

# 4

## My Town



### Unit plan

#### Reading:

gapped sentences, finding the right words in the text to complete sentences about it

#### Vocabulary:

words related to places and activities in town, prepositions, adjectives, word formation

#### Grammar:

adverbs of manner, *too*; *enough*

#### Listening:

multiple choice (independent items), choosing your answer the first time you listen, and then checking it the second time you listen

#### Speaking:

discussion and decision making (photo-based), talking about activities in towns, villages and cities, making suggestions and giving reasons using *so* and *because*

#### Writing:

leaflet, using headings, paragraphs and pictures, using adjectives to make your writing interesting

### Unit Opener (SB page 47)

- You may use L1 during the class discussion.
- Ask students to read the title of the unit and say how it relates to the pictures (*The title is 'My Town' and the pictures are of famous cities/places around the world.*).

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Explain what a postcard is. Elicit that they must answer two questions, one question about the cities in the postcards and another about the landmarks.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- After the discussion, ask students if they have visited any of the places shown in the postcards. Ask them also which of the places they would most like to visit.

### Answers

Student's own answers

Suggested answers

Clockwise from top left: the Sydney Opera House in Sydney, Australia; the Statue of Liberty in New York City, USA; the Kremlin in Moscow, Russia; the Brandenburg Gate in Berlin, Germany; the Golden Gate Bridge in San Francisco, USA; the Rialto Bridge in Venice, Italy; the Great Pyramid of Giza in Cairo, Egypt; the Eiffel Tower in Paris, France; the Parthenon in Athens, Greece; the Inca city of Machu Picchu in Peru

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to say if they send postcards, and tell them they should also explain why or why not.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

### Answers

Student's own answers

### Background information

The Sydney Opera House in Sydney, Australia: Construction began in 1959 and it was opened in 1973. It is a symbol of the city and of Australia. It is on Sydney Harbour and the famous Sydney Harbour Bridge is nearby.

The Statue of Liberty in New York City, USA: Its full name is 'Liberty Enlightening the World'. The statue was a gift in 1886 from the people of France to the people of the USA, and it was built by Gustave Eiffel. It is a statue of a Roman goddess named Libertas (meaning 'freedom'). Liberty holds a tablet and on it is written 'JULY IV MDCCLXXVI' (July 4, 1776), the date of the US Declaration of Independence.

The Kremlin in Moscow, Russia: The word 'kremlin' means 'fortress inside a city'. It is in the centre of Moscow and it is a complex that includes five palaces, four cathedrals, and the Kremlin Wall and towers that surround it. It was built between 1482 and 1495. It used to be the home of the tsar and his family. The complex is now the official residence of the President of the Russian Federation. We use 'the Kremlin' to refer to the government of the Russian Federation.

The Brandenburg Gate in Berlin, Germany: Construction began in 1788 and it was completed in 1791. Throughout its history, the Brandenburg Gate has often been a site for important events. It is a symbol of the sometimes troubled history of Europe and Germany, but also of unity and peace in Europe. It was built on the site of an older gate into the city, at the start of the road from Berlin to the town of Brandenburg an der Havel.

The Golden Gate Bridge in San Francisco, USA: It was built between 1933 and 1937. Its total length is about 2.7 km, it's 27.4 metres wide and 227.4 metres high. At the time it was built, it was the longest and highest suspension bridge in the world.

The Rialto Bridge in Venice, Italy: This bridge crosses the Grand Canal in Venice and is for pedestrians. There has been a form of bridge here since the 12th century. The first – a wooden bridge – was partially burnt in a fire. The next two collapsed into the canal below, in 1444 and 1524. The current bridge was built of stone between 1588 and 1591. There are shops on the bridge.



The Great Pyramid of Giza in Cairo, Egypt: It was built in approximately 2580–2560 BC. Archaeologists believe it was built as a tomb for the Egyptian pharaoh Khufu (also known as Cheops). It is the oldest and largest of the three pyramids at Giza, and is the only one of the Seven Wonders of the Ancient World still standing. It is 146.7 metres high and was the tallest man-made structure in the world for over 3,800 years until Lincoln Cathedral in England was completed in around 1311 AD.

