

Getting around



UNIT OBJECTIVES

How does transport help our lives?

In this unit, you will:

- ▶ Read an encyclopedia entry about the Mars rovers.
- ▶ Listen to a conversation about a form of transport.
- ▶ Express agreement and disagreement.
- ▶ Write a tour advertisement.
- ▶ Do a survey about forms of transport and present the results.

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



Going to
places

Look at the photo and discuss
the questions.

- 1 What form of transport do you see?
- 2 What do you like about this form of transport?
- 3 What forms of transport do you prefer and why?

7 Vocabulary Forms of transport

Activate Tell a partner what different forms of transport you use in a month: a car, a bike or a plane?

1 54 Look at the pictures and complete *A weekend in our city*. Listen and check.



A weekend in our city

Saturday: First, take the 1  ____ from the airport to your hotel. Then, get on the 2  ____ to the park and ride 3  ____s around the park. It's beautiful. There are 4  ____s to take you to a restaurant for a delicious dinner.

Sunday: There are 5  ____ rides over the city. It's an amazing way to see everything. Or there is a 6  ____ to the island. Have lunch and get a 7  ____ back. It's an incredible way to say goodbye to our city!

2 55 Read the clues and choose the correct form of transport. Listen and check.

- 1 A **motorbike/bus** has two wheels and a motor.
- 2 You sit on a **bus/bike** with other people to travel.
- 3 You stand on a **taxi/skateboard** and move by pushing your foot on the ground.
- 4 A **train/boat** travels on water.
- 5 A **train/helicopter** can transport 300 people.

3 **Communication** What forms of transport do you see in your town? Discuss with a partner.

Plurilingual competence Which transport words are similar in your language?

Vocabulary practice



7 Reading An online encyclopedia entry

1 Look at the pictures. What do you think the text is about?

2 56 Read and listen to the text. Choose the best title.

- 1 Living on Mars
- 2 Transport on Mars
- 3 Learning about Mars

Project pathway

1

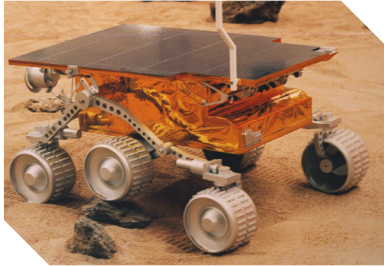
2

3

List three forms of transport you use.

Workbook Project preparation

Rovers are robots and they go to Mars. NASA makes rovers because people can't go to Mars. Rovers can drive on Mars and help us learn more about the planet. There are **five** rovers on Mars from NASA. Here are their stories:

