

## 9.1

**Goal:** get information in places you visit

**Core language:**

VOCABULARY Using transport  
Getting information  
PRONUNCIATION Sentence stress and /ə/

## How do you get there?

## VOCABULARY Using transport

## Optional lead-in with books closed


Ask learners: *How do you usually get to work/school/university?* Get answers from two or three learners (at this stage, it doesn't matter exactly what they say – the focus should be on understanding the question). Then ask what your question was, and write it on the board. Use this to introduce the question form: *How do you get to ...?*

- 1 Learners read Vijay's answers a–e and match them with questions 1–5.  
Go through the answers, and ask learners how they know the answer.

1 d (He says 'It's difficult to park in the centre'.)  
2 c (He says 'I usually buy ...')  
3 e (He says 'If I'm late ...')  
4 a (He says 'He rides a motorbike ...' He = My friend.)  
5 b (He says 'If it's a business trip ...')

- 2 *Transport words and phrases.* To check that learners know the basic nouns, look at the pictures and ask what they show.

1 underground 2 bus 3 train 4 bicycle (or bike)  
5 motorbike 6 taxi 7 car 8 someone walking

- a  Learners find a highlighted verb or expression to go with each picture.  
b Go through the answers together. Play recording 2.47 or say the phrases yourself, and get learners to practise saying them.

1 get the underground 5 ride a motorbike  
2 get the bus 6 get a taxi  
3 get the train 7 drive  
4 cycle 8 walk

**Language note: get (the), take (the), go by**


Learners may also know phrases with *take* or *go*:  
– take the bus, train ...  
– go by bus, car ...  
These are also correct, and mean the same as phrases with *get*. When people talk about what they usually do, they most commonly use *get* or verbs like *drive* or *cycle*.

- c Learners think of other kinds of transport. Build up words on the board. Focus especially on kinds of transport that are common in the town or country where you are.

**Alternative: Group brainstorming**

Learners work in pairs or groups. Together, they think of other kinds of transport and write them down. Then get ideas from different groups, and write them on the board.

## SPEAKING

- 3  Learners ask and answer the questions in 1, taking each question in turn and asking it round the group. They try to find out who in the group walks or cycles the most, drives the most and uses public transport the most.

*Feedback.* Take each of the three forms of transport in turn, and find out who does it the most in each group.

**Alternative: Pairs**

If it is difficult to form groups in your class, learners could ask the questions in pairs, and find out if they or their partner walks more, drives more and so on.

## A visitor in Lucknow

## LISTENING

- 1 *Listening for main idea.* To establish the situation, look at the two photos on p74, and ask:  
– Who are Vijay and Meera? (Cousins)  
– Where does Vijay live? (London, England)  
– Where does Meera live? (Lucknow, India)  
– Where are they now? (In Lucknow)

Play recording 2.48 straight through. Ask whether it is Vijay's first visit, and how we know. (*Answer:* Yes. He doesn't know anything about the town.)

- 2 a *Listening for detail.* Before listening, read sentences 1–5, and see if learners can say if they are true or false.

Play recording 2.48 again, pausing from time to time if necessary. Learners listen and write *True* or *False* beside the sentences.

- b Either let learners read the script on p154 to check their answers, or go through the answers together. Ask learners to correct the false sentences, and to add further information.



1 False. There are some in the main shopping area.  
2 True. He didn't bring any books to read.  
3 False. It opens at 10.00 or 10.30.  
4 True. It takes about 20 minutes.  
5 False. It's too hot and crowded. They decide to get an auto-rickshaw.

## VOCABULARY Getting information

### Optional lead-in with books closed

Give learners a situation: You're in a town you don't know. You want to buy some shoes. What question can you ask? (*Is there a shoe shop near here?*). You want to know if it's far away (*How far is it?*), etc. Elicit possible questions and write them on the board.

Then open books and look at the questions in 3a.

- 3 a  /  Learners complete the questions with the words in the box.
- b Then they add questions from 3b to the correct group.

