

What's new?

- Subject:** Travel and transport
Language: Present perfect with *for* and *since*
Functions: LB 18 Stating the duration of events
Pronunciation: Consonant clusters 1, CD1 (Blue) track 17

1 ***The BIG question:* WILL AIR TRAVEL COST THE EARTH?**

The theme of this unit is travel and transport and, in particular, cheap air travel. *The BIG Question* is: Will air travel cost the Earth? Is cheap air travel increasing the risk to our environment? What can we do to help?

Picture / background information

FACT box source: *Aviation and Global Climate Change*, Friends of the Earth:
www.foe.co.uk

- Start by asking students a few warm-up questions: Do you like travelling? How often do you travel? Do you usually travel to other parts of your country or do you travel to other countries?
- Read out *The BIG Question*. Explore the double meaning of the question with the class. Explain that 'to cost the Earth' means to 'be very expensive'. Ask: What other meaning does this question have? (= Will air travel destroy our planet / our environment?)
- Read through the **FACT** box with students. Elicit reactions. Ask: Why do you think this will happen?

2 FOCUS ON...

Words

Picture / background information

The photos show methods of air, sea and land travel. The plane in the photo is a European Airbus 380, the biggest passenger plane in the world that has two decks and 550 seats. Its first flight was in April 2005.
events.airbus.com/A380/seeing/indexminisite.aspx
www.airliners.net/info/stats.main?id=29

The car in the photo is a hybrid vehicle which has both an electric motor and a petrol engine. It uses

less fuel than normal petrol cars and produces less CO₂ and other gases which harm the environment.
app.nea.gov.sg/cms/htdocs/article.asp?pid=699
 Diesel-powered ferries produce a lot of pollution. They are a bigger danger to the environment and public health than cars or buses.
www.bluewaternetnetwork.org/campaign_ss_ferries.shtml

2 A 1

- Look at the photos with the class. Write the word *eco-friendly* on the board. Practise the pronunciation [i:kəʊ 'frendli] and elicit the meaning. Ask students how eco-friendly they think the forms of transport in the pictures are.
- Look at the table and the examples with the class. Brainstorm other types of transport with students. Write them in the table. Prompt students if necessary by using definitions or magazine pictures.

2 FOCUS ON...Words A 1 Suggested answers

Land: car, van, lorry, taxi, train, underground, tram, bike, motorbike, rickshaw, horse, camel
Sea: boat, ship, raft, ferry, hovercraft, yacht, jetski, power boat, sailing boat
Air: plane, helicopter, parachute, hot air balloon

2 A 2

- Read out the task.
- Students complete the sentences with the correct prepositions.
- Check the answers.
- Work out some rules with the class:
 - to travel **by** + transport (BUT: on foot)
 - to get **in** or **into** / **out of** a car, taxi
 - to get **on** / **off** a bike, a horse, a train, plane

2 FOCUS ON...Words A 2 Suggested answers

a) by b) into (in) c) on
 d) off e) in

2 A 3

- Read out the question. Students discuss it with a partner.
- Students report back briefly to the class. Ask them to say when they use these methods of transport.

2 B

- Read out the words to the class. Check that students can pronounce them correctly.
- Look at the example together. Students match the adjectives with their opposites.
- Check the answers.

2 FOCUS ON... Words B

Answers

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

2 C

- Write these headings on the board: *plane, train, car, boat*.
- Ask students: What are the advantages and disadvantages of travelling by plane? Elicit one advantage and one disadvantage and write it on the board.
- Students work in pairs. Ask students to find more advantages and disadvantages for the methods of transport on the board. They should try to use the adjectives in B.
- Check their answers.

2 FOCUS ON... Words C

Suggested answers

Plane: very quick for long distances, can be cheap, convenient if you live near an airport; very polluting, can be expensive, can be dangerous, inconvenient if you don't live near an airport

Train: eco-friendly, relaxing, usually safe; expensive, slow for very long distances, can't travel over oceans

Car: convenient, quick for short distances, can be cheaper than public transport; stressful, dangerous, polluting

Boat: relaxing, fairly safe (depending on boat), sometimes only way to reach certain remote places; slow, can be polluting

2 D

- Tell students they are going to read an article about air travel. Read out the words from the text. Check that students can pronounce them correctly.

- Ask students to match the words with the correct definitions.
- Check their answers.

2 FOCUS ON... Words D

Answers

1 d 2 f 3 e 4 b 5 h 6 a 7 c 8 g

2 FOCUS ON...

Ideas

- Read out the statements. Check the meaning of *luxury*.
- Students discuss the statements in pairs. They should give reasons for their answers.
- Students report back briefly to the class.

