

8

Towns & Cities



Unit plan

Reading:

multiple choice (right, wrong, doesn't say), taking advantage of the fact that questions are in the order of the text

Vocabulary:

words related to towns & cities, word formation, collocations & expressions, prepositions

Grammar:

zero conditional, first conditional, second conditional

Listening:

note taking, writing numbers as numbers or in words

Speaking:

choosing the best option, talking about towns and cities, asking your partner to repeat or rephrase what they said

Writing:

leaflet, including the right information, using examples to support what you are saying, using conditional sentences to explain

Unit Opener (SB page 95)

- Ask students to read the title and to tell you what the difference is between a town and a city (*towns are smaller than cities in area and population*).
- Ask them if they like the picture and, if so, what it is they like about it.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before checking answers as a class.
- Ask students if they know of other cities that have canals (*Venice, Italy; St Petersburg, Russia; Utrecht, The Netherlands; Annecy, France; Bruges, Belgium; Hamburg, Germany, etc*).

Answers

Amsterdam; canal, architecture

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must compare Amsterdam to the capital city of their country and to say what is similar and different.
- Write the following words on the board: *architecture, canal, popular with tourists, size, language spoken*. Tell students they will need the words to talk about the cities. Ask them to tell you what the words mean.
- Students discuss in pairs.
- Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Discuss as a class.

Answers

Students' own answers

Background information

Amsterdam was founded as a fishing village around 1200. It grew rapidly and in the 17th century it was the centre of world economy, where all sorts of goods were bought and sold. It was during this time that the architectural style that is typical of Amsterdam developed. →

These days, the city combines a historical atmosphere with the modernity of a 21st-century city. Amsterdam is friendly and relaxed. The smaller scale of the buildings, the narrow streets, canals and squares are very attractive to visitors. It's also unique because the best way to get around is by bike, as the locals do.



TOP TIP

Encourage students to expand their range by taking the opportunity to extend the tasks in the Student's Book. For example, in 2, students could be asked which cities they would like to visit and why.

Let's talk about it!

- What do you like about cities?
- What do you dislike about cities?
- If you had a choice, where would you prefer to live – in the countryside or in the city? Why?

DVD 8

Summary of DVD 8: The video is titled 'The One Minute Quiz' and it's a quiz on 10 capital cities. You can pause after each question to give students time to think of the answer. They can work in pairs or in small groups. Once they have written their answers, have them swap papers with another pair or group. Then show the answers on the screen to check answers as a class.

DVD link: <https://www.youtube.com/watch?v=5JVMOuHBNQs>

Answers

Students' own answers. The correct answers are: France – Paris, Belgium – Brussels, Sweden – Stockholm, Turkey – Ankara, Spain – Madrid, Thailand – Bangkok, Australia – Canberra, Italy – Rome, New Zealand – Wellington and Greece – Athens.

Reading (SB pages 96-97)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit examples of difficult or unusual environments (*deserts, mountainous regions, cold areas, etc*) and write them on the board. Tell students they may discuss one of these if they wish.
- Students discuss in pairs before discussing as a class.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students they can be as imaginative as they like, but that they should be able to justify their answers.
- Students discuss in pairs before discussing as a class.

Suggested answers

underground, in the sea or in space

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

to see the beautiful sculptures that decorate the city

DOWNLOAD

- Ask students to read the information in Download.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when the comprehension questions they need to answer are in the same order as the text, as in this task, they should use this fact to help them with questions they find difficult to answer. Tell them to underline each answer as they find it and that this will help them to go straight to the relevant part of the text when they have a question that they find difficult.

4

- Ask students to read the instructions and check that they understand what they have to do. Remind them that there is a third option, *Doesn't say*, and that they should choose this if the information in the statement is not mentioned in the text.
- Ask students to read the statements and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task and to remember that the questions follow the order of the text. Remind them also to underline the answers in the text as they find them.
- Students work individually to choose the answers.
- They then check their answers in pairs before checking as a class.