The Eiffel Tower in Paris, France: It is named after the engineer Gustave Eiffel whose company designed it. It was built from 1887 to 1889. Some artists and thinkers did not like the tower's design at all, but it has become a symbol of France and one of the most recognisable structures in the world. It is the most-visited paid monument in the world; in 2015, 6.91 million people went up the tower.

The Parthenon in Athens, Greece: It was a temple to the Greek goddess Athena and it sits atop the Acropolis of Athens. It is a symbol not only of Athens and Greece, but of Western civilisation. It was built between 447 and 432 BC, but was damaged in 1687 during fighting between the Venetians and the Turks. From 1800 to 1803, Thomas Bruce, 7th Earl of Elgin, removed important sculptures, known as the Parthenon Marbles, and sold them to the British Museum in London.

The Inca city of Machu Picchu in Peru: It is a 15th-century Inca fortress in southern Peru. It sits on a 2,430-metre high mountain. Most archaeologists believe that Machu Picchu was built around 1450 AD. However, the Incas abandoned Machu Picchu a century later, at the time of the Spanish conquest. The Spanish did not know of it and it remained unknown until American historian Hiram Bingham told the world about it in 1911.

### TOP TIP

Engage students' imagination whenever an opportunity arises. Here, for example, students can discuss what they would do if they had a day to spend at the landmarks/in the cities pictured. They can discuss in pairs and then as a class.

### Let's talk about it!

- Do you like visiting other cities? Why? / Why not?
- What do you enjoy doing in your town/city?
- What's your favourite place in your town?

### DVD 4

Summary of DVD 4: The video is about a young man's life in a small village and what there is in the village. The young man talks about the things to see and do in the nearest town, which he gets to by bus. He talks about the shops and what he can buy there, as well as the facilities, such as the library, the bank and the hospital. He also talks about buying clothes there and meeting his friends.

### Answer

They're old and pretty.

## Reading (SB pages 48-49)

### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to discuss what visitors can see and do in their town. Tell them to think about places and activities.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

### Answers

Student's own answers

### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to read the leaflet in order to locate specific information about how to see Glasgow. Ask them if they have heard of Glasgow and if they know anything about it.
- 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 discuss their answer in pairs before discussing as a class.

### Answer

on a bike tour

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain the task type to students. Tell them they need to complete the sentences with words from the text, not their own words. Tell them to read each sentence and decide what kind of word is required in the gap, that is, a verb, a noun, an adjective, etc. Next, they should look in the text for the same information and decide which word will complete the sentence correctly. Tell them it must be exactly the same word as in the text. Explain that they may have to read more than one sentence in the text to locate the word they need.

### 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 use the tips from the *Download* box when doing the task and to think about the kind of word needed for each sentence.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.



### Answers

- |             |           |
|-------------|-----------|
| 1 noisy     | 5 popular |
| 2 slow      | 6 quick   |
| 3 amazing   | 7 famous  |
| 4 expensive | 8 quiet   |

### ▶▶ EXTENSION ACTIVITY

Ask students to use some of the adjectives in sentences about people and places they know. After they write their sentences, they swap with a partner and read each other's work. Time permitting, students may read out their sentences to the class.

### Extra Task (for early finishers)

See photocopiable material on page 128.

## ⚙️ Grammar 1 (SB page 51)

### Before you read the Grammar box

- Introduce adverbs of manner. Ask students to look back at the text in Reading. Draw their attention to the sentence *It's a great way to see Glasgow quickly*. Ask them what they think *quickly* means. They may use L1.

