

# 5

## The City



### Unit plan

- Reading:** multiple choice, crossing out wrong options to help identify the correct answer  
**Vocabulary:** words related to cities, collocations & expressions, prepositions, phrasal verbs  
**Grammar:** adjectives, adverbs, comparison of adjectives & adverbs, other types of comparison  
**Listening:** multiple choice, identifying topic and key ideas  
**Speaking:** deciding on the best solution, talking about where you live and your neighbours, referring back to what was said  
**Writing:** article, organising your ideas, using topic sentences

### Unit Opener (SB page 57)

- Ask students to look at the main picture and ask them if they recognise the city and any of the landmarks (*London, Big Ben, Westminster*). Ask students which other landmarks they know of in this city (*Buckingham Palace, Tower of London, London Eye, Marble Arch, Hyde Park*).
- Ask students to read the title of the unit and say how it relates to the six smaller pictures (*The title is 'The City' and the smaller pictures all show famous places in different cities around the world.*).

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the landmarks with the cities.
- Check pronunciation by saying the names of the cities and the countries to the students and asking them to repeat after you. Repeat with the names of the landmarks. Correct where necessary.
- Students work individually to match the landmarks with the cities.
- They then check their answers in pairs before checking as a class.

#### Answers

- A Moscow, Russia
- B Cairo, Egypt
- C Sydney, Australia
- D Agra, India
- E Athens, Greece
- F New York City, USA

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the facts with the landmarks.
- 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.
- Once answers have been checked, ask students if they have visited any of the famous places. If not, ask them which ones they would like to visit and which ones do not interest them at all.

#### Answers

- 1F 2D 3E 4B 5A 6C

### Background information

*Saint Basil's Cathedral* is a Russian Orthodox church located on Red Square, next to the Kremlin. It was built by Ivan the Terrible in 1552, and was named after Basil the Blessed, an eccentric Russian Orthodox saint. It consists of nine separate chapels, each of which is capped with its own uniquely coloured onion-shaped dome.

*The Great Sphinx of Giza* is an enormous statue of a lion with a human head that is located next to the Great Pyramids in Cairo. Some historians believe that it was built by the pharaoh Khafra approximately 4,500 years ago. The ancient Egyptians believed the sphinx was a guardian and these sculptures were often to be found at the entrances to temples.

*The Sydney Opera House* is located on Sydney Harbour, close to the famous Sydney Harbour bridge. It is a centre for performing arts and it opened in 1973. Since then, it has come to symbolise Australia.

*The Taj Mahal* is a white marble mausoleum which was built between 1632 and 1654. It was built by the Mughal emperor Shah Jahan to honour Mumtaz Mahal, his third wife. She died while giving birth to their fourteenth child.

*The Acropolis of Athens* is on a hill in the centre of the city and is the most famous symbol of ancient Greece. It dates back many thousands of years, but the temples we see today are from the fifth century BC. The most famous temple of the Acropolis is the Parthenon, which was dedicated to the goddess Athena.

*The Statue of Liberty* is situated in New York Harbour on Liberty Island. It is the figure of a woman with a torch in one hand and a tablet in the other. There is a date on the tablet in Roman numerals July 4th, 1776, which is the day of America's independence from England. It was a gift to the United States from the people of France.

### TOP TIP

Take the opportunity to expand your students' knowledge of the world by exploring history and geography. In this lesson, students could be asked to research a famous place in their country or anywhere else in the world, and present a fact file with information about its location, history and purpose.

### Let's talk about it!

- What kind of landmarks do you prefer to visit, ancient or modern?
- Would you enjoy living in a large, busy city like New York, Tokyo or Shanghai?
- What do you think people can learn by visiting famous landmarks?