3 READING

CD2 (Red) track 12, page 51 SB

Picture / background information

The first photo shows aircraft pollution in the form of vapour trails (*contrails* in American English). These are trails of jet exhaust gasses that trap heat and contribute to global warming.

atschool.eduweb.co.uk/kingworc/departments/geography/nottingham/atmosphere/pages/vapourtrails.html
earth.jsc.nasa.gov/EarthObservatory/Contrail_Web_over_the_Central_Rhone_Valley_Eastern_France.htm
www.newscientist.com/article.ns?id=dn2926

The second photo shows a typical overcrowded airport.
www.independenttraveler.com/resources/feature.cfm?AID=597&category=20

Climate change:

www.foe.co.uk/campaigns/climate/issues/climate_change/index.html

en.wikipedia.org/wiki/Kyoto_Protocol

www.greenhouse.gov.au/science/faq/page5.html

Cheap air travel:

www.guardian.co.uk/comment/story/0,,1192157,00.html

3 A

- Look at the photos with the class. Ask students: Do the photos give a positive or negative picture of train travel? How often do you travel by plane? Do you enjoy travelling by plane?
- Read the task with the class. Check that students have understood and remind them to only look for this information.

- Students read the article quickly and find five environmental problems.
- Check the answers with the class.

3 READING A**Answers**

Planes cause air pollution, noise and climate change. Airports destroy countryside and create traffic problems.

3 B

- Students read the extract again more carefully and answer the questions.
- Check the answers.

3 READING B**Answers**

1 cheaper (and) cheaper	2 increase
3 stress (and) heart problems	4 carbon dioxide
5 global warming	6 fuel
7 Environmental groups	8 eco-friendly

4 LANGUAGE: present perfect with *for* or *since***4 A**

- Read out the examples and the questions. Illustrate the expressions 'period of time' and 'starting point in time' by drawing diagrams on the board.
- Students answer the questions orally.

4 LANGUAGE A**Answer**

1 for 2 since

4 B

- Read out the task. Make two lists on the board with the headings *for* and *since*. Add the time expressions from the examples with the help of the class.
- Students work in pairs and make a list of further examples.
- Check the answers. Complete the lists on the board.

4 LANGUAGE B**Suggested answers**

for the last ten years, many years, five weeks, two days, three months, ages, a long time
since the 1960s, 2001, September 11, last week / month / year, yesterday, Christmas, my birthday

- Ask: How long have you been a student / worked at ...? and / or other questions relevant to your students.

- Refer students to the explanation about the present perfect with *for* and *since* in Workbook Unit 11. They can read the explanation and do the exercises in class or for homework.

**5 LISTEN IN****CD1 (Blue) track 16, page 52 SB****Photo / background information**

The first photo shows tree planting in Scotland. The second photo shows a child in a glade dwarfed by enormous trees in Argyll on the west coast of Scotland. The Caledonian forest once covered a large part of Scotland, but today less than 1% of it remains. www.treesforlife.org.uk/

The listening text is a conversation between two Scottish men. They are discussing the benefits and disadvantages of a cheap flight to London. One of the possibilities is to calculate the carbon emissions from flights and then plant enough trees to offset or neutralise the carbon.

Carbon offset:

www.carbonneutral.com/calculators/index_shop_calculator.asp

climatecare.trinomics.net/index.cfm

news.nationalgeographic.com/news/2004/08/0809_040809_travelwatch_air_travel.html

www.sundayherald.com/42829

5 A

- Look at the photos with the students. Ask: What is happening in the first photo? What can you see in the second photo? What is the link with air travel?
- Read out the words and phrases in the box. Ask students to find their meaning using a dictionary.
- Check the answers.

5 LISTEN IN A**Answers**

travel broadens the mind = travel provides new experiences, makes you see things differently, makes you more tolerant
 to plant = to put a plant or tree in the ground so it grows
 to calculate = to find out something using numbers
 I'm not with you = I don't understand, I can't follow what you're saying
 So what? = That's not important; Why does that matter?
 celebrities = famous people

5 B

- Tell students they are going to listen to a conversation between Nick and Angus. Read out the sentences and check that students understand them.
- Play the CD. Students listen and write the correct names.
- Play the CD again. Students listen and check their answers.
- Check the answers with the class.

5 LISTEN IN B

Answers

1 N 2 A 3 A 4 A 5 N 6 A 7 N

5 C

- Ask students to give their own personal opinions on the ideas in the listening text. Read out the two questions in turn and discuss them with the class. Ask: Has anybody paid money to plant trees? Do you know anybody who has done this?

Optional activity: Calculations

1 Students use the carbon neutral calculator on www.carbonneutral.com/calculators/index_shop_calculator.asp

or a similar website to calculate the carbon dioxide for a flight from their area to another part of the country or to a popular place abroad. Is the answer surprising?

2 Students calculate the cost of being a 'carbon neutral citizen' – they should see how many trees are necessary each year to make them eco-friendly citizens of their country. They can then compare their carbon dioxide output with other parts of the world.

5 D 1 / 2

- Read out the fact. Elicit reactions. Ask: Do you leave your mobile phone on overnight? Do you always switch it off when it has charged? What other appliances do you leave on standby overnight, using electricity unnecessarily – video machine / DVD, television, computer?
- Say: Saving energy is one way to reduce carbon dioxide. What else can we do? Discuss with the class.

5 LISTEN IN D 2

Suggested answers

Use clean forms of energy (eg solar power, wind power).

Use eco-friendly methods of transport: cycle or walk for short journeys, take the train for longer journeys; use public transport or share cars.