#### Asking where something is

*Is there a cash machine near here?*  
*Where's the nearest rickshaw stop?*  
+ *Where can I buy some shoes?*

#### Asking how to get there

*What's the best way to get there?*  
*Can we walk?*

#### Asking how far away it is

*How long does it take?*  
+ *Is it far?*  
+ *How far is it?*

#### Asking when it's open

*Do you know when it's open?*  
+ *What time does it open?*

To get learners used to hearing the key phrases, use them in questions to the class, e.g. ask learners: *Is there a café near here? How far is it? Where's the nearest newsagent's? Where can I buy some chocolate?*

- 4 a *Phrases for getting information.* Learners look at conversations 1–3 and write out the complete questions.
- b Go through the answers, and play recording 2.49 to check.


- 1 *What's the best way to get there?*  
*How far is it?*
- 2 *Is there a bank near here?*  
*Is there a bus?*  
*How long does it take?*
- 3 *Where can I buy some shoes?*  
*Is it far?*  
*What time does it open?*

## PRONUNCIATION Sentence stress and /ə/


- 5 To remind learners of weak forms, ask:
- *When do words have the sound /ə/: in stressed syllables or unstressed syllables?* (unstressed)
  - *What words often have the sound /ə/?* (*a, the, of, can, ...*)
- a Learners underline the stressed syllables and mark the /ə/ sounds.
- b Go through the answers, or let learners check in the script on p154.

### Note


If you think learners will find this difficult, you could do it with the whole class. Show the conversation on the board and play recording 2.49, so that learners can hear the stress patterns and the sounds.

 Learners practise the conversations.

- 6 *Conversation practice.* Look at each conversation in turn, and ask learners to suggest what phrases they might use instead of the highlighted words. Try to get two or three ideas for each.

 Learners practise the conversations, changing the highlighted words.

## SPEAKING

- 7 a *Asking for information.* Ask learners to imagine they are in this town for the first time. Look at the places, and ask them to choose three of them. If necessary, choose one (e.g. a bank) and ask learners what questions they will ask about it.
- b  Learners take it in turn to ask about the three places. The other learner gives information.
- c Learners form new pairs, and ask their new partner the same questions.
- Round-up.* Ask a few learners if they received the same answers from the two people they asked.

### Alternative: Mingling activity

Imagine the classroom is a street. Learners walk up and down, and stop other learners to ask their questions. If you like, you could divide the class into two halves: *strangers* and *locals*. The *strangers* stop people and ask questions; the *locals* reply with information. If a learner asks another *stranger*, he/she replies *Sorry, I'm not from around here*, and moves on.

## 9.2


**Goal:** compare ways of travelling

### Core language:

GRAMMAR Comparatives and superlatives  
VOCABULARY Prepositions of movement

## King of the road

### READING

- 1 *Whole class.* To introduce the topic, look at the picture, and use this to teach the word *unicycle*. Ask if any learners know how to ride a unicycle (or if they know anyone else who rides one), and how far they can go on it. Discuss whether it would be easy to ride, and why or why not.
- a  *Prediction task.* Learners cover the text and look at sentences 1–6. With their partner, they decide the reasons why Joe Marshall rides a unicycle to work. Then discuss the reasons together.
- b Learners read the text to find out the answers. Go through the answers together, and ask how they know from the article.

- 1 *He enjoys it (the daily journey is fun)*
- 2 *It's quick (50 minutes – the same as the bus or underground, and quicker than by car)*  
*It's safe ('Unicycles are safer than they look', 'Drivers are more careful with me')*
- 4 *It's good exercise ('It's great exercise too, because you can't stop moving')*
- 5 *It's good in traffic jams. ('They're the best thing in traffic jams')*

- 2 / *Reading for detail.* Learners read the article again and answer the questions.

fun: *Joe Marshall*  
 dangerous: *many people*  
 stupid: *an old lady in the street*

- 3 *Whole class discussion.* Ask learners what they think of the idea. To give this more focus, you could ask learners to complete this sentence: *I think Joe's form of transport is ...* Then ask learners to read out their sentences and give reasons for their opinion.

