

Map of resources**5A Vocabulary**

Student's Book, pages 52–53; Workbook, page 52

Photocopiable: 5A (Places)

DVD: Unit 5

5B Grammar

Student's Book, page 54; Workbook, page 53

Photocopiable: 5B (Comparatives)

5C Listening

Student's Book, page 55; Workbook, page 54

5D Grammar

Student's Book, page 56; Workbook, page 55

Photocopiable: 5D (Superlatives)

5E Word Skills

Student's Book, page 57; Workbook, page 56

5F Reading

Student's Book, pages 58–59; Workbook, page 57

5G Speaking

Student's Book, page 60; Workbook, page 58

Photocopiable: Functional Language Practice (Asking for and giving directions)

5H Writing

Student's Book, page 61; Workbook, page 59

Culture 5

Student's Book, page 112

DVD and DVD worksheet: Unit 5

Classroom Presentation Tool Unit 5**End of unit**

Unit Review: Workbook, pages 60–61

Photocopiable: Grammar Review

Exam Skills Trainer 3: Workbook pages 62–63

Cumulative Review 1–5: Workbook, pages 112–113

Progress Test and Short Tests: Unit 5

5A Vocabulary**Places****LESSON SUMMARY**

Vocabulary: Places in towns and cities

Grammar: Prepositions of place

Speaking: Talking about towns and cities

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 10 only if you have time. Exercise 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Tell the class about some places where you, a friend or member of your family lives, e.g. *My friend Ahmed lives in the town centre. He likes it because there are a lot of shops near his flat. My uncle lives near the airport. He doesn't like it because the planes are very loud.*
- Ask: *Where do you live? Do you like it there?*
- Elicit a few answers about the areas where students live.

Exercise 1 page 52

- Focus attention on the photos and ask: *What are these places?*
- Elicit any words that students may already know. Then check the meaning of the words in the list.
- Students work in pairs to match the photos to the places.

KEY

1 shopping centre 2 fire station 3 bus station
4 museum 5 gym

Exercise 2  2.28 page 52

- Play the audio for students to listen and repeat.

Extra activity

Students work in pairs. Ask them to read the list of places in exercise 1 and say if they exist in their town or city. If there are places that are not nearby – for example, many smaller towns do not have a cinema – what is the nearest place that has one? How long does it take to get there?

Exercise 3  2.29 page 52

- Tell students they are going to listen to dialogues in eight of the places in exercise 1. They have to decide where the dialogues are taking place. Explain that we can often tell where people are because of the things they are talking about. To illustrate, write the following on the board: *zoo and shopping centre. Ask: What do people talk about in a zoo? (e.g. the animals) What do people talk about in a shopping centre? (e.g. things to buy, where to eat)*
- Play the audio, pausing after each dialogue for students to write their answer.
- Check answers as a class.

KEY

1 shopping centre 2 zoo 3 airport 4 museum
5 cinema 6 hospital 7 post office 8 library

Transcript

- 1 **Man** OK. Where now?
Woman I have to buy some shoes. What about you?
M I'm hungry. I want to get a sandwich.
W OK. Well, let's meet here in ... half an hour?
M OK, that's perfect.
- 2 **Boy** What are these?
Girl They're crocodiles.
B They aren't moving very much.
G No. Come on, let's go and see the monkeys.
- 3 **Man** Which gate is it?
Woman I'm not sure. Which is our flight? Is it BA479?
M Yes, it is – BA479 to Barcelona.
W Erm ... it's gate fifteen. And it's boarding now! Come on!
- 4 **Man** Excuse me. Where is the Ancient Greek room?
Woman It's on the first floor – with Ancient Egypt.
M Thank you. Oh, and what time do you close?
W At five o'clock.
M Right. Thanks!
- 5 **Boy** Two bottles of water, please.
Girl Hurry up. The film is starting!
B And some chocolate peanuts. Oh, and these sweets.
G I'm going in. Have you got my ticket?
B Just a moment!
- 6 **Woman** Mr Williams? Your leg is fine now. You can go home.
Man Really? Are you sure?
Woman Yes, I'm sure.
Man But I can't walk very well.
W You just need a few days at home.
M Hmm. Can I speak to the doctor?
W I am the doctor.
- 7 **Woman** Can I help you?
Man Yes. I'd like to send this to Australia.
W Hmm. It's very heavy. Does it have to get there quickly?
M Yes, it does. Is that very expensive?
W Yes, it is. £64.70 – and it takes four days to get there.
M How much?!
- 8 **Man** Can I help you?
Woman Hello. I'm looking for a book on Mongolia.
M The travel section is over there, near the window.
W Thank you.
M When are you going?
W Er ... now.
M I mean, to Mongolia.
W Oh, I'm not. I just enjoy reading about these places.

Exercise 4 page 53

- Students read the questions and check the meaning.
- With a **weaker class**, do the exercise together. With a **stronger class**, students can work individually.
- Check answers as a class.

KEY

- 1 police station 2 gym 3 train station
4 shopping centre 5 zoo 6 park 7 car park
8 hospital 9 bank 10 library

Culture note

The Blue Mosque is the popular name for Istanbul's Sultan Ahmed (or Ahmet) Mosque. It was built during the rule of Ahmed I in the years 1609–1616, and takes its popular name from the blue tiles that decorate the inside.

