



# My town

## Unit aims

### I can ...

- talk about places in a town or city.
- read and understand an article about Pompeii.
- talk about the past.
- ask questions about routines and activities.
- understand a presentation about a town.
- talk about methods of transport.
- understand an article about transport in big cities.
- use sequencing devices.
- write a description of a place.

## Unit contents

<b>Vocabulary</b>	Places in a town or city Transport Extreme adjectives Collocations
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<b>Pronunciation</b>	/t/, /d/, /ɪd/
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<b>CLIL</b>	Art: Images and communication 📍 Big art

## Be curious

- Books closed. Write *big cities* on the board.
- Put students into small groups and give them one minute to write down as many big cities as they can.
- Make this competitive by giving groups one point for naming a city, two points if they can name the continent that city is in, and three points if they can locate that city on a map. (You could put a world map on the interactive white board, and ask a member of each group to point to the location of the cities they came up with.)
- Find out which group scored the most points.
- Ask students to open their books at page 68, look at the picture, and say what they can see in it, e.g. *a city at night*, *lots of people and lights*.
- Give students one minute to work alone to answer the three questions.
- To help students with the question about advantages and disadvantages, put the following gapped sentences on the board which students can then complete with their own ideas: *The advantages of living in a city are \_\_\_\_\_*. *The disadvantages of living in a city are \_\_\_\_\_*.
- To help **weaker students** you could put two example sentences on the board.
- Monitor while students answer the questions. Help with vocabulary as necessary.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students theme of Unit 6 is life in towns and cities.

### Suggested answers

I can see a city at night. There are some stalls, lots of people and lights.

The advantages of living in a city are more jobs, better transport links, more things to do, e.g. go to the cinema, theatre or a concert, go to a restaurant, visit museums.

The disadvantages of living in a city are noise, pollution, crime and traffic.

## CEFR

SKILL AREA	GOAL	EXERCISE
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# Vocabulary Places in a town or city 1

## Objectives

- learn vocabulary for places in a town or city.
- ask and answer questions about my favourite place in town.


## Warm-up

- Books closed. Ask: *What places are there in your town/city?*
- Elicit places from the class, e.g. *cinemas* and *sports centres*, and write the words on the board.

- 1  **2.12** Ask students to open their books at page 69.
- Students describe what the people in the photos are doing, e.g. *watching a football game*, *looking at bags*. Then they work in pairs to do the matching exercise.
  - If you have the Presentation Plus software, put the photos on the interactive whiteboard and ask students to come to the board to match the words and the photos.
  - Play the recording.
  - Students listen to it and check their answers.
  - Play the recording again for students to repeat the words. Pay particular attention to the pronunciation of *museum* which is /mjuː'ziəm/ rather than /mjuː'zeɪəm/.

### Answers

the sports centre isn't in the photo    1 museum  
2 shopping centre    3 sports stadium    4 cinema  
5 skate park    6 bowling alley    7 market

- 2  **2.13** Play the recording.
- Students identify the sounds and match them with the places pictured.
  - Students compare answers in pairs before you check answers with the class.
  - To **extend** the work on the vocabulary, you could ask students to divide the places into the following three groups: places where we buy things (shopping centre, market), places where we do or watch sports (sports stadium, bowling alley, sports centre, skate park) and cultural centres (museum, cinema). Students could also add some words in each category.

### Answers

1 sports stadium    2 cinema    3 shopping centre  
4 bowling alley    5 museum    6 market    7 skate park

### Optional activity

- Write *icon* on the board and explain that it is a picture or symbol used on a computer screen to represent something, e.g. the *play* icon represents a video player.
- Put students in pairs to design icons for the different places in Exercise 1, e.g. using this website: <http://makeappicon.com/>
- Students show their icons to another pair and test them on what their icons represent by asking *What's this?*

## Your turn

- 3
- Read out each of the four questions in the chart and write your own answers to them on the board. Write notes rather than full sentences, e.g. *every Saturday, with my friends, go to the cinema*.
  - Give students a couple of minutes to copy and complete the chart with their own information.

### Fast finishers

Students can turn to the **Vocabulary bank** on page 116 and do the *Log your memory!* activity.

- 4
- Put students in pairs so that they can ask and answer the questions in the chart in Exercise 4.
  - Monitor and check that students are completing the chart with their partner's information.