## Comparing

### GRAMMAR Comparatives and superlatives

- 1 Learners look at the second paragraph of the article and answer questions 1–3.

1 a bike 2 a car 3 a unicycle

Use this to focus on comparative and superlative adjectives. Point out that:

- *quicker, slower* are comparative forms of the adjectives *quick* and *slow* (they mean *more quick, more slow*)
- *the best* is the superlative form of the adjective *good* (cars, buses, bicycles are all good, but a unicycle is *the best*)

- 2 *Comparative and superlative forms.* Look at the table. Point out that:

– we can form comparatives and superlatives in two ways:

- 1 we can add *-er* and *-est* to the adjective.
- 2 we can use the words *more* and *most* before the adjective.

- with two-syllable adjectives ending in *-y*, we remove the *-y* and add *-ier* or *-iest*.
- three adjectives (*good, bad, far*) have irregular forms.

- a Learners complete the forms in the table.

**Comparative:** *quicker, safer, more careful, more dangerous, easier*  
**Superlative:** *the longest, the most crowded, the best*

- b Play recording 2.50 or say the forms yourself, and get learners to practise saying them. Focus on:

- the /ə/ sound in /kwɪkə/, /seɪfə/, ...
- the /ɪst/ sound in /kwɪkɪst/, /lɒŋgɪst/, ...
- the /ɜ:/ sound in /wɜ:st/, /fɜ:ðɪst/, ...

- c Learners write the comparative and superlative forms of the words.

*cheap, cheaper, the cheapest*  
*busy, busier, the busiest*  
*clean, cleaner, the cleanest*  
*expensive, more expensive, the most expensive*  
*interesting, more interesting, the most interesting*  
*nice, nicer, the nicest*  
*comfortable, more comfortable, the most comfortable*

#### Note: Grammar practice

You could do the grammar practice on p138 at this point.

- 3 Read each conversation, and ask learners to use the correct form of the words in brackets.

1 *more interesting, nicer* 2 *cheaper* 3 *easiest*  
 4 *nicest, best* 5 *quickest, most comfortable*

- Learners practise the conversations, using one of the adjectives in brackets each time.



You could use photocopiable activity 9A on the Teacher's DVD-ROM at this point.

## Journeys

### VOCABULARY Prepositions of movement

- 1 *Reading.* Tell learners they will read about a woman's favourite journey. Ask them to find out:

- where she starts
- where she goes to
- why she likes it

Learners read the text. Then discuss the questions.

- *She starts at her house.*
- *She goes to the shops and a café.*
- *She likes it because it's a beautiful walk through a park.*

- 2 Learners match the prepositions with pictures A–H.

A out of C into E up G from  
 B through D down F across H to

To practise, ask learners to cover the text, and say where Jayne goes:

- *She goes from her house to the shops. First she goes out of ...*

### WRITING AND SPEAKING

- 3 *Writing: Describing a journey.* Learners write a description of a journey they like. As they do this, go round and check.

- 4 *Speaking.* In turn, learners describe their journey. If possible, they should do this without reading what they wrote.

*Round-up.* Ask each group to choose the most interesting journey. Ask that learner to describe it again to the whole class.

## 9.3 Target activity: Buy a ticket

**Goals:** get information in places you visit   
 compare ways of travelling   
 buy a travel ticket

#### Core language:

TASK VOCABULARY Buying a ticket  
 9.1 VOCABULARY Getting information  
 9.2 GRAMMAR Comparatives and superlatives

### TASK LISTENING

- 1 *Pre-listening discussion.* Ask learners what a *coach* is (*Answer:* a bus that goes from one town to another). Ask learners if they ever travel by coach, and what their last journey by coach was.

Look at the coach ticket and discuss answers to questions 1–4.

1 London (Victoria) 2 Basingstoke 3 Return  
4 19 May 5 £15.45

- 2 Play recording 2.51 and discuss answers to questions 1–5.

