

Home and away

Topic

In this module Ss will explore the topics of life in the city versus life in the country.

Modular page

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Lesson objectives: Overview of the module

Vocabulary: Place related adjectives (*busy, quiet, exciting, boring, safe, dangerous, dirty, clean, ugly, beautiful, modern, historical, cheap, expensive*); Features and places (*place, streets, nightlife, beaches, parks, buildings, town, city, shops, hotels, restaurants*)

1a In the streets

8-9

Lesson objectives: To listen and read for gist, to read for specific information, to learn prepositions of movement, to describe a police chase, to write a description of a police chase

Vocabulary: Features of a town/city (*traffic lights, zebra crossing, bridge, tunnel, bus lane, level crossing, cycle lane, bus stop, pavement, road sign*); Verbs (*feature, focus on, draw, speed*); Phrasal Verb (*cut sb off*); Nouns (*documentary, reality show, video footage, police car, hand-held camera, road crime, catchy title, narrator, viewer, voice-over, suspect, pedestrian, U-turn, oncoming traffic*); Adjectives (*popular, real-life, injured, shocked*); Phrase (*channel hop*)

1b Hot spots

10-11

Lesson objectives: To listen and read for gist, to read for specific information, to compare the present simple and the present continuous

Vocabulary: Places (*bowling alley, games arcade, water park, shopping centre, sports centre, ice rink, gym, amusement park*); Phrasal Verbs (*check out, track down*); Nouns (*selection, trendy shop, food outlet, discount, fitness freak, entrance price, absolute beginner*); Phrase (*treat yourself to*); Preposition (*except*)

1c Culture Corner

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Lesson objectives: To listen and read for gist, to read for specific information, to write about an interesting journey for tourists in your country

Vocabulary: Verb (*miss*); Nouns (*road trip, coast, cable car, sight, cliff, sandy beach, skyscraper, elephant seal, breeding season, fairytale mansion, zebra*); Adjectives (*impressive, steep, spectacular*)

1d Everyday English

13

Lesson objectives: Buying a ticket, to pronounce /s/, /j/, /dʒ/, /tʃ/

Vocabulary: Modes of transport (*plane, coach, underground, ferry, train, bike, car, motorbike, taxi*); Sentences (*Can I help you?, I'd like two tickets to Greenwich Pier, please.; Single or return?, That's £24, please., Here you are., Just a second., You're welcome., Have a good time.*)

1e Survival

14-15

Lesson objectives: To listen and read for gist, to read for specific information, to learn *can/be able to - can't - could - have to - don't have to - must - mustn't*, to write a list of survival tips for the jungle

Vocabulary: Dangers in the countryside (*get stuck in mud, get stung by bugs, meet dangerous animals, get caught in a flash flood, get a snake bite, get lost*); Verbs (*survive, escape, swallow, panic, fall (into), pull (in), crawl (out), shake, hide*); Phrasal Verb (*run away*); Phrases (*get into trouble, lie flat*); Nouns (*swamp, mosquito, scorpion, insect repellent, ground, cliff, bubble, reptile*); Adjectives (*poisonous, fatal*)

1f Places

16-17

Lesson objectives: To listen and read for gist, to read for specific information, to learn the comparative and superlative, to compare places, to write an email about your home

Vocabulary: Housing (*block of flats, cottage, bungalow, townhouse, semi-detached house, detached house, villa, penthouse*); Verbs (*imagine, own*); Nouns (*front garden, view, forest, skyscraper*); Phrase (*pretty sure*); Adjectives (*lucky, bright, messy, dark, comfortable, old-fashioned, modern, colourful*)

1g Skills

18

Lesson objectives: To listen for specific information, to make requests in the home

Vocabulary: Chores (*do the washing-up, mop the floor, dust the furniture, make the bed, take out the rubbish, Hoover the carpets, lay the table, iron the clothes*); Making requests (*Can/Could you please ...?, Do you mind ...?, Do you think you could ...?*); Replying (*Yes, of course., Yes, that's fine., Sure, no problem!, I'm afraid I can't., I'm sorry, but ..., I'd like to, but ...*)

1h Writing**19**

Lesson objectives: To read for specific information, to learn *should/shouldn't*, to write an informal email of advice

1i Curricular: Citizenship**20**

Lesson objectives: To listen for gist, to do a quiz, to make a speech

Vocabulary: Public services and facilities (*deposit/withdraw some money, take up a new hobby, borrow/return books, buy a stamp, take someone who is ill to the hospital, report a crime, check your car tyres, buy a train ticket, petrol station, train station, library, community centre, hospital, post office, bank, police station*); Verbs (*respect, volunteer, care (for)*); Nouns (*citizen, community, queue, public transport, public place*); Phrases (*obey laws, (be) involved in, wait (for) my turn, in need, report crimes*)

Language Review 1**21**

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 1**22-23**

Lesson objectives: To read for specific information, to make comparisons, to listen for specific information, to write a note

Russia 1**24**

Lesson objectives: To listen and read for gist, to read for specific information, to write a post card

Vocabulary: Verb (*perform*); Nouns (*leisure, culture, attraction, wax figure, ride, sleigh, trick, crowd, puppet*); Adjective (*cheering*)

►► What's in this module?

Read the title of the module *Home and away* and ask Ss to predict the content of the module (*the module is about features of towns/cities*). Go through the contents list and stimulate a discussion about what Ss will learn in the module.

Vocabulary**1 Aim** To present adjectives used to describe places

- Go through the list of phrases with Ss. Point out that the adjectives are presented in opposites and can be collocated with the nouns that follow them (e.g. *busy place*).
- Play the recording for Ss to hear the pronunciation of the words.
- Play the recording again with pauses for Ss to repeat individually or chorally.

2 Aim To practise new vocabulary

- Read the example aloud.
- Point out that Ss should use the vocabulary presented in Ex. 1 to describe the pictures 1-5.
- Give Ss time to think of sentences for each picture.
- Ask Ss to read out their sentences about each place.

Suggested Answer Key

- 1 *Mykonos is in Greece. I think Mykonos is a beautiful island/place. It has got quiet streets and beautiful buildings.*
- 2 *Acapulco is in Mexico. I think Acapulco is a modern city. It has got expensive hotels and exciting nightlife.*
- 3 *Montreal is in Canada. I think Montreal is a modern city. It has got crowded streets and expensive shops.*
- 4 *Edinburgh is in Scotland. I think Edinburgh is a historic city. It has got quiet streets and beautiful parks.*

OVER TO YOU!**Aim** To practise talking about places

- Ask various Ss to tell the class where they live and what their town/city has got (e.g. *clean streets, etc.*).
- Give Ss time to write down their answers. Check Ss' spelling.

Suggested Answer Key

I live in Rome, Italy. It has beautiful buildings and busy streets.

1a In the streets

Vocabulary

- 1 a) **Aim** To present vocabulary for features of a town or city

- Read the list of features and direct Ss' attention to the pictures on p. 8.
- Allow Ss time to complete the task in closed pairs.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually or chorally.