Answers

- 1A *They built them underground to be safe from enemies.*
- 2C The text doesn't tell us how hot it usually is in Coober Pedy.
- 3B *Homes, shops and other businesses will be in the spheres.*
- 4A *The spheres will sit on the water so that they can receive sunlight. If there is bad weather, the spheres will go under the waves.*
- 5A *... the technology they will need to build the ocean cities could be ready in 15 years ...*
- 6B *... an area the size of 62 football fields.*
- 7C The text doesn't tell us when people lived in this city.
- 8A *Another spectacular underwater city is in the sea at Alexandria, in Egypt. Experts believe the palace of Cleopatra, her tomb, temples and an ancient museum are in the ruins.*

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are three parts to the task. First, they must match the words with their meanings. Then they must decide which language the words come from. Finally, they need to think of some English words that come from their language.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

1c 2f 3d 4b 5a 6e
All the words are Greek.
Students' own answers

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that this is a competition to see which pair can come up with the longest list.
- Time the activity and let students know when the first minute is up, and then again when they have 30 seconds left.
- Ask each pair to compare their answers with another pair before counting their items and declaring the winner.

Suggested answers

homes, shops, restaurants, hotels, schools, factories, post office, football stadium, museum, town hall, car parks, parks, hospitals, airport, train stations, bridges, etc

EXTENSION ACTIVITY

Play '10 Questions' as a class. Divide the class into two teams. Choose a city from the ten in the DVD quiz and have the teams ask you the questions alternately. The team that guesses the city correctly wins a point.

Vocabulary 1 (SB page 98)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the six pictures and tell you which of them they have travelled/walked on or through. Make sure they know what the pictures are portraying before they label them with the words in the orange box.
- Students work individually to label the pictures.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|------------|------------------|
| 1 motorway | 4 zebra crossing |
| 2 bridge | 5 alley |
| 3 tunnel | 6 crossroads |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students all of the words are places they can see in a city.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 a r e (market)
- 2 a r (park)
- 3 u a r (square)
- 4 o o (zoo)
- 5 i b a (library)

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the text, and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|---------------|
| 1 airport | 5 Underground |
| 2 station | 6 traffic |
| 3 centre | 7 timetable |
| 4 stop | 8 entrance |

EXTENSION ACTIVITY

Ask students to work in pairs or small groups. With books closed, they must write down as many places in a city as they can remember from Vocabulary 1. The pair or group with the most correct words and phrases wins.

Extra Task (for early finishers)

See photocopiable material on page 125.



Grammar 1 (SB page 99)

Before you read the Grammar box

- Introduce/Revise the zero and first conditionals. Write the sentences below on the board.

1 *If I go to the city, I get a headache.*

2 *If you go to the city, I will meet you there.*

- Ask a student to come to the board, underline the verb tenses in each clause and tell you what they are (*1 go, get – present simple, present simple; 2 go, will meet – present simple, future simple*).

- Ask students which sentence expresses something that is always or generally true (*sentence 1 – it is always true for me when I go to the city*); and which sentence expresses something that is possible in the future (*sentence 2 – it's possible for you to see me there*).

- Explain/Elicit that these sentences are examples of the zero and first conditionals.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board and ask students to tell you if they are examples of the zero or the first conditional.

1 *If you take the bus, you pay for a ticket. (zero conditional)*

2 *If the weather is bad, mum will drive you to school. (1st conditional)*

3 *If the sun is shining, people go to the park. (zero conditional)*

4 *Unless the library is closed, I will study there. (1st conditional)*

- Point out that a comma is used after the *if*-clause and the clause with *unless*.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students to think carefully about the actions in the sentences before they write their answers.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- a what normally happens; zero conditional
- a specific situation; first conditional

Read 8.1-8.2 of the Grammar Reference on page 144 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rewrite a part of the second sentence so that it means the same as the first sentence. Remind them that they must use the word that is given in bold.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the conditional sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------|------------------|
| 1 when I do | 5 it might be |
| 2 unless it's | 6 we'll go into |
| 3 doesn't call | 7 should turn on |
| 4 If Mum goes | 8 will be |

EXTENSION ACTIVITY

Ask students to write two conditional sentences of their own about cities, one using the zero conditional and one using the first conditional. When they are ready, ask them to read their sentences out to the rest of the class.