#### 1

- Read through the grammar theory with the class.
- Ask students what *beautifully*, *quickly*, *well*, *badly* and *slowly* mean.
- Stress to students that most adverbs can be formed by adding *-ly* to the adjective form, but some very common adverbs are irregular (eg *good/well*).
- Write these sentences on the board. *Tour guides know well the city.* / *Tour guides know the city well.* In both sentences, underline the main verb (*know*) and circle the object (*the city*). Tell students the first sentence is wrong because we cannot put the object (*the city*) after the adverb of manner (*well*) in a sentence.

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must cross out the incorrect sentence, but also think about why it is wrong.
- Refer them to the grammar theory to help them answer the question if necessary.
- Check answer as a class.

### Answer

Students should cross out sentence b. Sentence b is wrong because the adverb of manner (*carefully*) should go after the object (*homework*).

Read 4.1 of the Grammar Reference on pages 142-143 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 the adjectives in brackets, and explain anything they don't understand. Refer them to the grammar theory for help if necessary.

- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

### Answers

- |               |               |
|---------------|---------------|
| 1 badly, well | 6 quietly     |
| 2 slowly      | 7 quickly     |
| 3 fast        | 8 hard        |
| 4 noisily     | 9 beautifully |
| 5 easily      | 10 carefully  |

### ▶▶ EXTENSION ACTIVITY

Students work in pairs. One student chooses an adverb of manner and asks the other student the question, *What do you do [adverb of manner]?* Their partner must answer the question so that it is true for them. For example, *A: What do you do quietly? B: I study quietly*. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class what and how they do something. Deal with any language mistakes and pronunciation problems that come up.

### Extra Task (for early finishers)

See photocopiable material on page 128.

## α-2 Vocabulary 2 (SB page 52)

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the words in the orange box to complete what the people in the pictures are saying.
- Ask students to read the words in the orange box and explain anything they don't understand. Elicit that the words are places in a town/city.
- Ask students to look at the pictures. Tell them that the situation in the picture will help them to decide which word to use.
- Draw students' attention to the example and go over it with them.
- 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 in the orange box to the students and asking them to repeat after you. Correct where necessary.

### Answers

- |                 |               |
|-----------------|---------------|
| 1 library       | 4 post office |
| 2 hospital      | 5 bank        |
| 3 train station |               |

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Explain that in this task they will use the verb form of the word as a base from which to make a noun.
- Tell them to find the nouns in the text in Reading.
- Draw students' attention to the example and go over it with them.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, point out to students that *-ing* and *-or* are common noun endings.
- 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 building | 3 life    |
| 2 feeling  | 4 visitor |

- 3**
- Ask students to read the instructions and check that they understand what they have to do. Explain that the words in the orange box are related to places.
  - Ask students to read the words in the orange box and the paragraph, and explain anything they don't understand.
  - Draw students' attention to the example and go over it with them.
  - 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 in the orange box to the students and asking them to repeat after you. Correct where necessary.

#### Answers

- |                 |           |
|-----------------|-----------|
| 1 capital       | 4 village |
| 2 area          | 5 roads   |
| 3 neighbourhood | 6 traffic |

#### ▶ EXTENSION ACTIVITY

Students work in pairs. They say what there is and isn't in their town or another place they know well. Tell them to use the words in 1 and any other words they know.

#### Extra Task (for early finishers)

See photocopiable material on page 128.

## Grammar 2 (SB page 53)

#### Before you read the Grammar box

• Introduce *too*; *enough*. Write the day's date on the board in very small numbers and ask if students can read it. Say, *The numbers are too small. They aren't big enough to read*, and write the sentences on the board, with the underlining.

- 1**
- Read through the grammar theory with the class.
  - Write the following gapped sentences on the board and ask students to complete them with *too* or *enough*.
- 1 London is \_\_\_\_ big! (*too*)
  - 2 He eats \_\_\_\_ quickly. (*too*)
  - 3 There aren't \_\_\_\_ cafés in my town. (*enough*)
  - 4 This museum is interesting \_\_\_\_ to visit every week. (*enough*)
  - 5 She doesn't write fast \_\_\_\_\_. (*enough*)

- 2**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must cross out the incorrect sentence, but also think about why it is wrong.
  - Refer them to the grammar theory to help them answer the question if necessary.
  - Check answer as a class.