### Optional activity

- Tell students about a famous place that you would like to go to, e.g. *I really want to go to the Grand Bazaar in Istanbul because I love visiting markets*.
- Put students in pairs.
- Ask students to use their smartphones to show each other a photo of a famous place that they would like to go to, e.g. The Maracanã Stadium in Rio or the Dubai Mall in the United Arab Emirates.
- Students tell each other why they want to go the famous place, e.g. *I really want to go to the Louvre because I love beautiful paintings*.

### Optional activity

- Students work in pairs to write a profile of a famous place in their city, e.g. a market.
- Students should include the following information: the name of the place, how old it is, what people can see and do there.
- Give students three or four minutes to write their profiles.
- Students can read out their profile to another pair.

### Game

- Play *The picture game* using the places in a town vocabulary.
- See **Games bank** on page 29.



Set Exercises 1, 2, 3 and 4 on page 57 of the **Workbook** for homework. You could also ask students to do the following vocabulary exercises: <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/places-town>

# Reading An information text

## Objectives

- read a text about Pompeii.
- learn extreme adjectives.
- talk about ancient ruins in my country.


## Background

Pompeii, Italy, is a UNESCO World Heritage site.

## Warm-up

- Books closed. Write Pompeii on the board. Ask: *What do you know about Pompeii?*
- Elicit students' ideas and write them on the board.

- 1 • Students open their books at page 70, look at the map of Italy, and say where Pompeii is. If necessary, teach the phrase *on the west coast of*, e.g. *Pompeii is on the west coast of Italy*.
  - Read out the six words in the box. Introduce students to the pronunciation of the following: ruins */ˈruːnz/*, gladiator */ˈglædiətə/*, volcano */vɒlˈkeɪnəʊ/* and amphitheatre */ˈæmfɪθiːətə/*.
  - Put students into pairs to match the words to the pictures. If you have the Presentation Plus software, put the photos on the interactive whiteboard and do the matching exercise with the whole class.

- 2  **2.14** Give students a few minutes to read the text to check their answers to Exercise 1.
  - Check students' understanding of the words introduced in Exercise 1 by going through each one in turn and asking questions, e.g. *What are 'ruins'?* *What were 'gladiators'?*
  - Encourage students to use context to help them work out the meaning of new words.

## Answers

Pompeii is in Italy.

1 ruins 2 amphitheatre 3 gladiator 4 volcano  
5 eruption 6 ash

- 3 • Check **weaker students'** understanding of the following words from the text: *open-air*, *ancient* and *boiling*. **Stronger students** should be able to work out the meanings of the words from context.
  - Read out the four sentences.
  - Give students time to read the text again.
  - Put students into small groups to do the exercise.
  - Check answers.
  - Refer students to the information in the **FACT!** box. Tell them nearby towns of Herculaneum and Stabiae were also destroyed.

## Answers

1 T 2 F (Pompeii is an open-air museum.) 3 T  
4 F (It was full of people, gladiators and lions.)

## Explore extreme adjectives

- 4 • Ask: *Do 'good' and 'brilliant' mean the same thing?*
  - Explain that *brilliant* means *very good* and that it is an example of an extreme adjective, i.e. an adjective that intensifies or makes stronger the meaning of a 'normal' adjective such as *good*.
  - Ask students to find the four extreme adjectives in the text. Allow **weaker students** to use dictionaries.

## Answers

a enormous b ancient c boiling d terrified

- 5 • To help **weaker students**, complete the first sentence with the class an example.
  - Ask students to work in pairs to complete the sentences.
  - Check answers.
  - To **extend** the work on extreme adjectives, you could ask students to turn to the **Vocabulary bank** on page 116 and do the *Explore extreme adjectives* activities.

## Answers

1 boiling 2 enormous 3 ancient 4 terrified

## Your turn


- 6 • Read out the questions.
  - If you have access to the Internet in your school, ask students to research ruins in their country.
  - If you do not have access to the Internet, and if students cannot think of any ancient ruins in their country, set this activity for homework.

## Optional activity

- Students take a walk around Pompeii using Google Street View.
- Tell them to make a note of the sights that interest them the most. They can then share these with a partner.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask students to name famous places in Rome. Elicit their ideas, e.g. the forum or the Colosseum, and then read out the information about the video.
- Play the video.
- Students watch it and answer the two questions.
- Check answers.
- Ask students to tell their partner about a place in Rome they'd like to visit.
- See page 131 for further activities you can do with this video.

