

5


Once in a lifetime

How can we plan the trip of a lifetime?




1  Look at the children in the photo.
Tick the true sentences.

- 1 They're travelling on the underground.
- 2 They're going to fly in a helicopter.
- 3 They are talking to the pilot.
- 4 They're hiking up a mountain.

2  Imagine you and your partner are the children in the photo. Do a role-play.


What can you see?

How are you feeling?

3  Look and complete the message. Then listen and check your answers.

flew helicopter noisy train travel window

That's the best way to **1** _____! We got into the **2** _____ at eleven o'clock and we **3** _____ for 30 minutes. We sat behind the pilot. It was **4** _____, but he talked to us through the headphones. I wasn't scared! I loved looking out the **5** _____ at the view. I saw mountains, lakes and a **6** _____. It was an amazing experience!

4  Think about a day trip or holiday you have been on. Ask and answer. Can you think of more questions to ask?

Where did you go?

When did you go?

How did you travel?

Which part of the trip did you like best? Why?

Let's explore!

VOCABULARY

I will learn words to talk about travel experiences.

1  Read the webpage and tick the answers. Then read again and listen.

- 1 What is the writer trying to do?
- a explain the geography of an area
- b attract visitors to an area
- 2 Circle all the different types of transport. How many can you find?

Visit our WONDERFUL region!

HOME . ABOUT . LOGIN

THERE'S A LOT TO DO HERE:

- Travel around the region by car, train or bus.
- Do you like outdoor adventures? Here you can **go camping** in the forest, go horse riding or **hike up a mountain**.
- Take a trip to the beach. Relax by the sea or **go snorkelling**.
- Spend a day exploring the capital city. It's easy to **travel by underground** or by bus. Don't forget to **visit the palace**. You can **climb up the tower**. There are fantastic views from the top!

- See a lot of amazing animals at the zoo. Would you like to **ride a camel**? This is your chance! You can **feed the penguins** in our sea animals area, and you might **see a hummingbird** in our new birdhouse.
- **Fly in a helicopter** or in a **hot-air balloon** – see our beautiful region from the air!


IMPORTANT INFORMATION:

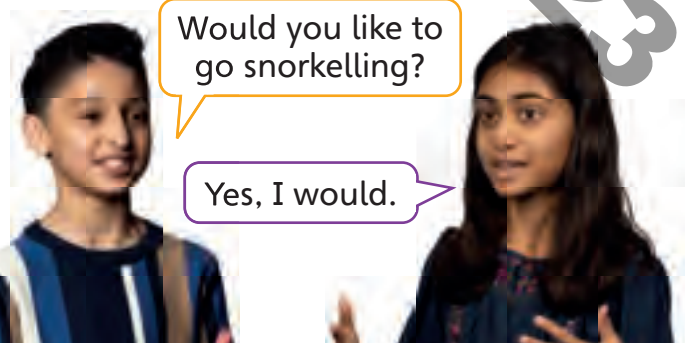
- You can buy train and bus tickets [here](#).
- If you are travelling by car, you can find information about parking [here](#).
- If you would like to **stay in a hotel**, you can find a lot of information [here](#).


2 Complete the sentences with **colour** words from the webpage.

- 1 I love walking. Let's _____ up that mountain!
- 2 We climbed up the _____. There were 248 steps!
- 3 When people visit a city, they often stay in a _____.
- 4 Many cities have got an _____. This means trains can travel below the ground.

3  Make a digital collage about travelling.

4  Which things on the webpage would you like to do? Ask and answer.





5  Katie is going on holiday. She is talking to her friend. Listen and write a short answer to each question.

- 1 When are Katie and her family going on holiday? _____
- 2 What building does Katie want to visit? _____
- 3 How will they travel around the city? _____
- 4 What is Katie most excited about? _____

6  Listen to the song. What ways of travelling are mentioned? Tick .

train	<input type="checkbox"/>	bus	<input type="checkbox"/>	rocket	<input type="checkbox"/>
car	<input type="checkbox"/>	hiking	<input type="checkbox"/>	zip line	<input type="checkbox"/>

7  Use objects in the classroom and your voice to make sound effects. Say or sing the song and add your own sound effects.


SONG TIME 




I dream of travelling

I dream of travelling round Asia by train,
And swimming in rivers in the falling rain.
I dream of **palaces**, and pyramids, too,
And **hiking up mountains** to look at the view.

*I'd like to try so many things.
I'd like to fly with eagle's wings.
I want to do all of these things and more.
I want to explore
The world!*

I dream of zip lines above tall forest trees,
And diving and **snorkelling** far out at sea.
I dream of **flying in a hot-air balloon**,
And going in a rocket to visit the Moon!