Extra Task (for early finishers)

See photocopiable material on page 125.

a-z Vocabulary 2 (SB page 100)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the table and explain anything they don't understand. Point out that none of the sets have all four forms of the words.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Once the table has been completed and checked, check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|-----------|-------------------|
| 1 arrival | 5 (un)fortunately |
| 2 plan | 6 builder |
| 3 planner | 7 decision |
| 4 fortune | 8 exact |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand.
- Tell students to read the whole sentence in the text first and then to look at the table in 1 before writing their answers.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------|------------|
| 1 arrival | 4 builders |
| 2 planners | 5 decision |
| 3 Unfortunately | 6 exactly |

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Point out that the sentences are definitions for the expressions.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the expressions in bold to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|--------------|-----------|
| 1 tunnel | 4 bridge |
| 2 alley | 5 road |
| 3 crossroads | 6 highway |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use each preposition only once.
- Ask students to read the dialogues and explain anything they don't understand.
- Tell them to look carefully at the words before the preposition in order to make the correct choice.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

Answers

- | |
|---------|
| 1 to |
| 2 with |
| 3 for |
| 4 of |
| 5 about |

EXTENSION ACTIVITY

Ask students to tell you which other country is *similar to* theirs; who they have been *angry with* recently and why; if they have ever been *late for* school and why; who they are *jealous of* and why; who or what they are *crazy about* and why.

Extra Task (for early finishers)

See photocopiable material on page 125.

Grammar 2 (SB page 101)

Before you read the Grammar box

- Introduce/Revise the second conditional. Write the sentence below on the board.
If I had a plane, I would travel around the world.
- Ask students the following questions.
1 *Do I have a plane? (no)*
2 *Will I travel around the world? (no)*
- Tell students that the second conditional is used to talk about something that is impossible or unlikely in the present or the future. Refer them back to the example sentence and point out that 'have a plane' is not likely to happen.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board, without the underlining.
1 *If I were you, I would find a job in the city.*
2 *If George wasn't busy, he might be here.*
- Ask a student to come to the board and underline the verbs and tenses.

- Ask students to complete the following second conditional sentence in their own words.
If I knew the answer, ____.
- Remind students that a comma is used after the *if*-clause.
- Explain that when the *if*-clause is not at the beginning of the sentence, we do not use a comma.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students to think carefully about what is being expressed in each sentence.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- a** ✓
b something which is impossible or unlikely to happen

Read 8.3 of the Grammar Reference on page 145 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the second conditional sentences using the verbs in the box in the correct form.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that they will have to complete one or the other of the clauses in the conditional sentences.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1** would build
2 knew
3 sold
4 wouldn't talk
5 was
6 wouldn't tell

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogue and explain anything they don't understand.
- Point out that they will have to complete one or the other of the clauses in the conditional sentences using the verbs in brackets.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the dialogue.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------------------|---------------------|
| 1 would you decide | 4 used |
| 2 would drive | 5 would look |
| 3 had | 6 got |

▶ EXTENSION ACTIVITY

Students work in pairs. One student has a problem and they tell their partner what it is. Their partner must give them advice on how to deal with it. They must use second conditional sentences.
Example: *I'm always late for school. / If I were you, I would get up earlier in the morning.*

Extra Task (for early finishers)

See photocopiable material on page 125.