Heathrow Airport near London is one of the busiest airports in the world. It was built as a small airfield in 1929 and then made larger and named London Airport in 1946. It was renamed Heathrow in 1956. In 2014, more than 73 million passengers used the airport.

Grand Central in New York City began as a small railway station in the 1870s. The current building, which is officially called Grand Central Terminal (a word for a railway station at the end of a line), was completed in 1913. 21.6 million tourists visited it in 2013, making it one of the world's top ten tourist destinations.

The **Marina Bay Sands**, officially opened in 2010, is a 2,500-room hotel in Singapore, with a shopping centre, two theatres, seven restaurants and a skating rink.

London Zoo, in Regent's Park, opened in 1828. It was originally used for the scientific study of animals, but it was opened to the public in 1847. About 1.3 million people visited the zoo in 2014.

Exercise 5 page 53

- Focus attention on the quiz. Complete the first question as a class, but do not yet elicit an answer.
- Students complete the questions with words from exercise 1.

KEY

- 1 Mosque 2 Airport 3 station 4 hotel 5 Park

Exercise 6 page 53

- In pairs, students do the quiz. Check answers as a class.

KEY

- 1 c 2 b 3 a 4 a 5 c

Exercise 7 2.30 page 53

- Students read the *Recycle!* box.
- Play the audio. Students tick the places that exist. They then complete the sentences.
- Play the audio again for students to check their answers.

KEY

- 1 There's 2 There isn't 3 There's 4 There isn't
5 There aren't 6 There are 7 There's 8 There isn't

Transcript

Girl Do you like the town you live in?

Boy Yes, I do. It isn't a very big town, and there isn't a lot to do, really. Not for people like me. For example, the gym is great. It's right in the centre of town, opposite the town hall. But it costs about £100 a month to be a member! And it hasn't got a swimming pool. In fact, there isn't a swimming pool in my town. You have to go 20 kilometres to the next town to have a swim! But at least there's a park, so I can play football with my friends. It isn't in the centre – it's on the edge of town, next to the station. (I mean the bus station – there aren't any trains!) I don't live close to the park, so it's a long walk ...

G What about shops? Is it a good place to go shopping?

B Well, there aren't many shops in the centre of town. There are a few banks and a small supermarket – and that's it! Nearly all of the shops are in the shopping centre and that's outside the town. There's a cinema inside the shopping centre and I go there quite often. Our house is between the town and the shopping centre, so it's easy for me to go there by bus. The bus stop is very near my house. But the bus is expensive ...

G Stop! It sounds like a terrible place to live!

Exercise 8 page 53

- Focus attention on the prepositions of place. To check meaning, ask a few students to stand up. Put one student behind another and ask: *Where is A?* Elicit: *A is behind B.* Ask: *Where is B?* Elicit: *B is in front of A.* Put a third student between A and B. Ask: *Where is C?* Elicit: *C is between A and B.* Ask A to move away. Ask: *Where is C now?* Elicit: *C is close to / next to B.* Ask A to face C. Ask: *Where is A?* Elicit: *A is opposite C.* Ask B to step outside the classroom. Ask: *Where is B?* Elicit: *B is outside the classroom.* Ask: *Where are A and C?* Elicit: *They're inside the classroom.*

KEY

Opposites *behind / in front of; in or inside / outside*
Mean the same *close to / near (also in / inside)*

Extra activity

- Students think of some of their favourite places in town, e.g. cinemas, restaurants, friends' homes.
- Students use the prepositions to say where the places are, e.g. *The cinema is opposite the police station.*

Exercise 9 2.30 page 53

- Students read the questions so that they know what to listen for.
- Play the audio for students to listen and answer the questions. With a **weaker class**, pause the audio where necessary.

KEY

1 It's opposite the gym. **2** It's next to the bus station.
3 It's outside town. **4** There's a cinema inside the shopping centre. **5** He lives between the town and the shopping centre. **6** It's close to his house.

Transcript

See exercise 7.

Exercise 10 page 53

- Ask: *Are there any expensive hotels in our town / city? Are there any cheap hotels?* Elicit answers.
- Go through the prompts and check meaning.
- With a **weaker class**, students write out the questions before they ask and answer.

KEY

2 Is there a swimming pool? Is it public or private?
3 Is there a shopping centre? Is it small or large?
4 Is there an airport? Is it inside or outside town?
5 Are there any parks? Are they busy or quiet?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can describe places in a city.*

5B Grammar

Comparatives

LESSON SUMMARY

Grammar: Comparatives

Speaking: Describing and comparing cities

Pronunciation: *than* and *-er* in comparative forms

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 4–5 minutes on exercise 6. Exercise 8 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask: *What cities or towns have you visited?*
- Elicit answers. Identify pairs of places that students have visited and compare them, e.g. *London is smaller than Istanbul. In the summer it's a lot cooler than Istanbul.*

Exercise 1 page 54

- Ask: *What do you know about New York City?*
- Students may come up with ideas that you cannot confirm, but do not worry about this. Say or elicit: *New York isn't the capital of the USA, but it's a very important city. It's in the east of the country. It's cold in the winter and hot in the summer. It's a very busy place.*
- Ask: *What do you know about Los Angeles?* Elicit that it is the home of America's film industry, it is in the west of the country and it has warm weather most of the year.
- Focus attention on the photos. Answer the questions as a class.