1 today 2 today 3 any time 4 cheaper 5 slower

If necessary, play recording 2.51 again, pausing to focus on answers to the questions.

### TASK VOCABULARY Buying a ticket

- 3 a Learners match questions 1–6 and answers a–f.  
b Go through the answers together. Then play recording 2.51 again to check.

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

#### Optional pair work

Learners ask and answer the questions. Then they cover the questions and answers. One learner tries to remember the questions, and the other learner gives any suitable answer. Then they change roles.

- c Look at the words. Ask learners to make new questions using the words with the highlighted expressions in 3a.

1 How much does a day return / a single cost?  
2 What time does the next bus/train leave?  
4 How long does it take to Birmingham?  
5 Which bus/train do I get?



You could use photocopiable activity 9B on the Teacher's DVD-ROM at this point.

### TASK

- 4 a Preparation for the task. Give learners a letter, A or B. Learner A reads the role cards on p127; Learner B reads the role cards on p129.  
b They think of questions to ask. They could write their questions, but they shouldn't look at them during the role play activity.
- 5 a Speaking: Role play. Learners form A/B pairs. They have conversation 1, then conversation 2.  
b Learners move to form new pairs. To do this, ask all A learners to move and B learners to stay where they are. They have the two conversations again.

For more practice, learners could swap role cards and have another conversation.

## 9 Explore

### Keyword: get

**Goal:** use *get* appropriately to express a range of meanings

#### Core language:

*get* = receive, obtain, buy  
*get* = travel, arrive

- 1 'get' = receive, obtain, buy. Point out that we often use *get* to mean receive or obtain. Show this meaning with hand gestures, and give a simple example, e.g. – *I don't get many letters, but I get a lot of adverts in the post.*

We also use *get* to mean buy. Give an example, e.g. – *There isn't any bread. We need to get some.*

/ Learners complete sentences 1–6. If necessary, they can look back at earlier units to find the examples.

1 comments 3 salary 5 job  
2 calls 4 dollars 6 newspapers

- 2 Learners ask and answer questions 1–5.

*Feedback.* Ask learners to tell you two or three things about their partner. Make sure they use the correct form:

1–3: He/She gets ... 4: He/She got ... 5: You can get ...

#### Alternative: New pairs

Learners form new pairs. They tell their new partner what their original partner told them.

- 3 'get' = travel, arrive. Point out that *get (to)* is often used to mean arrive (*at*). Give an example:  
– *I usually get to school at 8.30.* (= arrive at school)

We also use *get* to mean travel on. Give an example:  
– *I always get the 5.30 train.* (= travel on)

/ Learners look at sentences 1–4 and decide what *get* means in each one.

1 travel on 2 arrive 3 travel on 4 arrive

#### Note

*When do you get to work?* = When do you arrive?  
*How do you get to work?* = How do you travel?

- 4 Learners ask each other the questions. You could get learners to give longer answers using the prepositions of movement from p77.  
5 Learners ask and answer the two questions.  
*Round-up.* Ask a few learners what they found out from their partner in 4 and 5.



You could use photocopiable activity 9C on the Teacher's DVD-ROM at this point.

### Across cultures: Transport culture

**Goal:** to make learners aware of different 'transport cultures' in different parts of the world, and to think about their own culture

#### Core language:

*traffic lights, bike lanes, public transport, private transport*

- 1 a *Listening for main idea.* Look at the pictures, and ask learners which cities they think they show.  
b Play recording 2.52. Ask learners to listen for the name of the city, and also the main kinds of transport people use.

Amsterdam: bikes, public transport  
Dubai: cars, taxis


2 a *Listening for detail.* Check that learners understand the meaning of *government* and *bike lanes* (= a part of the road just for bikes). Look at each topic in turn, and ask if learners remember what Marike and Hasan say about it.

b Play recording 2.52 again to check, pausing if necessary to focus on particular points.