Listening (SB page 102)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask them to look at the words in bold and try to work out what they mean before looking at the answer choices. Explain to them that when they come across new words, they should use the context to help them understand what they mean.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

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

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the times as numbers.
- Ask students to read the times and explain anything they don't understand.
- Make sure students understand the meaning of 'a quarter to', 'a quarter past' and 'half past' before they do the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- a 1.00 b 8.45 c 4.15 d 7.30**

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the times as numbers and as words.
- Play the recording and ask students to write the times. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1** 9.30; half past nine
2 6.45; a quarter to seven
3 11.00; eleven o'clock
4 2.15; a quarter past two
5 8.00; eight o'clock
6 10.30; ten thirty

See the recording script on page 116.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that when they read the questions, they should look out for symbols or abbreviations next to the blanks to know what kind of information they need to listen for. Remind them that they can write times as numbers or words. Remind them also to check their answers as they listen the second time.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the note and explain anything they don't understand.
- Remind them to read the questions carefully for symbols and abbreviations that let them know what information they need to listen for.
- Play the recording and ask students to complete the questions. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1 Sunday ... tomorrow Sunday 12th August ...
- 2 Only You Anton will sing his greatest hits, Love is, Broken Heart, Only You
- 3 8.30 / eight thirty The concert starts at half past eight in the evening ...
- 4 5 ... the tickets for the concert are only £5 ...
- 5 flowers ... they are going to use the money from the tickets to plant more trees and flowers.

See the recording script on page 116.

Speaking (SB page 103)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

Help your class to practise their spoken English in more natural ways than those connected to exams tasks. For example, you can 'create' a situation and ask them for solutions. Some possible situations are: you're looking for a new place to live and need advice about different areas and what they offer; you're not familiar with the places of interest in your town/city, but your friend is visiting and you would like to take him/her out; etc.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide if the questions ask for the information to be repeated because it wasn't heard or rephrased because it wasn't understood.
- Explain to students the importance of hearing and understanding their partner in this task because the advice they give is based on the information they receive.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 rephrase
- 2 repeat
- 3 repeat
- 4 rephrase

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they need to listen carefully to their partner for the main points as they will need to use this information to give advice. Remind students that if they do not hear or understand the information, they should ask for it to be repeated or rephrased. Explain that they will not be penalised for this.

3

- Allow plenty of time to explain the mechanics of the task again to students.
- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Ask them to look back at 2 to see which phrases were used.
- Ask students to read the instructions and check that they understand what they have to do. (*Student A needs an opinion and will use the information on page 159 to explain the two options to Student B. Student B will find out what the options are by asking the questions on page 103. Student A must tell Student B five things: what the options are, how much each option costs, how long it takes to get to work, the advantages and disadvantages of each option. Once Student B has received all of the information from Student A, he/she must give Student A their opinion on the best option and also say why it is the best option. In addition, Student B must explain why he/she rejected the other option.*) Make sure students understand the mechanics of the task as it is quite difficult to grasp. If necessary, ask a strong student to explain in L1.
- Stress the importance of listening carefully to Student A because the information Student B requires in order to do the task is provided by Student A, and to ask for information to be repeated or rephrased if they do not hear or understand it.
- Remind students to use words and expressions from the *Language Bank*.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.

- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that Student A will now play the role of Student B and vice versa. The pictures for the task are on page 159 and the information about the problem is on page 161. *(Student B needs an opinion and will use the information on page 161 to explain the two options to Student A. Student A will find out what the options are by asking the questions on page 159. Student B must tell Student A five things: what the options are, how much each option will cost, what each option is like, the advantages and disadvantages of each option. Once Student A has received all of the information from Student B, he/she must give Student B their opinion on the best option and also say why it is the best option. In addition, Student A must explain why he/she rejected the other option.)*
- Stress the importance of listening carefully to Student B because the information Student A requires in order to do the task is provided by Student B, and to ask for information to be repeated or rephrased if they do not hear or understand it.
- Remind students to use words and expressions from the *Language Bank*.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 104-105)

Leaflet: Including the right information

- Ask students to read the information on leaflets and including the right information. Explain that leaflets are written to give information and that this information needs to be organised into different sections, each with its own heading.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to match information to headings.
- Ask students to read the information and the headings, and explain anything they don't understand.
- Explain that the words on the left are examples of the sections on the right.
- Students work individually to complete the task.
- Check answers as a class.