#### Answer

Students should cross out sentence a. Sentence a is wrong because *enough* should go before the noun (*snacks*).

Read 4.2-4.3 of the Grammar Reference on page 143 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.
  - Refer them to the grammar theory for help if necessary.
  - Draw students' attention to the example and go over it with them.
  - Students work individually to complete the task. They then check their answers in pairs before checking as a class.

#### Answers

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

- 4**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that for each sentence, they must use *too* or *enough* in one gap and leave the other gap blank. Tell them to read carefully for context in order to determine if the sentence expresses 'more than is needed or wanted' or 'as much of something needed or wanted'.
  - Ask students to read the sentences and explain anything they don't understand.
  - Refer them to the grammar theory for help if necessary.
  - Draw students' attention to the example and go over it with them.
  - Students work individually to complete the sentences.
  - They then check their answers in pairs before checking as a class.

#### Answers

- |             |             |
|-------------|-------------|
| 1 enough, - | 5 -, enough |
| 2 -, enough | 6 too, -    |
| 3 too, -    | 7 -, enough |
| 4 too, -    | 8 too, -    |

#### ▶ EXTENSION ACTIVITY

Ask students to write their own sentences using *too* and *enough* about their town/city. For example, *In the summer, it's too noisy. There aren't enough things to do here*. Help with grammar and vocabulary if necessary. When students are ready, they may read out their sentences to the class.

#### Extra Task (for early finishers)

See photocopiable material on page 128.

## Listening (SB page 54)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that they should pay attention to the vocabulary in the question and the answer choices in order to decide what the topic could be.
- Ask students to read the question and the answer choices, and explain anything they don't understand.
- Students work in pairs to discuss the possible topic before discussing as a class.
- Explain to students that reading the question and the answer choices to predict what they will hear is a good listening technique.

### Answers

Suggested answers  
different neighbourhoods, the man's home/  
house, differences between old and new homes,  
differences between village and city life

2

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they must listen in order to answer the question in 1.
- Play the recording and ask students to choose their answer.
- Students work individually.
- Do not give the answer at this stage.

See the recording script on page 120.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they will hear the recording again in order to check their answer choice. Tell them to think about why their answer is correct and the other answer choice is wrong. They may take notes if they wish.
- Play the recording again and ask students to check their answer.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

### Answer

The correct answer is A. Students' own answers, but they should justify option A with the words *garden, trees, flowers, quiet, pretty*. Option B is wrong because the question is about the man's new house.

See the recording script on page 121.

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain to students that in this task type they should use the time they have before listening to read the questions and answer choices to predict the topic of each conversation. Tell them they should choose their answer the first time they listen and check their answer on the second listening. Tell them they mustn't assume their answer is correct after just the first listening, and that they should use the second listening to check their answer or change it if they need to.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and the answer choices, and explain anything they don't understand.
- Remind them to predict the topic before they listen. Give them a minute to do so before playing the recording.
- Play the recording and ask students to choose their answers.
- Play the recording again for students to check their answers or change them. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Check answers as a class.

### Answers

- 1A ... at Kelvingrove we can see lots of different things – not just old cars. / OK, I agree. Let's go there.
- 2A Look – she can put all her things in it – keys, glasses – you know. / Yes, that's a good idea. OK. Let's buy this red one.
- 3B I love sitting here ... because it isn't noisy like the busy city streets.
- 4A But we have to buy it first! / Look – there's a place over there with postcards ...

See the recording script on page 121.

## Speaking (SB page 55)

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

Student's own answers

### TOP TIP

Make sure your students have different conversation partners when discussing the questions that begin each Speaking lesson. By talking to a variety of people, they will have the opportunity to improve their speaking skills. It is sometimes the case that when students sit with a friend, they may end up talking about other topics, or even talking in their own language. Assign new partners each time.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that there are different structures we can use to make suggestions in English.

