boring difficult easy
exciting good healthy interesting

plane journey / train journey
Plane journeys are more interesting than train journeys.

- olives / chips
- volleyball / basketball
- a penguin / an elephant
- maths / history
- snowboarding / ice skating

6 **6** Work in pairs. Do you agree with your partner's sentences in exercise 5?

I think plane journeys are more interesting than train journeys.

Yes, but train journeys are easier.

i Grammar practice

Travel: adjectives

Vocabulary presentation

1 5.05 Read the travel blog about Lisbon and complete it with the words in the boxes. Listen and check.

TRAVEL BLOG



Today, I'm at the Feira da Ladra. It's a *traditional* market in Lisbon. There are a lot of stalls and hundreds of people – it's very ¹... ! The stalls sell ²... things. I love these bags – they're very different and ³... .

beautiful
crowded
traditional
unusual





To move around the city, I can sit in a tuk-tuk and see lots of old buildings and ⁴ monuments. It's difficult to talk because the tuk-tuk is really ⁵... !

My hotel is in the Parque das Nações area – a very ⁶... part of the city with tall buildings.

historic
modern
noisy

The hotel is very ⁷... inside – the streets outside are really busy. I can see the river and the longest bridge in Europe from the window. My room is very ⁸... and the bed is very In the mornings, I don't want to get up!

clean
comfortable
quiet

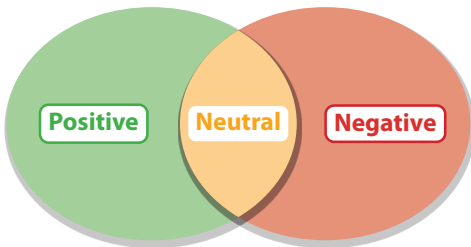


2 Copy and complete the sentences with travel adjectives in exercise 1.

There are a lot of *historic* buildings in Oxford.

- 1 The bed in my hotel room is terrible! It isn't ...
- 2 I can't hear you. I'm on a bus and it's very ...
- 3 Wow! This beach is so It's beautiful!
- 4 We don't use the underground before 9 a.m. because it's very
- 5 The style of the new hotel is very It isn't a traditional style.
- 6 There aren't any cars or buses in the city today. It's really
- 7 That's an ... bag. Where is it from?

3 Copy and complete the diagram with adjectives in exercise 1.



4 5.06 Listen. Is Isabel at home or on holiday?

5 5.06 Listen again. Choose the correct answers.

- 1 Isabel is looking at a **map** / a city.
- 2 Isabel **can** / **can't** see the Arc de Triomphe from the Eiffel Tower.
- 3 The cars and buses are **376** / **276** metres below Isabel.
- 4 Isabel sees a **boat** / **ferry** on the river.
- 5 Isabel says VR headsets are often **unusual** / **expensive**.

6 **YOUR TURN** Work in pairs. Imagine you are using a VR headset to visit a new town / city. Describe your experience using adjectives in exercise 1. Can your partner guess the place?

I'm in a beautiful city in Austria. I'm looking at a historic building. I'm near the river. I can see a boat.

Are you in Vienna?

Yes, I am.



Vocabulary practice

Vocabulary

Travel: adjectives

Warm-up

- Play *20 Questions* with the class. Tell them you're going to think of a country, e.g. *Portugal*, and they have to ask you yes/no questions to guess which country it is.
- When they guess Portugal, elicit the capital city and write *Lisbon* on the board.
- Ask students what they know about Lisbon.

iPack Vocabulary presentation interactive.

An interactive task to present the vocabulary with pictures and audio.