Answers

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

Note: Palaces and castles could also be classified as places of interest.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide which headings would be most suitable for the different leaflets, and that this depends on who will be reading the leaflets.
- Ask students to read the headings and the sentences, and explain anything they don't understand.
- Tell them to underline the key words in the sentences as this will help them to decide which headings are the most suitable for each leaflet.
- Students work individually to complete the task.
- Check answers as a class.

Answers

1 Seeing the sights, Shopping

2 Nature, Sun and sea

3 Local wildlife, Outdoor activities

Note: Nature could also go with a person visiting a town in the mountains.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and answer the questions about it.
- Ask students to read the writing task and explain anything they don't understand.
- Point out that the questions they need to answer will help them to analyse the task.
- Explain that students are free to choose the headings in answer to question 3.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 tourists

2 what they/tourists can do and see in your town/city

3 Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the leaflet in 4 has been written in answer to the writing task in 3 and that they must write the headings in the correct sections.
- Ask students to read the headings and the leaflet, and explain anything they don't understand.

- Students work individually to complete the task.
- Students then check their answers in pairs before checking as a class.

Answers

- 1 Welcome to Edinburgh
 - 2 Culture and history
 - 3 Food and drink
 - 4 What's on
- Students' own answers

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find and write down the examples the writer gives to support the statements he makes.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 a tour of Edinburgh Castle, a walk down the Royal Mile, Holyrood Palace
- 2 fancy restaurants, modern bistros, traditional Scottish streets, small cafés
- 3 famous New Year's party, fantastic festivals

6

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that it's a good idea to use conditional sentences when talking about activities because not every reader will be interested in them.
- Refer them to the grammar theory in this unit if necessary to look at how conditional sentences are formed.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, ask students which conditional form is used (*first conditional*) and why (*because they are both possible in the future*).

Answers

Students should underline:
Paragraph 3: *If you like Harry Potter, you should go to the Elephant House café, where JK Rowling wrote the first Harry Potter books.*
Paragraph 4: *And if you are an animal lover, visit Edinburgh Zoo.*

7

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the prompts to write complete conditional sentences.
- Ask students to read the prompts and explain anything they don't understand.
- Ask students which conditional they should use and elicit it is the first conditional with *should* or the imperative, as in 6.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 If you like shopping, (you should) go to the new shopping centre.
- 2 If you are a football fan, (you should) take a tour of the stadium.
- 3 If you love nature, (you should) go to the biggest park in the city.
- 4 If you are interested in art, (you should) visit the art gallery.
- 5 If you are a music lover, (you should) go to a concert.
- 6 If you drink coffee, (you should) try the café in the square.

LANGUAGE BANK

- Go through the words and phrases in the *Language Bank* and explain anything students don't understand.
- Remind students that they can use words and phrases from all of the sections in the *Language Bank* to write their leaflet.

8

- Read the task out to students and explain anything they don't understand. Elicit that they must write a leaflet.
- Go over the *Plan* with the students.
- Remind them to organise their leaflets into sections with headings.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Remind students to organise their leaflets into different sections and to use headings for each one. Remind them also to give examples in order to support their statements. Remind them to use conditional sentences to say who would most likely enjoy activities if they don't appeal to everyone.

▶ EXTENSION ACTIVITY

Time permitting, students can decide what information they will write about and sort it into sections with headings.

Reload 8 (SB page 106)

Objectives

- To revise vocabulary and grammar from Unit 8.

Revision

- Tell students that Reload 8 revises the material they saw in Unit 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.

- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the things by writing the words on the board then reading out the following descriptions.

- 1 *This is a very long road. (motorway)*
- 2 *It can take you through a mountain. (tunnel)*
- 3 *It's a very small street. (alley)*
- 4 *You can cross a river on this. (bridge)*
- 5 *You can safely cross the street here. (zebra crossing)*
- 6 *You can go left, right or straight ahead here. (crossroads)*
- 2: Revise the words by writing them on the board and asking students to tell you what they mean and what they can do at these places.
- 3: Revise the words by writing the first letter of each on the board and then reading out these sentences.
- 1 *Planes come and go from here. (airport)*
- 2 *Buses stay here at night. (station)*
- 3 *It's the middle of the city. (centre)*
- 4 *You catch the bus here when you go to school. (stop)*
- 5 *It's a train system that is under you. (Underground)*
- 6 *This is all the cars on the road. (traffic)*
- 7 *It tells you when buses or trains leave and arrive. (timetable)*
- 8 *You go into a building here. (entrance)*