KEY

Photo A is Los Angeles and photo B is New York.

Exercise 2 page 54

- On the board, write @. Explain that it is pronounced *at*, but when it comes before a name on the internet, we do not say it. It simply signals that a person's name is being used.
- Students read the posts on the internet forum. Then ask: *Who thinks Cassie should go to New York? Who thinks she should go to Los Angeles?* Ask for a show of hands.

Exercise 3 page 54

- Students read the *Learn this!* box. Ask: *Do we always use 'than' with comparisons?* (no)
- Students complete the table. Check answers as a class.
- To check understanding, write on the board: *John is tall, but Paul is ____ John.* Elicit the missing words. (*taller than*)
- Then write: *I need a better computer.* Explain that the meaning is *I need a computer that is better than the computer I have got now.*

KEY

1 longer 2 bigger 3 sunnier 4 wider
5 more comfortable 6 better 7 further

Exercise 4 page 54

- Go through the example together. Then students do the exercise individually.

KEY

2 Los Angeles is quieter than New York. 3 New York has narrower streets than Los Angeles. 4 New York has taller buildings than Los Angeles. 5 New York has a worse climate than Los Angeles. 6 New York is nearer for Europeans.

For further practice of comparatives:**Grammar Builder 5B** page 132

- 1 1 earlier 2 quicker 3 more excited 4 sunnier
5 wetter 6 more popular 7 kinder 8 more expensive
9 larger 10 more exciting 11 more polluted 12 warmer
- 2 1 better 2 bigger 3 friendlier 4 older 5 younger
6 safer 7 farther / further 8 more popular
- 3 2 Joey is taller than Carly. 3 Carly is richer than Joey.
4 Joey is more popular than Carly. 5 Joey is more hard-working than Carly.
6 Carly is older than Joey. 7 Carly is shorter than Joey.

Exercise 5 page 54

- Go through the example together. Then students do the exercise individually.

KEY

2 Which is more polluted, Warsaw or Mexico City?
3 Which is more expensive, Prague or Tokyo? 4 Which is sunnier, Cairo or Istanbul?
5 Which is safer, Cape Town or New York? 6 Which is more crowded, Athens or Lisbon?
7 Which is drier, London or Milan?

Exercise 6 page 54

- Ask two confident students to read out the example.
- Students are unlikely to know all of the answers, so make sure they understand that at this point, this is a guessing exercise rather than a test of their knowledge. They will be able to check answers in exercise 7.

Exercise 7 2.31 page 54

- On the board, write *-er* and *than*. Ask students to pay attention to those sounds when they listen and repeat.
- Play the audio. Students listen, repeat and check their answers.

KEY

1 Moscow 2 Mexico City 3 Tokyo 4 Cairo
5 New York 6 Athens 7 Milan

Transcript

- Moscow is larger than Paris.
- Mexico City is more polluted than Warsaw.
- Tokyo is more expensive than Prague.
- Cairo is sunnier than Istanbul.
- New York is safer than Cape Town.
- Athens is more crowded than Lisbon.
- London is drier than Milan.

Exercise 8 page 54

- Do the first item together. Students work in pairs to do the exercise. Circulate, monitor and help as necessary.
- Check answers as a class.

KEY

1 The afternoons are often sunnier than the mornings.
2 The shops in the town centre are more expensive than the shops in the shopping centre. 3 I enjoy maths, but I'm better at English. 4 The houses are more expensive and larger in the west of the city. 5 Big cities are always more exciting than small cities.

Exercise 9 page 54

- Model the exercise with a confident student.
- Students do the exercise in pairs. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can make comparisons.*

5C Listening

Town or country?

LESSON SUMMARY

Speaking: Discussing towns and the countryside

Listening: Listening for main ideas

Vocabulary: Town and country

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 6 only if you have time. Exercise 3 can be set for homework.

LEAD-IN 2-3 MINUTES

- On the board, write *Country* and *City* and elicit comparisons, e.g. *The country is quieter and safer. It's also cleaner. There are farms and lakes. But the city is more exciting, with shopping centres, theatres and cinemas.*

Exercise 1 page 55

- Focus attention on the list of words and check meaning.
- On the board, write *Town* and *Country* and ask students to say which category each word belongs to. Point out that cities can have hills, lakes, valleys and even woods, e.g. Central Park in New York City.

KEY

Town crowd, hill, lake, office block, shopping centre, street, traffic, wood **Country** farm, field, hill, lake, valley, village, wood

Extra activity

- Tell students to imagine they are going away for the weekend. They can choose to go to the country, the seaside, the mountains or a town or city. If they want to, they could choose New York or Los Angeles.
- Ask students to work in pairs and take turns to say five things that they will see or do during their weekend away.
- Circulate, monitor and help as necessary.