### DVD 5

Summary of DVD 5: The video is titled '10 surprising facts about world's greatest landmarks' and presents the following information: The Statue of Liberty functioned as a lighthouse for 16 years; the Eiffel Tower in Paris requires 50 tons of paint every seven years to prevent rust; the Great Wall of China was referred to as 'the longest cemetery on Earth' due to the nearly 1,000,000 people who died building it; the Taj Mahal took 22 years to build and 1,000 elephants were used to transport materials; Big Ben is not completely straight and leans a little toward the north-west by 8.5 inches; San Francisco's Golden Gate Bridge contains about 80,000 miles of wire in its two main cables; the Acropolis of Athens was originally built to defend the city; the Grand Canyon has 80 million gallons of water flowing through it per hour; spectators at the Colosseum of Rome saw 9,000 animals slaughtered during the inaugural games in 80 AD; the Burj Khalifa in Dubai is currently the world's tallest building and has the fastest lifts.

**DVD link:** <http://www.youtube.com/watch?v=uBBR86OZPM0>

### Answers

Students' own answers



## Reading (SB pages 58-59)

### 1

- Before looking at the task, ask students what they think makes a city great. List their ideas on the board.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rank the ideas from most important to least important. Stress that there are no right or wrong answers.
- Ask students to read the ideas and explain anything they don't understand.
- Students work in pairs to rank the ideas.
- Discuss their answers as a class and compare the ideas in 1 with the ideas students came up with.

### Answers

Students' own answers

### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must find out which of the ideas in 1 the writer mentions, and then they must make a note of other ideas mentioned by the writer.
- Tell students that they don't need to read in detail at this stage and that they should just look for the relevant information.
- Students work individually to find the ideas.
- They then check their answers in pairs before checking as a class.

### Answers

The writer mentions: 1 (Lumpini Park in Bangkok), 2 (access to Copacabana and Ipanema beaches in Rio de Janeiro), 5 (there's so much for the visitor to see in Bangkok), 6 (Tokyo has one of the most efficient public transport systems in the world), 7 (Bangkok is famous for its delicious street food) She also mentions: food (Bangkok), a pleasant atmosphere (Stockholm), that it is clean (Stockholm, Rio de Janeiro), a lively atmosphere (New York City, Rio de Janeiro, Tokyo)

### 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 dealing with multiple-choice questions, it's a good idea to eliminate the options they think are false based on the information in the text, and then focus on identifying the right options.

### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Remind students to eliminate the options that are false and to underline the information in the text that is true for each question.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

### Answers

- ... changed my opinion about cities after getting to know them better.
  - ... where you can relax when the crowds get too tiring!
- The city that I have visited most often is Stockholm.
- Although life in Stockholm can be rather expensive, it isn't as expensive as New York City!
- Prices in New York City are higher than in many other cities, but it's worth it!
- It's becoming more popular as a tourist destination and is cleaner and safer than it used to be.

### ▶ EXTENSION ACTIVITY

Ask students to choose a famous city they know something about and to write a list of five things that make it great. Tell them they can use the ideas from the text and their own ideas. Each student then reads out their five ideas and the rest of the class must guess which city it is.

### 4

- 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 definitions, 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 definitions.
- They then check their answers in pairs before checking as a class.

#### Answers

- |            |                 |
|------------|-----------------|
| 1 enormous | 4 famous        |
| 2 ancient  | 5 popular       |
| 3 crowded  | 6 unforgettable |

#### 5

- 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

#### ▶▶ EXTENSION ACTIVITY

Ask students to choose a city they have visited which they don't like, and to note down the reasons why they don't like it. One by one, students tell the class about their chosen city and the reasons why they dislike it. Monitor and help with vocabulary while students are writing down their notes.

## Vocabulary 1 (SB page 60)

#### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the eight pictures and tell you what the purpose of each thing depicted is (in L1 if necessary). Make sure they know what the pictures are portraying before they label them.
- Students work individually to label the pictures.
- They then check their answers in pairs before checking as a class.

#### Answers

- |                  |                  |
|------------------|------------------|
| 1 crossroads     | 5 zebra crossing |
| 2 post box       | 6 pavement       |
| 3 traffic lights | 7 telephone box  |
| 4 road sign      | 8 roundabout     |

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Ask students what a compound noun is (*a single noun made up of two nouns*). Remind them that two of the words in the orange box will be used more than once.
- Ask students to read the words in the orange box and the sentences and explain anything they don't understand.