- 1 M: *The government thinks about bicycles and public transport first.*  
 2 M: *They have traffic lights for bikes.*  
 3 H: *Petrol's not too expensive (but prices are going up).*  
 4 H: *People use taxis, but there aren't enough.*  
 5 H: *They have great roads.*  
 6 M: *They have 400 kilometres of bike lanes.*

3 Learners match 1–6 with a–f. Then go through the answers and ask which city each sentence is about.

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

4  *Discussion.* Learners discuss questions 1–6. You could ask them to choose a 'secretary' to note down their answers to each question (this will give the discussion more focus).

*Feedback.* Take each question in turn, and ask the secretary from each group to summarise what they said. See if all the groups agree.

#### Mixed-nationality classes

As learners will have different answers, you could ask learners from similar countries to sit together in groups.

#### Alternative: Class survey

- Give each learner a number from 1 to 6 round the class; this is the number of the question they will ask.
- Learners move freely around the class, asking their question to two or three other learners, and answering other learners' questions.
- Learners with the same number sit in groups and compare the answers they received.
- Ask each group what answer most learners gave to their question.

## Explore speaking

**Goals:** correct yourself and other people  
 check and summarise information

#### Core language:

Checking information: *Was that ...? Sorry, is that ... or ...?*

Summarising information: *So, just to check, ... So, just to repeat, ...*

Correcting yourself: *Sorry, not ... I mean ... Sorry, I'm wrong.*

Correcting other people: *It's not ..., it's ...*

### 1 *Listening for main idea*

#### Optional lead-in with books closed

Present the situation: two people are arranging to meet. Ask: *What do you think they talk about?* Get learners to suggest possible ideas, e.g.

- Where to meet
- What time to meet
- What to do

Learners cover the script below the picture. Read questions 1 and 2 with the class. Then play the first part of the conversation (recording 2.53) and discuss the answers.

1 Friday 2 Go out for dinner

2 Play the rest of the conversation in recording 2.54, and ask when and where they will meet.

At eight o'clock, in a café near the Royal Theatre.

3 a *Correcting, checking and summarising.* Look at categories 1–4. Make sure learners know what these verbs mean: *check, correct, summarise*. If necessary, give simple examples to show the meaning.

Look at the script below the picture and read the first highlighted expression: *Was that Campie Street?* Ask: *What is she doing?* (Answer: checking information)

Learners look at the other expressions and match them with the four types. They could write the expression numbers 1–10 next to categories 1–4.

#### 1 Checking information

*Was that Campie Street? (1) P for Peter? (2) Sorry, is that 393 or 353? (6) ... right? (9)*

#### 2 Correcting yourself

*Sorry, not the Palace Theatre. I mean the Royal Theatre. (5)*

#### 3 Correcting other people

*No. Cambie Street. (3) B for Bob (4) It's 353. (7)*

*Well, it's not next to the theatre exactly. It's near it. (10)*

#### 4 Summarising information

*So, just to check ... (8)*

b Ask what the expressions in the box are for.

*So, just to repeat, ... = checking information*  
*Sorry, I'm wrong. = correcting yourself*  
*No, it's ... = correcting other people*  
*Do you mean ...? = checking information*

4 a *Noticing task: Stress.* Play recording 2.55 and see if learners can spot the two stressed words in each line. Get them to practise saying sentences 1–5.


b If you think learners will find this difficult, you could let them follow in the script on p155.

5 a *Correcting yourself and other people.* Look at sentence 1 with the class. Then learners add corrections to the other sentences. *Possible answers:*

2 No/Sorry, not the Astoria. I mean the Astor.

3 No/Sorry, not East Broadway. I mean West Broadway.

4 No/Sorry, not 332. I mean 342.

b  Learners do the exercise together. Then check round the class. *Possible answers:*


1 No, it's not 'a - n', it's 'a - y - n'.

2 No, not Thursday. Tuesday.

3 No, not Ottawa. Toronto.

4 No, it's Malton. M for mother.

6 *Checking information.* Look at the example in the speech bubble. Then ask learners to check the other pieces of information in the same way.

 Learners practise repeating the information to check.