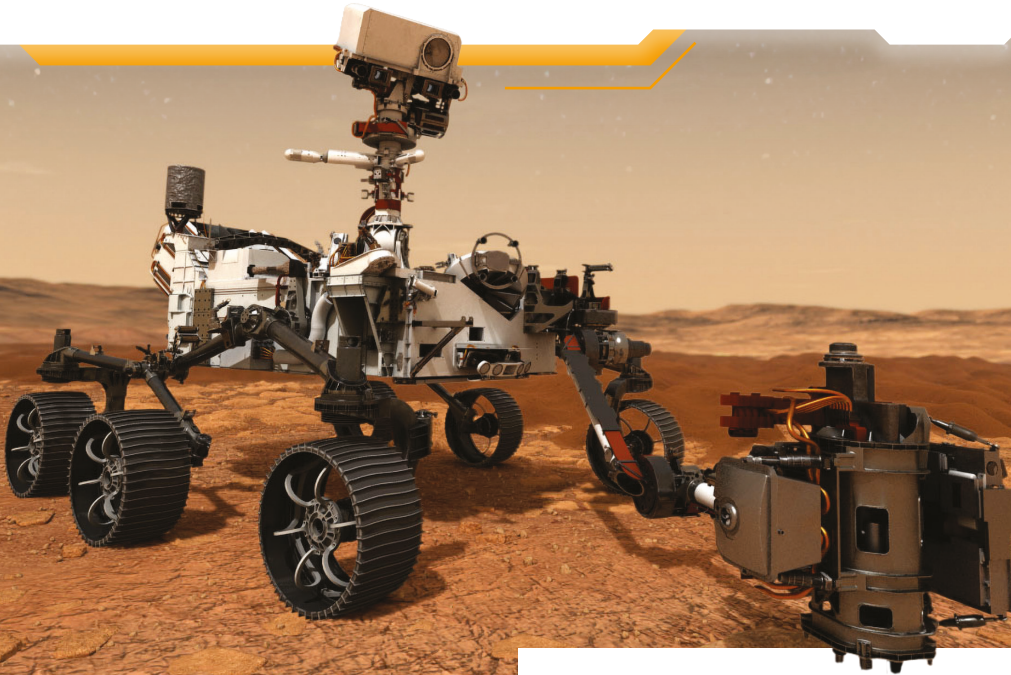


1997: The first rover was Sojourner. It was small (**11 kg**), but it was strong. It had wheels. It was important because it was the first rover on Mars. It was active for **83** days.

2004: The next two rovers were Spirit and Opportunity. They are robots with wheels and cameras to look for water on Mars.

2012: Curiosity is a big rover that is on Mars now. It has wheels and cameras and can break rocks. It is also a robot to look for water. Now people know more about water on Mars.

2021: Perseverance is driving and working on Mars now. It is big: **1,025 kg**, like a small car. It has six wheels and a robot arm to hold things. It also has a small helicopter. Scientists are using Perseverance to learn if people can live on Mars.



LEARNING TO LEARN

To understand numbers, find the number in the text. Then read before and after the number to understand what it refers to: a time, quantity or something else?

3 Read the text again. Look at the numbers in bold. What do they refer to?

4 Read and listen to the text again. Are the sentences true or false?

- 1 Mars rovers are robots.
- 2 They all have a helicopter.
- 3 Sojourner is the last rover.
- 4 Perseverance helps people who live on Mars.

5 Critical thinker Do you think space travel is easy or difficult? Why?

Mediation Describe Mars rovers to a child who is interested in space travel. Use the **Mediation guide**.

1 Read the sentences. Then complete the rule.

SPACE TRAVEL
PAST AND PRESENT

- A The Mars Reconnaissance Orbiter **is** a satellite that takes photos of Mars.
- B The Challenger **was** a space shuttle in the 1980's.
- C Sally Ride and Kathryn Sullivan **were** the first women in space together.
- D Reid Wiseman, Victor Glover and Christina Koch **are** NASA scientists.

We use **1** ____ and **2** ____ to talk about past events.



2 Complete the rules for the past simple of be.

was/were	
Affirmative	Negative
I/He/She/It 1 ____ strong.	I/He/She/It was not (wasn't) very strong.
You/We/They 2 ____ strong.	You/We/They were not (weren't) very strong.

3 Look at the picture below. Complete the sentences with **was**, **wasn't**, **were** or **weren't**.

My grandfather says that in the past, transport in our city **1** ____ different. There **2** ____ many cars. There **3** ____ a lot of traffic, so the streets **4** ____ quiet.

4 Use the prompts to create sentences about the past. Use **was** and **were** in affirmative or negative.

- 1** Trains / not modern **3** The streets / not crowded
2 My city / not big **4** Buses / clean



Grammar practice



Project pathway

1

2

3

Write one good thing and one bad thing about each of the three forms of transport from project pathway 1.

1 57 Read and listen to the blog. Then complete sentences 1–4 with the words in the box.

change • drive • ride • sit • take • travel • wear

Green Cities



Are there a lot of cars in your city? In my city, we **get in** the car, **sit in traffic** for hours and then **get out of** the car. It's bad for the planet.

These three cities are green cities. Many people don't **drive cars** in these cities.



BOGOTÁ

In Bogotá, people **take electric buses** every day. They **buy a ticket, get on** the bus and travel around the city. Sometimes, they **change buses**, so they **get off** one bus and get on another one. The buses are fast and clean.

5



PARIS

In Paris, many people **travel by bike** every day. People **ride a bike** to school or work. They **wear a helmet** for safety. Many people also walk.

3



SINGAPORE

In Singapore, many people travel by train every day. They are MRT trains. They are modern and clean, and some don't have a driver. Some people get on a bike at a station near their house. Then they ride the bike to the train station and **take the train** to school or work.

8

- 1 In Bogotá, many people ____ by bus. Sometimes they ____ buses and get on a different bus.
- 2 People ____ a bike and they ____ a helmet to go to school in Paris.
- 3 A lot of people ____ cars in my city, so we ____ in traffic every day.
- 4 People in Singapore ____ a train to work or school.

2 **Communication** Ask and answer the questions with a partner.