- Ask students to work in pairs before checking answers as a class.
- Once answers have been checked, check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

#### Answers

- |           |           |
|-----------|-----------|
| 1 park    | 4 centre  |
| 2 centre  | 5 rank    |
| 3 station | 6 station |

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the compound nouns from 2.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

- |                   |                  |
|-------------------|------------------|
| 1 city centre     | 4 petrol station |
| 2 taxi rank       | 5 bus station    |
| 3 shopping centre | 6 car park       |

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the name of the place with its purpose.
- Ask students to read the words and the definitions, 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

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

#### ▶▶ EXTENSION ACTIVITY

Ask students to work individually. They must think of a place in a city and write a short description of its purpose. Monitor and help with vocabulary and grammar if necessary. Once they have finished writing, ask them to swap with a partner and guess which place their partner has written about.

#### Extra Task (for early finishers)

See photocopiable material on page 147.

## Grammar 1 (SB page 61)

#### Before you read the Grammar box

- Revise adjectives by writing a *white marble building* on the board. Ask students to tell you which words are adjectives (*white, marble*). Elicit that adjectives tell us something about nouns and that when we use two or more adjectives to describe a noun, the adjectives go in a particular order. Remind students that verbs of the senses take adjectives and not adverbs (eg *I feel tired*).

- Revise adverbs by writing *I dance badly.* on the board and asking them to identify the adverb (*badly*). Point out that although most adverbs end in *-ly*, some are irregular (eg *fast* → *I ran fast.*). Tell students that in the example sentence, *badly* describes how you dance, and that adverbs are used to give us information about *how, where, when*, etc.

### 1

- Read through the grammar theory with the class.
- Write the words below on the board. Ask the class if the adjectives are in the correct order (*they are*), and then ask individual students to come to the board, underline the adjectives and say what they express.

1 *an ancient Greek temple* (*ancient, age; Greek, origin*)

2 *an interesting opera house* (*interesting, opinion; opera, type*)

- Write the sentences below on the board and ask students to tell you which sentences are correct and which are incorrect.

1 *Your perfume smells nicely.* (*wrong; nice*)

2 *He looks terrible.* (*correct*)

3 *This cake tastes deliciously.* (*wrong; delicious*)

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

#### Answers

Students should underline *beautiful, old, Italian art* and they should circle *hard, yesterday, patiently, indoors*.

Opinion: beautiful; Age: old; Origin: Italian; Type: art; How: hard, patiently; When: yesterday; Where: indoors.

Read 5.1-5.2 of the Grammar Reference on page 166 with your students.

### 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 explain anything they don't understand. Encourage students to look at the grammar theory to help them.
- Ask students to look at the first item and elicit that it is an adverb of frequency.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- |           |               |
|-----------|---------------|
| 1 pretty  | 8 electric    |
| 2 huge    | 9 quickly     |
| 3 new     | 10 outside    |
| 4 round   | 11 now        |
| 5 yellow  | 12 always     |
| 6 Chinese | 13 completely |
| 7 leather |               |

### 4

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the words and explain anything they don't understand. Encourage students to look at the grammar theory to help them.

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

#### Answers

- 1 People often go boating in the park on Sunday afternoons.
- 2 We saw a lovely small Italian glass vase at the gallery.
- 3 Athens is a beautiful large ancient city.
- 4 I quickly took a photo of an old round stone house in Malta's capital.
- 5 The mayor has been working hard lately to clean up the city.
- 6 He wrote about the village using a small black electric typewriter.
- 7 The prison had thick grey metal bars on every window.
- 8 The band played loudly in the town square last night.

#### EXTENSION ACTIVITY

Ask students to choose an object in the classroom and describe it with three adjectives. The other students guess what is being described.

#### Extra Task (for early finishers)

See photocopiable material on page 147.