1 5.05

- Pre-teach the adjectives from the boxes.
- Put the class into groups. Say the definition of each adjective one by one without saying which adjective it belongs to. Groups race to write the corresponding adjective on a piece of paper and hold it up. Award 1 point for each correct answer.
- Alternatively, give each group two or three of the adjectives, find their meanings using a dictionary and then teach these to the other groups. Check answers as a class.
- Tell students to complete the travel blog with the adjectives in the boxes.
- Play the audio for students to check their answers. Model and drill *comfortable*. /'kʌmfətəb(ə)l/

ANSWERS

1 crowded 2 beautiful 3 unusual 4 historic
5 noisy 6 modern 7 quiet 8 clean 9 comfortable

2

- Ask students to complete the gaps in 1–7 with the adjectives in exercise 1.
- Check answers as a class.

ANSWERS

1 comfortable 2 noisy 3 clean 4 crowded
5 modern 6 quiet 7 unusual

3

- Point out the three parts of the diagram. Ask students to complete them with the adjectives from exercise 1.
- Do the first part together as an example.
- Check answers as a class.

ANSWERS

Positive: beautiful, clean, comfortable

Neutral: historic, modern, traditional, unusual, quiet

Negative: crowded, noisy

4 5.06

- Read the task and then play the audio.
- Check answers as a class.
- When you check the answers, make sure that students understand that Isabel is wearing a VR headset. Ask if they know that VR stands for virtual reality, and draw their attention to the picture at the bottom of the page.

ANSWER

She is at home

5 5.06

- Ask students to read the sentences and choose the answers from memory.
- Tell students to choose the correct options and play the audio again.

ANSWERS

1 a city 2 nearer to 3 boat 4 expensive 5 ride

6 Your turn

- Check students understand the meaning of VR (*virtual reality*). Tell students to look at the picture and elicit that it is a VR headset.
- Ask *Have you ever used a VR headset?* Encourage students to tell you more if they have.
- Ask students to close their eyes and imagine they are wearing a VR headset. Tell them to imagine they are in Madrid and ask them what they can see.
- Read the example dialogue with a volunteer. Then ask students to write down three cities, with one or two details about each, e.g., *London, river, red buses, old*.
- Tell students to keep their cities secret. Then put them in pairs to do the exercise. Encourage them to use as many of the adjectives as possible.
- Monitor and tell students to give more information if their partners can't guess.
- Ask for one or two volunteers to share their descriptions with the class.

Extra support

- Students who need more support could write descriptions of two cities and then read their descriptions to their partner.

Extra challenge

- Stronger students could try to describe more than two cities using at least three adjectives in each description.

iPack Vocabulary Practice PDF

Mixed-ability 1-3 star tasks to practise the vocabulary.

Vocabulary, Workbook p.30

Vocabulary, Essential workbook p.18

Grammar

Superlative adjectives

Warm-up

- Write the following on the board: 1 *mountains / beaches*; 2 *Galicia / Andalusia*; 3 *Spain / The USA*; 4 *British food / Spanish food*; 5 *plane / ship*.
- Put students into pairs and ask them to compare the items in each group, e.g., *Beaches are more beautiful than mountains*. They don't have to agree with each other.
- Elicit sentences from the whole class.

iPack Grammar animation

Presentation of the form and use of superlative adjectives.

1 5.07

- With books closed read the text and ask students to guess which city the text is about. Don't confirm answers yet.
- Students open their books and look at the grammar in context.
- Tell students to pay particular attention to the adjectives in bold as they read. Play the audio for students to read and listen.
- Check answers.

ANSWER

Venice

2

- Ask students to look at the table. Elicit the difference between the comparative and superlative forms of regular adjectives.
- (We use *-er* and *more* for comparatives.
- We use *-est* and *the most* for superlatives.)
- Elicit the superlative form of *difficult* (*the most difficult*). Then ask students to write the superlative forms of the remaining adjectives. Remind them to pay attention to the spelling rules.
- Put students into pairs to check their answers. Then check answers as a class.

ANSWERS

the most difficult, the easiest, the best, the hottest, the most interesting, the most unusual

3

- Ask students to complete the sentences with the superlative form of the adjectives in exercise 2.
- Put students in pairs to check their answers. Then check answers as a class.