Vocabulary 2

- 1 and 2: Practise word formation. Draw a table on the board (like the one on page 100 of the Student's Book) and write one word form in it. Ask individual students to come to the board and complete the set.
- 3: Practise collocations and expressions. Write the expressions on the board and ask students the following questions.
- 1 *Which one means you need to make an important decision or choice? (at a crossroads)*
- 2 *Which one means someone must do as you say? (it's my way or the highway)*
- 3 *Which one means there is some hope for the future? (see light at the end of the tunnel)*
- 4 *Which one means you leave a place to go somewhere else? (hit the road)*
- 5 *Which one means something is perfect for you? (right up your alley)*
- 6 *Which one means you will deal with a problem when it happens and not before? (cross that bridge when you come to it)*
- 4: Practise prepositions. Write these gapped phrases on the board: *similar _____, angry _____, late _____, jealous _____, crazy _____*. Then write these prepositions: *about, for, of, to, with*. Ask individual students to come to the board and match the words with the prepositions they are used with. Ask students to give you example sentences using the phrases.

Grammar Revision

Grammar 1

Practise zero and first conditionals.

- Revise the conditionals by writing these gapped sentences on the board and asking students to fill each gap with one word.

- 1 *_____ you hurry, you will miss the bus. (Unless)*
- 2 *When there is traffic, cars _____ move. (can't)*
- 3 *If I go to the café, I _____ call you. (will)*
- 4 *If the bus doesn't come, _____ a taxi. (take/get)*

Grammar 2

Practise second conditionals.

- Revise the second conditional by writing these sentence stems on the board and asking students to complete them in their own words.

- 1 *If he asked me for advice, _____.*
- 2 *If I were you, _____.*
- 3 *I could drive you to school _____.*
- 4 *If I won a lot of money, _____.*
- 5 *I would be very happy _____.*

- Students are now ready to do Reload 8.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1b 2c 3a 4b 5a 6c 7b 8a 9c 10a

Grammar

1b 2a 3c 4c 5a 6b 7a 8a 9c 10b



Objectives

- To revise vocabulary and grammar from Units 7 and 8.

Revision

- Tell students that Progress Review 4 revises the material they saw in Units 7 and 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise natural features.

- Unit 7, Vocabulary 1, Exercise 1: Write the words on the board and ask students to give you examples of the places: *lake* (Lake Geneva, Lake Como, Lake Baikal), *reef* (Great Barrier Reef), *rainforest* (Amazon rainforest), *island* (Crete, Malta, Australia), *desert* (Sahara desert, Gobi desert), *river* (Nile, Seine, Thames).

Revise outdoor places.

- Unit 7, Vocabulary 1, Exercise 2: Write the paired words on the board and ask students to tell you what the difference is between them: *signpost* / *map* (a signpost is on a road and tells you how far other places are; a map is usually on paper and shows you an area in detail); *footpath* / *lane* (a footpath is a pavement – it's either side of a street for people to walk on; a lane is like a small road in the countryside); *field* / *wood* (a field is where animals graze – it's an area with grass; a wood is a very small forest, with trees and bushes); *fence* / *hedge* (a fence separates two properties and is usually wooden; a hedge is a line of bushes or small trees growing close together around a garden or field); *hill* / *mountain* (a hill is an area of land that is higher than the land around it, but smaller and lower than a mountain; a mountain is like a very big hill and is much higher than the land around it); *door* / *gate* (a door leads into a house or other type of building; a gate is a door in a fence or wall that you go through to enter or leave a place).

Revise verbs.