## Vocabulary 2 (SB page 62)

### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Make sure students understand that they must cross out the word that does not go with the verb.
- Ask students to read the words in the task and explain anything they don't understand.
- Students work individually to cross out the words.
- They then check their answers in pairs before checking as a class. Ask which verbs could be used with the words they crossed out (*make/watch a film, look up/look at a timetable, take/enjoy a city break, be/become modern; 'front' does not collocate with any verbs*).

#### Answers

- 1 a film
- 2 a timetable
- 3 a city break
- 4 modern
- 5 front

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

### Answers

- 1 turn left/right
- 2 keep track of
- 3 take a taxi
- 4 got lost
- 5 follow the rules

3

- 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.
- Explain to students that in this task they need to choose the correct preposition and that they are all prepositions of place.
- Tell students to read the whole sentence first and then to look carefully at the words before and after 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 at   | 4 opposite |
| 2 on   | 5 to       |
| 3 from | 6 on       |

4

- Ask students to read the instructions and check that they understand what they have to do (*choose the verb that goes with the preposition to form a phrasal verb*).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

### Answers

- |        |        |
|--------|--------|
| 1 get  | 4 head |
| 2 go   | 5 take |
| 3 turn | 6 come |

### EXTENSION ACTIVITY

Individually, students write about a place in their neighbourhood. They must give the name of the street and use prepositions of place to show where it is and what is nearby. They then swap with a partner and edit each other's work. Tell them to look back at 3 if they need help checking the prepositions.

### Extra Task (for early finishers)

See photocopiable material on page 147.

## Grammar 2 (SB page 63)

### Before you read the Grammar box

- Revise comparative and superlative forms. Write the forms of the comparative and the superlative, as well as the other ways of comparing, on the board.
- Ask students to look back at the Reading text and to find and underline the examples of comparisons (*better, more crowded than, more cheaply than, the most relaxed, the cleanest, the longest, isn't*

*as expensive as, the noisiest, the busiest, the most fascinating, the most fantastic, the greatest, higher than, as exciting as, the best, the most beautiful, more popular, cleaner than, safer than, the younger people are, the more they seem, the most advanced, the largest, the most efficient*).

1

- Read through the grammar theory with the class.
- Make sure students understand that we use the comparative to compare two or more people or things, and that the superlative is used to compare one or more people or things with a group of people or things. Remind them that we use phrases like 'in the world' and 'of all' with the superlative. Ask students to write three sentences – one using a comparative form, one using a superlative form, and another using a different type of comparison. Check their sentences and clear up any problems before moving on to 2.

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.
- Students work individually to do the task.
- They then check their answer in pairs before checking as a class. For extra practice, ask students to rewrite the two sentences using other comparative structures.

### Answers

- a her mother
- b neither of them

Read 5.3–5.4 of the Grammar Reference on page 167 with your students.

3

- 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.
- Encourage students to look back at the examples in the grammar theory so as to write the correct form. Also, remind them to look for clues in the sentences that will help them to decide if a comparative or a superlative form is required.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class. Ask students which clues helped them to choose the correct form (*1 other jobs; 2 it's comparing taxis to all other forms of transport; 3 I had ever heard; 4 anyone else; 5 a comparison between two places ie big city/small town; 6 on the planet; 7 a comparison between two places ie city centre/outskirts*).

### Answers

- |               |                      |
|---------------|----------------------|
| 1 harder than | 5 worse than         |
| 2 the fastest | 6 the most boring    |
| 3 the loudest | 7 more exciting than |
| 4 better than |                      |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the information about the three cities to complete the sentences comparing them.
- Ask students to read the fact files and the sentences and explain anything they don't understand.

- Remind students to look back at the grammar theory as they do the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 less crowded, the least crowded
- 2 large as, larger
- 3 older, the oldest
- 4 earlier, the earliest
- 5 more easily, the most easily
- 6 bigger, bigger
- 7 bigger, faster

#### ▶ EXTENSION ACTIVITY

Ask students to use 4 as a guide and to write a sentence comparing three cities, countries or other places they know. If students wish, they may compare three of the landmarks from the Unit Opener. The sentence must contain a comparative and a superlative.

#### Extra Task (for early finishers)

See photocopiable material on page 147.