Exercise 2 page 55

- Focus attention on the photos. With a **weaker class**, elicit words that students can use in their descriptions, e.g. fields, farm, lake. With a **stronger class**, students describe the photos in pairs.

KEY

Top photo: field, hill, valley, village, wood

Bottom photo: crowd, street, shopping centre, traffic

Exercise 3 page 55

- Ask students to read the fact files.
- With a **weaker class**, students complete the texts in pairs. With a **stronger class**, students work individually. Circulate, monitor and help as necessary.
- On the board, write: *Disadvantages*. Ask: *What are the disadvantages of living in the country?* (e.g. not exciting; not many shops; not much entertainment; not many jobs)
What are the disadvantages of living in the city? (e.g. noisy and crowded; not easy to get fresh air; traffic is dangerous)

KEY

1 safer 2 quieter 3 cleaner 4 friendlier 5 easier
6 easier 7 more exciting 8 better 9 bigger

Exercise 4 2.32 page 55

- Students read the questions and underline the key words so that they know what to listen for.
- Then go through the Listening Strategy together.
- Play the audio for students to answer the questions. If necessary, play the audio again.

KEY

1 b 2 c 3 a 4 b

Transcript

- 1 So, here we are in London. There are lots of things to see and you can find all the information you need about them in the packs that I handed out earlier. You've got three hours now to explore. Please be back on the coach by 12 so that we can drive to the restaurant for lunch at 1. You can leave anything that you don't need on the coach. The driver always locks the doors so no one can get in. Now any questions before I let you go?
- 2 **Man** The train is very crowded, isn't it?
Woman Yes, but at least we've got seats.
M Yes, that's true. It's usually impossible to get a seat in the rush hour. I often have to stand. So let's relax and have some food.
W But there isn't any food. They haven't got any more sandwiches in the buffet car so we can't get anything to eat. I'm really hungry.

M Well, there's a café at the station. We can eat there, when we arrive.

W No, the station café is closed now. But it doesn't matter. We can eat at home. I don't mind cooking.

- 3 **Tourist** Excuse me. Where's the castle?

Local It's at the top of the hill.

T Would you recommend it?

L Definitely! There are lovely views from the top. But it's quite a difficult climb. It takes nearly an hour from here.

T Well, that's OK. It's only midday.

L And you have to be careful in this rain.

T Really?

L Yes. When the path is wet, it can be dangerous. A lot of people fall and hurt themselves.

T Oh. Well maybe I'll go to the museum instead. Where's that?

L It's over there.

- 4 There are houses for sale in both villages. The villages are quite similar, but South Milton is bigger than Upton. Upton, however, is quite a bit more expensive. Both villages are very pretty and are lovely places to live. But there is one house which I think you would really like in Upton. It costs £200,000, which is really cheap. The owners want to move quickly, so why don't you make an offer? You won't regret it.

Exercise 5 2.33 page 55

- Go through the instructions together. Then read sentences A–E together and check understanding.
- Say: *I'm going to take notes as we listen*. Play the first section of the audio. As you listen, write notes on the board, e.g. *love village, advantages of country, people should move, better life*.
- Elicit the correct sentence for the first speaker.
- Students take notes while they listen to the rest of the audio. If necessary, play the audio again. It is unlikely that all students will write good notes, but as a class, they probably will have an adequate set of notes.

KEY

1 B 2 D 3 C 4 A

Transcript

- 1 I love it here. You can walk in the woods along the river near my village. An advantage of living in the country is that the people are much friendlier and there's less crime. We don't even lock the car at night. And we often leave the house unlocked when we are out during the day. I think people should move out of the cities and find a better life in the country.
- 2 Why are so many people moving out of cities to find a new life in the country? Is it because life is so much easier in the country than in the town, because it's quieter and less stressful, and houses are much cheaper? Or are there other reasons? Listen to *In the Country* tonight at eight, when we interview people who are thinking of moving and ask them why.
- 3 It's really lovely where I live. It's very pretty and there are trees and a hill just behind my house. If you like a quiet life, it's a really great place to live. But one disadvantage is that life is a bit boring here. There isn't much going on in the village and there aren't many young people around. So, I often go into the city at weekends with my friends. It isn't far and there's always something to do there. One day, I'd like to move away from here.
- 4 There's lots to do, of course, much more than in the country. It's good that you can go to the cinema and

theatre. And there are lots of shops. But to be honest, I hardly ever go to the cinema or theatre. I prefer watching DVDs at home. And I hate shopping. What I really hate about the town is that it's very busy, very noisy and quite dirty. I'd rather live somewhere cleaner and more peaceful.

Exercise 6 page 55

- Read the three questions with the class. On the board, write *Advantages* and *Disadvantages*. As a class, brainstorm ideas for each and write notes on the board.
- Focus attention on the useful phrases. Ask a confident student to read out the first phrase, adding the name of your town and one advantage from the ideas on the board.
- Students work in pairs to do the exercise. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can identify the main idea of a listening text.*

5D Grammar

Superlatives

LESSON SUMMARY

Grammar: Superlatives

Speaking: Talking and asking about cities

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. If you run out of time, omit exercise 9. Exercise 8 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell the class about transport you use regularly, e.g. *I usually drive to work. It's safer than cycling and quicker than taking the bus. When I visit my family in the country, I take the train. It's the fastest way to get there.*
- Ask: *What transport do you use?* Elicit answers.