ANSWERS

1 the easiest 2 the most difficult 3 the hottest
4 the most unusual 5 the best

4 5.08

- Read the task and look at the example as a class.
- Do the first blank as a class (*the most comfortable*). Then have students complete the rest of the exercise individually.
- Play the audio for them to check their answers. Then check answers as a class.

ANSWERS

1 the most comfortable 2 the biggest 3 the best
4 the greenest 5 the cheapest 6 the most traditional
7 the most unusual 8 the most beautiful

- Ask *Which city is it?* and encourage students to give reasons for their guesses.

ANSWER

Amsterdam

5 Your turn

- Write *Maths is the best school subject* on the board and ask students if they agree or disagree.
- Draw attention to the adjectives and topics in the boxes and elicit another example from the class. Write their example on the board.
- Tell students to write their own sentences. Set a time limit for an extra challenge.
- Monitor and help where necessary.

6

- Put students into pairs. Try to pair up students who have similar numbers of sentences.
- Choose one pair to model the exercise.
- Circulate and monitor, encouraging students to give reasons for their answers when they disagree.
- Give feedback as a class and ask for examples of sentences where pairs disagreed. Ask the rest of the class to give their opinions.

Optional activity

Write *Which of these cities in Europe has the biggest population?* with the following three options: *a Paris, b Brussels, c Berlin*. Elicit the answer from the class. (1 *Berlin*, 2 *Paris*, 3 *Brussels*).

Put students into small groups and tell them they're going to create a *Superlatives* quiz. Each team must write three questions each including a superlative. Each question needs three options. They can use their phones or the internet if possible. Set a time limit for the questions. Give each team a turn to ask their questions to the rest of the class. The other teams can write their answers on paper and hold them up for marking.

iPack Grammar practice PDF

Mixed-ability 1-3 star tasks to practise superlative adjectives.

Further practice

Grammar: superlatives, Workbook p.33

Language summary, Student's Book p.102

Essential practice, Student's Book p.89

Grammar, Workbook p.33

Grammar Reference and Practice, Workbook p.62

Grammar Practice: Active Learning Kit, Unit 5

Mixed-ability worksheets, tests and resources available on Oxford Premium

Superlative adjectives

i Grammar animation

1 **5.07** Read and listen to Grammar in context. Which city is it?

Grammar in context

This is one of **the busiest** cities in Italy, but it isn't **the biggest** city. One of **the most historic** buildings is the church in the main square. **The best** way to get around is by boat or on foot. It isn't unusual to travel by gondola. It isn't **the fastest** type of transport, but it's **the most traditional**.



	Adjective	Comparative	Superlative
Short adjectives	fast	faster	the fastest
	slow	slower	the slowest
	busy	busier	the busiest
	big	bigger	the biggest
Long adjectives	unusual	more unusual	the most unusual
	traditional	more traditional	the most traditional
Irregular adjectives	good	better	the best
	bad	worse	the worst

2 **5** Study the table. Write the superlative form of the adjectives in the box.

difficult easy good hot interesting unusual

3 Copy and complete the sentences with the superlative form of the adjectives in exercise 2.

The most interesting city in my country is Granada.

- Spanish is ... language for native English speakers to learn.
- Chinese is ... language to learn.
- August is ... month in my country.
- The tuk-tuk is ... form of transport in my town.
- A bike is ... way to get around town.

Language summary SB 102 Grammar reference WB p62

4 **5.08** Copy and complete the post with the correct superlative form of the adjectives. Which city is it? Listen and check.

The train is *the fastest* (fast) way to get here from the UK.

The hotel I'm staying in is very modern. The bed is ¹... (comfortable) bed in the world! It's also ²... (big).

It's May and I think this is ³... (good) time to visit. It's quiet and it isn't crowded.

It's one of ⁴... (green) cities in the world. ⁵... (cheap) way to get around is by bike. It's also ⁶... (traditional) way.

