

Módulo 4

El mundo es un pañuelo (pages 92–119)

This *Módulo* covers the following themes:

- Travel and transport
- Holidays and tourism
- The weather and the environment

1 El transporte (pages 92–98)

This section of the module covers the language needed to discuss travel and transport. Students revise the names for different types of transport and practise asking and answering questions about the transport they use to get to different destinations. There are two associated grammar sections:

- interrogatives
- prepositions

Additional materials in the form of topic-related vocabulary and a grammar guide and are included. See pages 114–15 and 150–79.

Lesson objectives

- to revise the Spanish for different types of transport
- to practise asking and answering questions related to transport
- to practise using prepositions related to transport and travel
- to practise examination type questions related to travel and transport

Learning outcomes

- to be able to ask and answer questions about different types of transport used

Starter activity: anagrams

Ask your students to solve the following nine anagrams. They are all words for different types of transport:

rent carob saboutú óniva tecalicib checo axit temor toom

Answers

tren barco autobús avión bicicleta coche taxi metro moto

¿Cómo viajar? (page 92)

- 1a** Students look at the pictures representing different types of transport in their books. They show their understanding by matching these with the words in the box. Before moving on to the next activity, spend a few moments discussing the vocabulary. Some of the words are cognates or near cognates. Ask students to tell you how they deduced the meanings and the strategies they will use to remember them, for example: looks like/sounds like/met it before. Think about the word *coche* (car) in particular, since this can easily be confused with the English word ‘coach’. Which words are masculine and which are feminine?

Answers

- a** el coche
- b** el tren
- c** el metro
- d** el avión
- e** el autobús
- f** a pie
- g** el taxi
- h** la bicicleta
- i** el barco
- j** el autocar
- k** la moto

- 1b** Students work in pairs and practise asking and answering questions about their use of transport, using the ten prompts given. The task is preceded by an example. Use this to model the task with the class before you begin. It would be useful to spend a few moments looking at the difference in intonation and stress between the questions and the answers. Encourage students to devise additional questions of their own.
- 1c** Students listen to six young people talking about the different types of transport they use. They show their understanding by writing the name of each person and noting the two types of transport they mention. Ask them also to give the meaning in English. Play the recording through once without pausing. Ask students to discuss with a partner what they can remember. Play the recording through for a second time, pausing as necessary to give students time to write their answers. When checking the answers, ask students to comment on the parts of the task they found easiest and the parts they found the most challenging. Some more unusual forms of transport were introduced in the text: *voy patinando sobre ruedas* — I go roller skating; *una limusina* — a limousine). Ask students if they managed to work these out. What strategies can they come up with to improve their own listening skills?

Transcript (page 92)

- 1 Raquel** Para ir al colegio el modo de transporte que uso es el metro. A veces voy andando con mis amigos.
- 2 Sabrina** A mí me gusta estar en forma así que voy todos los días en bicicleta. Sin embargo, los fines de semana cuando voy de compras voy en coche.
- 3 Miguel Ángel** Después del cole cuando visito a mis amigos, voy patinando sobre ruedas. A veces voy en moto.
- 4 Rafa** Para ir al colegio uso un tren de cercanías y después voy a pie. ¡Es un viaje bastante largo!
- 5 Mario** Durante la semana voy al colegio en autobús. Los fines de semana cuando trabajo viajo en autocar.
- 6 Enrique** Como soy famoso nunca voy andando. Siempre viajo en coche...¡en una limusina! También voy mucho en avión.

Answers

- 1** Raquel: metro, a pie
- 2** Sabrina: bicicleta, coche
- 3** Miguel Ángel: patinando sobre ruedas, moto
- 4** Rafa: tren, a pie
- 5** Mario: autobús, autocar
- 6** Enrique: coche/limusina, avión

- 2a** This is a combined listening and reading task. Ask students to first listen to the text without looking at their books and to note down what they have heard. They may do this in English or Spanish according to your preferences. Ask them to note both the transport type and the opinion expressed. The text in their books can be used both for checking purposes and for practice with reading and pronunciation. Complete this task by asking students to look at the example and then summarise each statement in English.