Answer Key

1 C 3 G 5 F 7 H 9 A
2 B 4 J 6 I 8 E 10 D

- b) **Aim** To practise new vocabulary

Read out the example, then ask various Ss to tell the class what features are/are not in their local area.

Suggested Answer Key

In my local area there is a bridge, but there isn't a tunnel. There isn't a bus lane, but there is a level crossing. There isn't a cycle lane, but there are traffic lights. There is a bus stop, pavements and road signs.

Listening & Reading

- 2 **Aim** To introduce and predict the content of a text; to listen and read for gist

- Ask Ss to look at the title of the text and the pictures. Ask Ss to say what they think the text is about (*the police and road crime*).
- Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

The text is about a real-life TV series that shows videos of the police and how they catch criminals on the road.

- Explain/Elicit the meaning of words in the **Check these words** box.
- How to treat **Check these words** boxes. Ask Ss to find the words in the text and try to explain them in context giving a synonym, an antonym or an example. Make sure Ss identify what part of speech each word is (*e.g. noun, verb, etc.*). Ask Ss to have a vocabulary section in their notebooks and list all new words in alphabetical order together with a synonym or example sentence. Ss can look up any unknown words in their dictionaries.

Suggested Answer Key

popular (adj): liked by a lot of people

real-life (adj): not fictional

documentary (n): film/programme about a subject based on fact

reality show (n): TV show about real people/situations

feature (v): to show, to present

video footage (n): film taken by a video camera

police car (n): vehicle that police use

hand-held camera (n): a small video camera that you hold in your hand

focus on (v): to concentrate on, to deal with in depth

road crime (n): crime using a motor vehicle

catchy title (n): name that is easy to remember

narrator (n): person talking over a TV show/film

draw (v): to make sb interested in sth

viewer (n): sb who watches a TV programme

voice-over (n): words that are spoken by a narrator

suspect (n): person that the police think has committed a crime

pedestrian (n): person walking in a city/town

injured (adj): hurt

U-turn (n): the action of turning suddenly and moving in the opposite direction

oncoming traffic (n): line of cars etc that is coming towards sb

shocked (adj): surprised, stunned

speed (v): to drive fast

cut (sb) off (phr v): to stop sb from moving forward by placing yourself in their way

channel hop (v): to move from one channel on TV to another to find sth good to watch

- 3 **Aim** To read for specific information

Give Ss time to read the text again and complete the task, then check Ss' answers.

Answer Key

- 1 T (l. 1-2)
2 F (The video footage is from cameras in police cars, helicopters, and sometimes from hand-held cameras, too.)
3 F (It shows road crime and bad driving.)
4 T (l. 13-15)
5 T (l. 20)
6 F (The police go over the level crossing to cut him off at the end of the tunnel.)

Grammar

- 4 a) **Aim** To present prepositions of movement

- Read through the prepositions of movement.
- Go through the sketches. Demonstrate with a book (or similar object) the prepositions of movement. (*e.g. Hold the book and swing it in an arch over the desk to demonstrate over. Push it across the desk to present across.*) With each movement, ask Ss which preposition you are demonstrating.

- Ask Ss to use the prepositions of movement to describe what's happening in each picture.

Suggested Answer Key

In picture 2 the suspect is going **past** the car.

In picture 3 the suspect is turning **into** the street.

In picture 4 the suspect is going **along** the bus lane/driving down the street.

In picture 5 the suspect is going **under** the bridge.

In picture 6 the suspect is going **along** the cycle lane and **towards** the tunnel.

In picture 7 the police car is going **over** the level crossing.

In picture 8 the suspect is coming **out of** the tunnel.

- **Extension:** Ask Ss to look at the pictures 1-8 and describe the event.

b) **Aim** To practise prepositions of movement

- Allow Ss time to do the task.
- Play the recording for Ss to check their answers.

Answer Key

1 along	4 through	7 up
2 towards	5 into	8 down
3 past	6 across	9 over

Speaking & Writing

5 **Aim** To practise new vocabulary

- Explain the task to Ss and ask them to draw a scene with a speeding car and use the new vocabulary to describe what is happening.
- Allow Ss time to write a few sentences. Ask various Ss to read out what they have written.

Suggested Answer Key

There he is! He's going along the cycle lane. Now he's driving on the pavement. The police are close behind, but the suspect is going through the traffic lights and they're red. That's very dangerous. Now the suspect is going along on the bus lane. Oh no! There's a bus coming the other way. The suspect stops. The police are right behind him! They got him!

1b Hot spots

Vocabulary

1 a) **Aim** To present vocabulary for places

- Direct Ss' attention to the pictures.
- Play the recording. Ss listen and repeat chorally or individually.

b) **Aim** To present and practise new vocabulary for places and free-time activities

- Go through the list of activities, then read out the example.

- Ss make sentences in pairs.
- Ask various Ss around the class to read out their sentences.

Answer Key

You can play sports at a sports centre.

You can exercise at a gym.

You can shop in a shopping centre.

You can skate at an ice rink.

You can go on rides at an amusement park.

You can go bowling in a bowling alley.

You can play video games at a games arcade.

c) **Aim** To personalise the topic

Elicit sentences from Ss around the class about which places there are in their area and which ones they go to in their free time.

Suggested Answer Key

There is a bowling alley, a shopping centre and a sports centre in my area. In my free time, I go to the shopping centre.

Reading

2 a) **Aim** To listen for gist

- Play the recording. Ss listen and match the adverts to the places in the pictures in Ex. 1a.
- Check Ss' answers.

Answer Key

A shopping centre	D amusement park
B games arcade	E sports centre
C gym	

- Explain/Elicit the meaning of words in the **Check these words box**.

Suggested Answer Key

selection (n): choice

trendy shop (n): modern shop

food outlet (n): shop that sells food

treat yourself to sth (phr): to do sth special for yourself

check out (phr v): to find out information

track down (phr v): to find

discount (n): reduction in price

fitness freak (n): person who loves exercising

entrance price (n): money one pays to enter a place

absolute beginner (n): complete beginner

except (prep): but, apart from

b) **Aim** To read for specific information

- Explain the task and give Ss time to read the adverts again.
- Ss match each statement to the adverts.
- Check Ss' answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 D | 3 D | 5 E | 7 B |
| 2 A | 4 C | 6 C | 8 B |

c) **Aim** To personalise the topic

Elicit which Ss would like to visit which places with a show of hands and elicit Ss' reasons for their choices.

Suggested Answer Key

I'd like to go to the games arcade because I like playing video games. Also I can save some money as they offer discounts for students.

Aim To make comparisons with places in your country

- Explain the task and give Ss time to prepare their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

The Teanlowe Shopping Centre seems like the shopping centre in my city. It has got lots of shops and food outlets, too.

The Thornton Centre seems similar to the gym in my town. It has got a free weights room and lots of facilities. It also offers a range of classes.

Derby Park amusement park seems similar to a park in my country. It is also open seven days a week and at night.