### Listening (SB page 50)

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the topics in 1 with the questions in the main listening task (3).
- Ask students to read the topics and the questions, and answer any queries they may have about them. Explain any unknown words.
- Tell students to look for key words in the topics that are repeated or rephrased in the questions.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

A5 B3 C6 D1 E4 F2

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the option that means the same as the first sentence.
- Ask students to read the sentences and explain any unknown words.
- Remind students to look for key words or phrases that are rephrased.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

1b 2a 3b 4a 5b 6b

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.

- Point out the importance of identifying and underlining key phrases before listening. Stress that this will enable them to listen out for the information they need in order to answer the question. Remind students that the key words in the questions will be rephrased in the options.

#### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain any unknown words.
- Remind students to look for and underline key words or phrases before they listen.
- Play the recording and ask students to circle their answers. 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

- 1B *I wouldn't recommend cycling though – there's so much traffic and everyone drives so fast that it's just not safe for cyclists.*
- 2A *Well, I suppose they are functioning – I mean there's a light, but it's just the red light. The lights are red all the time.*
- 3B *It sounded a bit boring to me – I mean it's just a cold place with nothing very interesting to see, isn't it? I couldn't have been more wrong!*
- 4A *... although very few people were killed, 13,000 houses ... were destroyed ...*
- 5C *The Old Library at Trinity College ... is accessible to wheelchair tourists. Dublin Castle ... The palace part is accessible to wheelchair-users, but the underground ruins can only be reached by stairs ... not many hotels in the city have access for the disabled.*
- 6A *... everything was a bit confusing in the beginning ... I'm getting used to life in the city and I'm really enjoying it!*

See the recording script on page 137.

### Speaking (SB page 65)

#### 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

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Tell students that they should use a variety of reporting verbs – not just *tell* and *say* – when referring back to what someone has said.

## 2

- Ask a strong student to explain the instructions to the class in L1 and check that they understand what they have to do.
- Go through the *Language Bank* with the students and make sure they understand the reporting verbs for referring back to what was said.
- 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

## 3

- Ask students to read the instructions and check that they understand what they have to do. (*Student A has a problem and will use the information on page 189 to explain the situation to Student B. Student B will find out what the situation is by asking the questions on page 65. Student A must tell Student B three things: what the problem is, what some possible solutions are and the disadvantages of each solution. Once Student B has received all of the information from Student A, he/she must give Student A advice on the best solution and also say why it is the best solution. In addition, Student B must explain why he/she rejected the other solution.*) Make sure students understand the mechanics of the task as it is quite difficult to grasp at first. 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.
- Point out to Student A that they will have to make slight changes to some of the information on Page 189. For example, *Your next-door neighbours ...* → *My next-door neighbours ...*; *Talk to the neighbours* → *I could talk to the neighbours ...*; *Call the police ...* → *I could call the police ...*
- 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 189 and the information about the problem is on page 191. (*Student B has a problem and will use the information on page 191 to explain the situation to Student A. Student A will find out what the situation is by asking the questions on page 189. Student B must tell Student A three things: what the problem is, what some possible solutions are and the disadvantages of each solution. Once Student A has received all of the information from Student B, he/she must give Student B advice on the best solution and also say why it is the*

*best solution. In addition, Student A must explain why he/she rejected the other solution.*)

- 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.
- Point out to Student A that they will have to make slight changes to some of the information on page 191. For example, *Your ten-year-old son ...* → *My ten-year-old son ...*; *Take him to visit friends* → *I could take him to visit friends ...*; *Buy him a small pet ...* → *I could buy him a small pet ...*
- 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

### TOP TIP

Role play situations are good opportunities for students to express themselves freely and build confidence in their spoken English. For more controlled practice, ask students to write dialogues and perform them in class. As their confidence builds, ask them to perform unscripted dialogues.



## Writing (SB pages 66-67)

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### Articles: Organising your ideas

- Ask students to read the information on articles and organising their ideas.
- Explain to students that a good article must be easy to read and it must be well organised. They can achieve this by noting down their ideas and then grouping them into topic areas that will form the paragraphs of their article.