Transcript (page 93)

- a Creo que es más rápido viajar al centro en metro.
- b En mi opinión los autobuses son demasiado lentos.
- c Es muy peligroso ir a pie.
- d Ir en autocar es muy interesante pero es caro.
- e Ir en bicicleta es muy sano y también es práctico.
- f No me gusta viajar en avión, prefiero viajar en barco.
- g Los trenes son incómodos y sucios.
- h Ir en taxi es fácil pero cuesta demasiado dinero.
- i Viajar en coche daña el ambiente.

2b The box contains a breakdown of the language used in activity 2a. Students use this to help them write sentences of their own, in which they express an opinion about different types of transport.

2c In this final part of the activity, students work in pairs. They practise giving their opinions and deciding whether or not they agree with their partner. It might be useful to revisit the associated listening text in activity 2a before they begin. Students would then have a further opportunity to practise their pronunciation.

3 In this activity, students listen to a number of people talking about travel and transport. They show their understanding by completing a table. The prompt words are all interrogatives. Before beginning the task, ask students to focus on the interrogatives in the table heading and to tell you what they mean. The answers are included in the facing Grammar box. In preparation for the listening task, ask students to brainstorm the words they might hear in connection with each interrogative. For example, with *¿Quién?* they might hear the name of a person, *madre/padre/amigo...* Discuss with them how such a strategy might help them prepare for a listening task.

Play the recording through once without pausing. Ask students to discuss with a partner what they can remember. Play the recording through for a second time, pausing as necessary to give students time to write their answers. When checking the answers, ask students to comment on the parts of the task they found easiest and the parts they found the most challenging.

Transcript (page 94)

Ejemplo: Mi padre va a Londres de compras. Normalmente viaja en avión porque es más rápido.

- 1 Mi hermano siempre va al colegio en autobús porque es barato.
- 2 Mis padres van al centro de la ciudad en coche porque es práctico.
- 3 Cuando van de vacaciones mis abuelos prefieren viajar en tren y dicen que es muy cómodo.
- 4 Cuando voy en excursiones de colegio siempre viajo en autocar. Es interesante pero un poco lento.
- 5 Mi hermana viaja a la oficina en bicicleta. En su opinión es bueno para la salud.

Answers

	¿Quién?	¿Dónde?	¿Cómo?	¿Por qué?
<i>Ejemplo:</i>	padre	Londres	avión	rápido
1	hermano	colegio	autobús	barato
2	padres	centro	coche	práctico
3	abuelos	vacaciones	tren	cómodo
4	yo	excursiones	autocar	interesante
5	hermana	oficina	bicicleta	bueno para la salud

Gramática (page 94)

Interrogatives

Draw students' attention to the grammar section. Work through these notes with the class as a whole. Ask them to comment on features of interrogatives as well as their meaning: for example, the use of two question marks and the accents. Note the last interrogative in the box: *¿Cuánto/a/os/as?* Students complete this grammar section by translating the five questions into Spanish. Before checking the answers with the class, ask them to go through what they have written with a partner.









Answers

- 1 ¿Cuánto cuesta viajar al trabajo en taxi?
- 2 ¿Quién viaja en autobús?
- 3 ¿Cómo vas/llegas a la casa de tu amigo?
- 4 ¿Cuántas personas van al colegio a pie?
- 5 ¿Qué tipo de transporte prefieres?

Return to task 3. Ask students to work in pairs and to practise asking and answering the questions suggested in the table.

4a In this activity, students read the text and show their understanding by completing the table to indicate different types of transport used. Go through the pictures in the table heading and ensure that students know what they all mean (plane, foot, car, bike, bus, coach, train, tube).

Answers

Persona									Otro
Ejemplo: Raquel		✓						✓	
Sabrina			✓	✓					
Miguel Ángel									patinando sobre ruedas, moto
Rafa		✓					✓		
Mario					✓	✓			
Enrique	✓		✓						

4b Students now have to answer questions in Spanish about the information given in their books. An example is given to help them.

Answers

- Ejemplo:*
- 1 Raquel va al colegio andando y en metro.
 - 2 Sabrina va a la facultad en su bicicleta de montaña.
 - 3 Sabrina va de compras en coche.
 - 4 Miguel Ángel va patinando a casa de sus amigos.
 - 5 Rafa va andando y en tren.
 - 6 Mario va al trabajo en autocar.