Grammar

3 a) **Aim** To compare the present simple and the present continuous

- Go through the table and explain the uses of the present simple (*habits and routines*) and the present continuous (*actions happening now or around the time of speaking*).
- Point out that stative verbs do not have continuous forms.

Answer Key

Refer Ss to the Grammar Reference Section.

b) **Aim** To identify the present simple, the present continuous and stative verbs

Refer Ss back to the text on p. 10 and elicit examples from the adverts from various Ss around the class.

Answer Key

Present simple: loves, Do you feel like, offer, cater (to), has, stay, Do you fancy, Do you want

Present continuous: What are you waiting for?

Stative verbs: loves, feel (like), fancy, has, want

4 **Aim** To practise the present simple third-person singular

- Ask Ss to copy the table into their notebooks, then give Ss time to complete it with the third-person singular of the verbs in the list.
- Play the recording to check Ss' answers.
- Play the recording again with pauses for Ss to listen and repeat chorally or individually. Check Ss' intonation and pronunciation.

Answer Key

/s/	looks, starts, talks, walks, wakes up
/z/	drives, goes, has, listens, studies
/iz/	catches, watches

5 **Aim** To practise the spelling rules for the present continuous

- Explain the task and elicit the correct spelling of the -ing forms from various Ss around the class.
- Elicit the spelling rules and write them on the board. Ss copy the rules into their notebooks.

Answer Key

- | | | |
|-----------|--------------|------------|
| 1 making | 3 travelling | 5 swimming |
| 2 working | 4 playing | 6 coming |

Verbs ending in -e, drop the -e and take -ing. Verbs ending in -ie, drop the -ie, add -y + -ing. Verbs ending in a stressed vowel between two consonants, double the last consonant and add -ing. Verbs ending in -l, double the -l and add -ing.

6 **Aim** To practise the present simple and the present continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers and elicit which verbs are stative.

Answer Key

- Do you walk, am not going, is raining
- Is Boris doing, is watching
- Do your parents work, visit, have
- looks, Do you know, isn't sleeping
- am waiting, Do you know, is studying
- Do you want, am looking after

Stative verbs: have, look, know, want

7 **Aim** To revise time words/expressions used with the present simple and the present continuous

- Go through the time words/expressions in the list.
- Elicit which time words/expressions go with the present simple or the present continuous.
- Elicit which words are adverbs of frequency.

- Give Ss time to write sentences using the words and then ask various Ss around the class to read out the sentences.

Answer Key

Present simple: usually, never, sometimes, often, always, once a week

Present continuous: now, this morning, these days, at the moment, this week

Adverbs of frequency: usually, never, sometimes, often, always

Suggested Answer Key

I never go to the gym on Tuesdays.

I am sitting at my desk now.

I am having lessons this morning.

I sometimes go to the ice rink at the weekend.

I often go to the water park in the summer.

I always get up early.

I am studying hard these days.

1c Culture Corner

1 **Aim** To introduce the topic and predict the content of a text

- Direct Ss' attention to the map and the pictures. Ask Ss if they know where they are from.
- Ask Ss what someone can see along Pacific Coast Highway 1 and direct Ss' attention to the names on the map.
- Play the recording. Ss listen and read and check.

Suggested Answer Key

Someone can see San Francisco, Big Sur, Piedras Blancas and Hearst Castle along Pacific Coast Highway 1.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

road trip (n): journey/holiday by car

impressive (adj): exciting, amazing

coast (n): area where the sea meets the land

steep (adj): rising at a sharp angle

cable car (n): means of transport like a tram

miss (v): to lose the opportunity to see or do sth

sight (n): interesting place that tourists often visit

spectacular (adj): stunning and attractive

cliff (n): a high face of rock at the coast

sandy beach (n): attractive area at the seaside with lots of sand

skyscraper (n): very tall building in a city

elephant seal (n): large sea-mammal

breeding season (n): time of the year when animals mate

fairytale mansion (n): large building like sth out of a fairy story

zebra (n): horse-like animal with black and white stripes

2 **Aim** To read for specific information

Allow Ss time to read the text again and complete the task, then check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 F 2 F 3 T 4 T 5 DS

3 **Aim** To consolidate new vocabulary

- Explain the task and allow Ss time to complete the phrases. Check Ss' answers and ask Ss to write sentences about the places in the text using these phrases.
- Tell Ss not to copy sentences directly from the texts. Encourage them to rephrase the information as much as possible.
- Ask various Ss to read their sentences aloud.

Answer Key

1 steep 3 spectacular 5 breeding
2 cable 4 sandy 6 fairytale

Suggested Answer Key

Filbert Street is one of the **steepest streets** in San Francisco.

The **cable cars** are a great way to see San Francisco.

We must explore the **spectacular cliffs** along the Big Sur coastline.

You can find **sandy beaches** along the bay.

Visitors come to see the seals during the winter **breeding season**.

Hearst Castle is a **fairytale mansion** located on the coast of California.

4 **Aim** To personalise the topic and practise new vocabulary

- Ask Ss to look at the map and the information in the text and decide which place they think is the most interesting. Ask Ss to think of reasons why their chosen place is interesting. Encourage Ss to use words from the **Check these words** box.
- Ss discuss in pairs. Go round the classroom and check.
- Select various pairs to tell the class what they think.

Suggested Answer Key

I think the most interesting sight along Highway 1 is Hearst Castle. It is an impressive fairytale mansion with lots to see including beautiful gardens and zebras.

Writing

5 **Aim** To personalise the topic of the text in relation to a place in the Ss' country

- Explain the task.
- Remind Ss to think about an interesting journey through their country, the places you can visit and what is special about each place.

- Allow Ss time to complete the task.
- Ask various Ss to hold up their map and read their sentences aloud.

Suggested Answer Key

Great Ocean Road



Tourists in Victoria, Australia, can go on a road trip to experience this impressive area. The Great Ocean Road, Australia's most famous scenic road, stretches from Warrnambool to Torquay along the south-eastern coast. In

Warrnambool, you can visit the Flagstaff Hill Maritime Village and find out about the history of this sea-going area. On the drive east, you can stop off to admire the wonder of nature at the world famous 12 Apostles. These rock stacks rise up to 45 metres out of the Southern Ocean. You can also explore the ancient rainforests and woodlands of Great Otway National Park. End the journey at Victoria's surfing capital, Torquay, home to the world famous Bells Beach.

1d Everyday English

1 a) **Aim** To present vocabulary for transport

- Play the recording.
- Ask Ss to look at the pictures and say the corresponding words aloud. Correct any mis-pronunciation.
- Write the following headings on the board: *the cheapest, the most expensive, the slowest, the fastest, the most comfortable and the safest.*
- Ask Ss which modes of transportation go under which heading. Have a vote and see how many Ss think that a train is the fastest means of transport, for example.

Suggested Answer Key

I think that a bike is the cheapest means of transport.

I think that a plane is the most expensive means of transport.

I think that a bike is the slowest means of transport.

I think that a plane is the fastest means of transport.