There's lots to do. You can go on a tour of the city and see the windmills. They're ⁷... (unusual) buildings here and I think they're ⁸... (beautiful).

Can you guess where I am?



5 **YOUR TURN** **5** Write superlative sentences. Use the words in the boxes or your own ideas.

beautiful funny good hot unusual

city film food school subject sport transport

Dubrovnik is the most beautiful city to visit.

6 **6** In pairs, compare your sentences. Do you agree?

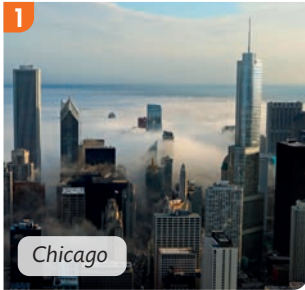
i Grammar practice

Complete all activities in your notebook.

Listening: A conversation

1 5.09 Read sentences a–c and listen to the video calls. Which sentence is true?

- a Lucas lives in Chicago.
- b Lucas and Grace are visiting Chicago.
- c Grace is in Chicago with her father.



Listening strategy

Understanding the context

Use clues to understand the context. Listen for:

- the relationship between the speakers.
- background noises: where is it? Is it inside or outside?
- how the speakers are feeling.

2 5.09 Read the Listening strategy. Listen again and choose the correct answers.

- 1 Grace and Lucas are **brother and sister** / friends.
- 2 Grace is **indoors** / outdoors when she makes the final call.
- 3 Grace is **sad** / happy when she talks to Lucas.

3 5.09 Listen again. Choose the correct answers.

- 1 Grace is staying in a ... hotel.
 - a historic b modern c traditional
- 2 The ... in the hotel is better than the one in Grace's home.
 - a bed b TV c fridge
- 3 Grace and Lucas are both ... fans.
 - a cycling b football c basketball
- 4 Grace is visiting 360 Chicago in the
 - a afternoon b morning c evening
- 5 Grace is on the ... floor.
 - a 9th b 90th c 94th
- 6 360 Chicago is ... than the Empire State Building.
 - a better b taller c shorter

Listening extension

Speaking: Ask for travel information

1 Watch part 1 of the video. Copy and complete the sentences.

Tom and Emma are at the **bus** station.

- 1 They want to go to
- 2 They've got food, drink and
- 3 They haven't got



2 Watch part 2 of the video. Copy and complete the table with the numbers in the box.

9 14 15 18 45

BUSES TO LONDON			
	Adult	Student 16–24	Child / Under 16
Return tickets	£18	£14	1£...
Journey time	One hour and ² ... minutes		
Frequency	Buses every ³ ... minutes		
Bay	⁴ ...		

3 Watch part 3 of the video and answer the questions.

- 1 Why is Tom worried?
- 2 What do you think happens next?

GLOBAL SKILLS

Dealing with difficult situations

It's important to know how to deal with difficult situations. It's usually possible to find a simple solution.

4 Read Global skills. What problem do Tom and Emma have? What solution do they find?

Communication

Listening: A conversation

Warm-up

- Ask students *When you visit a new city, what do you like to do and see?*
- Put students into pairs and ask them to discuss the question.
- Elicit answers from various pairs.

1 5.09

- Look at the photos as a class and ask students what they know about Chicago.
- Tell students to read the sentences then play the audio.
- Check answers as a class.

ANSWER

c

2 5.09

- Read the Listening strategy box and clarify anything the students don't understand. Ask *Why is it helpful to think about the context when listening to a recording? (It helps you to guess what the conversation is about.)*
- Tell students to choose the correct options and play the audio again.
- Check answers as a class.