4c In this activity students work in pairs to answer questions about their own travel and transport. Before you begin this task, refer students back to the texts in activity 4a. Work with them to highlight additional useful phrases and vocabulary used, for example:

- connectives: *a veces, también, sin embargo*
- time clauses: *cada día, después del cole*
- opinions: *me gusta, es un viaje bastante largo*
- enhancing the text: *así que, el autobús que pasa al lado de mi casa*

Refer students to the marking criteria for the written and oral examinations and discuss how the use of additional words and phrases in a text/answer contribute to the award of higher GCSE grades. Ask individual students to provide their answers to each of the questions and invite the rest of the class to comment on the likely grade outcomes for each answer.

- 4d** This activity offers students the opportunity to provide a GCSE-type written task based on oral research. Before you begin, refer students back to the intended learning outcomes. Ask them to summarise both the key points of learning and to comment on what they have learned about approaching oral and written assessments at GCSE. Students complete a class survey and then write up their results.
- 4e** In the final task, students read the statements about transport and match them with the pictures in their book. When taking feedback, ask students to comment on their learning so far. Ask them to reflect on the following:
- language learned
 - strategies for learning and remembering new words
 - asking questions
 - writing and giving extended answers to specific questions

Answers

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

Gramática (page 95)

Prepositions

This grammar section revises prepositions. Work through the notes with the class as a whole. The exercise at the bottom acts as a summary. Before providing the answers, ask students to discuss, check and amend their answers with a partner.

Answers

- | | |
|--|--|
| 1 <i>Me gusta ir al cine.</i> | I like going to the cinema. |
| 2 <i>¿Vas a menudo a la playa?</i> | Do you often go to the beach? |
| 3 <i>¿Cuántas veces viajas a pie?</i> | How often do you go on foot? |
| 4 <i>¿Te gusta ir en coche?</i> | Do you like travelling by car? |
| 5 <i>Voy todos los días al colegio andando.</i> | I walk to school every day. |
| 6 <i>Marta vuelve del colegio a las cinco.</i> | Marta gets home from school at five o'clock. |
| 7 <i>¿A qué hora vuelves del trabajo?</i> | What time do you get back from work? |
| 8 <i>¿A qué hora vuelves al trabajo?</i> | What time do you go back to work? |

¿Cómo vamos? (page 96)

The next part of Section 1 covers the language needed to give opinions about different types of transport. In addition, students are given an opportunity to practise role-play scenarios in which they ask for travel details related to public transport.

Begin by asking students to tell you how they travel to school each day. Tell students that they are going to be looking at travel and transport in more detail.

- 5a** Before beginning this task you may wish to do some revision of adjectives. Write the following adjectives on the board or IWB and ask students to sort them into pairs of opposites:

antipático, barato, bonito, bueno, caro, feo, grande, malo, nuevo, pequeño, pobre, rico, simpático, viejo

Answers

antipático, simpático; barato, caro; bonito, feo; bueno, malo; grande, pequeño; nuevo, viejo; pobre, rico

Students now copy the table at the end of the activity into their exercise books. As they listen to the dialogue, they follow the text in their book and note down each type of transport mentioned, followed by the adjectives given as either advantages or disadvantages. Write the completed table on the board and then play the extract for a second time, with or without the written text. Students now have to decide which method of transport is agreed by the speakers.

Transcript (page 96)

Alex ¡Así que las fechas ya están decididas! Podríamos ir en avión. Sería lo más rápido, ¡pero es más caro! Sugiero ir en barco y en autocar, ¡mucho más barato!

Marta Lo que pasa es que el viaje es más largo y, ¡por supuesto!, más aburrido.

Alex Entonces, quizás es más cómodo ir en tren y en barco. El tren es mucho más rápido y amplio.

Marta Claro. Ir en tren y barco es mucho mejor. Además, ir en barco me parece mucho más sano porque se puede salir a tomar el aire fresco.

Alex ¡Pues, ya está!

Answers

Modo de transporte	Ventajas	Desventajas
<i>Ejemplo: avión</i>	<i>rápido</i>	<i>caro</i>
barco	barato/sano/cómodo	viaje largo/aburrido
autocar	barato	viaje largo/aburrido
tren	rápido/amplio/cómodo	

The students agree to travel by train and boat.

Before moving on to the next task, refer students back to the notes on the board. Ask them to make sentences giving an opinion on each type of transport, for example:

El avión es rápido pero es caro.