## Answers

More than 2 million people visit Rome every year.  
The Colosseum was a place for games and the games were fights.  
There were about 50,000 people for every fight.



Set Exercise 7 on page 58 and Exercises 1, 2, 3, 4 and 5 on page 61 of the **Workbook** for homework.

# Language focus 1 *was / were, there was/were*

## Objectives

- learn the past simple forms of *be*.
- learn to ask and answer questions using *was / were*.

## Warm-up

- Books closed. Write on the board: *I am in the cinema. They are in the café.*
- Ask students if they know the past simple forms of the underlined verbs.
- Elicit or teach *was* and *were*. Write: *I was in the cinema. They were in the café.*

- Ask students to open their books at page 71.
  - Tell students that the example sentences are from the text on page 70.
  - Ask students to look back at the text and complete the sentences.
  - Check answers.
  - For further information and additional exercises, students can turn to page 108 of the **Grammar reference** section.

## Answers

	Singular	Plural
+	Pompeii <b>was</b> a very busy town. <b>There was</b> an enormous amphitheatre.	The shops and markets <b>were</b> always busy. <b>There were</b> shops and markets.
-	It <b>wasn't</b> a safe place to go. <b>There wasn't</b> a swimming pool.	The people <b>weren't</b> rich. <b>There weren't</b> any shops.
?	<b>Was</b> the amphitheatre in the centre? Yes, it <b>was</b> . / No, it <b>wasn't</b> . <b>Was there</b> a swimming pool? Yes, <b>there was</b> . / No, <b>there wasn't</b> .	<b>Were</b> the people rich? Yes, they <b>were</b> . / No, they <b>weren't</b> . <b>Were there</b> any shops? Yes, <b>there were</b> . / No, <b>there weren't</b> .

- Complete the first sentence with the class as an example.
  - Put students in pairs and ask them to complete the remaining sentences.
  - Check answers.

## Answers

2 were 3 were 4 weren't 5 was 6 wasn't

## Background

For background on **Nelson Mandela** see the notes to the Discover Culture page in Unit 3.

**Count Leo Tolstoy** /tɒlstɔɪ/ (1828–1910) was a Russian writer.

**Anton Chekhov** /ˈtʃɛkɒf/ (1860–1904) was a Russian short-story writer and dramatist.

**Mustafa Kemal Atatürk** /atətəːk/ (1881–1938) was one of the founders of the modern secular state of Turkey. He became President of the Turkish republic in 1934.

**Lasar Segall** /segəʊ/ (1881–1957) was a Brazilian painter and sculptor.

**Lygia Clark** /klɑːk/ (1920–1988) was a Brazilian painter and installation artist.

- Ask a student to read out the example sentence.
  - Help students with the pronunciation of the surnames of the people in Exercise 3.
  - Students can work alone to rewrite the sentences.
  - Ask students to compare answers in pairs before you check answers with the class.

## Answers

- Tolstoy and Chekov weren't painters. They were writers.
- Mustafa Kemal Atatürk wasn't from Poland. He was from Turkey.
- Lasar Segall and Lygia Clark weren't singers. They were artists.

- Refer students to the example and make sure they know what they have to do.
  - Put students in pairs to ask and answer questions about the people in Exercise 3.

## Get it right!

Read out the information in the *Get it right!* box. To check students' understanding of this, ask the class further questions with *any* and ask them to respond, e.g. *Were there any TVs in Pompeii?*

- Read out the example sentence.
  - Put students in pairs and ask them to write further sentences about Pompeii using the information in the box.

## Suggested answers

There weren't any sports stadiums.  
There was an amphitheatre.  
There were houses.  
There wasn't an open-air museum.  
There were markets.  
There weren't any car parks.  
There were schools.  
There weren't any cinemas.

## Game

- Play *Fill The Blanks* to practise *was* and *were*.
- See **Games Bank** on page 28.

## Your turn

- To help **weaker students**, you could complete the questions with the class before you give students time to answer the questions.
  - Monitor and help as necessary.

## Answers

2 was 3 were 4 were 5 were

- Put students in pairs.
  - Students practise asking and answering the questions they wrote in Exercise 6.