I think that a car is the most comfortable means of transport.

I think that a train is the safest means of transport. etc

b) **Aim** To personalise the topic

- Draw Ss' attention to the Note.
- Elicit answers from various Ss around the class as to how they prefer to travel.

Suggested Answer Key

I prefer to travel by plane because it is fast and comfortable.

2 a) **Aim** To present situational language

- Draw Ss' attention to the phrases.
- Play the recording with pauses for Ss to repeat individually or chorally.

b) **Aim** To read for specific information

- Play the recording and ask Ss to follow the dialogue in their books.
- Ask Ss the questions 1-3 and elicit answers from the class.

Answer Key

1 *They want to go to Greenwich Pier.*

2 *The tickets cost £35.50.*

3 *The next boat is in 15 minutes.*

3 **Aim** To present synonymous phrases

- Ask Ss to read the dialogue again and suggest which sentences match those in the dialogue.
- Explain that there are often two or more ways of saying the same thing.

Answer Key

Here's the money. – Here you are.

Enjoy yourselves. – Have a good time.

What would you like? – Can I help you?

Please wait. – Just a second.

Pronunciation

4 **Aim** To pronounce /s/, /ʃ/, /dʒ/, /tʃ/

- Draw Ss' attention to the box in Ex. 4.
- Play the recording with pauses so Ss have time to complete the boxes.
- Play the recording again with pauses so Ss can repeat each word.

Suggested Answer Key

	/s/	/ʃ/		/dʒ/	/tʃ/
short		✓	jump	✓	
single	✓		cheap		✓
city	✓		large	✓	
shop		✓	check		✓

Speaking

5 **Aim** To act out a dialogue

- Explain the situation and divide the class into pairs.
- Ss take roles and act out their dialogues using the plan given and some of the sentences in Ex. 2a.
- Monitor the activity around the classroom. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Can I help you?

B: I'd like a ticket to the Isle of Man, please.

A: Single or return?

B: Return, please.

A: What time would you like to leave?

B: On the next ferry.

A: OK. That's £24, please.

B: Here you are.

A: Thank you. Here is your ticket. Have a nice day.

B: Thanks, you too.

1e Survival

Vocabulary

1 **Aim** To present new vocabulary for dangers in the countryside

- Direct Ss' attention to the phrases and pictures.
- Play the recording for Ss to listen and repeat.
- Elicit the L1 equivalents.

(Ss' own answers)

Reading & Speaking

2 a) **Aim** To introduce the topic and predict the content of a text

- Direct Ss' attention to the title and subheadings of the text. Ask Ss what they think some of the dangers of the Everglades are and how a visitor can be safe and avoid danger.
- Elicit answers from Ss and make two lists on the board: Dangers and Staying safe. Write Ss' answers under each heading.
- Play the recording and ask Ss to follow the text in their books.
- Refer Ss back to the list on the board and elicit points from the text to add to the lists on the board. Check how many of the Ss' ideas were mentioned in the text.

Answer Key

Dangers

- mud bogs can swallow a car or person
- mosquitoes, scorpions, poisonous spiders and snakes
- flash floods
- alligators

Staying safe

- pull each leg out slowly, lie flat and crawl out carefully
- look where you walk, wear long trousers, boots and insect repellent
- climb up a cliff or tree at the highest point
- run away very fast

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

survive (v): to manage not to die

swamp (n): large area of wet ground

escape (v): to get away

get into trouble (phr): find yourself in difficulties

swallow (v): to absorb as if to eat

fall (into) (v): to move down and into sth by accident

panic (v): to feel anxious or afraid

pull (in) (v): to use force to make sth move towards you

lie flat (phr): to be in a horizontal position against sth

crawl (out) (v): to move slowly out on hands and knees

mosquito (n): small flying insect that bites

scorpion (n): crawling insect with a tail that stings

poisonous (adj): having sth that can make a person very ill

fatal (adj): capable of causing death

insect repellent (n): chemical to protect against insects

ground (n): surface of the Earth

shake (v): to move repeatedly from side to side and/or up and down

cliff (n): large rock with a very steep side

hide (v): to stay somewhere where you cannot be seen or found

bubble (n): small ball of air in water

reptile (n): cold-blooded animal, such as a snake, a crocodile etc

run away (phr v): to move away from sth quickly

BACKGROUND INFORMATION

The Everglades is an area of wetlands in the southern portion of the US state of Florida. The Everglades, or the 10,000 Islands, as it is known, is a great place to visit. The Everglades is a massive ecosystem with over 600 species of birds and animals and thousands of plant varieties and is home to several of the world's endangered species. The Everglades experiences frequent flooding in the wet season and drought in the dry season.

b) **Aim** To read for specific information

- Direct Ss' attention to the unfinished sentences. Ask Ss to read the text again trying to locate what completes each sentence.
- Allow time for Ss to complete the task in pairs. Check Ss' answers as a class.

Answer Key

- 1 *largest and most beautiful national parks.*
- 2 *must pull each leg out slowly, then lie flat and crawl out carefully.*
- 3 *very dangerous and sometimes fatal.*
- 4 *look where you walk, wear long trousers, strong boots and lots of insect repellent.*
- 5 *96 kmph.*
- 6 *climb up a cliff or a tree/get to the highest place you can.*
- 7 *move.*
- 8 *turn quickly.*

c) **Aim** To read for detailed comprehension (matching)

- Explain the task and ask Ss to read the headings. Elicit any unknown words and explain their meanings.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

A 4 B 2 C - D 3 E 1

3 a) **Aim** To introduce new vocabulary

- Read out the **Study Skills** box.
- Ask Ss to look at the highlighted words in the text. Ask if any of the Ss are familiar with the words and if they can explain them.
- Ask Ss to try to explain each of the words by looking at the words around it.
- Ask Ss also to say what part of speech each word is i.e. verb, adjective, etc.

Suggested Answer Key

escape (v): to get away

survive (v): to not die

fall (into) (v): to move down and into by accident

crawl (v): to move slowly, close to the ground

fatal (adj): capable of causing death

noise (n): a sound

run away (phr v): to escape, to move away

b) **Aim** To practise new vocabulary

- Explain the task and allow time for Ss to complete it.
- Elicit answers for each sentence from various Ss and check the answers on the board.

Answer Key

- | | | |
|---------------------------|-------------------|------------------|
| 1 <i>escape</i> | 3 <i>shaking</i> | 5 <i>swallow</i> |
| 2 <i>poisonous, fatal</i> | 4 <i>reptiles</i> | |

4 **Aim** To personalise the topic of the text

- Ask Ss to close their eyes and play the recording. Tell them to imagine they are lost in the Everglades. Ask them how they feel, what they can see and what is happening.
- Stop the recording and ask Ss to write a few lines about being lost in the Everglades. Encourage Ss to talk about what is happening, how they feel and what they can see and hear. Encourage Ss to use words from the **Check these words** box.