Encourage students to enlarge on each opinion where possible by adding additional information: *creo que..., muy, bastante, también* etc.

- 5b** This activity provides students with a further opportunity to practise talking about transport. They work in pairs, asking their partner to give their opinion on different types of transport. Use the marking criteria for GCSE speaking when taking feedback. Ask students to comment on both their own and others' performance. Where possible, encourage them to provide points for development as well.

Cultura (page 96)

Not all students will be familiar with using the underground system or how it works. It would be useful to spend some time talking generally about their local transport systems and the possible advantages and disadvantages of each method of transport.

- 6** This is a writing activity on travel and transport. Students write a response to an e-mail from Luisa in which she asks a number of questions about holidays and travel arrangements. Before setting this task, refer students back to the marking criteria for GCSE and discuss with the class what they will need to do in order to achieve their target grade. Once concluded, this activity will provide a useful opportunity for peer assessment. Ask students to mark each others' work using the GCSE assessment criteria for writing and to set themselves targets for improvement.
- 7** This activity provides a useful opportunity to practise some role-play work in the context of making enquires at the underground station. Students complete the pair work task. The bullet points at the bottom of the page are offered as a possible framework for the dialogue, and an example is provided. Once the task is completed, ask individual pairs of students to perform their dialogue for the class and take feedback on their performance as well as suggestions for improvement.

De viaje (page 97)

- 8 This activity is a preparation task for the listening task that follows. The focus here is on functional language and the reading of important signs and notices on public display at an airport. Students look at the signs and visual clues illustrated in their books. They show their understanding by matching these to each of the written statements.

Answers

1 b	7 g
2 i	8 c
3 j	9 a
4 d	10 l
5 h	11 k
6 f	12 e

- 9 Before setting this listening task, ask students to look at the four bulleted questions. Ask them to tell you the meaning of each question. How might the speakers respond? In particular, when looking at question 4: *¿Qué más quieren saber?* ask them to think about the possible information they might hear. Play the recording through once without pausing. Ask students to discuss with a partner what they can remember. Play the recording through for a second time, pausing as necessary to give students time to write their answers.

When checking the answers, ask students to comment on the parts of the task they found easiest and the parts they found the most challenging. What advice/strategies can they think of to improve their listening skills? Once completed, the answer table could be used as the prompt for further oral practice. Ask pupils to work in pairs or groups to devise dialogues of their own, using the answer table as a prompt.

Transcript (page 97)

Ejemplo: **A** Buenos días. Quiero ir a Madrid, por favor.

B Sí señora. ¿Cómo quiere viajar?

A En avión.

B ¿Y cuándo quiere ir?

A El próximo lunes, catorce de julio.

B Vale. Hay un vuelo que sale a las ocho de la mañana y llega a Madrid a las doce y media del mediodía. ¿Le vale ése?

A Estupendo. De paso no llevo equipaje.

- 1 **A** Hola. Tiene excursiones a Barcelona?
B Desde luego. ¿Para cuándo?
A El sábado que viene si es posible.
B No hay problema. El autocar sale a las nueve y regresa a las siete de la noche. ¿Algo más?
A Sí. ¿Está incluida la entrada al museo?
B Por supuesto.
- 2 **A** Buenos días. Quisiera un billete para el próximo tren a Sevilla hoy, por favor.
B Por supuesto. El tren sale a la una y llega a Sevilla a las seis y media de la tarde.
A Muy bien. ¿Hay que hacer transbordo?
B No, es línea directa.
A ¡Gracias!
- 3 **A** Buenas tardes. Quisiera dos billetes para el ferry de Santander a Plymouth, por favor.
B Muy bien. El barco sale a medianoche y llega a Plymouth a las tres de la tarde del día siguiente. ¿Para cuándo quiere reservarlo?
A Para la semana que viene, el diecisiete de mayo.
B ¿Y es un viaje de ida o de ida y vuelta?
A De ida y vuelta, por favor. Nos gustaría volver el veinticuatro de mayo si es posible.