Exercise 1 page 56

- Focus attention on the photos and match them with the words in the list.
- Check the meaning of the rest of the words, especially *underground*.

KEY

1 plane 2 train 3 ship 4 tram

Exercise 2 2.34 page 56

- Play the audio for students to read and listen.
- Elicit the answer to the question.

KEY

They decide to travel from Scotland to London by train.

Exercise 3 page 56

- Take this opportunity to revise the comparative. On the board, write: *Summer is ___ ___ winter*. Elicit the missing words: *hotter / warmer* and *than*.
- Then write: *Winter is ___ ___ season*. Elicit the missing words: *the coldest*.
- Students complete the table individually or in pairs. Then check answers as a class.

KEY

1 the quickest 2 the easiest 3 the most convenient
4 the best 5 the worst

Exercise 4 page 56

- Ask individual students to read out the sentences.
- Focus attention on the *Look out!* box and elicit the answer.
- Elicit the answer to the question 2. (*Mount Everest*)

KEY

in

Exercise 5 page 56

- With a **weaker class**, ask students to look at the adjectives and decide which type each one is: short, long, adjective ending in -y or irregular.
- Complete question 1 as a class. Students then complete the rest of the questions. Tell them they will have a chance to answer the quiz questions in exercise 6.

KEY

1 the sunniest 2 the hottest 3 the furthest
4 the largest 5 the wettest 6 the most expensive

Exercise 6 2.35 page 56

- If there is a world map in the classroom, elicit the location of the six cities.
- Ask students to guess the answers. Then play the audio for students to listen and check their answers.

KEY

1 Las Vegas 2 Athens 3 Reykjavik 4 Shanghai
5 Bergen 6 Singapore

Transcript

- 1 The sunniest city in the USA is Las Vegas.
- 2 The hottest city in Europe is Athens.
- 3 The furthest capital city from the Equator is Reykjavik.
- 4 The largest city in Asia is Shanghai.
- 5 The wettest city in Europe is Bergen.
- 6 The most expensive city in the world is Singapore.

For further practice of superlatives:

Grammar Builder 5D page 132

- 5 1 the quietest 2 the sunniest 3 the hottest
4 most polluted 5 the scariest 6 the most expensive 7 the furthest / the farthest 8 the slowest
- 6 2 I think ... is the most beautiful actress in the world.
3 I think ... is the worst singer in my country.
4 I think ... is the best day of the week.
5 I think ... is the easiest subject at school.
- 8 2 Everest is the highest mountain in the world.
3 Platinum is the most expensive metal in the world.
4 Berlin is the biggest city in Germany.
5 The Amazon is the widest river in the world.
6 Mosquitoes are the most dangerous animals in the world.
- 9 1 What's the best football club in the world?
2 Who's the most famous comedian in the world?
3 What's the funniest programme on TV?
4 Who's the best-looking actor in America?
5 What's the worst pop group in the world?

Exercise 7 page 56

- With a **weaker class**, break down the task into stages:
 - students read the sentences and underline the adjectives;
 - they write or say the superlative form of each one;
 - they decide how the three forms of transport in each item compare.
- Students do the exercise. Point out that they can express their view about which is the quickest, most convenient, etc.

KEY

(Possible answers)

2 Trams are more convenient than buses, but taxis are the most convenient. 3 The underground is slower than motorbikes, but buses are the slowest. 4 Trams are more expensive than buses, but taxis are the most expensive. 5 Motorbikes are dirtier than bikes, but cars are the dirtiest. 6 Bicycles are cheaper than buses, but walking is the cheapest.

Exercise 8 page 56

- Go through the example together. With a **weaker class**, make the questions together. With a **stronger class**, students do the exercise individually and then compare with a partner.
- Circulate, monitor and help as necessary.

KEY

- 2 Who's the funniest comedian on TV?
3 What's the scariest form of transport?
4 Who's the best-looking actor in the world?
5 What's the best way to travel to the UK?
6 What's the best way to get round in your town or city?

Exercise 9 page 56

- Focus attention on the example. Then model the task with a confident student, eliciting their opinion.
- Students do the exercise in pairs. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use superlative adjectives.*

5E Word Skills

Words that go together

LESSON SUMMARY

Vocabulary: Travel collocations

Speaking: Talking about ways of getting around

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 1–2 minutes on exercise 1. Exercise 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Revise transport vocabulary by asking:
What types of transport are available in your area?
When people visit your country from abroad, how do they get here? (e.g. by plane / boat / coach / bus / car / motorbike / train)

Extra activity

- Write *Public transport* on the board and elicit examples, e.g. *bus, tram, train*. Clarify that public transport is any transport provided by the government or by companies; people use it to travel from one place to the other. A taxi is not public transport because people do not usually share a taxi with strangers.
- Ask: *Do most people in your country use public transport? Why / Why not?* (e.g. People use it because it is cheaper than using a car; it is better for the environment. / People don't use it because it is slower than driving; it is more expensive than walking; it is crowded.)