Suggested Answer Key

I can't believe I'm lost, and it's getting late. I must try to find my friends. There are swamps all around me. I have to be careful not to fall into a mud bog. I will never escape if I do! I can see lots of trees and plants. What's that strange noise? Ahh, a snake! I hope it doesn't bite me! The snakes here in the Everglades are poisonous. I feel really scared here on my own. I can hear the mosquitoes. Hopefully they won't bite me and my friends will find me soon!

Grammar

5 **Aim** To present modals

- Go through the table with Ss. Draw Ss' attention to what each modal means. Elicit/Explain that modals are the same in all persons and aren't followed by "to-infinitive".
- Explain the task. Explain that the synonymous phrases in the theory table will help them do the task. Read item 1. Focus Ss' attention on "It's forbidden" and what modal is used in the new sentence (*can't/mustn't*). Allow time for Ss to complete the task.
- Check Ss' answers inviting individual Ss to read out their sentences.

Answer Key

- 2 *Can/Could I use your insect repellent?*
- 3 *You can see alligators there.*
- 4 *We can put up our tent here.*
- 5 *Alligators can't move fast in circles.*
- 6 *You can get lost there.*

6 **Aim** To practise modals

- Direct Ss' attention to the table. Read the first sentence out loud and ask Ss which modal verb is correct. Confirm that the correct answer is *must* because it is about a rule.
- Allow time for Ss to complete the task in pairs.
- Check Ss' answers and give a reason (from the table in the previous task) for the correct use of modal verbs.

Answer Key

- 1 must 3 have to 5 mustn't
2 mustn't 4 can't

Writing7 **Aim** To write a list of survival tips

- Divide the class into groups and ask them to collect information on how to be safe in the jungle. Ask them to research on the Internet using the key words in the search bar and write a list of survival tips.
- Remind Ss to use modal verbs *can/can't/have to/must/mustn't* in their work.
- Ask Ss to read their jungle survival tips to the class.

Suggested Answer Key

You **can** follow a river because most rivers lead to a village.

You **have to** boil river water before you drink it.

You **can't** always eat fruit from the trees. Some **can** be poisonous.

You **have to** drink lots of water.

You **must** light a fire at night to frighten away any animals.

You **mustn't** make too much noise because it attracts animals.

Suggested Answer Key

The emails are about where two girls live and what their houses are like. Jasmine lives in a bungalow and Debbie lives in a townhouse.

- Explain/Elicit the meaning of words in the **Check these words** box. Make sure Ss explain them as they are used in the text. Ask Ss to identify what part of speech each is.

Suggested Answer Key

imagine (v): to think of

front garden (n): an area in front of a house, usually with grass and plants

view (n): the landscape or scene that you can see from a window or balcony

forest (n): an area of land with lots of trees

skyscraper (n): a very tall building usually found in the town or city centre

pretty sure (phr): almost certain

lucky (adj): fortunate

own (v): to have

b) **Aim** To read for specific information

- Ask Ss to read the text again and mark the sentences.
- Check Ss' answers. Ss justify their answers.

Answer Key

- 1 T
2 F (bungalow with front and back garden)
3 T
4 F (three storeys)
5 DS
6 T

c) **Aim** To read for detailed comprehension

- Give Ss time to read the emails again and complete the task in pairs.
- Elicit answers from various students and check.

Answer Key

- 1 Jasmine's parents call the house 'our little paradise' because it is in a very beautiful place.
2 Jasmine's new house is a bungalow.
3 There is a forest behind her house.
4 Debbie lives in a townhouse.
5 The view from Debbie's house is of skyscrapers.
6 Debbie stays in a small cottage near the sea.

3 **Aim** To practise new vocabulary

- Give Ss time to think of which kind of house they would like to live in and why.
- Elicit answers from various Ss around the class.

1 **f** Places**Vocabulary**1 **Aim** To present vocabulary for types of housing

- Read the list of types of housing and direct Ss' attention to the pictures.
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Elicit what types of housing various Ss live in.

Answer Key

- 1 D 3 C 5 G 7 B
2 F 4 A 6 E 8 H

Suggested Answer Key

In my town there are lots of blocks of flats and bungalows. I live in a block of flats.

Reading2 a) **Aim** To read for gist

- Refer Ss to the emails and ask them to read the first two sentences in both emails.
- Play the recording. Ss listen and follow the texts in their books.
- Elicit answers to the questions in the rubric.

Suggested Answer Key

I would prefer to live in a bungalow in the countryside because it's quiet and very peaceful there. It would also have a nice view and big bedrooms./I would prefer to live in a townhouse in the city. These houses are large and close to the shops.

Grammar

4 **Aim** To present the comparative and superlative forms of adjectives

- Give Ss time to study the table then explain the spelling rules.
- With one-syllable and two-syllable adjectives, we form the comparative by adding *-er* and the superlative by adding *-est*. *long – longer – longest*
- With one-syllable adjectives ending in *-e*, we add *-r* in the comparative and *-st* in the superlative. *simple – simpler – simplest*
- With one-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add *-er/-est*. *big – bigger – biggest*
- With two-syllable adjectives ending in a consonant + *y* replace *-y* with *-ier/-iest*. *crazy – crazier – craziest*
- With adjectives of more than two-syllables, we form the comparative with *more* and the superlative with *the most*. *beautiful – more beautiful – the most beautiful*
- Elicit examples from the texts.

Answer Key

the most beautiful, nicer, bigger, better, larger, noisier

5 **Aim** To practise the comparative

- Read out the example and explain how the adjective *big* has been used in the comparative. Explain that Ss must make full comparative sentences using the prompts.
- Allow Ss time to complete the task.
- Elicit answers from various Ss.

Answer Key

- 2 *A block of flats is taller than a villa./A villa is not as tall as a block of flats.*
- 3 *The city centre is noisier than the suburbs./The suburbs are not as noisy as the city centre.*
- 4 *A cottage is smaller than a bungalow./A bungalow is not as small as a cottage.*
- 5 *Houses are more expensive than flats./Flats are not as expensive as houses.*
- 6 *Cities are more crowded than villages./Villages are not as crowded as cities.*
- 7 *The suburbs are more beautiful than the city centre./The city centre is not as beautiful as the suburbs.*

6 **Aim** To practise the comparative and superlative

- Explain that in this task Ss will use both the comparative and superlative. Draw Ss' attention to the example and ask two Ss to read out the example.
- Allow Ss time to complete the task in pairs.
- Check Ss' answers on the board.

Answer Key

- | | |
|---------------------------|--------------------------------|
| 2 <i>brighter</i> | 8 <i>the smallest</i> |
| 3 <i>bigger</i> | 9 <i>more old-fashioned</i> |
| 4 <i>the messiest</i> | 10 <i>the most comfortable</i> |
| 5 <i>darker</i> | 11 <i>more modern</i> |
| 6 <i>more comfortable</i> | 12 <i>more colourful</i> |
| 7 <i>the biggest</i> | |

Speaking

7 **Aim** To practise using comparatives and superlatives

- Ask Ss to think about places in their country and make sentences using the comparative and superlative. Direct Ss' attention to the example and ask them to use the same form in their answers.
- Elicit answers from various Ss. Correct any mistakes.