- Refer students to the *Language Bank* and go through the section for making suggestions with the students. Make sure they understand that after *about*, we use the *-ing* form of the verb; after *should*, we use the bare infinitive/the infinitive without *to*, just as with *can*, *must* and *have to*, which they saw in Unit 3; and that after *suggest* we use the present simple.
- Ask students to read the sentences and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- |         |         |
|---------|---------|
| 1 goes  | 3 go    |
| 2 going | 4 going |

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Explain that we use *so* and *because* to give reasons.
- Refer students to the *Language Bank* and go through the section for giving reasons with the students. Make sure they understand how to use *so* and *because*. Write these examples on the board and explain in L1 if necessary. Tell them that *so* is used to say that something is the reason why something else happens (eg *He's hungry, so he wants to eat something.*) and *because* is used to give a reason for something (eg *He wants to eat something because he's hungry.*)
- Ask students to read the dialogues and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- |           |           |
|-----------|-----------|
| 1 because | 3 so      |
| 2 so      | 4 because |

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain to students that this task requires them to discuss all the different options for a given activity in order to mutually decide which is best. Tell them they need to use phrases to make suggestions and to use *so* and *because* to give reasons for their opinions.

#### 4

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that they need to discuss the specific situation, which is that a person (Jane) has only got two hours to do an activity in a city and that they must decide which activity is the best for her to do given the two-hour time limit. Tell them they must keep this in mind as they discuss each option. Remind them again that they must discuss every option.
- Go through the *Language Bank* again with the students and make sure they understand the structures for making suggestions and giving reasons. Ask them to look back at 2 and 3 to see how these structures are formed.

- Students work in pairs to complete the task. Tell them to take it in turns to choose an activity and talk about it.
- 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 and say which activity is the best for Jane and to give reasons for their choice.
- Time permitting, continue until all students have had a turn.

#### Answers

Student's own answers

#### 5

- Ask students to read the questions and explain anything they don't understand. Elicit that they should give reasons for their answers.
- Tell them to use the structures for giving reasons in the *Language Bank* to discuss the questions.
- 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

Student's own answers

## Writing (SB pages 56-57)

### Leaflet: Using headings, paragraphs and pictures

- Ask students to read the information on leaflets and using headings, paragraphs and pictures.
- Explain to students that the purpose of a leaflet is to provide information in a clear and attractive way. Tell them headings let the reader know exactly where to look for specific information, and that the information should be in a distinct paragraph. Tell them also that pictures are not only attractive, but also provide visual information for the reader.

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to consider which places visitors would like to have useful information about, and that not all of the places in the list would necessarily be visited by tourists.
- Tell students there are no right or wrong answers, but that some places are more likely to be interesting to visitors.
- Ask students to read the list 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

Suggested answers  
park, restaurants, market, museum, shops



## Vocabulary Revision

### Vocabulary 1

• 1: Revise the words related to activities in a town. Write these words on the board in one column (*a snack, a museum, a meal, a bag in the new shop, shoes and boots*) and these verbs in another (*buy, have, sell, visit*). Tell students that one of the verbs will be used twice (*have*). Then ask individual students to match them (*have a snack, visit a museum, have a meal, buy a bag in the new shop, sell shoes and boots*).

• 2: Revise the prepositions. Write them on the board (*at, down, in, into, on, to*) and then write the following gapped sentences on the board and ask individual students to complete them with the correct preposition.

- 1 *Can we go [to] the park tomorrow?*
- 2 *Quick! Get [on] the bus!*
- 3 *Tom's [at] the bus stop now.*
- 4 *Let's walk [down] that street.*
- 5 *I live [in] a big city.*
- 6 *Let's go [into] this shop.*

• 3: Revise the adjectives. Write the adjectives on the board one by one and ask individual students to tell you what they mean in L1 and then use them in a sentence (*amazing, expensive, famous, noisy, popular, quick, quiet, slow*).