Chorus X2 

8  Listen to how we say the coloured letters. Listen again and repeat.

Jess likes backpacks and tents.
Baz likes cars and camels.
Aziz likes suitcases and boxes.



Language lab

GRAMMAR: TALKING ABOUT LIFE EXPERIENCES

I will talk about experiences I've had in my life.

1  Watch the video.



2 Read. Find and circle the things that Fred has done.

Fred loves going on holiday. He's been camping a lot of times, but he's never stayed in a hotel. He's going to do that next summer. He's travelled by underground and bus, but he hasn't travelled by taxi. And he's never flown in a helicopter. He would love to do that! He enjoys sport and really likes hiking. He hasn't hiked up any mountains, but he's hiked in forests. He's never ridden a camel or fed a penguin, but he's got a donkey at home. He's ridden and fed his donkey a lot of times!



I / We /
They / You

have / haven't / have never

been

camping.

He / She

has / hasn't / has never

visited

a big city.

3 Play *Stop the clock*. Draw lines to match the verbs.

fly

visited

travelled

see

stayed

hike

hiked

ride

flown

feed

travel

climbed

fed

climb

stay

ridden

visit

seen

Have

you / we / they

ever

been

camping?

Has

he / she

ridden

a camel?



4 Complete the questions about Fred. Use the **red** words from 3. Then write *Yes, he has* or *No, he hasn't*.



- 1 Has he ever _____ in a forest? _____
- 2 Has he ever _____ in a hotel? _____
- 3 Has he ever _____ a donkey? _____

5 Write questions. Then play *Find someone who*.

CODE CRACKER



	Question	Name
1	go to (place)	Have you ever been to _____ ?
2	ride (animal)	Have you ever _____ ?
3	travel by (transport)	
4	visit (place)	
5		

6 Complete the sentences about Jo and Lee. Then write sentences about two students in your class.

CODE CRACKER



- ✓ Jo has (ride) _____ a camel and
- ✓ she's (visit) _____ a museum.
- ✓ Lee has (feed) _____ a deer but
- ✗ he hasn't (fly) _____ in a plane.
- ✓ _____ and
- ✓ _____
- ✓ _____ but
- ✗ _____

7 Write two true and two false sentences about your experiences. Can your partner guess which sentences are false?




I've never seen a giraffe.

You're right!

I think that's false.



I will read a fable about two travellers.

- 1**  Look at the pictures. What is the story about?

The travellers and the bear by Aesop

Once upon a time, there were two travellers – an old man and a younger woman – who were on a journey around the world. One day, they were hiking through a forest. It was a very calm and peaceful place, and they could hear birds singing in the trees. ‘Have you ever seen a place as beautiful as this?’ asked the man.




- 2**  Read and listen.

Suddenly, they heard a terrible roar and the man screamed. A huge brown bear was running towards them! ‘Oh, no, a bear!’ shouted the woman. ‘It sounds angry!’ She ran to a tree and quickly climbed up.



The man was scared and worried. ‘How long does it take to climb a tree?’ he thought. He couldn’t climb up because he was too old and he was tired. But then he remembered an important fact. Bears aren’t interested in dead animals! He lay down on the ground. Then he waited.

- 3**  This kind of story is called a fable. What do you think is the moral? Read and tick .

- a If you see a bear, climb a tree.
- b A good friend will always help you.
- c Always travel with a friend.

- 4** Complete the phrases from the story.

- 1** The woman shouted, ‘The bear sounds _____!’
- 2** The bear thought, ‘He looks _____!’

The bear walked towards the man and stopped. It touched the man's body with its paws. The man could feel its sharp claws and its soft fur. Then it sniffed the man's head. The man could feel the bear's hot breath on his cheek. His heart was beating fast, but he didn't move. After a moment, the bear walked away. The man was safe!



The man stood up and the woman climbed down from the tree. 'That was scary!' she said. 'What was the bear doing? Was it talking to you?' she asked.


'That's right', answered the man.

'I don't believe it!' said the woman. 'I've never heard an animal talk! What did it say?'


'Well', replied the man. 'It said I should find a better friend.'

'Why?' asked the woman. 'I don't understand.'

The man answered sadly, 'I was in danger, but you climbed the tree. You saved yourself and you didn't help me. A good friend doesn't do that. I think the bear is right.' And he walked on, a wiser man.