Exercise 1 page 57

- Focus attention on the photo and discuss the question as a class. Students will probably say the person is running to catch the underground. They will learn the answer in exercise 2.

Exercise 2 page 57

- Students skim-read the text and check their ideas.
- Check the meaning of important new vocabulary, e.g. *the tube* (the underground railway system in London), *craze* (a popular new idea or activity), *escalator* (moving stairs).
- Ask:
What are the pros (the good things) of racing the tube? (e.g. It's fun and exciting; you can put a video on the internet; it's a challenge.)
What are the cons (bad things)? (e.g. It's dangerous; people might think you are a thief.)

KEY

The man is trying to run between two underground stations faster than the tube train makes the journey.

Exercise 3 page 57

- Students brainstorm any phrases they know to do with transport. Give an example: *catch a bus*. See how many of the travel collocations the students already know.
- Students scan the text to find *buy* and the noun that follows it (*a ticket*). They then do the rest of the exercise.

KEY

1 ticket 2 train 3 the stairs 4 taxi 5 bus
6 bicycle 7 way 8 road

Extra activity: Stronger students

- With **stronger classes**, say: *Traffic is a problem in the city. People drive cars to work every day and there is often only one person in the car. Because there is a lot of traffic, people have to wait for buses and trams for a long time. How can the government encourage people to stop driving? What other ways can people go to work?*
- As a class, or in pairs or small groups, students think of answers to the questions, e.g. make public transport tickets cheaper; make petrol more expensive; close some roads in the town centre so that only bicycles and pedestrians can use them.

Exercise 4 page 57

- Students work individually to complete the sentences.

KEY

1 rides 2 get in 3 get off 4 go, take 5 buy, get on
6 miss, wait for 7 cross 8 drives 9 Go up 10 loses

Exercise 5 page 57

- Students read the *Look out!* box.
- They then find the two examples of *arrive at* in the text. Ask a student to read out the sentences.

KEY

When the train arrives at the station, and the doors open, you get off the train ... When you arrive at the second station, you have to catch the same train.

Exercise 6 page 57

- Complete the first sentence as a class. Students then do the exercise individually.
- Check answers as a class. Explain that for item 1, *at* is the most appropriate preposition because Paddington Station is a building; for item 4, *in* is correct because Budapest is a city.

KEY

1 at 2 at 3 – 4 in 5 in

Exercise 7 page 57

- Go through the instructions together. Then ask one or two students the first question and elicit answers.
- In pairs, students take turns asking and answering the questions. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use a range of travel-related collocations.*

5F Reading

Unusual cities

LESSON SUMMARY

Vocabulary: Compass points and adjectives; continents

Speaking: Comparing cities and countries

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 8 only if you have time.

LEAD-IN 2–3 MINUTES

- Ask: *In a beautiful city, what can we see?* (e.g. parks, beautiful buildings, clean air, not too much traffic) *Which is the most beautiful city in your country?* Elicit ideas.

Exercise 1 page 58

- Focus attention on the photos. Elicit descriptions and any similarities with the students' city or town. Help with vocabulary as necessary, e.g. *slum, botanic garden, maze, glass house, formal garden, glass house, office block*.

Exercise 2 page 58

- Go through the Reading Strategy together.
- Emphasise that the first time students read the text, they should not worry too much if they do not understand all the details. Students skim-read the text to get the overall meaning.
- Then ask them to read text A again and summarise the paragraph in two sentences, e.g. *Curitiba is a very clean and green city in Brazil. It's got the best bus system in the world.* If students find this difficult to do in English, they can use L1.
- Repeat this for texts B and C. (B: The ground below Neft Dashlari in Azerbaijan is artificial. The city is in very bad condition and is falling into the sea, but the people who work in the oil business there earn a lot of money. C: The people of Manshiyat Nasser, near Cairo, pick up Cairo's rubbish every day. They recycle everything and keep Cairo clean.)

KEY

A 2 and 4 B 3 C 1

Exercise 3 page 58

- Students read the questions and underline the key words (e.g. 1 million inhabitants; 2 easy, travel; 3 next to, larger city; 4 less, hundred years old; 5 good system, recycling; 6 high salaries, worker; 7 green spaces).
- They then do the matching exercise.
- Check answers as a class. In question 1, note that Curitiba's population is 1.7 million and Cairo's is nearly eight million. However, paragraph C's main topic is Manshiyat Nasser ('Garbage city'), not Cairo.

KEY

1 A 2 A 3 C 4 B 5 C 6 B 7 A

Exercise 4 page 58

- Go through the instructions together. Tell students they do not need to read the texts in detail. They should scan to find the numbers.

KEY

Text A 1.7 million: the city's population; 400 metres: the furthest distance to a bus stop; 50 square metres: the green space per person

Text B 2,000: the city's population; 70: the age of the city in years; 300 km: the length of the roads in the city

Text C eight million: Cairo's population; 60,000: Manshiyat Nasser's population; 90%: the percentage of Cairo's rubbish that is recycled

Exercise 5 page 58

- Do the exercise as a class.