Reduce rubbish and recycle it.

6 YOUR TURN TO SPEAK

A Role play

- Read the task with the class and make sure they understand.
- Prepare the role play by revising the arguments for and against tree planting programmes in the listening text. Write notes on the board.
- Divide the class into pairs. Students decide who the boss is.
- Students practise their role play. They can swap roles and do the role play again.
- Ask for volunteers to act out their role play in front of the class.

B Conversation

- Read the task with the class.
- Go through the phrases in **LB 18** with the class.
- Divide the class into pairs. Students write two more questions for their partner using *How long ...?*
- Students ask and answer the questions.
- Ask some students to report back to the class.
- To consolidate the language used in this activity, do the exercise in **LB 18** with the class. Students ask and answer the questions orally in pairs and note down their partner's answers. Alternatively, ask students to review the phrases in **LB 18** at home and do the exercise for homework.

7 YOUR TOPIC

- Read out the points learners have to prepare to speak about. Remind students to make notes about each point.
- Students can bring in photos or brochures to support their presentation.
- Students can present their trip to the class or smaller groups if you have a large class. Encourage them to ask questions about each other's trips. If students work in groups, ask them to briefly report back to the class.

8 BIOLOGY in English

Page 53 SB

Picture / background information

More information about the text in this section can be found at:

www.sciencemadesimple.com/leaves.html
www.bbc.co.uk/schools/ks3bitesize/science/biology/plantpro1_1.shtml

See also:

en.wikipedia.org/wiki/Photosynthesis
rivaprood2.riverdeep.net/portal/page?_pageid=336,207152&_dad=portal&_schema=PORTAL

8 A

- Write the word *Photosynthesis* on the board: Look at the diagram with students and ask if they have dealt with photosynthesis in other classes. Ask: What things do trees take in? (carbon dioxide, water). What do they produce? (glucose and oxygen).
- Read out the definitions. Make sure that students understand words such as *breathe* and *flat*. Demonstrate them with actions and objects.
- Students read the text and find the words which match the definitions.
- Check the answers.

8 BIOLOGY in English A		Answers
1 oxygen	2 roots	3 leaves
4 cell	5 glucose	6 sunlight

8 B

- Students complete the sentences with a partner.
- Students check their answers in the text.
- Check the answers.

8 BIOLOGY in English B		Answers
1 carbon dioxide; oxygen	2 glucose; water	

8 C

- Read out the questions. Students answer orally, referring back to the text if necessary.

8 BIOLOGY in English C		Answers
1	Trees take in carbon dioxide which pollutes the air and causes global warming. Trees also produce oxygen. We need this to breathe.	
2	Young trees grow more quickly and take in more carbon dioxide. They therefore produce more oxygen.	

Optional project: Autumn leaves

- Students work in small groups and find out the answers to the question: *Why do leaves change colour in autumn?* They can use the internet and reference books to find information.
- Choose one group to present their findings to the class. Other groups add or correct information.

9 PORTFOLIO WRITING

- Read out the task and check that students have understood it.
- Copy the essay plan on the board. Expand the notes into a mind map with the help of the students. Add notes to the advantages and disadvantages given and add new positive and negative arguments.
- Elicit from students phrases to express opinion. Remind students to use these in their final paragraph.
- Students write their essay in class or for homework.
- Take in the essays. Read out the best one(s) to the class.

10 Your answer

- Finish the unit with a final whole class discussion of **The BIG Question**: *Will air travel cost the Earth?* Discuss the questions given.
- Refer students to the Workbook Unit 11 exercises.

Last word

- After doing the workbook exercises, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

WORKBOOK answers

Pages 26–27 WB

1 Language: present perfect with *for* and *since***1 A**

1 for	2 since	3 since
4 since	5 for	6 for

1 B

- 1 I have liked horseriding for a long time.
- 2 Cheap airlines have been popular since the 1980s.
- 3 We have used the Channel Tunnel since it opened.
- 4 My boyfriend and I have had a motorbike for two years.
- 5 I have flown three times since the beginning of the year.

1 C

- | | | |
|---------------------|------------------|-------------------|
| 1 has been | 2 started | 3 has only become |
| 4 took place | 5 decided | 6 became |
| 7 have just started | 8 haven't agreed | |

2 Vocabulary**2 A**

- | | | | |
|------------|----------------|--------|------------|
| 1 relaxing | 2 transport | 3 on | 4 by |
| 5 on | 6 eco-friendly | 7 boat | 8 airlines |
| 9 flights | 10 tax | | |

2 B

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

3 Use of English

- 1 How long *have you had* your scooter?
- 2 I'm sorry, that's very *inconvenient*.
- 3 I got my car *XX years* ago. (depending on the current year)
- 4 We can't *afford* to go on holiday.
- 5 Planes *pollute* the air.

4 Pronunciation

CD1 (Blue) track 17

4 B

- | | | | |
|----------|----------|----------|----------|
| 1 smart | 2 street | 3 spend | 4 sledge |
| 5 screen | 6 smell | 7 spring | 8 star |

5 Portfolio Writing*(Individual answers)*