- 7 a *Role play.* Give learners a letter, A or B. Learners look at their role cards on p127 or p129.  
They have two conversations. As they do this, go round and help if necessary.
- b Learners change roles, and repeat the conversations.

## 9 Look again

### Review

#### GRAMMAR Comparatives

- 1 a To show what to do, you could draw the square on the board. Then draw lines between the words, and ask learners to make comparisons. *Possible comparisons:*

*A plane is faster than a car  
The bus is slower than the metro  
A car is more comfortable than a bus  
A plane is more expensive than a car*

- b Learners choose four forms of transport and make more comparisons.
- c Choose a different topic, and ask learners to suggest four words to write. They draw the square and write the words. In pairs, they draw lines between the words and make comparisons.  
Continue in the same way with one or two other topics.

#### GRAMMAR Superlatives

- 2 a Learners complete the sentences. Then go through the answers.

*2 the most dangerous      6 the most expensive  
3 the most crowded      7 the slowest  
4 the fastest              8 the most boring  
5 the busiest*

- b Learners ask and answer the questions, and give reasons for their answers.  
*Round-up.* Take each item in turn, and ask one or two pairs what their answers were.

#### CAN YOU REMEMBER? Unit 8 – Personality adjectives

- 3 a *Review.* Write the first word on the board, with the vowels missing. Ask learners to tell you the missing vowels. (*Answer: adventurous)*

/ Learners add vowels to the other words.

*creative, funny, hardworking, independent, intelligent, interesting, serious*

- b Learners think of one person for each adjective, and write down their names.
- c Learners talk about the eight people.  
*Round-up.* Choose different adjectives in turn, and ask a learner to tell you about the person they chose.

## Extension

#### SPELLING AND SOUNDS Double consonants

- 4 a Look at the question and the table, and use this to focus on the rules:
- Normally, we add *-er* and *-est* to one-syllable adjectives.
  - If the word has one vowel and one consonant at the end, we *double* the consonant before *-er* and *-est*.

#### Note

The reason we double the consonant is to keep the sound of the word the same: e.g. *biger*, with only one *g*, would be pronounced /baɪgə/ – the double *g* keeps it as /bɪgə/

- b Learners write the comparative forms of the words. Then go through them with the class and write them on the board.

*1 fatter   2 nicer   3 older   4 wetter  
5 longer   6 fitter   7 safer   8 faster*

- c Say the words and get learners to repeat after you. See if they can think of any more examples.
- d Play recording 2.56 or read out the words. Learners write them down.
- e Learners could check on p155 or by reading the words back to you.

#### NOTICE *safer than it looks*

- 5 a Use the questions and examples to focus on the meaning of the expressions *safer than they look* and *commoner than people think*:
- *Unicycles look dangerous, but actually they are quite safe.*
  - *People don't think unicycling is common, but in fact it is.*
- b Learners add beginnings to the sentences.
- c Learners tell each other what they wrote and decide whether or not they agree.

#### Alternative: Whole class activity

Learners think of sentence beginnings alone or in pairs. Then go through the items with the whole class, getting different ideas for each one.

#### Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then learners circle the numbers on each line.

# Unit 9 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

### 9A Superlative facts

**Team A**

1 What is _____ city in Europe? (big)	A London B Moscow C Paris
2 What is _____ animal in the world? (dangerous)	A the crocodile B the hippopotamus C the mosquito
3 Where is _____ bone in the human body? (small)	A the ear B the hand C the foot
4 Where is _____ place on Earth? (big)	A Australia B China C the USA
5 What is _____ country in Europe? (crowded)	A Malta B the Netherlands C England
6 In which country are three of _____ cities in the world? (safe)	A Japan B Switzerland C the USA
7 What is _____ distance a human has travelled from Earth? (far)	A 400,000 km B 1,000,000 km C 10,000 km

**Team B**

1 What is _____ language to learn? (difficult)	A Hungarian B Chinese C Spanish
2 What is the speed of _____ flying bird? (slow)	A 20 km/h B 8 km/h C 2 km/h
3 How old is _____ living thing on Earth? (old)	A 40,000 years B 250,000 years C 500 years
4 Where is _____ bridge in the world? (long)	A Saudi Arabia B Thailand C China
5 How much is _____ potato in the world? (expensive)	A \$200 a kilo B €10,000 a kilo C €100 a kilo
6 Which is _____ airport in the world? (busy)	A Tokyo, Japan B Atlanta, USA C Mexico City, Mexico
7 What was the weight of _____ man in the world? (heavy)	A 500 kilos B 200 kilos C 480 kilos

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### 9B Single or return?

