

4 Check and reflect

Introduction

Ss revise and practise the language of Unit 4 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1 Elicit the first answer as an example and write it on the board. Ss complete the sentences alone then check in pairs. Check answers as a class and write the words on the board.

Answers: 1 park 2 post office 3 theatre 4 sports centre
5 bus station 6 stadium 7 police station

2a Ss complete the sentences alone then check in pairs. Check answer with the whole class.

Answers: 1 aren't 2 is 3 isn't 4 are 5 aren't 6 are
7 aren't 8 is

Optional alternative activity

Divide the board into four and write *is*, *isn't*, *are* and *aren't* in the sections. Arrange the Ss in small teams, then each turn, call out a number from 1–10. Someone from each team must come to the board and touch the relevant section relating to that sentence, e.g. *is* for number 8. The first team to do it correctly wins a point. The team with the most points at the end wins.

b Read the examples with the class then put Ss in pairs to make the sentences true for their town or city. In feedback, nominate different Ss to read out each sentence for the class.

3a Ss complete the sentences alone then check in pairs. In feedback, check answers and find out which sentences are true for Ss.

Answers: 1 isn't 2 are 3 There 4 any 5 isn't 6 some

b Ss discuss the question in pairs. When they have finished, ask a few Ss to share their ideas with the class and find out if other Ss agree.

4a Ss complete the text alone then check in pairs. Check answers as a class.

Answers: 1 a 2 a 3 a 4 a 5 the 6 the 7 the 8 a
9 the 10 – 11 the 12 – 13 the 14 the

b Read the example with the class then put Ss in pairs to describe their favourite rooms. In feedback, ask one or two Ss to share their descriptions with the class.

5 Point out that the first and last letter of each missing word is given. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 garage 2 shower, bath 3 wardrobes
4 cupboards 5 furniture 6 curtains 7 fridge

6a Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 gloves 2 batteries 3 sunglasses 4 can
5 knife 6 blanket

b Ss discuss the question in pairs. In feedback, elicit Ss' answers and ask for their reasons.

7 Ss complete the sentences and questions alone then check in pairs. Check answers as a class.

Answers: 1 do 2 don't 3 need 4 to 5 needs 6 doesn't

Reflect

Ask Ss to rate each statement alone then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 4.

4 Reach the end (Units 3–4 review)

Introduction

Ss revise and practise the language of Units 3 and 4 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 3 and 4.

For this game, Ss can write numbers 1–6 on small pieces of paper and put them in a bag if dice are not available. All Ss place their counters on the START square. Ss take turns to roll the dice or take out one of the pieces of paper and move that number of squares along the board. When they land on a square they must follow the instructions on it. If their answer is incorrect Ss move back to the square they were on before. The first person to reach the FINISH square wins.

While Ss are playing, monitor and be on hand to adjudicate or help if necessary.

Answers:

- 1 do (*brush, wash and comb* are also possible)
- 2 (e.g.) the radio, music, etc.
- 3 She worries about her job.
- 4 lot
- 5 Ss' own answers
- 6 Ss' own answers
- 7 go
- 8 e.g. How can I help you?; Which time would you like?; Where do you want to sit?; Do you want to sit together?
- 9 an
- 10 She doesn't go to bed late.
- 11 the (*my, his, our*, etc. are also possible)
- 12 gloves
- 13 Do you ever go to the cinema alone?
- 14 much
- 15 watch
- 16 any
- 17 sunglasses
- 18 Ss' own answers
- 19 out
- 20 downstairs
- 21 get
- 22 How often does she go out on (a) Saturday night?; Does she often go out on (a) Saturday night?
- 23 does
- 24 Ss' own answers
- 25 Ss' own answers
- 26 Ss' own answers
- 27 play
- 28 a post office

4A Develop your writing

Introduction

Ss develop the skill of writing a description by learning how to use word order correctly.

Warm-up

Tell Ss the three best things and three worst things about your home town. Ask Ss to think of the three best and worst things about their home town and write them down. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their ideas.

1 Focus attention on the photo. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class, but don't give any answers yet.

2a Ss read the article and check their answers to Ex 1. Check answers as a class.

b Ss read the article again more carefully and decide if the sentences are true or false. Check answers as a class and ask Ss to correct the false sentences.

Answers:

- 1 T
- 2 F (The city is over a thousand years old. The castle is nearly 800 years old.)
- 3 T
- 4 F (it's easy)
- 5 F (it's the gingerbread)
- 6 T

3a Read through the Focus box with the class and elicit the answer to the question.

Answer: before nouns and after the verb *be*

b Ss find more examples in the article alone then check in pairs. Check answers as a class.