ANSWERS

1 friends 2 outdoors 3 happy

3 5.09

- Ask students to read sentences 1–6 then play the audio again so they can choose the correct answers.
- Put students into pairs to compare their answers then check answers as a class.
- Ask *What do you think of Grace's weekend?*

ANSWERS

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

Optional activity

Put students into pairs and ask them to think of six things people do when they visit a new city. Elicit one example and write it on the board, e.g., *go to a restaurant*. Put three pairs together to form groups of six students. Ask them to take turns miming their ideas for the other pairs to guess.

iPack Listening extension

An interactive activity to provide further listening practice or discussion.

Further practice

Listening, Workbook p.35

Listening, Essentials workbook p.21

Speaking: Ask for travel information

Warm-up

- Ask: *Do you ever travel by bus or train? Where do you go? How much does it cost?* Elicit some answers.
- Say: *Imagine you are in the UK with some friends and you want to visit London. How can you get there? How can you find the information you need?* Elicit ideas (*you can check online, ask for help at a bus station, etc.*).
- Tell students they are going to practise asking for information when travelling.

1

- Read out the sentences with the class. Then play the video. Ask students to watch and listen and complete the sentences.
- Check answers with the class.

ANSWERS

1 London 2 music 3 tickets

2

- Focus on the table and elicit or teach the meaning of *return* (*a ticket to a place and back again*). Explain that in the UK, each bus bay has a different number.
- Establish that the gaps in the planner need to be filled with the numbers in the box. Make sure students are comfortable pronouncing them.
- Play the video for students to watch, listen and complete the planner.
- Check answers with the class. If necessary, play the video again, pausing it for students to hear the answers.

ANSWERS

1 9 2 45 3 15 4 14

3

- Go through the questions with the class.
- Play the video. Ask students to watch, listen and find the answers.
- Check answers with the class.

ANSWERS

1 He can't find his ticket 2 Students' own answers

4

- Read the Global skills box and answer the questions as a class.

ANSWERS

Problem: They miss the 10.15 bus.

Solution: They check the timetable and take the next bus.

5

- Read the situation and ask students to choose the best solution individually. Tell them to consider their reasons for choosing their answers.

6

- Put students into pairs to compare their solutions.
- Monitor and encourage students to support their opinion.

7

- Read through the Speaking strategy box as a class and make sure students understand all the phrases.
- Put students into pairs to complete the exercise.

8  5.10

- Play the audio for students to check their answers. Then check the answers as a class.

ANSWERS

1 How much is a ticket? 2 How long does the journey take? 3 Where does the train leave from? 4 How often is there a train? 5 What time is the next train?

- Ask students to act out the dialogue in their pairs.
- Switch roles.

CONTINUOUS ASSESSMENT: Success Criteria

Explain to students that they are going to do a role-play to practise the language. Explain that they have one model of the conversation in the video. Ask students what the differences are between themselves and the video (e.g. the video has actors in it, they are speaking lines, they are native speakers).

On the left-hand side of the board write *Me*, and on the right-hand side of the board, write *Model conversation*. Use this scale as a visual aid to show there is quite a gap. Elicit what they might need to do to get closer to the model (e.g. learn certain phrases, use language in the right way, practise their pronunciation). Ask students where they would put themselves on the scale right now.

Then do tasks 9 and 10. At the end of the lesson, ask students to look at the diagram on the board again, and see if they feel any closer to the model conversation having done the role-play practice. Finally, remind students that it's helpful to use tools such as videos as models for language, but that there are different levels of success, and that practice is a key part of improvement.

9

- Put students in pairs and explain that they're going to practise asking for travel information.
- Give students time to read the information. Then ask them to prepare their dialogues. Remind them to use the information in exercise 9 and the conversation in exercise 7 to help them.
- Monitor and offer help when necessary.

10

- Tell students they are going to act out their conversations and ask them to choose their roles.
- Allow time for pairs to act out their dialogues. Then tell them to switch roles and repeat the exercise. Stronger students could cover the example dialogues and act out their conversations using only the information in exercise 9.
- Give feedback as a class.