**Passenger**

Good morning. What time's the next train to Cambridge, please?  
So that's in 10 minutes. And what time does it arrive?  
12.30. OK. How much is it?  
Standard, please.  
Return, please.  
Day return, please. To come back this evening.  
Thanks.

**Ticket Office Clerk**

There's one that leaves at 11.35. Platform 3.  
It's a direct train, so it takes about an hour. It gets in at 12.30.  
First or standard class?  
Single or return?  
Day return is £23, open return is £28.  
OK. That's £23, please – and here's your ticket.  
You're welcome. Thank you.

**Passenger**

- what time / next train / London?
- how much?
- standard
- day return
- what platform / next train?

**Ticket Office Clerk**

- 10.18
- 12.10
- first / standard class?
- single / return?
- day return £48.75 / open return £51.50
- £37.50
- platform ?

1 A city centre single? £2.25  
2 B Frankfurt next Thursday return Sunday one-way? £7.70  
3 C Malpas Drive – how much? number? about £7  
4 D travel card zones 1 & 2 zones? £12.50

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### 9C Get a move on!

**START!**

How old / when / you / get / first job?

How / usually get around your / town or city?

**GET A MOVE ON!** Move forward two spaces.

How many / text messages you / get / a day?

What / last phone call / you / get?

**GET A MOVE ON!** Move forward three spaces.

What / best place / get / meal / your town?

What presents / you / get / last birthday?

Where / you / get / clothes / wearing / today?

**GET A MOVE ON!** Move forward two spaces.

How / you / get / school / today / and how long / take?

What / best present / ever / get / for someone else?

**FINISH!**

What / newspapers and magazines / you / normally / get?

When / last time / you / get / taxi?

**GET A MOVE ON!** Move forward three spaces.

What / most important / text message / you / ever / got?

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## 9A Superlative facts

**Activity type:** Speaking and grammar – Quiz – Groups

**Aim:** To practise using the superlative forms of adjectives

**Language:** Comparatives and superlatives – Use at any point from 9.2.

**Preparation:** Make one copy of the worksheet for every two learners and cut up each worksheet along the dotted line.

**Time:** 20 minutes

## 9B Single or return?

**Activity type:** Speaking – Role play – Pairs

**Aim:** To practise language for using public transport

**Language:** Buying a ticket – Use at any point from the Target activity, p78.

**Preparation:** Make one copy of the worksheet for every two learners and cut each worksheet along the dotted lines to form a set of dialogue cards, two role cards and a set of pictures and prompts.

**Time:** 30–40 minutes

## 9C Get a move on!

**Activity type:** Speaking – Board game – Groups

**Aim:** To practise using expressions with

**Language:** *get* – Use at any point from the Keyword, p79.

**Preparation:** Make one copy of the worksheet for every three or four learners, and bring one counter for each learner, and one coin for every three or four learners.

**Time:** 20–30 minutes

# Unit 9 Self-study Pack

## In the Workbook

Unit 9 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Using transport; Getting information; Buying a ticket
- **Grammar:** Comparatives and superlatives
- **My English:** Yuko from Japan
- **Explore writing:** Instructions on how to get to your home
- **DVD-ROM Extra:** Journeys – Claire

## On the DVD-ROM

Unit 9 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Sentence stress with /ə/
- **Explore speaking:** Using stress to check information
- **Listening:** Buying a ticket
- **DVD-ROM Extra:** Journeys