Suggested Answer Key

*London is the biggest city in the country.
Inverness is colder than Bristol.
Glasgow is smaller than London.
Weymouth is sunnier than Manchester.
Leeds is more modern than York.
London is more expensive than Liverpool.
Birmingham isn't as beautiful as Edinburgh.
Cardiff is wetter than Cambridge.*

Writing

8 **Aim** To write an email describing your home

- Explain the task. Write the headings on the board and elicit appropriate phrases under each heading. **Type** (*cottage, block of flats etc*), **view** (*park, skyscrapers, etc.*), **location** (*near a park, opposite a school etc.*), **special features** (*garden, great view from balcony etc.*).
- Remind Ss to use the emails in Ex. 2 as a model.
- Ss do the task. Ask various Ss to read their emails out to the class.

Suggested Answer Key

Dear Sophie,

I live in a modern detached house. We have a great view of the city from the balcony. It is in a nice neighbourhood not far from the centre. It's very beautiful and my bedroom is very big. I hope you can come and visit me one day.

Love,
Lucy

1g Skills

Vocabulary

- 1 a) **Aim** To brainstorm for vocabulary related to a topic
- Direct Ss' attention to the headings in the diagram. Explain that they have to think of as many words as they can that fit those categories.
 - Ask them to make a list under the appropriate headings and compare them with a partner.
 - Allow Ss time to complete the task.

Suggested Answer Key

neighbourhood: school, library, police station, shopping centre, cinema, etc

types of homes: cottage, house, bungalow, flat, etc

rooms: bedroom, kitchen, living room, bathroom, study, etc

furniture: bed, sofa, wardrobe, armchair, table, cupboards, bookcase, etc

other features: garden, balcony, swimming pool, garage, path, etc

equipment/appliances: fridge, cooker, TV, DVD player, kettle, toaster, etc

- b) **Aim** To practise vocabulary

- Ask Ss to use words from their list to describe their homes to their partners.
- Ask various Ss to describe their houses to the class.

Suggested Answer Key

I live in a flat. There are four rooms. It has a kitchen, a bedroom, a bathroom and a living room. In the living room there is a fireplace and a TV. In the neighbourhood, there is a school and a library. My neighbourhood is quiet and friendly.

- 2 **Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures.
- Play the recording with pauses. Ask Ss to repeat the sentences after the recording.

- Do a class survey for the chores asking first which Ss have to do specific chores (e.g. do the washing-up) and which Ss don't have to do specific chores.
- Ask various Ss to tell the class which chores they have to do at home and which chores they don't have to do.

Suggested Answer Key

I have to make my bed and take out the rubbish, but I don't have to dust the furniture.

Listening

- 3 **Aim** To listen for specific information

- Explain the task and direct Ss' attention to the sentences.
- Play the recording and allow time for Ss to complete the task.
- Play the recording again. Check Ss' answers.

Answer Key

1 T 2 F 3 F 4 F 5 T 6 F

Speaking

- 4 **Aim** To make requests

- Ask Ss to imagine they live with other people.
- Direct Ss' attention to the Requesting/Replying table and ask them to read it carefully.
- In pairs, ask the Ss to make requests and reply about chores. Remind Ss to use the chores in Ex. 2 and direct them to the examples below.
- Ask various pairs to speak aloud.

Suggested Answer Key

A: Do you think you could dust the furniture?

B: Yes, of course.

A: Can you Hoover the carpets, please?

B: I'd like to, but I have to iron the clothes.

1h Writing

- 1 **Aim** To introduce a writing style

- Read the email extract aloud and ask Ss to follow in their books.
- Ask Ss to read it again themselves and elicit answers to the questions in the rubric.

Answer Key

Jenny's mum is always complaining that she doesn't help out enough around the house.

Suggested Answer Key

I would tell Jenny to talk to her parents and explain that she doesn't have a lot of time for housework these days.

2 a) **Aim** To read an email of advice

- Ask Ss to read the reply alone.
- Extension: Elicit answers from Ss about what Nina's advice is. (Nina's advice is that Jenny should talk to her parents and explain how she feels. She also suggests that Jenny makes a list of chores she has time to do and tells her parents she can do them.)

b) **Aim** To match paragraphs to headings

- Explain the task to Ss and ask them to match the paragraph numbers to the headings.
- Check Ss' answers.

Answer Key A 1 B 3 C 2

3 a) **Aim** To present *should/ought to*

Explain that *should/ought to* are used to give advice. Refer Ss to the box for examples. Read the examples and ask Ss to find another example in Nina's email.

Answer Key

*I think you **should** make a list of chores that you have time to do ...*

b) **Aim** To practise *should/shouldn't*

- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

Answer Key

1 *should* 3 *should*
2 *shouldn't* 4 *shouldn't*

c) **Aim** To identify functions of phrases

- Explain that Nina's email gives advice but also expresses an expected result (*what should happen if she takes the advice*).
- Ask Ss to label the phrases according to the function and replace the phrases in bold from Nina's email with them.
- Check Ss' answers.

Answer Key

Why don't you – give advice

If you do this – expected results

It's a good idea to – give advice

Then you can – expected results

Why don't you/It's a good idea to talk about this with your parents. *Then you can* explain how you feel ... *It's a good idea to/Why don't you* make a list ... *If you do this*, your parents will know ...

4 **Aim** To match advice to expected results

- Ask Ss to read the email extract and the advice and results boxes below.
- Allow Ss time to match the advice to the expected results.
- Check Ss' answers.
- Ask Ss to write a few lines including their advice for Matt's problem and what the expected results would be.
- Ask various Ss to read their advice aloud.

Answer Key

1 b 2 a

Suggested Answer Key

Matt could go to the library to study. Then, he would have all the peace and quiet he needs.

Writing

5 **Aim** To write an informal email of advice

- Explain the task and tell Ss that they can use ideas from Ex. 4. Write these phrases on the board for Ss to copy them in their notebooks and use them to write their emails.

Useful phrases for emails giving advice

Opening remarks/ Reason for writing	Expected results
<i>I'm sorry to hear that ...</i>	<i>This way you can ...</i>
Giving advice	<i>Then, ...</i>
<i>The best thing you can do is ...</i>	<i>If you do this, ...</i>
<i>Why don't you ...?</i>	<i>Then you can ...</i>
<i>It's a good idea to ...</i>	Closing remarks
<i>I think you should ...</i>	<i>I really hope my advice helps.</i>
	<i>I hope things work out well for you.</i>

- Tell Ss to use the email in Ex. 2 as a model and to follow the plan in their books. Remind Ss that the email should be between 120-150 words in length.
- Allow Ss time to complete the task.
- Ask various Ss to read their emails aloud.

Suggested Answer Key

Hi Matt,

I'm sorry to hear about your problem. I think I can help you. Why don't you talk to your sister and explain how you feel. This way, she will realise there is a problem and she can try to be quieter. You should also decide on a house rule like: no noise between 7 and 9 pm. Then, you know you can always study at this time.