- Unit 7, Vocabulary 1, Exercise 3: Write two lists of words on the board and ask students to match them.
List 1: *breathe, climb, collect, feed, fly, milk, pick, take*
List 2: *the animals, the eggs, the dog for a walk, fresh air, a kite, fruit, a mountain, the cows*
(*breathe fresh air, climb a mountain, collect the eggs, feed the animals, fly a kite, milk the cows, pick fruit, take the dog for a walk*)

Revise city words.

- Unit 8, Vocabulary 1, Exercise 1: Read out the words, one by one. Ask individual students to come to the board and draw the item (*alley, bridge, crossroads, motorway, tunnel, zebra crossing*).

Revise places in a town.

- Unit 8, Vocabulary 1, Exercise 2: Write the words on the board and ask individual students what we can see or do in each place (*food market – buy food, fruit, vegetables; park – go for a walk, see flowers and trees, have a picnic; town square – cafes and restaurants, other shops; zoo – animals; library – books and places to sit and study*).

Revise transport places and things.

- Unit 8, Vocabulary 1, Exercise 3: Write the first and last letter of each place on the board. Tell students the words are all places or things that are related to transport. Ask students to complete the words and tell you what the places are.

- 1 a _ _ _ _ t (airport)
- 2 b _ s _ s _ _ _ n (bus station)
- 3 c _ _ _ c _ _ _ e (city centre)
- 4 b _ s _ s _ _ p (bus stop)
- 5 t _ e U _ _ _ _ _ d (the Underground)
- 6 t _ _ _ _ c (traffic)
- 7 t _ _ _ _ e (timetable)
- 8 e _ _ _ _ e (entrance)

Revise collocations and expressions.

- Unit 7, Vocabulary 2, Exercise 1: Write the expressions on the board. Then read out the meanings, one by one, and ask students to tell you which expressions they are.

as busy as a bee, a fat cat, the top dog, feel like a fish out of water, eat a horse, as quiet as a mouse, a night owl, count sheep

- 1 This will help you to fall asleep. (count sheep)
- 2 This is the most important person. (the top dog)
- 3 This is what you could do if you're very hungry. (eat a horse)
- 4 This is a person who makes a lot of money. (a fat cat)
- 5 This is what you are like if you are doing a lot. (as busy as a bee)
- 6 This is what you are like if you don't make any noise. (as quiet as a mouse)
- 7 This is what you are if you go to bed very late. (a night owl)
- 8 This is what it's like to be in an uncomfortable situation. (feel like a fish out of water)

- Unit 8, Vocabulary 2, Exercise 3: Write the expressions on the board. Then read out the meanings, one by one, and ask students to tell you which expressions they are.

right up your alley, cross that bridge when you come to it, at a crossroads, it's my way or the highway, hit the road, see light at the end of the tunnel

- 1 There is some hope for the future. (see light at the end of the tunnel)
- 2 Something is perfect for you. (right up your alley)
- 3 You need to make an important decision or choice. (at a crossroads)
- 4 Deal with a problem when it happens, and not before. (cross that bridge when you come to it)
- 5 Leave a place to go somewhere else. (hit the road)
- 6 Someone has no choice and must do as you say. (It's my way or the highway.)

Revise prepositions.

- Unit 7, Vocabulary 2, Exercise 4: Write these prepositions and short sentences on the board in two columns. Ask students to complete the sentences with the prepositions.

around, at, by, for, in, of, on

- 1 Do it _____ yourself. (by)
- 2 _____ first, it was difficult. (At)
- 3 He travels _____ the world. (around)
- 4 That house is _____ fire! (on)
- 5 The best coffee _____ all is in Italy. (of)
- 6 I live _____ a farm. (on)
- 7 He gave me the eggs _____ free. (for)
- 8 Why is he still _____ bed? (in)

• Unit 8, Vocabulary 2, Exercise 4: Write these prepositions and short sentences on the board in two columns. Ask students to complete the sentences with the prepositions.

about, for, of, to, with

- 1 He's rich. I'm jealous _____ him! (of)
- 2 I'm so angry _____ my brother! (with)
- 3 Is Cyprus similar _____ Greece? (to)
- 4 I'm crazy _____ Paris! (about)
- 5 She's always late _____ work. (for)

Revise phrasal verbs.