5  **Read and circle T (True), F (False) or DS (the story doesn't say).**

- | | | |
|---|--|------------|
| 1 | The travellers were enjoying their trip. | T / F / DS |
| 2 | They went hiking every day. | T / F / DS |
| 3 | The bear wasn't very big. | T / F / DS |
| 4 | The man couldn't climb the tree. | T / F / DS |
| 5 | The man wasn't dead. | T / F / DS |
| 6 | The woman wanted to talk to the bear. | T / F / DS |

6  **Make a shoebox model of a scene from this fable or a different fable. Write the moral on a piece of paper and attach it to your scene.**

7  **Act out your story in groups.**

Experiment lab

SCIENCE: ANIMALS AROUND THE WORLD

I will find out about the different features of animals.

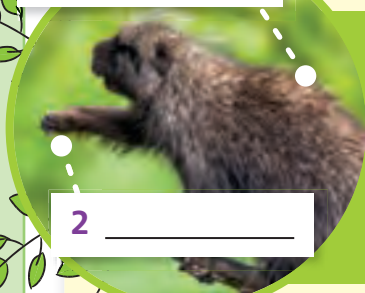
1 Look at the pictures and write the missing labels.

beak claws humps needles wings

2  Read and listen.

Have you ever wondered why animals around the world look so different? When explorers and scientists go to new places, they often find animals they have never seen before. Animals have got special features that help them to live in many different habitats.

1 _____



← **A North American porcupine**
Porcupines live on every continent except Antarctica! It's got sharp spines on its body to protect it from predators. A porcupine's long claws help it to find food in forests and deserts.

2 _____

A Bactrian camel ↘

A desert is an extreme habitat. It can be very hot, very cold and very windy. A camel has got a lot of special features that help it to live there. Thick hair on its body keeps it warm or cool. Big, flat feet help it to walk on the sand. Camels have got one or two humps. Fat in the humps provides energy when there isn't any food.



3 _____

A bee hummingbird ↗

Hummingbirds live in a lot of different habitats in North and South America. They are the smallest birds in the world. Their wings move very fast, so they can stay in the same place for a long time. Like all birds, a hummingbird has got a beak. This very long, thin beak is very good for getting nectar from flowers and catching insects in the air.



4 _____
5 _____

3 Answer the questions about the animals' special features.

- 1 What feature protects a porcupine from predators? _____
- 2 What feature helps a camel to walk on the sand? _____
- 3 What feature helps a hummingbird to get nectar from flowers? _____

4  Think of a habitat. Design a new animal to live in that habitat. Draw the animal and label its special features.

EXPERIMENT TIME

Why have birds got differently shaped beaks?

1 Look at the birds. How are their beaks different? What do the birds eat? How do they find or catch their food?

2 Choose four tools to use as 'beaks' and four foods. Make a table and write the names of the 'beaks' and the food.

You need:

- Pictures of different birds
- Plates and cups
- Some tools for 'beaks'
- Some objects for food

	Beak 1: chopsticks	Beak 2: spoon	Beak 3:	Beak 4:
Food 1: popcorn				
Food 2: rice				
Food 3:				
Food 4:				

3 Predict and write. Which 'beak' will be best at picking up which food?

Food 1: I think beak _____ will be best.

Food 2: I think beak _____ will be best.

Food 3: I think beak _____ will be best.

Food 4: I think beak _____ will be best.

4 How many pieces of food can you pick up in 30 seconds with one of the beaks? Record the number in the table. Repeat with the other foods and beaks.

5 Write your results here.

Food 1: Beak _____ was best.

Food 2: Beak _____ was best.

Food 3: Beak _____ was best.

Food 4: Beak _____ was best.

6 Were your predictions right? Compare your results with other groups.

7 Look at the beaks that worked best. Can you think of birds with beaks that work in a similar way? What do these birds eat?



Watch the video about animals.

At the tourist office

COMMUNICATION: ASKING FOR INFORMATION

I will ask for information.

1 Listen and circle the correct information.

A: Excuse me, where can we **1** go snorkelling / swim with dolphins?

B: You can go on a boat trip at 11 a.m.

A: Great! How long does the trip take?

B: It's **2** 50 minutes / two hours long.

A: Great! I'd like four tickets, please.

B: Here you are. **3** £40 / £60, please.

A: How much does it cost to **4** climb up / visit the tower?

B: It's £5 for an adult and £3 for a child.

A: Thanks. How long does it take?

B: It takes about **5** a quarter of an hour / an hour.