➔ Set Exercises 1, 2, 3, 4, 5 and 6 on page 58 of the **Workbook** for homework.

# Vocabulary and Listening


## Objectives

- learn vocabulary for transport places.
- listen to a report about a class trip to a town.
- draw and talk about a plan of my town or city.

## Places in a town or city 2

### Warm-up

- Write *transport* on the board.
- Put students into groups.
- Give groups a minute to list forms of transport, e.g. *plane*, *train*, *car*.

- 1  **2.15** Ask students to open their books at page 72. Students work in pairs to do the matching exercise.
- If you have the Presentation Plus software, put the picture on the interactive whiteboard and ask students to come to the front of the class to do the matching exercise.
  - Play the recording.
  - Students check their answers and repeat the words.
  - To **extend** the work on this, you could ask students turn to the **Vocabulary bank** on page 116 and do the *Places* exercises in *Jog your memory!*

### Answers


- 2 tram stop 3 bus stop 4 car park 5 market  
6 bus station 7 station

- 2 • Students say how the town in the map is different from theirs, e.g. *There's a ferry port in the city, but there isn't one in my city.*
- Do this activity with the whole class.
- 3 • Revise the following prepositions of place: *opposite*, *behind*, *next to*, *in front of*. Do this by putting objects around the class and eliciting the preposition to describe their location.
- Students can work in pairs to complete the exercise.
  - Check answers.

### Suggested answers

The bus station is behind the sports stadium.  
The station is next to the shopping centre.  
The bowling alley is in front of the market.

## A report


- 4  **2.16** Test students' understanding of the vocabulary in the box by asking them questions, e.g. *Where do you go to watch a football match?*
- Play the recording.
  - Students work alone to do the exercise.
  - Students compare answers in pairs before you check answers with the class.

## Audioscript

Last week, we went on a class trip to this town. It was a small fishing village 100 years ago, but today it's a big town. We arrived by train at 10 o'clock. There's a big sports stadium next to the station. We didn't go there but we heard the crowds cheering at a football match. We went to the museum first, and we saw lots of interesting things. After that, we went to the shopping centre. That's here, opposite the school. Some of my classmates shopped for presents but I didn't because I didn't have any money! Then we visited the school in town and met some of the children there. At 1 o'clock, we ate lunch in the park behind the school. I had a packed lunch with cheese sandwiches and some lemonade. I had a ball but we didn't play because there wasn't any time. After lunch, we visited the ferry port. This is it here, behind these buildings. It was beautiful, and I took hundreds of photos. Finally, at about 3 o'clock, we went to the bowling alley in front of the port. It was a great way to end the day! We played two games, and then walked to the station and caught the 5 o'clock train home. What a great day! I loved it.

## Answers

- 2 station 3 museum 4 shopping centre 5 school  
6 park 7 ferry port 8 bowling alley 9 station

- 5  **2.16** Play the recording again for students to answer the questions.

## Answers

- 2 Yes, there was. 3 Yes, there were. 4 Yes, there were.  
5 No, it wasn't.

## Game

- Play *Could You Spell That, Please?* using the transport places.
- See **Games Bank** on page 28.

## Your turn

- 6 • Give students five minutes to draw a plan of their town or city. If all the students in the class come from the same town, ask them to draw a plan of their neighbourhood.
- Students should label their plans.
- 7 • Read out the example.
- Put students in pairs to ask and answer questions about their partner's plans. Students can ask questions such as: *Is there a bowling alley? Where is the bus station?*

## Optional activity

- Students work in groups to design 'the perfect town'.
- They draw a map of their new town, showing everything that there is in that town.
- Students write a short description, e.g. *There are many interesting places in my town – museums, parks and shopping centres.*
- Display students' designs on the walls of the classroom.



Set Exercises 1, 2, 3 and 4 on page 59 of the **Workbook** for homework.  
Students design a green city using <http://www.planitgreenlive.com>



# Language focus 2 Past simple: regular and irregular verbs

## Objectives

- learn regular and irregular past simple verb forms.
- learn the /t/, /d/ and /ɪd/ pronunciations of -ed.
- learn about the use of *ago*.
- talk about how long ago I did certain activities.

## Preparation

- Bring photocopies of the audioscript on page 100.