10 Alternative version

- Put the class into two groups: the ticket sellers and the customers.
- Ask the ticket sellers to stand around the edge of the classroom.
- Tell the customers that when you say *Go!* they must stand up and find a ticket seller and have their conversation.
- Set a time limit for students to have their conversations, then tell the customers to find another seller and repeat the activity.
- Ask students to switch roles

Further practice

Real Talk: Active Learning Kit, Unit 5

Sample material. Not for sale, distribution or photocopying.

5 Read the situation below and possible solutions a–c. Choose the best solution in your opinion.

You're playing in a school football match. You arrive late for the bus and the team doesn't wait for you.

- a You go home and don't play in the match.
- b You borrow a bike from a friend and cycle. It isn't far.
- c You phone a friend on the bus and ask them to ask the driver to come back to school for you.

6 In pairs, compare answers to exercise 5. Do you agree?

I think solution c is the best.

I don't agree. I think solution b is the best. It's easier to cycle.

Speaking strategy

Asking for travel information

You can use these phrases to ask for travel information.

- I'd like a ticket to ..., please.*
- How long does the journey take?*
- How much is a ticket to ...?*
- Where does the (bus / train) leave from?*
- What time is the next bus / train to ...?*
- How often is there a bus / train to ...?*

7 Read the Speaking strategy. Copy and complete the dialogue with the phrases.

Ticket seller Can I help you?
 Customer *I'd like a ticket to* Cambridge, please.
 Ticket seller Single or return?
 Customer ¹...
 Ticket seller A single is £5 and a return is £8.
 Customer Return, please. ²...
 Ticket seller 30 minutes.
 Customer ³...
 Ticket seller Platform 2.
 Customer ⁴... to Cambridge.
 Ticket seller Every hour.
 Customer ⁵...
 Ticket seller The next train is at 3.20 p.m.
 Customer Thanks.

8 5.10 Listen and check. Then practise the dialogue in pairs.

9 Look at the information for a day trip. In pairs, prepare a conversation between a ticket seller and a customer.

A POPULAR DAY TRIP BY TRAIN FROM LONDON

CHESSINGTON WORLD OF ADVENTURES

Destination	Chessington South
Ticket price	£3.50 single £6.50 return
Journey time	35 minutes
Frequency	Every 20 minutes
Platform	10



IT'S SPEAK!

10 Take turns to be the ticket seller and the customer. Act out your conversation.

- Use the information in exercise 9.
- Use the conversation in exercise 7 to help you.

Can I help you?

I'd like a ticket for the next train to... , please.

Single or return?

How much is a ticket?

A single is ... and a return is ...

Return please. How long does the journey take?

... minutes.

Where does the train leave from?

Platform ...

How often is there a train to ...?

Every ... minutes.

Thanks.

Real Talk: Active Learning Kit

Complete all activities in your notebook.

A review

1 Do you ever write online reviews of places to go or things to do? Why? / Why not?

ELLA, 13

- 1 There are two water parks near my home that I go to during the summer holidays: *WaterWorld* and *Oasis*. We always go by bus. It's the quickest way to get there.
- 2 *WaterWorld* is bigger and cheaper than *Oasis*. It's £15 for a day ticket. *Oasis* is £18. *WaterWorld* is also more crowded and noisier, especially in the afternoons.
- 3 The water slides in *Oasis* are more unusual than *WaterWorld*. They're longer and faster, too. The café is also more modern.
- 4 *Oasis* is my favourite. In my opinion, it's definitely the best and the most exciting water park.



2 Read Ella's review. Match information a–c to paragraphs 1–4.

- a choosing her favourite water park
- b introducing the two water parks
- c describing and comparing the water parks

3 Read the review again and answer the questions.

When does Ella go to the two water parks?

She goes in the summer holidays.