- 1 How do you travel to school every day?
- 2 Do you prefer to walk or ride a bike? Why?

Mediation Record a voice message about one of the green cities. Send the message to a friend. Use the **Mediation guide**.

Vocabulary practice

Now take a break and ...

YOU CHOOSE

Fun and games

Game

Me time

Get creative!

What's trending?

1 Communication Look at the photo and answer the questions.

- 1 What form of transport are they talking about?
- 2 Do you use this form of transport?



2 **58** Listen to the conversation between Nolan and Ryan. What specific form of transport are they talking about?



LEARNING TO LEARN

Important words like nouns and verbs sound clear and loud. This helps us understand key information when we listen.

3 **59** Read and listen to the sentences. Choose the important words.

- 1 How was your weekend?
- 2 It was good.
- 3 The first high-speed train was in Japan in 1964.
- 4 That's fast! Was it safe?
- 5 One million people use them every day.
- 6 There are high-speed electric trains in Spain, China and other countries.

4 Write two sentences about trains in your country in the past. Say them to a partner. Make the important words strong and long.

- 1 The trains in my country were ...
- 2 Trains in my country weren't ...

Social and emotional learning

Responsible decision-making

Thinking carefully about transport can be good for the environment.



5 Read the information about high-speed trains. Then copy and complete the table.

The GOOD and the BAD of HIGH-SPEED TRAINS

By Tracy the Traveller

There are high-speed trains in many countries. They are a great way to travel, but they are not perfect. Here are some good things and bad things about high-speed trains:

High-speed trains are fast, so they are good for long trips. Sometimes the tickets are expensive, so people don't take the train. They take a bus and the bus is slow.

They are good for the planet because they are clean, but there are no stations in small towns. Sometimes it is good to travel by car and cars are not good for the planet.

People like high-speed trains because they can sit, read and sleep on the train. Many people take high-speed trains every day, so the trains are crowded. Train stations are crowded places, too.

What do you think?
Do you want to travel on a high-speed train?



Advantages	Disadvantages

6 Global citizen Talk about the bullet train. How does it help people and the planet? What other transport can we choose to help the planet?

Mum

Damian

Would you like to visit Aunt Dani?

Great idea! Let's buy plane tickets now!

Plane tickets? I don't 1 ____ that's a 2 ____ idea. It's a short trip and they're expensive.

You're 3 _____. What do you think?

The bus is cheap.

Yes, 4 ____ the bus is slow and uncomfortable.

Yes, it is. What's your idea?

5 ____ about the train? It's fast and clean!

Yes, I agree!

1 60 Listen to a dialogue between Damian and his mum. Answer the questions.

- 1 What are they discussing?
- 2 What are their ideas?
- 3 What do they decide? Why?

2 Read the expressions in the Phrase bank. How can you say them in your language?

Phrase bank

Agreeing

You're right.

Yes, I agree!

Making suggestions

How about ... ?

Let's ...

Disagreeing

I don't think that's a good idea

Yes, but *the bus is slow*.

3 Listen to the dialogue again. Copy and complete the dialogue with the missing expressions.

LEARNING TO LEARN

When you agree or disagree, you can say a reason why: *I don't think that's a good idea. They're expensive.*

4 Put the dialogue in the correct order. Then practise it with a partner.

- 1 Great idea!
- 2 I don't think that's a good idea. We've got a lot of homework. How about tomorrow?
- 3 Let's go for ice cream.

It's your turn

Your class wants to have a picnic at a park far from your school. Have a dialogue to plan how to get there. Go to the Workbook and choose how much help you need.

Prepare

A lot of help

A little help

No help

Share

Evaluate



7 Grammar Was/were: questions and answers



1 Was this your first car?

2 What was it called?

3 Where were you in this photo?

4 Were you with Grandma?

a Yes, it was.

b It was a Volkswagen Beetle!

c We were on holiday in the mountains.

d No, I wasn't. I was with my sister Mariana.



1 What is happening in the photo?

2 Read the dialogue. Then complete the rule.

We use 1 ____ and 2 ____ to ask and answer questions about people, places and things in the past.

3 Copy and complete the table.

was/were		
Yes/No questions		Short answers
1 ____ I/he/ she/it	fast?	Yes, I/he/she/it was.
		No, I/he/she/it 3 ____.
2 ____ you/ we/they		Yes, you/we/they 4 ____.
		No, you/we/they weren't.
For <i>Wh-</i> questions, add the question words (<i>what, where, when, why, who</i>) before <i>was/were</i> .		