## Warm-up

- Books closed. Write *I play football* on the board.
- Explain that *play* is a regular verb and show how -ed is added to the infinitive to make the regular past simple form.
- Elicit the past simple of *be* and then explain that *was/were* are irregular verbs.

- Ask students to open their books at page 73 and work in pairs complete the sentences.
  - Give students photocopies of the audioscript from page 100, which they can then use to help them.
  - Check answers.
  - For further information and additional exercises, students can turn to page 108 of the **Grammar reference** section.

## Answers

	I / You / He / She / It / We / They	
	Regular verbs	Irregular verbs
+	We <b>arrived</b> at the station at 10 o'clock. We <b>played</b> two games.	We <b>went</b> to the museum first. We <b>ate</b> lunch in the park.
-	We <b>didn't visit</b> the sports centre. We <b>didn't play</b> football.	We <b>didn't go</b> there. I <b>didn't have</b> any money.

-  **2.17** Read out the example sentence.
  - Ask students to work in pairs to complete the remaining sentences. Help **weaker students** by pointing out which verbs in the box are regular and which irregular.
  - Play the recording to check.

## Answers


2 took 3 ate 4 visited 5 walked 6 went

- Ask a student to read out the example sentence.
  - Put students into pairs to write the negative forms of the sentences in Exercise 2.

## Answers

2 I didn't take hundreds of photos on the school trip.  
3 We didn't eat lots of/any cake at the party. 4 I didn't visit my grandmother last weekend. 5 We didn't walk five kilometres on the school trip yesterday! 6 We didn't go on a school trip to the zoo – it wasn't great!

## Say it right!

-  **2.18** Check students understand the instructions in the **Say it right!** box.
  - Play the recording and ask students to repeat the verbs with it.

## Your turn

- Tell the class what you did and didn't do last weekend using the information in the list.
  - Students work alone to write sentences using the same information. They can check forms with the irregular verb list on page 130.
  - Students can compare their sentences with a partner.

## Optional activity

- Tell the students about your last holiday using the past simple.
- Students listen and write down the past simple verbs they hear.
- Students reconstruct the story of your holiday with their partner.

## ago

- Say *My grandmother was born 80 years \_\_\_\_\_*. Introduce *ago* and explain that it means *before the present* and is used to say when in the past something happened.
  - Elicit some example sentences, e.g. *I went to the cinema three days ago*, and put them on the board.
  - Read out the sentence for students to complete.

## Answers

ago

- Read out the example. Ask students to work alone to complete the rest of the exercise.
  - Check answers.
  - For further information and additional exercises, students can turn to page 108 of the **Grammar reference** section.

## Answers

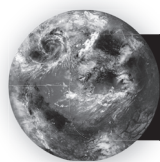
2 Leonardo painted the *Mona Lisa* about 500 years ago.  
3 I finished my project a week ago. 4 We left primary school 2 years ago.

## Your turn

- Give students a couple of minutes to write sentences using the information in the list.
  - Monitor and make sure students are forming their sentences correctly.
- Put students into pairs to compare their sentences.
  - As an alternative to a simple comparison of sentences, ask students to guess each other's sentences, e.g. *Student A says 'I think you learnt to walk 11 years ago.'* to which *Student B replies 'Yes, you're right!' or 'No, you're wrong!'.*



Set Exercises 1, 2, 3, 4 and 5 on page 60 of the **Workbook** for homework.



# Discover Culture

## Crossing cities

### Objectives

- watch a video about transport in big cities.
- talk about my favourite form of transport.

### Warm-up

- Ask: *How do people travel in big cities in your country?*
- Elicit answers, e.g. buses or taxis, and write them on the board.

- Read out the phrases in the box.
  - Put students in pairs to do the exercise.
  - Check answers.
  - Ask: *Which of the forms of transport in the pictures is your favourite?*

### Answers

- 1 aeroplane 2 underground 3 zebra crossing  
4 bullet train 5 tuk-tuk / rickshaw 6 traffic jam

- Do this activity with the whole class.
  - Write the names of the cities on the board. Students say which pictures go with which city.
  - Do not confirm answers at this point.

- **6.2** Play the video.
  - Students check their answers to Exercise 2.