KEY

1 north 2 east 3 south 4, 5, 6 (in any order: South America, Asia, Africa)

Exercise 6 page 58

- If possible, refer to a world map. Go through the example together.
- Students work in pairs. Circulate, monitor and help as necessary. Check answers as a class.

KEY

2 north, Africa 3 south 4 south, Europe
5 west, North America 6 west

Exercise 7 page 58

- If possible, refer to a large map and find your location on it.
- With a **weaker class**, write gapped sentences on the board:
Russia is to the ___ of Spain. (north)
Ukraine is to the ___ of the Black Sea. (north)
- With a **stronger class**, students do the exercise in pairs.

Exercise 8 page 58

- Elicit the superlatives of the adjectives in the list and write them on the board: *the most attractive, the ugliest, the biggest, the smallest, the cleanest, the dirtiest, the nearest, the furthest.*
- Students ask and answer in pairs.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about unusual cities.*

5G Speaking**Asking for and giving directions****LESSON SUMMARY**

Vocabulary: Things in the street

Speaking: Asking for and giving directions

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 3–4 minutes on exercise 4.

LEAD-IN 2-3 MINUTES

- Think of a location in or near your school and ask where it is, e.g. *Where is the head teacher's office?* Elicit answers, e.g. *It's near the entrance to the school. It's opposite the gym.*
- Ask about a few other locations.

Exercise 1 page 60

- Check the meaning of the four things in the list. Then focus attention on the map and find the things as a class.

Extra activity

Ask students if they can name any other things on the map that are not labelled, e.g. *railway, street, zebra crossing* (an area of road marked with black and white lines where vehicles must stop for people to walk across), *corner, junction, dead end.*

Exercise 2 page 60

- Go through the key phrases together and check meaning.
- Students then match the phrases with the diagrams.

KEY

1 Go to the end of the road. 2 Go past the bank.
3 Take the first left. 4 Go under the bridge.
5 Go along King's Rd. 6 Turn right at the crossroads.
7 Go straight on. 8 Cross the road.

Exercise 3 2.37 page 60

- Play the audio for students to listen and read.
- With a **weaker class**, play the audio again and pause after each direction so that students can follow it on the map.
- Check answers as a class. Then students read the dialogue again in pairs.

KEY

The museum is 2.

Exercise 4 page 60

- Model the example with a confident student.
- With a **weaker class**, do the exercise together. With a **stronger class**, students do the exercise in pairs.

KEY

(Possible answers)

Where's the hospital? Go along Victoria Street, under the bridge. Take the first right. Then turn left at the traffic lights. Go to the end of Queens Street and turn right. Go left at the roundabout and go past the traffic lights. The hospital is on the right.

Where's the swimming pool? Go along Victoria Street, under the bridge. Go to the end of the road. Turn right into Kings Road. Go straight on to the roundabout. Take the first left at the roundabout. Go past the traffic lights to the next roundabout. Turn left at the roundabout into East Road. The swimming pool is on your left, next to the gym.

Where's the car park? Go along Victoria Street, under the bridge. Take the first right. Go to the end of the road. Turn left into North Street. The car park is on your right.

Where's the post office? Go along Victoria Street, under the bridge. Take the first left. Go to the end of the road. Turn right. Go to the end of the road. The post office is opposite.

For further practice of in the street vocabulary: Vocabulary Builder 5G page 119

- 1 1 crossroads 2 traffic lights 3 pavement
4 bridge 5 lamp post 6 bus shelter
7 pedestrian crossing 8 T-junction 9 roundabout
10 cycle lane 11 phone box 12 square
- 2 1 bus shelter 2 pedestrian crossing 3 bridges
4 traffic lights 5 cycle lane 6 phone box
7 pavement

Exercise 5 2.38 page 60

- Play the audio while students follow the directions on the map. Pause after each dialogue to check answers. If students are not sure, play the dialogue again.

KEY

- 1 the restaurant 2 the gym 3 the cinema
4 the supermarket

Transcript

- 1 **Boy** Excuse me. Can you direct me to the ... ?
Man Yes, of course. Go along Victoria Street, under the bridge. Take the first left and go to the end of the road. Turn right and go past the department store to the end of Park Street. It's on the corner, on your left.
B So, turn left after the bridge, go to the end of the road. Turn right and it's at the end of Park Street on the left.
M That's it. You've got it.
B Many thanks.
M You're welcome.
- 2 **Girl** Excuse me. I'm new here. Where is the ... ?
Man Go straight on, under the bridge. Go to the end of Victoria Street and turn right. Turn left at the roundabout, and then take the second left. It's next to the swimming pool, on your left.
G Could you repeat that, please?
M Go straight on. At end of Victoria Street, turn right. Then turn left at the roundabout, go straight on, and turn left again at another roundabout. It's on your left, next to the swimming pool.
G Thanks very much.
M You're welcome.
- 3 **Boy** Excuse me. Can you tell me where the ... is, please?
Man Certainly. Go along Victoria Street, under the bridge and take the first right. Go past the pedestrian crossing. Then —
B Sorry. What does pedestrian crossing mean?
M Oh, it's where people can walk safely across the road. So go past that, and turn left at the traffic lights. There's a school on the corner. It's next to the school.
B So, under the bridge, turn right, then right again at the traffic lights?
M No, left at the traffic lights. Then it's on your right, next to the school.
B Thank you.
M No problem.
- 4 **Girl** Excuse me. Can you direct me to the ... ?
Man Yes. Go straight along Victoria Street, under the bridge. Then take the first right and go—
G Sorry, could you speak more slowly, please?
M Yes, sorry. Go straight along Victoria Street, under the bridge. Then turn right and go to the end of the road. Turn right again and go over the bridge.
G Over the bridge?