### Vocabulary 2

• 1: Revise the places in a town. Write them on the board one by one (*bank, hospital, library, post office, train station*) and ask individual students what we do there. Students may use L1.

• 2: Revise word formation. Replicate the table from page 52 of the Student's Book on the board and ask students to complete the nouns.

Verbs	Nouns
<i>build</i>	<i>(building)</i>
<i>feel</i>	<i>(feeling)</i>
<i>live</i>	<i>(life)</i>
<i>visit</i>	<i>(visitor)</i>

• 3: Revise the words related to places. Read out the words one by one (*area, capital, neighbourhood, roads, traffic, village*). Ask individual students to write the words on the board and tell you what they mean, in L1 if necessary. Ask the rest of the class to check the spelling. Then ask other students for example sentences.

## Grammar Revision

### Grammar 1

Practise adverbs of manner.

• Write these adjectives on the board one by one and ask individual students to come to the board and write the adverbs of manner. Ask the class each time if the adverb has been spelt correctly (*bad [badly], good [well], careful [carefully], noisy [noisily], quick [quickly], hard [hard], quiet [quietly], slow [slowly], beautiful [beautifully], fast [fast]*).

• Choose an adverb of manner at random and ask individual students to give you a sentence using it.

### Grammar 2

Practise *too; enough*.

• Write the following sentences on the board, with the underlining. Ask students to choose the correct option. After you have checked the answers, ask students to write two sentences of their own using *too* and *enough*. Ask students to read them out. Make a note of any mistakes to go over them with the class.

- 1 *It's enough hot / too hot today. (too)*
- 2 *We have time enough / enough time to go to the museum. (enough time)*
- 3 *He walks too quickly / quickly enough for me! (too quickly)*
- 4 *Is that book interesting enough / enough interesting for you? (interesting enough)*
- 5 *You must write clearly enough / too clearly for me to read your work. (clearly enough)*

• Students are now ready to do Reload 4.

• Draw students' attention to the examples and go over them with them.

• 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

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

#### Grammar

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



### Objectives

- To revise vocabulary and grammar from Units 3 and 4.

### Revision

- Tell students that Progress Review 2 revises the material they saw in Units 3 and 4.
- 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 words for rooms and other areas of a home.

- Unit 3, Vocabulary 1, Exercise 1: Write the following words on the board: *downstairs, flat, front door, garage, garden, upstairs, walls, window*.
- Ask individual students to answer the following questions with the words on the board.
  - You can put pictures on these or paint them a nice colour. (walls)*
  - It isn't a house, but people live in it. (flat)*
  - There are flowers and trees here. (garden)*
  - It's the top part of a home. (upstairs)*
  - You look outside from this. (window)*
  - You walk into your home through this. (front door)*
  - You put your car in here. (garage)*
  - It's the bottom part of a home. (downstairs)*

Revise words for things found in the rooms of a home.

- Unit 3, Vocabulary 1, Exercise 2: Write the rooms of a home on the board, one below the other, and ask students to tell you what they are (*bathroom, bedroom, dining room, kitchen, living room*). They may use L1 if necessary. Then read out the items one by one (*armchair, bed, chair, cooker, duvet, fridge, shower, sofa, table, toilet*) and ask individual students to say what they are, in L1 if necessary, and to write them on the board next to the correct room.
  - bathroom: shower, toilet*
  - bedroom: bed, duvet*
  - dining room: chair, table*
  - kitchen: cooker, fridge*
  - living room: armchair, sofa*

Revise other words for things found in the rooms of a home.

- Unit 3, Vocabulary 1, Exercise 3: Write the following gapped words on the board. Read out the descriptions and ask students to complete the words.