### Videoscript

#### Crossing cities

There are a lot of big cities around the world – with lots of people. How do they all travel? At the end of 2012, the population of Beijing in China was more than 20 million. In Beijing a lot of people travel by bus – and by car. There are *lots* of cars in Beijing – about 5 million! Every day, 600 new cars travel the streets of Beijing, so there's always traffic! Mumbai is the largest city in India. Its population was more than 20 million people in 2012. Like Beijing, the streets of Mumbai are always busy. People can travel by special taxis: *cycle* rickshaws or *auto* rickshaws called tuk-tuks. They're yellow and black. You also see lots of cars, lorries, bikes, motorbikes and – of course – cows! But people usually travel *long* distances by train. Nine million people travel by train every day. Tokyo, in Japan, is really busy. Its population in 2011 was about 36 million – the largest in the world. Every day, millions of people go to work in Tokyo. So how do they get there? Well, some people walk. And some people take taxis. The underground is also popular.

But Japan is famous for the Bullet Train. The Bullet Train is always on time, and it's really fast! It travels at 300 kilometres per hour! But it's very quiet and comfortable.

Japan is a group of islands, so a lot of people take planes to get to work in Tokyo! For example, every year, about 10 million people fly from the island of Sapporo to the capital for work. The airports are always busy. A lot of people use electronic tickets on their phones. It's very fast! There are a lot of ways to travel in big cities. How do *you* do it?

### Answers

- Mumbai (India): tuk-tuk / rickshaw  
Tokyo (Japan): zebra crossing, underground, bullet train, aeroplane  
Beijing (China): traffic jam

- **6.2** Check understanding of *ride* (noun), *aerial view* and *passenger*.
  - Play the video.
  - Students work alone to do the exercise.
  - Students compare answers in pairs before you play the video again and check answers with the class.

### Answers

b – d – f – a – c – e

- **6.2** Students work in pairs to complete the sentences with the correct numbers.
  - Tell students this exercise tests memory. They shouldn't worry if they don't remember the numbers.
  - Play the video again.
  - Find out which pair had the most correct numbers.

### Answers

1 20 2 300 3 600 4 36 5 9

- Ask students to work alone to complete the matching exercise.
  - Students compare answers in pairs before you compare answers with the class.
  - To **extend** this activity, you could ask students to work in pairs to write a sentence describing transport in their town or city.

### Answers

1 Mumbai 2 Tokyo 3 Beijing

## Your turn

- Read out the three questions.
  - Put students in pairs.
  - Give students a couple of minutes to ask and answer the questions. Encourage students to ask additional questions, e.g. *Which forms of transport do you never use?*



For homework, students can read the information on this train ticket and complete the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/train-station>

## Objectives

- read a text about public transport in Hong Kong.
- learn transport collocations.
- ask and answer questions about my journey to school.

## Background

**Hong Kong** is a former British colony on the south coast of China, which reverted to Chinese sovereignty in 1997. A major financial centre, Hong Kong is densely populated and famous for its skyscrapers.

## Warm-up

- Books closed. Write *Hong Kong* on the board.
- Ask students what they know about it, if they have ever been there, read about it or seen it on TV. You may need to use L1 at this point.

- Ask students to open their books at page 75.
  - Refer students to the map and photos.
  - Ask students to identify the different types of transport shown in the photos.
  - Read the questions and then ask students to read the text quickly to find the answers.


## Answers

People travel by ferry, bus, tram and underground.  
It is easy to travel in Hong Kong.

- Check students' understanding of the word *route* (the path you follow to go from one place to another) and then refer them to the map.
  - Ask students to work in pairs to draw David's route to school. Students could look for the route from Mong Kok to the Mid-Levels on Google Maps ([www.google.com.hk/maps/@22.38131,114.168639,11z?hl=en](http://www.google.com.hk/maps/@22.38131,114.168639,11z?hl=en))

## Answers

walk from home to the underground station in Mong Kok – ferry across Victoria Harbour – tram – escalator to his school in Mid-Levels

-  **2.19** Give students a minute to read the sentences.
  - Ask students to work alone to read the text and then complete the exercise.
  - Students can compare answers in pairs before you check answers with the class.
  - Check answers.
  - Read out the information in the **FACT!** box. Tell students that one of the inventors of the elevator was an American solicitor called Nathan Ames, who, in 1859, patented a design for a machine he called *revolving stairs*.