Answers

	<i>Ejemplo:</i>	1	2	3
Destino	<i>Madrid</i>	Barcelona	Sevilla	Plymouth
Transporte	<i>avión</i>	autocar	tren	barco
Día/Fecha	<i>lunes 14 de julio</i>	sábado	hoy	17 de mayo– 24 de mayo
Hora de salir	<i>08:00</i>	09:00	13:00	medianoche
Hora de llegar	<i>12:30</i>	19:00	18:30	15:00
Otros detalles	<i>sin equipaje</i>	museo incluido	es directo	ida y vuelta

- 10a** The final activity in Section 1 of the Module is a combined Higher level reading and listening task about the Chihuahua train journey through the copper canyon in Mexico. Students listen to the recording and follow the text in their books.

Transcript (page 98)

Un viaje en tren asombroso

Cada año en Méjico muchísima gente hace el largo viaje de 673 kilómetros en tren entre Chihuahua y Los Mochis, que se sitúa en la costa pacífica. Una de las rutas más pintorescas del mundo, es un viaje a través de un paisaje impresionante.

Noventa años en construcción, el ferrocarril Chihuahua Pacífico, conocido como El Chepe, viaja a través de la sierra mejicana, también llamada El Cañón de Cobre. Se completó por fin en 1961 después de un esfuerzo increíble y se considera una de las grandes obras de ingeniería del siglo XX. Tiene en total 86 túneles y 36 puentes.

Hay compartimentos de primera y segunda clase y sale a diario en cada dirección. Cada año este ferrocarril transporta a más de medio millón de pasajeros. Para los turistas a quienes les encanta la comodidad, primera clase es la única opción. Los compartimentos tienen aire acondicionado y asientos cómodos. Hay un restaurante buenísimo. A veces, no hay más remedio que viajar en segunda clase. Es básico, no muy limpio, pero barato. Se tarda entre 14 y 17 horas.

Los pasajeros que hacen este viaje tienen la oportunidad única de ver un paisaje espectacular. Es un viaje precioso durante el cual se ven cataratas impresionantes, flora y fauna de todo tipo y color y árboles magníficos que salen de las paredes de la roca.

¡Será una de las experiencias más inolvidables de tu vida!

- 10b** A number of key words and phrases in the text are highlighted. Ask students to work in pairs to find the meaning of all the key words and phrases. When taking feedback, ask them to comment on the strategies they used to work out the meaning of each word and phrase, for example: sounds like/looks like/ read to the end of the sentence/asked/looked it up. Check the answers as a whole class and then ask students to reflect and comment on strategies they can use to improve their own performance in examinations at GCSE.

Answers

que se sitúa

rutas

pintorescas

conocido como

también llamada

se completó

se considera

compartimentos de primera y segunda clase first- and second-class compartments

a diario daily

la única opción the only choice

asientos cómodos comfortable seats

no hay más remedio que there is no choice but to

se tarda it takes (+ time)

la oportunidad única the unique opportunity

flora y fauna flowers and animals

which is situated

routes

picturesque

known as

also called

was completed

it is considered

first- and second-class compartments

daily

the only choice

comfortable seats

there is no choice but to

it takes (+ time)

the unique opportunity

flowers and animals

10c In this final task, students reread the whole text. Students show their understanding by deciding if the nine statements given are true or false. Teachers are advised to revisit the whole text before students begin the task. This could be reread while listening to the transcript if preferred. The task could also be divided into smaller chunks. Ask individuals or groups to work on different sections of the text and then take whole class feedback. In conclusion, ask students to comment on how they have performed. Ask them to summarise the strategies they have used which will help them to succeed in reading tasks at GCSE.

Answers

- 1 V
- 2 F
- 3 F
- 4 V
- 5 V
- 6 V
- 7 V
- 8 F
- 9 V

2 De vacaciones (pages 99–106)

Section 2 of the module covers the language needed to discuss holiday plans. Students practise asking and answering questions about their future holiday plans. There is one associated grammar section: the immediate future

Additional materials in the form of topic-related vocabulary and a grammar guide and are included. See pages 116–17 and 150–79.

Lesson objectives

- to practise using the immediate future tense
- to practise talking and writing about future holiday plans

Learning outcomes

- to be able to ask and answer questions about future holiday plans
- to be able to write a paragraph about a proposed holiday

Starter activity: vocabulary

Ask your students to see how many holiday items they can find to complete a diagram using the word *España*:

Answers

- mal ta
- s andalias
- trans orte
- camiset
- ba ador
- banico