4 Choose the correct option to complete the questions.

- 1 Was/Were the buses crowded yesterday?
- 2 Was/Were your last ride in a car fun?
- 3 Who was/were with you on your last car ride?
- 4 When was/were you last on a train or bus?

5 Communication Ask and answer the questions in exercise 4.

Checkpoint

1 2 3 4 5 6 7 8

The Volkswagen Beetle™ 1 **was/were** the first car from Volkswagen. There 2 **was/were** VW Beetles of this type from 1949 to 2003. At first it was their only car. It was popular and it 3 **wasn't/weren't** very expensive. Today, there 4 **are/is** many Beetles in museums. There is also the famous Beetle from the film *Herbie*. In the film, Herbie 5 **can/can't** talk, but he communicates with people. VW Beetles 6 **wasn't/weren't** like other cars. They were special!



Grammar practice



Project pathway 1

Write about your favourite form of transport from project pathway 1 and give two reasons why it's your favourite.

Workbook Project preparation

Communication

pages 113 & 114

1 Read the advertisement and answer the questions.

- 1 Where is Chichen Itza?
- 2 What can you see there?



A DAY IN THE MAYAN WORLD

Chichen Itza is a famous place in Mexico. It is very popular. Many tourists visit it. It is one of the New 7 Wonders of the World™.

Chichen Itza is beautiful. There are many things to see. The Pyramid of Kukulcan is very famous. Chichen Itza was a big city. It was an important city for the Mayan people.

You can go to Chichen Itza from Cancun. You can take a bus, a car or a taxi. There are guides at Chichen Itza. You can learn about Mayan culture from them and they speak many languages. You pay for a ticket to enter and the ticket is expensive. You pay more for a guide.

You can also take a tour from Cancun! First, you visit the pyramids. Then you swim in a cenote (an underground swimming pool!). It's a fun day!

include its location

describe the history

describe how to get there

talk about things to do

We ♥ travel

2 Read the advertisement again. Find ...

- 1 different ways to get to Chichen Itza
- 2 the name of the famous pyramid
- 3 the name of an underground swimming pool
- 4 a bad thing about the place

LEARNING TO LEARN

Use the correct tenses when you describe a place in the past or in the present.

3 Choose the correct verb to complete the sentences.

- 1 Machu Picchu **is/was** in Peru.
- 2 No people live in Machu Picchu now, but it **is/was** a big city and there were lots of people in the past.
- 3 Machu Picchu **is/was** a popular place with tourists. Many people visit it every year.
- 4 There **are/were** llamas in Machu Picchu. Tourists love them!

It's your turn

Write an advertisement for an interesting holiday tour. Go to the Workbook and choose how much help you need.



Watch the tips in the video.

SKILLS EXPERT

Prepare

Do

A lot of help

A little help

No help

Share

Evaluate

Context: It's transport week at your school. You will design a survey to ask three adults about transport now and in the past.

Task: Do a survey about transport and create a bar chart to present the results. Use your Workbook to develop your ideas. **Workbook** **Project preparation**

Review

1

2

3

- 1 Look back at your notes from the Project pathway exercises. Use them to help you complete the task.

Plan

- 2 **Communication** In groups, brainstorm and write three questions to ask three adults about their past and present transport use. Use the example to help you. Give three options to choose for answers.



Watch an example of how to create a bar chart.

PRESENT

- 1 How do you go to work?

Car

Bus

Bicycle

- 2 Which is your favourite form of transport when you travel?

Car

Bus

Bicycle

PAST

- 3 Which was your favourite form of transport in the past?

Car

Bus

Bicycle

- 3 Choose three adults to interview.

Create

- 4 Look at the model project. Then create and carry out your survey about transport.

- 1 Write the questions and answer options in your notebooks.
- 2 Interview each adult and write their answers.
- 3 Get together and add all the answers together.
- 4 Draw your bar chart (on paper or in a digital presentation) and prepare your presentation. Use the video to help you.
- 5 Practise your presentation.

- 5 **Digital literacy** Present your results to others in your group/class. Show them in a digital presentation or chart if possible.



Model project

TRANSPORT SURVEY

We asked three adults three questions.