3 Do a role-play. Then swap roles.

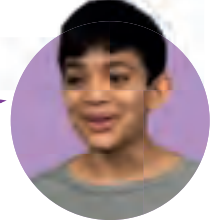
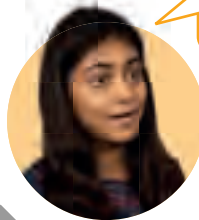
Press out role-play instructions.

Student A: You are on holiday. Ask questions.

Student B: You work in a tourist office. Answer the questions.

I'd like to fly in a helicopter. How much does it cost?

It costs ...



2 Look at the prices in the dialogue in 1. Do sums to show the cost of the tower tickets.

MATHS ZONE

- | | |
|--|-------------------|
| 1 three adults | $3 \times 5 = 15$ |
| 2 two adults and one child | _____ |
| 3 eight children | _____ |
| 4 three adults and two children | _____ |

4 Think of two trips in your country. How long do they take using different types of transport?

The trip from Madrid to Barcelona takes ...
six hours if you travel by car.
two hours 30 minutes by train.
one hour 15 minutes by plane.

How long does the trip take if you travel:

- by train?
- by car?
- by bike?
- on foot?

Writing lab

WRITING AN INTERVIEW

I will write an article about an interview.

1 Look quickly at the article and write the missing questions. Then read the complete interview.

- a Where would you like to go next?
- b Where are you now?
- c Why do you enjoy travelling?
- d Have you ever been to Antarctica?



Sarah Taylor, explorer

Sarah loves travelling. She lives in Canada, but she travels for eight months every year! She writes travel books and a blog. We asked her some questions.



1 _____

I'm in the middle of the Atlantic Ocean! I'm sailing to Brazil. I've never been to the rain forest. I want to travel up the Amazon River in a boat.

2 _____

Yes, I have. I went there last year. It's the most amazing place in the world! It takes a long time to travel there by ship. I was away from home for six months!


3 _____


I love seeing amazing places and animals. I love taking photos of wild animals. I've got some great photos of hummingbirds and penguins.

4 _____

I'd like to go camping in a desert. I've never ridden a camel!




2  Role-play the interview. Take notes to help you remember the explorer's answers.

3  Write your article. Add a drawing of the explorer in an interesting place.

Values

Care for the environment.

4  Work with a partner. Are these types of transport good or bad for the environment? Number them from 1 (the best) to 6 (the worst) and say why.

car _____
walking _____

aeroplane _____
bike _____

train _____
bus _____

PROJECT AND REVIEW

Plan the trip of a lifetime

Step 1

Research

✈️ What country would your group like to go to?

- Find out about interesting places to visit around the world.
- Talk about things you have never done and would like to do. Find out where you can do these things.
- Choose a country that your group would like to go to. Search the internet to find out about amazing experiences you can have there. You can look at tours on travel websites to get ideas.
- Make a list of your ideas.

I've never hiked up a big mountain. I'd like to do that.

If we go to Australia, we can visit the Great Barrier Reef.

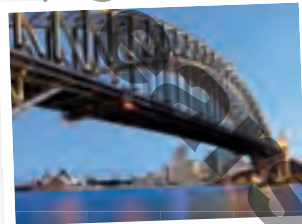
I've never been snorkelling. I'd like to see a lot of amazing fish!

Step 2

Plan

✈️ How can you plan your tour?

- Decide what places you will visit and in what order.
- Find a country map and mark the places you are going to visit.
- Decide how you will travel and draw your route on the map.
- Find pictures of the places you want to visit.
- Find out information about each trip. How can you travel? How far is it? How long does it take? How much does it cost?



Sydney Harbour Bridge




Three Sisters

Let's go to Sydney first and climb up the Harbour Bridge!

OK. Then we can travel to the Blue Mountains and visit the Three Sisters rocks. They look amazing!

Step 3

Create

 Make a collage about your trip.

- Write information about the trips and the places you're going to visit, and activities you can do there.
- Glue the map, pictures and information onto a large sheet of paper.

Rottneest Island, near Perth, Australia

It takes 45 minutes to get there by boat. You can ride bikes around the island. There are a lot of beautiful beaches. You can see quokkas, but you mustn't feed them!




Find out about the travel experiences of your friends and family. Write labels and add them to a world map.

My parents have been to India. They've visited the Taj Mahal.

Step 4

Show and tell

 Display your presentation in the classroom.



- Look at all the groups' presentations. Take notes. Tell your group what you like best about each tour.

I've never explored an island, so I'd love to go to Rottneest Island.

Now I can ...

... use words to talk about travel experiences.

... talk about experiences I've had in my life.

... ask for information.

... write an article about an interview.