## Answers

1 on foot 2 the tram 3 didn't take 4 fun

## Explore collocations

- Write *collocation* on the board. Elicit or explain the meaning of the word. Collocations are words that commonly go together such as *bus* and *stop*. Use L1 to explain the idea, if necessary.
  - Refer students to the words in bold in the text and check their understanding of them.
  - Put students in pairs to complete the text with the collocations from the text.
  - To **extend** the work on this vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 116 and do the *Collocations* activity in *Explore vocabulary*.

## Answers

1 on 2 by 3 take 4 by

## Game

- Play *Correct the sentence* using the collocations in Exercise 4.
- See **Games Bank** on page 28.

## Your turn

- Tell students how you got to school yesterday and how long it took.
  - Ask students to work alone to copy and complete the chart with information about them.
- Write the questions on the board: *How did you get to school yesterday? How long did it take?*
  - Remind **weaker students** that the past simple form of *take* is *took*.
  - Read out the example sentence.
  - Put students into pairs to ask and answer the questions.

## Optional activity

- Put students in pairs.
- Students find a map of their town or city on Google Maps.
- They choose two places in the centre of the city and work out the best route to take to get from one to the other.

## Optional activity

- Teach or elicit the meaning of the word *journey* (the act of travelling from one place to another).
- Ask students to work alone to write a description of a recent journey they have been on, e.g. *Last week, I went to my cousin's house. It took two hours. First, I went on foot to the bus station.*
- Students can then read their description to a partner, who asks them the following question: *What was the best and worst thing about the journey?*



Set Exercise 6 on page 60 of the **Workbook** for homework.



# Speaking Sequencing


## Objectives

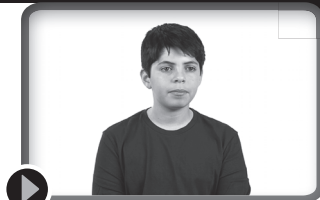
- watch teenagers talking about where they usually go with their friends.
- listen to someone talk about what they did at the weekend.
- talk about where I usually go with my friends.
- practise using sequencing words.

## Warm-up

- Books closed. Ask: *What things do people do at the weekend?*
- Elicit ideas, e.g. meet friends, go to the cinema, do sports, and write them on the board.

## Real Talk: Where do you usually go with your friends?

- 1  **6.5** Ask students to open their books at page 76.
- Tell students they are going to watch some teenagers answering the following question:  
*Where do you usually go with your friends?*
  - Give students time to read the questions and then play the video.
  - Students work alone to answer the questions.
  - Students compare answers in pairs before you check answers with the class.





## Videoscript

- Voice:** Where do you usually go with your friends?  
**Courtney:** I usually go to my friends' houses. We talk and play on the computer. Sometimes we go to the mall and shop.
- Binny:** We walk around the city a lot. Sometimes we go to the shopping centre. Sometimes we go to the zoo.
- Emily:** At the weekend, I usually go to the shopping centre with my mates. And we walk around a bit, get something to eat, do a bit of shopping.
- Petra:** Usually after school, my friends and I walk to a café. We drink hot chocolate, and it's really fun.
- Evan:** For fun, I usually go to the movies or the park with my friends.
- Rachel:** I usually go to the park with my friends but sometimes I go to my friends' houses and we watch a film.
- Steve:** When I'm with my friends we usually go to the bowling alley and the ice cream shop. We usually go about once or twice a week.
- Voice:** Where do you usually go with your friends?

## Answers


go to the shopping centre – 3    eat or drink something – 3  
go to their friend's houses – 2    go to the park – 2

- 2  Students work in pairs to ask and answer the question.
- Students could answer additional questions, e.g. *Have you got a favourite place that you go to with your friends?*
  - Ask some students to report back to the class on what their partner said.

- 3  **2.20** Give students time to read the question, then play the recording.
- Students compare answers in pairs before you check the answers with the class.


## Answers

Charlie – homework    David – went on a helicopter

- 4
- Read out the list of words and phrases in the *Useful language* box. Check students' understanding and elicit example sentences using these words and phrases.
  - Ask students to work in pairs to complete the conversation.
  - Please note students have not learned past simple questions yet (they are introduced in Unit 7). Please treat them as functional chunks of language here.
- 5  **2.20** Play the recording for students to listen and check their answers to Exercise 4.


## Answers

1 Really    2 So you    3 First    4 Then    5 After that

- 6  Put students in pairs to practise the conversation in Exercise 4.