- |                     |   |
|---------------------|---|
| 1 b _ x             | You put things in it. (box)                       |
| 2 c l _ c k         | You use it to tell the time. (clock)              |
| 3 f _ r n _ t _ r _ | Beds and chairs are examples of this. (furniture) |
| 4 k _ y             | You use this to open a door. (key)                |
| 5 l _ g h t         | You use this to read at night. (light)            |
| 6 p _ c t _ r _     | This is something you put on your wall. (picture) |

Revise prepositions.

- Unit 3, Vocabulary 1, Exercise 4: Write the prepositions *at, in* and *on* on the board. Then write the gapped phrases on the board and ask students to complete them with the correct prepositions.

- She's [on] the phone.*
- He's still [in] bed.*
- Your book is [on] the chair.*
- I'm [in] my room.*
- We aren't [at] home.*
- The cat is [on] the sofa.*
- I usually sit [in] that armchair.*
- There's a clock [on] the wall.*

- Unit 4, Vocabulary 1, Exercise 2: Write these prepositions (*at, down, in, into, on, to*) and gapped sentences on the board, and ask students to complete them with the correct prepositions.

- Let's go [to] the market today.*
- Don't walk [down] that street at night!*
- Let's get [on] the school bus.*
- I live [in] a town.*
- I'm [at] the bus stop.*
- I want to go [into] this shop.*

Revise collocations.

- Unit 3, Vocabulary 2, Exercise 1: Write the collocations on the board one by one and ask individual students to tell you what they mean, in L1 if necessary. You could also ask students to mime the activity (*clean the kitchen, do the dishes, do the ironing, do the washing, have a shower, listen to the radio, make the bed, water the plants*).

Revise adjectives and their opposites.

- Unit 3, Vocabulary 2, Exercise 2: Draw two big circles on the board and write each group of adjectives in one of the two circles (*boring, clean, different, easy, hot, old, small*) and (*cold, difficult, dirty, exciting, large, new, same*). Ask students to come to the board and draw lines to connect the opposite adjectives. (*clean-dirty, hot-cold, different-same, easy-difficult, small-large, old-new, boring-exciting*)
- Unit 4, Vocabulary 1, Exercise 3: Write the adjectives on the board (*amazing, expensive, famous, noisy, popular, quick, quiet, slow*). Choose one at random and ask individual students to give examples of people, places or things that can be described with that adjective.

Revise phrasal verbs.

- Unit 3, Vocabulary 2, Exercise 3: Write the phrasal verbs on the board and ask individual students to tell you what they mean, in L1 if necessary, and to give you example sentences. (*switch off, switch on, tidy up, turn down, turn up*)

Revise words for activities in a town.

• Unit 4, Vocabulary 1, Exercise 1: Ask individual students to answer the following questions. To help them, write the underlined words on the board after you ask each question.

- 1 Where can you have a snack? (in a café, a restaurant, at home)
- 2 What places can you visit in your town? (a museum, the shops, a market, etc)
- 3 Where can you have a meal? (in a café, a restaurant, at home)
- 4 Where can you buy clothes? (in a shop)
- 5 Where can people sell things? (in a market, on eBay/online, etc)

Revise buildings in a town.

• Unit 4, Vocabulary 2, Exercise 1: Write these words on the board in one column and draw simple drawings in another. Ask students to match them.

- 1 bank [D]
- 2 hospital [A]
- 3 library [E]
- 4 post office [B]
- 5 train station [C]

- A stethoscope  
B an envelope or a post card  
C a train ticket or a suitcase  
D a euro or a dollar symbol  
E a book

Revise word formation.

• Unit 4, Vocabulary 2, Exercise 2: Write the verbs on the board (*build, feel, live, visit*) and ask students to write the noun forms in their notebook (*building, feeling, life, visitor*). Then ask individual students to spell out the nouns and give you example sentences.

Revise words related to towns.

• Unit 4, Vocabulary 2, Exercise 3: Write these words on the board (*area, capital, neighbourhood, road, traffic, village*) and then ask individual students the following questions. Accept all logical answers.