Answers:

Basic word order: e.g. Toruń is a very old city; The buses go to many European cities; People come from many different places; Toruń is a great place to live and visit.

Adjectives come before nouns: e.g. small city; capital city; (very) old city; attractive buildings; big train station; old town; European cities; famous speedway stadium; drama theatres; children's theatres; musical theatres; great place

Long sentences: e.g. There are a lot of attractive buildings in the city and it looks really beautiful at night.; There's also a bus station near the old town.

4 Read the example with the class then ask Ss to write the rest of the sentences. Ss check in pairs. Check answers with the whole class and write them on the board.

Answers:

- 1 I live in an interesting city.
- 2 People live and work there.
- 3 There are some beautiful parks in the city.
- 4 People have lunch in the parks in summer.
- 5 I visit a museum or gallery with my friends every weekend.
- 6 Jamie sometimes goes to the theatre with his partner after work.
- 7 The city centre is beautiful.

Optional alternative activity

Do this exercise as a race. Ss compete to write the sentences as quickly as possible. The first student to complete all the sentences correctly wins.

5 Demonstrate by telling the class how you would complete the sentences about your town or city (or a town or city you know well). Ss complete the sentences then share their answers in pairs.

Prepare

6a Tell Ss that they're going to write their own description of a city. Go through the points with the class, then give Ss plenty of time to make notes. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

b Give Ss a minute or two to decide on the order of their information. Be on hand to answer any questions they may have.

Write

7 Ss write their descriptions. When they have finished, put Ss in pairs and ask them to read each other's descriptions and say one thing they like and one suggestion to improve them.

Homework ideas

Workbook: Ex 1–6, p27

4B Develop your reading

Introduction

Ss develop the reading skill of understanding social media posts by learning how to guess new words.

Warm-up

Write on the board: *When you read and meet a new word, what do you do?* You could make it clear by miming reading, meeting a new word, frowning and then ask: *What do you do in this situation?*

Ss discuss what they do in pairs (e.g. ignore them, look them up, try to guess what they mean, etc.) When they have finished, elicit their ideas and have a brief class discussion.

1 Focus attention on the photo and discuss the questions as a class.

Answers: The person is in a living room in front of a fire. They probably like it because it's comfortable, warm, quiet, etc.

2 Focus attention on the social media posts and explain that one of them describes the place in the photo. Give them a few minutes to read the posts quickly and say which one it is. Check the answer as a class.

Answer: post 2 (@Sam)

3a Read the Focus box with the class. Elicit ideas about the meaning of *sunset* then ask Ss to look it up and check.

Answer: **Sunset** is the time of day when the sun goes away and you see a red or orange sky. The night then starts.

b Focus attention on the words in posts 2 and 3. Ss discuss the questions in pairs, then check with the whole class.

Answers:

cottage: It's a noun. There are two examples in the text. It's difficult to understand any part of it. *stay, one small bedroom, open fire* suggest it's some kind of building/home. *pretty village, old* and *beautiful* tell us that it's some kind of old home, maybe a traditional one.

tough: It's an adjective. There's only one example in the text. It's difficult to understand a part of the word. We could replace *tough* in *It's tough for me to relax* with *easy* or *difficult*. *so I go to the gym [where] I quickly relax* tells us that it must mean *difficult*.

c Encourage Ss to look up the words to check. Also encourage them to look for the pronunciation, collocations and other example sentences in a dictionary to see how it's used. Answer the questions as a class.

Answers: 1 a 2 b

4 Ss read the posts 1–3 again and decide if the sentences are true or false, then check in pairs. Check answers as a class and ask why they're true or false.

Answers:

- 1 T – I walk five minutes and I arrive at the beach
- 2 F – other people go there to look at the sunset, too
- 3 T – The cottage is tiny
- 4 F – We leave our phones and other technology at home
- 5 F – My job is stressful

5a Ss read the rest of the social media posts and make a list of words they don't know. When they have done so, put Ss in pairs to compare their lists and answer the questions about each one.

b Ss guess the meanings in pairs, then look them up in a dictionary or online to check.

6 Ss read the posts again and answer the questions in pairs. Check answers as a class.

Answers:

- 1 He has a picnic – a few different types of food.
- 2 When it rains.
- 3 It's friendly and the food is good.
- 4 He watches the people.

7 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p26

4c Develop your listening

Introduction

Ss develop the listening skill of understanding a short radio programme by learning how to understand weak forms.

Warm-up

Write on the board:

Think of a very hot place you've visited.

Think of a very cold place you've visited.

What was the temperature?

Ss discuss in small groups.