## Optional activity

- Students write a list of things they did at the weekend. The list should not be in order.
- Students show the list to their partner, who then has to guess the order using the sequencing phrases, e.g. *First, you went to the park. After that, you met friends.*

- 7  If you have the Presentation Plus software, put the photos on the interactive whiteboard. Elicit the activities shown: a driving lesson, cycling, skateboarding, elephant riding.
- Read through the instructions. Elicit some exciting activities and put these on the board, e.g. bungee jumping or mountain climbing. Make sure that **weaker students** understand they can use the activities pictured if they prefer.
  - Put students in pairs to practise their conversations.
  - Monitor while students are practising their conversations.

## Optional activity

- Put students into pairs.
- Students text each other sentences describing what they did last weekend. Two of the five sentences must be false. Remind students to use the sequences words introduced in the *Useful language* box.
- Students respond to the texts with *True! or False!* Their partner texts them back with *You're right!* or *You're wrong!*

-  For homework, students find an exciting activity they would like to do. They can research online to find an activity and a place where they can do it. At the beginning of the next lesson, students can tell their partner about the activity they would like to do.



# Writing A description of a place

UNIT  
6

## Objectives

- read a description of a place.
- learn about adding information to a sentence using *also* and *too*.
- write a description of a place.

## Warm-up

- Books closed. Tell students about the town you are from, e.g. its population, how old it is.
- Tell students they are going to read a description of a town.

## Background

**Dartmoor National Park** is the largest area of open country in the south of England. Spielberg shot his film *War Horse* there. **Sir Francis Drake** was one of the commanders in the British fleet that defeated the Spanish Armada's attempts to invade England in 1588.

- 1 • Ask students to open their books at page 77 and describe the photos.
- Students say where they think the town is and then check their answer with the text.
- Tell students the town pictured is called Tavistock and that it is in England. The pictures show Tavistock's town hall and a statue of Sir Francis Drake.

### Suggested answer

It's in England.

- 2 • Give students a couple of minutes to read the email and answer the question.
- Students can compare their answers in pairs before you check answers with the class.

### Suggested answers

You can go to a museum or a concert. You can visit Dartmoor National Park. There are shops, parks and sports facilities.

- 3 • Read out the headings.
- Ask students to work alone to put the headings in the right place.
- Students can compare answers in pairs before you check answers with the class.

### Answers

- 1 Size and location
- 2 History and interesting facts
- 3 Things to do and places to visit

- 4 • Read out the information in the *Useful language* box. Make sure that students understand that *also* and *too* are used in different places in a sentence.
- Students can work in pairs to find examples in the text in Exercise 1.

### Answers

He was **also** the second person to sail all the way around the world.

There are a lot of historical buildings in Tavistock, and a museum, **too**.

We can **also** visit the Dartmoor National Park!

There are lots of shops, parks, and sports facilities, **too**.

- 5 • Ask a student to read out the example.
- Ask students to work in pairs to complete the rest of the exercise.
- Encourage **weaker students** to check their first sentence with you before they complete the exercise.

## Answers

- 2 We can go to the mountains, too.
- 3 We have a carnival in August, too.
- 4 Lots of people also visit the beautiful beaches.
- 5 They also make traditional products.



## Get Writing

## PLAN

- 6 • Students should do their planning in class. The writing can either be done in class or at home.
- Tell students they are going to write a description of their town.
- Ask students to use the headings in Exercise 3 to help them organise the information in their writing.

## WRITE

- 7 • Refer students to the language in Exercise 7. Make sure students know how to use it before they write their description.
- Tell students to use Kirstie's description as a model to follow and to write at least 80 words. Encourage them to add extra information to their own descriptions, e.g. famous people from the town.
- Give students ten minutes to complete the writing task.
- Monitor while students are writing. Help with grammar and vocabulary as necessary.

## CHECK

- 8 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
- Give students a few minutes to look through their descriptions and check them against the points here.
- Collect students' descriptions and mark them.

### Optional activity

- Students find a photo of a famous building or monument on their smartphones and write a short description of it.
- Their partner guesses the place being described, before being shown the picture to find out if they guessed correctly.



For homework, students could produce an illustrated guide to their country for tourists. Students should write about the interesting places and also include facts such as the capital city and population. You can also set Exercises 1–11 on pages 62 and 63 of the **Workbook** for homework.