- 1 What's a nice area in your town?
- 2 What's the capital of your country?
- 3 Are there shops in your neighbourhood?
- 4 Are there lots of cars on the roads near your home?
- 5 When is the traffic bad in your town?
- 6 What do you like about villages?

### Grammar Revision

Revise *Let's*.

• Ask students to make suggestions using *Let's*. Start by saying *Let's open our books*. Then go around the class until every student has had a turn.

Revise the imperative.

• Write these verbs on the board (*do, go, have, listen, make, watch*) and ask individual students to choose one and use it as the positive or negative imperative in a sentence. Tell them not to forget to say, *please*.

Revise object pronouns.

• Write the subject and object pronouns on the board. Go through the object pronouns with your students.

Then read out the following sentences and pause before the object pronoun at the end. Ask individual students to complete the sentences with the correct object pronoun.

- 1 Hi, Tom. It's nice to see (you).
- 2 This is my new phone. Do you like (it)?
- 3 You and Emma are our friends. We know (you).
- 4 My homework is difficult. Please help (me).
- 5 John knows the answer. Let's ask (him).
- 6 We want to go to the library. Please come with (us).
- 7 There are a lot of dirty dishes. Can you do (them)?
- 8 I love Taylor Swift. I always listen to (her).

Revise *can*.

• Write the following affirmative sentences on the board and ask individual students to write the negative and question forms underneath. Then ask students to write a set of sentences (affirmative, negative, question form) using *can*.

- 1 She can do the ironing. (She can't do the ironing. Can she do the ironing?)
- 2 We can go out. (We can't go out. Can we go out?)
- 3 I can swim. (I can't swim. Can I swim?)

Revise *must / have to*.

• Write *must, mustn't, have to, has to, don't have to, doesn't have to* on the board. Tell students to use three of them in sentences about the things they do at home to help. Give them enough time to write their sentences and then ask them to read them out.

Revise adverbs of manner.

• Write these adjectives on the board (*bad, good, slow, fast, noisy, easy, quiet, quick, hard, beautiful, careful*) and ask individual students to come to the board and write the adverbs of manner (*badly, well, slowly, fast, noisily, easily, quietly, quickly, hard, beautifully, carefully*). Then ask them to give you a sentence using each adverb of manner.

Revise *too; enough*.

• Write the following sentences on the board, with the underlining. Ask students to choose the correct option. After you have checked the answers, ask students to write two sentences of their own using *too* and *enough*. Ask students to read them out. Make a note of any mistakes to go over with the class afterwards.

- 1 He plays video games too noisily / noisily enough. (too noisily)
- 2 Are there chairs enough / enough chairs for the party? (enough chairs)
- 3 The new house is too big / big enough for all the family. (big enough)
- 4 It's enough hot / too hot in the living room. (too hot)
- 5 Steve walks enough quickly / quickly enough. (quickly enough)

- Students are now ready to do Progress Review 2.
- Draw students' attention to the examples and go over them with them.
- 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**

**1b 2d 3c 4e 5f 6g 7h 8a**

**2**

**1** down

**4** to

**2** at

**5** in

**3** on

**6** into

**3**

**1** quiet

**5** old

**2** exciting/interesting

**6** hot

**3** large/big

**7** easy

**4** clean

**8** same

**4**

**1** share

**5** make

**2** clean

**6** sell

**3** water

**7** have

**4** buy

**8** do

**Grammar  
Answers**

**1**

**1** Let's

**5** Don't try on

**2** you

**6** it

**3** Let's not

**7** switch off

**4** her

**8** them

**2**

**1** Can I

**5** must

**2** mustn't

**6** can't

**3** have to

**7** don't have to

**4** can't

**8** doesn't have to, can

**3**

**1** noisily

**5** slowly

**2** carefully

**6** easily

**3** quickly

**7** quietly

**4** beautifully

**8** well

**4**

**1** enough

**5** too

**2** too

**6** enough

**3** enough

**7** too

**4** enough

**8** enough, too