• Unit 7, Vocabulary 2, Exercises 2 and 3: Write these phrasal verbs on the board and then read out their meanings, one by one. Ask individual students to match them and then give you sentences using the phrasal verbs.

break down, bring along, call off, calm down, cheer up, come by, head for, ring up

- 1 go towards a place (head for)
- 2 go to someone's house (come by)
- 3 stop working (break down)
- 4 decide not to do something (call off)
- 5 make a phone call (ring up)
- 6 feel happier (cheer up)
- 7 take something with you somewhere (bring along)
- 8 begin to feel less upset or worried (calm down)

Revise word formation.

• Unit 8, Vocabulary 2, Exercises 1 and 2: Copy the table from page 100 of the Student's Book on the board and ask students to complete it. Once they have done so, ask them to give you sentences with the words from the table.

Grammar Revision

Revise modals: ability, permission, requests, offers and suggestions.

• Write the functions on the board and ask students what they mean. They may use L1. Then read out these sentences and ask students which function they express.

ability, permission, request, offer, suggestion

- 1 Shall we drive to the countryside? (suggestion)
- 2 Can you collect the eggs? (request)
- 3 Would you like me to feed the chickens? (offer)
- 4 No, you can't park your car here. (permission)
- 5 Kate can ride a horse. (ability)

Revise modals: obligation, necessity, prohibition, advice.

• Write the functions on the board and ask students what they mean. They may use L1. Then read out these sentences and ask students which function they express.

obligation, necessity, prohibition, advice

- 1 I don't need to milk the cows today. (necessity)
- 2 You shouldn't drive so fast. (advice)
- 3 You must stop at a red light. (obligation)
- 4 You mustn't leave rubbish in the park. (prohibition)

Revise zero, first and second conditionals.

• Write these sentences on the board and ask students to complete the gaps with one word. Ask them which conditional they are examples of.

1 If I _____ you, I'd buy eggs from a farm. (was/were) (second)

2 If I go to the cinema, I _____ phone you. (will) (first)

3 When I go to the countryside, I _____ great! (feel) (zero)

4 _____ it rains, we'll have a picnic in the park. (Unless) (first)

• Write these sentence parts on the board and ask students to complete them in their own words. Possible answers are in brackets.

1 If you see Max, ... (give him this)

2 When I have enough money, ... (I'll travel)

3 If we had a car, ... (we wouldn't take the bus)

4 Unless you hurry, ... (we'll be late)

• Students are now ready to do Progress Review 4.

• Set a time limit and let students know every so often how much time they have left to complete the questions.

• Check answers as a class.

Vocabulary

Answers

1

- | | |
|-----------------------|----------------------|
| 1 lake, island | 5 motorway, signpost |
| 2 gate, footpath | 6 hill, field |
| 3 river, bridge | 7 tunnel, mountain |
| 4 city centre, square | |

2

- | | |
|-----------------|------------|
| 1 crossing | 5 builder |
| 2 entrance | 6 decision |
| 3 arrival | 7 exactly |
| 4 Unfortunately | |

3

1b 2c 3b 4c 5a 6b 7c 8a

4

- | | |
|---------------|--------------|
| 1 pick | 5 calm down |
| 2 dog | 6 crossroads |
| 3 by | 7 At |
| 4 bus station | 8 on |

Grammar

Answers

1

1a 2c 3b 4b 5c 6a 7b 8c

2

- | | |
|----------|-------------|
| 1 lived | 5 would buy |
| 2 get | 6 is |
| 3 visit | 7 had |
| 4 drives | 8 see |

3

- | | |
|---------|------------|
| 1 could | 5 will |
| 2 Would | 6 were/was |
| 3 able | 7 Unless |
| 4 to | 8 must |

4

- | | |
|----------------------|--------------------------|
| 1 were you able | 4 unless you come |
| 2 I would have | 5 didn't have/need to go |
| 3 don't need to take | 6 will be faster |