I really hope my advice helps. Write and tell me what happens.
Dan

1 i Curricular: Citizenship

1 **Aim** To present vocabulary for public services and facilities

- Read through the list and ask Ss to follow in their books.
- Play the recording. Ss listen and repeat the places 1-8.
- Elicit answers from various Ss where we can do each thing from the list.

Answer Key

We can take up a new hobby at a community centre.
 We can borrow or return books at a library.
 We can buy a stamp at a post office.
 We can take someone who is ill to a hospital.
 We can report a crime at a police station.
 We can check our car tyres at a petrol station.
 We can buy a train ticket at a train station.

2 **Aim** To listen for gist

- Explain the task and tell Ss that they will hear four short conversations.
- Play the recording and allow Ss time to identify where each conversation takes place.
- Play the recording again.
- Check Ss' answers.

Answer Key

1 post office 3 library
 2 hospital 4 community centre

3 **Aim** To discuss the topic/to do a quiz

- Ask Ss to read the dictionary definition of *citizen*. As a class think of things that make someone a good citizen and write them on the board. Ask Ss to think of things that make someone a bad citizen and write this list on the board.
- Do a survey and ask how many Ss do things from the good citizen list and how many do things from the bad citizen list.
- Ask Ss to write a few lines about what makes someone a good citizen or a bad citizen using the answers from the board. Also ask them if they think they are good citizens.
- Allow Ss time to complete the quiz.

Suggested Answer Key

A good citizen is someone who obeys laws and helps other people in his/her community.
 A bad citizen is someone who does things that annoys others and causes problems in the community.
 I think I am a good citizen because I like to help others in my community. I sometimes volunteer at the community centre and often visit elderly people in my neighbourhood.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

citizen (n): a person who lives in a particular city/town
community (n): a group of people living in the same area
respect (v): to be polite to and care for sb or sth
obey laws (phr): to follow the rules made by the government
(be) involved (in) (phr): to take part in sth
wait (for) my turn (phr): to not push into a queue in front of others who were there first
queue (n): a line of people waiting for sth
in need (phr): wanting help
public transport (n): vehicles that all people can use, like buses and trains
volunteer (v): to do sth to help and give your time for free
obey signs (v): to do what a sign tells you to do
public place (n): an area that everyone can go to without having to pay entrance fee such as a square or a park
report crimes (phr): to tell the police about sb breaking the law
care for (v): to look after

BACKGROUND INFORMATION

Being a Good Citizen

People who live in communities, whether they are small villages or large cities, have certain responsibilities to their community and surrounding area. The people who fulfill these responsibilities are known as good citizens. Some of the traits of being a good citizen are showing respect for other people in the community, taking care of the surrounding environment and living by the laws and rules of the area. A good citizen is someone who 'plays their part' in their community.

4 **Aim** To personalise the topic and practise new vocabulary

- Explain the task and tell Ss to use ideas from the quiz and collect information from the Internet to prepare their talk.
- Allow Ss time to research and prepare.
- Ask various Ss to give their talk in class.

Suggested Answer Key

Why it's important to be a good citizen

We all live and work in a community and there are rules and laws that help the community. When someone doesn't follow those rules and laws, it makes life unpleasant for some people. We must behave towards other people as though they were members of our family. Doing something good for others is doing something good for ourselves.

Ways to be a good citizen

You should think about and care for other people. You can help those who can't help themselves. You can give your time and volunteer. You should look after the area you live in and not litter or damage property. You can also encourage others to be good citizens.

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used wins.

Suggested Answer Key

The prime minister's speech focuses on the economy.

I like this song. It's got a catchy tune.

Pedestrians should be careful when crossing busy city streets.

The police car picks up the suspect and takes him to the station.

The suspect is doing a U-turn into oncoming traffic which is really dangerous.

Let's go on a road trip to Scotland!

The Golden Gate Bridge is a popular sight in California.

Elephant seals' breeding season is from December to February.

Here are a few tips to survive your trip to the Everglades.

You have to wait in a queue at public services such as the post office.

A trip to the countryside is a great way to escape from the city for a day.

It's easy to get into trouble in the swamps.

A snake bite can be fatal.

We share the household chores at home.

If the ground is shaking, it could be a flash flood.

Good citizens must obey rules.

Good citizens should report crimes.

Language Review 1

- | | | | | |
|---|---------------|------------------|------------|--------------|
| 1 | 1 mop | 3 make | 5 take out | 7 lay |
| | 2 iron | 4 dust | 6 do | 8 Hoover |
| 2 | 1 street | 3 zebra crossing | 5 pavement | |
| | 2 bad driving | 4 traffic lights | 6 cycle | |
| 3 | 1 G | 3 E | 5 A | 7 F |
| | 2 D | 4 B | 6 C | |
| 4 | 1 along | 4 across | 7 through | 10 in |
| | 2 down | 5 on | 8 by | |
| | 3 towards | 6 in | 9 in | |
| 5 | 1 road | 4 petrol | 7 be | 10 community |
| | 2 real-life | 5 get into | 8 insect | |
| | 3 snake | 6 video | 9 sandy | |

Quiz

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 F | 3 F | 5 T | 7 F |
| 2 T | 4 F | 6 T | |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 1 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes, then check their answers.

Suggested Answer Key

Quiz

- F Police, Camera, Action! takes place in a police station. (on the streets)
- T Redwood trees can be up to 2,000 years old.
- T People ride cable cars in San Francisco.
- F You can see elephant seals at Hearst Castle. (zebras)
- F 6,000 people get into trouble in the Everglades every year. (around 60)
- T Insect repellent is no good against alligators.
- F Alligators can move quicker than flash floods. (Alligators can travel up to 48 kmph whereas flash floods can travel at 96 kmph.)

Skills 1

Reading

- a) **Aim** To prepare for a reading task

- Read out the **Study Skills** box and point out that this tip will help Ss to complete the task successfully.
- Explain what an absolute statement is (a definite statement of fact) and what a qualified statement is (a more general statement).

- Ask Ss to read the statements 1-6 and identify the absolute/qualified statements. Check Ss' answers and elicit the underlined words.

Answer Key

- | | |
|--------------------|----------------------|
| 1 absolute | 4 absolute (every) |
| 2 absolute (only) | 5 absolute |
| 3 absolute (never) | 6 qualify (not many) |

b) **Aim** To read for specific information and justify your answers

- Give Ss time to read the text and complete the task.
- Check Ss' answers and ask them to justify each one.

Answer Key

- 1 F (*Russia's biggest resort city*)
- 2 F (*popular tourist resort ... about 2 million people visit*)
- 3 T (*many tourist attractions*)
- 4 F (*annual film festival*)
- 5 T (*rare breed of bison call the Caucasian Wisent*)
- 6 F (*tennis school ... the training centre*)

Speaking

2 a) **Aim** To understand comparisons

- Read out the **Study Skills** box and point out that this tip will help Ss to complete the task successfully.
- Ask Ss to read the sentences and then elicit which ones compare and which ones contrast.