M Yes, over the bridge. And it's on your right, opposite the shopping centre.

G Thanks very much.

M Not at all.

Exercise 6 2.38 page 60

- Students read the Speaking Strategy. Emphasise the importance of asking people to slow down, repeat or clarify; this is something we all do sometimes, even in our own language.
- Play the audio again for students to find the questions.

KEY

- 1 Speaker 1 doesn't use any of the questions.
2 Could you repeat that, please?
3 What does pedestrian crossing mean?
4 Could you speak more slowly, please?

Transcript

See exercise 5.

Exercise 7 page 60

- Go through the plan for the dialogue together.
- Students write dialogues in pairs. Remind them to use language from exercises 2 and 5.
- Circulate, monitor and help as necessary.

Exercise 8 page 60

- Ask volunteers to act out their dialogue for the class. If you have time, get the class to vote for the best dialogue.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can ask for and give directions.*

5H Writing

An article

LESSON SUMMARY

Speaking: Comparing towns

Writing: An article about a town

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 8 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask: *What's our town / city / village like?*
- Ask students to brainstorm words to describe the place where they live. Help out with vocabulary if necessary.

Exercise 1 page 61

- Focus attention on the photo. As a class, elicit comparisons between Beverley and your town.

KEY

(Possible answer)

It looks more attractive / uglier than my town. It's probably more boring / exciting. My town is more modern / historic than Beverley. I think it's cleaner / more polluted than my town. It also looks quieter / more crowded than my town.

For further practice of describing towns and cities: Vocabulary Builder 5H page 119

3 boring / exciting, clean / polluted, crowded / quiet, historic / modern

Exercise 2 page 61

- Read the task with the class. Then, students skim-read the article and underline key words that describe the town, e.g. small, narrow streets, medieval buildings, music festivals, theatre, park, racecourse, interesting shops, shopping centre, market.
- Elicit any similarities with the students' own town.

Exercise 3 page 61

- Go through the Writing Strategy together. Then ask students to read the five topic sentences.
- Students read the first paragraph again. Ask: *What information does this give us?* (a small town, how many people, popular with tourists) Ask students to decide which sentence a–e is the best topic sentence (d).
- Students can do the exercise individually or in pairs. Check answers as a class.

KEY

1 d 2 a 3 c

Exercise 4 page 61

- Students read the paragraph. Ask: *What is the main topic of the paragraph?* (food) Elicit the answer to the question.

KEY

e

Exercise 5 page 61

- Do the exercise as a class.

KEY

tea room, café, sandwich shop, restaurant, pub, fish and chip shop

Exercise 6 page 61

- On the board, write the headings: *eating out, entertainment, getting around, history, places of interest, places to stay, shopping.*
- As a class, brainstorm some ideas in your town or city for each of the headings and write them on the board.
- With a **weaker class**, decide together which three topics students will write about. Copy the table onto the board and with input from students, complete it.
- With a **stronger class**, students choose which three topics they would like to write about. They complete the table while you circulate, monitor and help as necessary.

Exercise 7 page 61

- With a **weaker class**, write the three topic sentences together. Use the topic sentences in exercise 3 as models. With a **stronger class**, students write topic sentences individually. Circulate, monitor and help as necessary.

KEY

(Possible answers)

Eating out There is a wide choice of places to eat out, from the cheap to the very expensive.

Entertainment ... is well known for its theatres and famous concert hall.

Getting around It's easy to travel around when you're in ...

History ... is an ancient city with a long and interesting history.

Places of interest There are many exciting things to do and see in ...

Places to stay From inexpensive B&Bs to luxury hotels, there's accommodation for everyone.

Shopping For people who love shopping, ... has a lot to offer.

Exercise 8 page 61

- Students write their article. Circulate, monitor and help as necessary.
- When students have finished writing, focus attention on the *Check your work* box. Remind students to re-read their article and make sure it is as good as it possibly can be.

KEY

(Model answer)

Exeter is a city in the south-west of England. It has a population of 125,000. It's very popular with tourists. They come to explore the city's cathedral, museums, art galleries and beautiful old streets.

It's easy to travel around when you're in Exeter. There are buses and plenty of taxis. It's easy to cycle and many tourists like to explore the city on foot.

From inexpensive rooms for backpackers to luxury hotels, there's accommodation in Exeter for everyone. Most visitors stay in the centre of the city near the main attractions. This is the most interesting part of the city.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can write an article about a town.*