- 1 What are the names of the two water parks?
- 2 How does Ella go to the water parks?
- 3 How is *WaterWorld* worse than *Oasis* in the afternoon?
- 4 What does Ella like about the water slides in *Oasis*?
- 5 Which is Ella's favourite water park? Why?

Writing strategy

also and too

You can use **also** and **too** to give more information.

also goes before the main verb:

*I like cycling. I **also** like football.*

also goes after the verb *be*:

*I'm hungry and I'm **also** cold.*

too goes at the end:

*There are a lot of people and it's very crowded, **too**.*

4 Read the Writing strategy. Find an example of *too* and *also* in Ella's review.

5 Rewrite the pairs of sentences in 1–4 in two different ways. Use *too* and *also*.

There's a big slide. There are some small slides.

There's a big slide and there are some small slides, too. There's a big slide and there are also some small slides.

- 1 It's really good food. It's cheap.
- 2 The slides are modern. They're clean.
- 3 It's our favourite water park. It's near our house.
- 4 The café is really modern. The food is very good.

i Language practice

LET'S WRITE!

6 Choose one of these topics.

- two fun activities in your town / city
- two historic places to visit in your town / city
- two different places to go on holiday

Make notes about the two places or activities you chose in exercise 6.

Name		
How often		
How you get there		
How much		
Best thing(s)		
Worst thing(s)		
Your favourite		

8 Write a review to compare your two activities or places.

- Use Ella's review in exercise 1 as a model.
- Use the information in your table in exercise 7.
- Use *also* and *too* to add information.

9 Check your writing.

- also* and *too*
- comparative and superlative adjectives
- transport words; travel adjectives

Writing

A review

Warm-up

- Elicit / pre-teach the meaning of *review* (a text in which somebody gives their opinion of a book, play, film, product, etc.).
- Elicit what students, or the people they know, usually review (*hotels, games, films, music, restaurants, products, etc.*).

1

- Put students into pairs to answer the question.
- For feedback, ask students to raise their hands if they write reviews. Then ask students to raise their hands if they read reviews.

2

- Tell students to read the review and match the information to the paragraphs.
- Tell them that one of the items in the list matches with two paragraphs.
- Check answers as a class.

ANSWERS

a paragraph 4 b paragraph 1 c paragraphs 2 and 3

3

- Give students time to read the questions. Then tell them to read the review again and write their answers.
- Put students into pairs to check their answers. Then check answers as a class.

ANSWERS

- 1 Waterworld and Oasis.
- 2 She goes by bike.
- 3 It's more crowded and noisier than Oasis.
- 4 The water slides are more unusual and they're longer and faster. The café is more modern.
- 5 Oasis is her favourite because it's the best and most exciting water park.

4

- Read the Writing strategy box as a class and elicit one more example sentence for *also* and another for *too*.
- Find the examples in the text as a class.

5

- Look through the example as a class then ask students to rewrite sentences 1–4 in their notebooks.
- Ask students to compare their answers in pairs. Then check answers as a class.

ANSWERS

- 1 It's really good food and it's cheap, too.
- 2 The slides are modern and they're clean, too.
- 3 It's our favourite waterpark and it's near our house, too.
- 4 The café is really modern and the food is very good, too.

iPack Language practice interactive

An interactive task to practice the order of sentences with example phrases

Let's write!

6

- Explain to students that they will write their own review. Give them time to choose the topics they want to write about and help with ideas if necessary.

7

- Tell students to make notes about their places or activities using the headings given.
- Monitor and help with vocabulary if needed.

8

- Give students time to write their reviews.
- Remind them to use Ella's review as an example, include the information from their notes and to use *also* and *too* when appropriate. Monitor and offer help where necessary.
- Tell students that it is important to read through and check a text before handing it in. This will help them understand if they have answered the question appropriately. Tell students to use the checklist to do this. Alternatively, you could ask them to swap their reviews with a partner, read them and give each other feedback, making positive comments and suggesting solutions in case they think something can be improved.