1 How do you go to work?

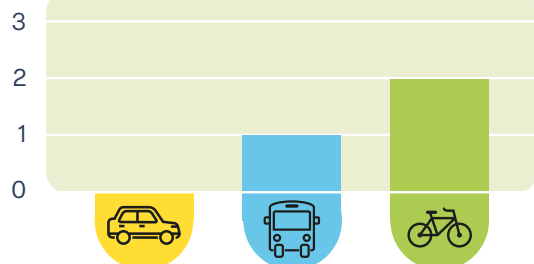
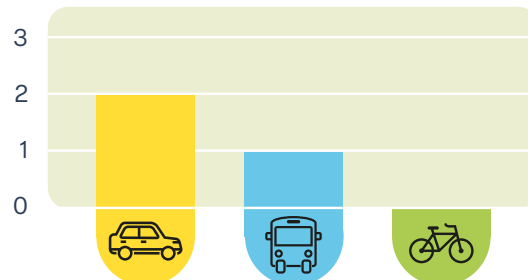
2 Which is your favourite form of transport when you travel?

3 Which was your favourite form of transport in the past?



QUESTION 1:

Two drive their car. One takes the bus. Zero ride a bicycle.

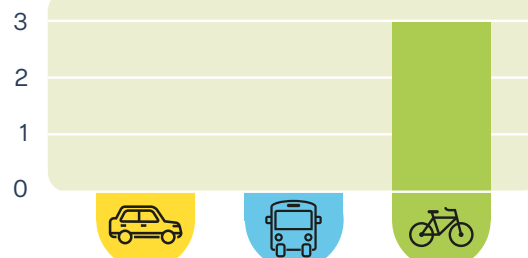


QUESTION 2:

Two say that a bicycle is their favourite, and one says it is the bus. Zero votes for the car.

QUESTION 3:

For three people, the bicycle was their favourite. Zero people for the car and the bus.



Peer assessment

Complete the checklist as you look at another group's project.

Creativity: Is it an interesting presentation?

Content: Does it include three questions and the results?

Clarity: Is the bar chart clear and easy to understand?

Language: Are grammar and vocabulary used correctly? Give examples.

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



Reflect Think about Unit 7 and answer the question.

How does transport help our lives?

Grammar

Was/were: affirmative and negative

We use *was* and *were* to talk about people, places and things in the past.

Affirmative

I *was* happy.

He/She *was* strong.

It *was* crowded.

You/We/They *were* nice.

Negative

I *was not* happy. =

I *wasn't* happy.

He/She *was not* strong. =

He/She *wasn't* strong.

It *was not* crowded. =

It *wasn't* crowded.

You/We/They *were not* nice. =

You/We/They *weren't* nice.

Was/were: questions and answers**Yes/No questions and short answers**

We use *was* and *were* to ask and answer questions about people, places and things in the past.

Was I/he/she/it fast?

Yes, I/he/she/it *was*.

Was I/he/she/it on a train?

No, I/he/she/it *wasn't*.

Were you/we/they on the bus?

Yes, you/we/they *were*.

Were you/we/they in a helicopter?

No, you/we/they *weren't*.

Wh- questions

Add the question words (*what, where, when, why, who*) before *was/were*.

When were your last holidays?

My last holidays were in May.

Where was the old train station?

It was near the park.

Vocabulary

61 Forms of transport

boat

bus

ferry

helicopter

hot air balloon

motorbike

scooter

skateboard

taxi

train

tram

underground/subway

62 Transport expressions

buy a ticket

change buses/trains

drive cars

get in/out of the car

get on/off the bus

ride a bike

sit in traffic

take the bus/the train

travel by train/bike

wear a helmet

Self-evaluation

Tell your partner one thing from the unit that a) you learned, b) was easy, c) was difficult, d) was interesting.

Communication	Learning to Learn	Plurilingual competence	Critical thinker
Vocabulary: p84, ex 3 Vocabulary: p87, ex 2 Listening: p88, ex 1 and 7 Grammar: p90, ex 5 Project: p92, ex 2	Reading: p85 Listening: p88 Speaking: p89 Writing: p91	Vocabulary: p84	Reading: p85, ex 5
Mediation	Digital literacy	Video literacy	Global citizen
Reading: p85 Vocabulary: p87	Project: p92, ex 5		Listening: p88, ex 6

Go to the Workbook. Complete your Self-evaluation tracker and create your Action plan.

Workbook **Self-evaluation**