Answer Key

- | | | |
|-------------|-------------|-----------|
| 1 different | 3 different | 5 similar |
| 2 similar | 4 similar | |

b) **Aim** To listen for specific information

- Explain the task and play the recording. Ss listen and answer the questions.
- Check Ss' answers around the class.

Answer Key

Sam's house is cheaper.
His neighbour's house is bigger, more modern and noisier.

c) **Aim** To answer personal questions

- Ask Ss to work in pairs and ask and answer the questions.
- Then ask various Ss around the class to tell the class their answers.

Suggested Answer Key

- 1 *My house is nicer than my neighbour's because we have a nice garden with lots of flowers in front of our house whereas they have paved over their garden and they park their car there.*
- 2 *I think it's nicer to live with flatmates because it can be very lonely living alone. Also, it's safer and cheaper to live with other people.*
- 3 *I'd prefer to live in a house because it's bigger and there's more space. Also, you can have a garden when you live in a house.*

Listening

3 a) **Aim** To analyse a rubric and prepare for a listening task

- Ask Ss to read the rubric and elicit what Ss will listen to.
- Give Ss time to read the questions 1-5 and underline the key words.
- Check Ss' answers around the class.

Answer Key

- 1 London – worse nightlife, nicer buildings, cheaper shops
- 2 London – no trouble finding her way, crossing roads, getting directions
- 3 Londoners are worse at – obeying rules, more patient, as friendly as New Yorkers
- 4 London transport – buses slow, tube tickets should be cheaper, taxi drivers aren't polite
- 5 likes housing because – buildings quiet, neighbours don't mind noise, flats are modern

b) **Aim** To read for specific information and prepare for a listening task

- Explain the task and ask Ss to read the extract.
- Elicit answers to the questions 1-3 for question 1 in Ex. 3a. Correct any wrong answers on the board.

Answer Key

- 1 **positive views:** *I love London! It's such an exciting city and the shopping is great. I also love all the historical buildings. ... London is much more beautiful. The nightlife in London is really good, too. London is just as exciting.*
negative views: *Although, I think the shops are much more expensive than in New York. New York is full of ugly, modern buildings. People say London's nightlife is worse than New York's, but I disagree.*
- 2 B – *'New York is full of ugly, modern buildings, so London is much more beautiful.'*

- 3 A – 'The nightlife in London is really good, too. People say London's nightlife is worse than New York's, but I disagree. London is just as exciting.' C – 'Although, I think the shops are much more expensive than in New York.'

- c) **Aim** To listen for specific information
- Play the recording. Ss listen and complete the task.
 - Check Ss' answers.

Answer Key

2 C 3 B 4 A 5 B

Writing

- 4 a) **Aim** To prepare for a writing task
- Refer Ss to the **Writing Bank** and give them time to read through the relevant information there.
 - Elicit the correct elements of a note from various Ss around the class.

Answer Key

4, 5, 6

- b) **Aim** To analyse a rubric and prepare for a writing task
- Ask Ss to read the rubric and elicit what they are going to write (a note) and why (they have to visit their aunt and they want to tell their flatmate sth).
 - Elicit which of the sentences 1-8 are appropriate for their notes.

Answer Key

2, 3, 5, 6

- c) **Aim** To write a note
- Give Ss time to complete the task and then check Ss' answers.

Suggested Answer Key

Hi John,
I took out the rubbish and hoovered the carpets. Can you do the washing-up? Have to go and see my aunt. Meet me at the Internet café at 8:00.
Paul

Russia 1

Reading & Listening

- 1 **Aim** To introduce and predict the content of a text

- Ask Ss to look at the picture and the title of the text. Ask Ss to say what kind of things they think someone can do in Saint Petersburg.
- Play the recording. Ss listen and follow the text in their books.

Suggested answer Key

I think that in Saint Petersburg you can visit lots of cultural places like museums, parks, fun parks, zoos and theatres and you can also take boat rides on the river.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested answer Key

leisure (n): time when you can relax and do enjoyable things

culture (n): activities such as the arts and philosophy

attraction (n): sth you go to or see for interest or enjoyment

wax figure (n): a statue of a person made out of a substance usually used to make candles

ride (n): a large machine that people ride on for fun e.g. at a theme park

sleigh (v): to slide over snow in a kind of vehicle

perform (v): do sth in front of an audience

trick (n): clever action done to entertain people

cheering (adj): shouting loudly to show approval

crowd (n): large group of people gathered together

puppet (n): a doll that you move by pulling strings

- 2 **Aim** To read for specific information

Give Ss time to read the text again and complete the task, then check Ss' answers.

Answer Key

1 F 3 T 5 T
2 F 4 T

Speaking & Writing

- 3 **Aim** To read for specific information/ To make notes under headings

Write the headings on the board. Elicit answers from Ss and write notes under the headings. Ask Ss to copy the notes into their notebooks.

Suggested Answer Key

Park of Leisure and Culture: attractions, have fun
Elaginoostrovsky Palace: see wax figures, go on exciting rides at fun park, hire boats & explore the park, take a steamship ride on the river, go ice-skating, sleigh down a snowy hill

Dolphinarium: watch dolphins do clever tricks & sing and dance, see the funny sea lions

Puppet Theatre: see old and modern plays

4 **Aim** To write a postcard to a friend

- Explain the task. Elicit from Ss how to begin/end a postcard to a friend (*Dear ... / Love, Best wishes ... etc.*) and what their opening/closing comments could be (*Here I am in Saint Petersburg in Russia with my family. / See you next week. etc.*) and write these on the board.
- Remind Ss to use their notes from Ex. 3.
- Ss do the task. Ask various Ss to read their emails out to the class.

Suggested Answer Key

Dear Michael,

Here I am in Saint Petersburg in Russia with my family! It's a great place! Yesterday we visited the Elaginoostrovsky Palace of wax figures and went on some amazing rides at a fun park. This morning we took a steamship ride on the river and this afternoon we are going to the Dolphinarium. I can't wait to see the dolphins do clever tricks there!

Tomorrow night we are going to the famous Puppet Theatre to see a play. There are so many amazing things to do here! You must visit Saint Petersburg one day!

See you next week.

Love,
Sally

5 **Aim** To collect information about Saint Petersburg

- Ask Ss to collect more information about Saint Petersburg using the Internet or their school textbooks, encyclopaedias or other reference materials.
- Allow Ss time to collect their information in class. Alternatively, assign the task as HW.
- Invite Ss to present their information to the class.

Suggested Answer Key

Saint Petersburg is located on the River Neva and was founded by Peter the Great in 1703. It is Russia's second largest city after Moscow with about 5 million inhabitants. It is a beautiful port city famous for its canals, amazing architecture, museums, theatres and also its 'white nights' in the summer when the sun never sets. Saint Petersburg is also home to the Hermitage, one of the largest and most amazing art museums in the world. There are so many incredible things to see and do in Saint Petersburg!