Optional activity

Draw a picture of yourself on the board. Ask students to draw their own self-portraits. Choose one of the student's pictures and compare it to your own, e.g. *Your picture is better than mine. My picture is funnier than yours, etc.* Put students into small groups and ask them to compare and review each other's portraits. During feedback, ask the groups to share any especially good or funny pictures with the class.

Further practice

Writing, Workbook p.35

Writing, Essential Workbook p.21

Writing Workshop, TRB p.31

Watch

Transport in Beijing

Warm-up

- Write *TRANSPORT* on the board.
- Ask students to work in pairs and make as many new words as they can from each of the letters in *transport* (e.g. *rat, port*).
- Elicit the words and award one point per word. Award a bonus point for the longest word.

1

- Ask students to look at the photos and match them with the descriptions.
- Check answers as a class.

ANSWERS

1 b 2 a 3 d 4 c

2 ▶

- Tell students to read items 1–10. Draw attention to the International English box.
- Tell students that the speaker is Logan and remind them that he is American. Explain that he uses the American term *transportation* for the British equivalent of *transport*.
- Play the video and tell students to make a note of the numbers that correspond to the things they see. Check answers as a class.

ANSWERS

1, 2, 3, 5, 6, 8, 9, 10

3 ▶

- Tell students to read sentences 1–5 and see if they can remember or guess any of the missing numbers.
- Play the video again so that students can complete the numbers.
- Check answers as a class.

ANSWERS

1 1969 2 24 3 22 4 700 5 10

4 ▶

- Tell students to read sentences 1–5. See if they can remember the answers.
- Play the video one more time and ask students to choose the correct answers.
- Check answers as a class.

ANSWERS

1 quieter 2 faster 3 cheaper 4 more comfortable
5 bigger

5 Mediation

- If you have access to the internet in class, students can do this in the same lesson. If not, set it for homework.
- Ask students to each choose a town or city they would like to visit. Give them time to find information about the town or city they have chosen. Encourage students to find information that interests them.
- Tell students they can look for information in their own language, but will need to write their sentences in English.

6

- Put students into small groups to share their sentences.
- Circulate and encourage students to comment on each other's sentences.
- Ask the groups to share any interesting facts with the rest of the class.
- At the end, you can ask students to vote on the most popular place.

iPack Video extension interactive

An interactive task for students to further practise the topic of the video.

Sample material. Not for sale, distribution or photocopying.



Transport in Beijing

Before you watch

- Match pictures a–d to descriptions 1–4.
 - A small vehicle with three wheels.
 - Passengers pay the driver to drive them.
 - Fast and efficient – carries hundreds of passengers.
 - Efficient transport for one person.



While you watch

- Watch the video. Which of these things can you see?

1 modern buildings	6 taxis
2 historic buildings	7 a ferry
3 traffic	8 bikes
4 planes	9 motorbikes
5 buses	10 a crowded subway

International English

transportation = transport
 subway = underground

- Watch again. Copy and complete the facts with the correct numbers.

Population of Beijing: more than 21 million

 - Beijing subway opened: ...
 - Length of the first subway line: ... km
 - Number of subway lines today: ...
 - Length of subway today: ... km
 - Number of people who use the subway every day: ... million

- Watch again. Choose the correct answers.
 - The historic part of Beijing is **more crowded** / **quieter** than the more modern neighbourhoods.
 - The subway is **faster** / **easier** than a car.
 - The subway is **cheaper** / **more expensive** than a taxi.
 - The new trains are **bigger** / **more comfortable** than the old trains.
 - The new subway stations are **quieter** / **bigger** than the old ones.

After you watch

- MEDIATION** Go online and find information about a town or city you would like to visit. Write three sentences about transport in that town or city.
In San Francisco, cable cars are the most famous type of transport, but they aren't the fastest!

- In groups, share your sentences. Which facts are most interesting? Which place would you like to visit?

Video extension

Complete all activities in your notebook.