1a Focus attention on the first photo and elicit what people can see, then put Ss in pairs to discuss the questions. When they are ready, ask a few Ss to share their ideas with the class.

b 4.11 Write *Calgary* on the board and ask: *Where is this?* (Canada). Read the sentences with the class and elicit if they think each one is true or false, but don't give any answers yet. Play the recording for Ss to check their guesses and discuss in pairs. Check answers as a class and ask Ss to correct the false sentences.

Answers: 1 F (−30°C) 2 T 3 F (for 18 km)

Audioscript 4.11

Presenter: People live in all kinds of unusual places around the world: hot places, rainy places, dry places. But what is life like in a very cold place? Reporter James Larkin travels to three different cities around the world to find out.

James: Well, here I am in Calgary in Canada. It's sometimes minus 30 degrees centigrade here in winter. So how do people live?

Woman 1: Life here is good in winter. We do different winter sports like skiing. It's fun!

Man 1: It's cold here in winter but it's also sunny so you need to wear sunglasses almost every day.

James: How are the city streets here in winter?

Woman 2: I don't often use the streets in winter. We have the Skywalk so I walk from the train station to my office inside. We can walk eighteen kilometres around the city inside with the Skywalk. It's warm and comfortable. I love it!

2a Read the Focus box with the class and elicit the answer to the question. Answer any other questions Ss might have.

b 4.12 Play the recording for Ss to listen and check, then play it again and ask Ss to repeat the words.

Answers:

an /ən/ *the* /ðə/

from /frəm/ *to* /tə/

are /ə/ *do* /də/

and /ænd/ or /ən/ (because we often drop the /d/ sound, particularly before a consonant sound)

but /bət/ or /bʌ/ (because we often drop the /t/ sound, particularly before a consonant sound)

3 4.13 Tell Ss that they're going to hear four extracts from the radio programme and they need to choose the word they hear in each one. Ss listen and choose the word then check in pairs. Check answers as a class.

Answers: 1 of 2 a 3 to 4 the

Audioscript 4.13

- 1 People live in all kinds of unusual places around the world.
- 2 But what is life like in a very cold place?
- 3 Reporter James Larkin travels to three different cities.
- 4 I don't often use the streets in winter.

4a 4.14 Focus attention on the second photo and elicit or tell Ss that it shows Reykjavik in Iceland, which is where the second part of the radio programme is from. Go through the questions with the class so they know what to listen for. Ss listen and answer the questions alone then check in pairs. Check answers as a class.

Answers:

- 1 He sits in a hot pool in his garden.
- 2 There's natural hot water under the roads.
- 3 Four or five
- 4 Three
- 5 Two or three minutes
- 6 A T-shirt, a shirt, a sweater, a coat, two pairs of trousers, gloves, a hat, a scarf and boots.
- 7 Cars

Audioscript 4.14

James: Now, I'm in Reykjavik in Iceland. There's natural hot water here and so people don't need to pay for warm homes in winter. It's free. There are also hot pools outside.

Man 2: I go outside every day and sit in a hot pool in my garden in January and February. It's fantastic in really cold weather.

James: The hot water also helps with the roads.

Woman 3: It's not easy to drive around Iceland. We need to have special tyres on our cars so we can drive safely. But natural hot water goes under some of our roads in the city so there's no snow on them. It's easy to drive on those roads.

James: There isn't much sunlight in winter in Iceland.

Woman 4: In December, we have just four or five hours of sunlight but in June, we have only three hours of night time so it's OK!

James: This is Yakutsk in Russia. Some days it's minus forty degrees here but people live normal lives. They get up, go to work, go shopping and come home.

Man 3: We go outside but we don't stay outside for very long. We walk to our car or to another building – just two or three minutes.

James: Clothes are important in cold places.

Man 4: We need to wear a lot of clothes. I wear a T-shirt, a shirt, a sweater and a big, thick coat. I wear two pairs of trousers! I also wear gloves, a hat and a scarf and I have big boots.

James: Shops and schools usually stay open in winter.

Woman 5: Life doesn't stop in winter. Shops open. The trains work every day. Sometimes the schools close but only in very, very cold weather. One big problem is our cars. They don't always start in the morning!

James: So, life in a cold place is different. It's sometimes difficult but not always. Wear a lot of clothes, stay inside, enjoy a lovely hot bath every day and do some snow sports. Then, life is good.

b 4.15 Ss listen and write the missing words, then check in pairs. Check answers as a class.

Answers: 1 for 2 a 3 the 4 to 5 of 6 but 7 We 8 are 9 and 10 They

5 Ss discuss the questions in pairs. In feedback, nominate a few Ss to share their answers with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–6, p25