## 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to put the notes into the correct groups.
- Ask students to read the notes and explain any unknown words.
- Students work individually to complete the task.
- Check answers as a class.

### Answers

Transport: cycle lanes, lots of buses, river taxis, trams, underground trains  
Shopping: clothes shops, computer shops, lots of shops, street market, shopping centre  
Places to go: amusement park, cinema complex, outdoor swimming pool, sports centre, zoo  
The order the students put them in is personal choice.

## 2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the writing task and the questions and explain anything they don't understand.
- Emphasise the importance of analysing the task before they write so that they know exactly what to do. Remind students that the register is decided by

who the reader is. In this case, the readers will be teenagers so the tone will be friendlier and less formal than, for example, an essay written for a teacher.

- Students work individually to answer the questions.
- Check answers as a class.

#### Answers

- 1 teenagers
- 2 a city where young people like living
- 3 what people do there

#### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the titles and the opening paragraphs and explain anything they don't understand.
- Tell students to look back at the answers in 2 and then decide which opening paragraph is better.
- Students work individually to answer the questions.
- Check answers as a class. Ask students to justify their answers.

#### Answers

Paragraph **b** is better. Paragraph **a** is incorrect because it describes an ideal city, which is not real. Therefore, the writer is off topic.

#### 4

- Ask a student to read out the rest of the article.
- Explain any unknown words.
- Ask students if they think it is a good article. Then look at the questions in depth to analyse the task.
- Students work individually to complete the task.
- Check answers as a class. Once answers have been checked, look at the article in more detail. Ask students why the writer uses the present simple tense. If necessary, ask them to look back at the grammar theory on page 9 in Unit 1 for the uses of the present tenses. Elicit that we use the present simple to talk about things that are always or usually true, facts and general truths. Then ask students what the two parts of the question are that the writer answered (*describe the city, say what young people do there*); ask if the article has clear paragraphs each with its own topic (*yes*); and finally, ask why they think only some of the ideas from 1 were used by the writer (*no need to use them all and there is a word limit*).

#### Answers

- 1 present tense      3 yes
- 2 yes                      4 No, the writer chose some.

#### 5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students why topic sentences are important. Elicit that topic sentences let the reader know what each paragraph will be about.
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

Students should underline the following:  
Para 1: First of all, shopping is fun here.  
Para 2: There are plenty of other places to go too.  
Para 3: Finally, you can get around the city quickly and easily as the transport system is very good.

#### 6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must identify the topic sentences. Ask them where topic sentences belong (*at the start of a paragraph*).
- Ask students to read the paragraphs and explain anything they don't understand.
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

Students should underline the following:  
Para 1: There are lots of useful things in the local library.  
Para 2: As for places to meet friends, there are plenty in and around the shopping centre.  
Para 3: As far as music is concerned, the city has lots to offer.

#### ▶▶ EXTENSION ACTIVITY

Time permitting, students can write their own topic sentences for the paragraphs in 6. Remind them that a topic sentence is like an introduction to the rest of the paragraph.

#### LANGUAGE BANK

- Go through the words and phrases in the *Language Bank* and explain any unknown words.
- Draw students' attention to the ways of describing people doing things and remind them that some verbs and phrases are followed by a gerund (*-ing*).

- Read the task out to students and explain anything they don't understand. Ask them how many parts there are to the task and elicit that there are three – describe your nearest city, say which are the most popular places for young people to go to, and say why they go there.
- Go over the *Plan* with the students. Stress the importance of noting down their ideas and grouping them into topic areas to form paragraphs.
- Ask students to write short notes for each paragraph and go round checking as they write.
- Assign the writing task for homework.

#### Answers

Students' own answers

#### DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students of the importance of choosing a few good ideas and putting them into topic groups before they start writing. Stress that this will make their article clear. Remind them why the present simple tense should be used.

#### 🔄 Reload 5 (SB page 68)

#### Objectives

- To revise vocabulary and grammar from Unit 5.

#### Revision

- Tell students that Reload 5 revises the material they saw in Unit 5.