

In This Unit

Theme

This unit is about cities and towns.

Vocabulary

Lesson 1: *design, follow (the) directions, information, sight, location, go around the corner, cross the road, go past (the traffic lights), go straight on, turn left/right*

Lesson 2: *collection, fish, spend, ticket, try, cheap, expensive, bank, ferry, shopping centre, skyscraper, square, steps*

Grammar

Lesson 1: *have to, must*

Lesson 2: *can, could*

Lesson 3: *might, should*

Unit Opener

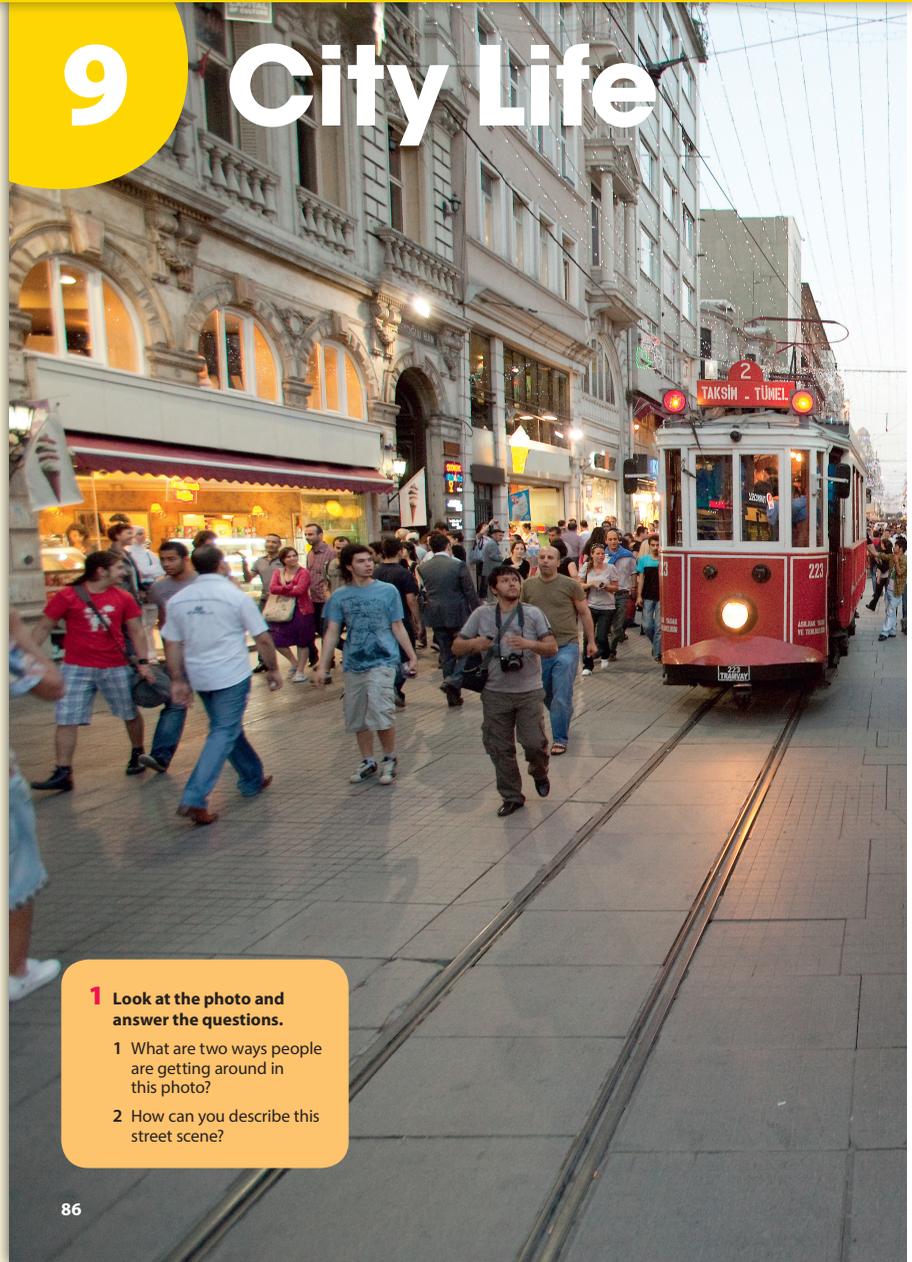
Objectives

- To introduce students to the topic of the unit (cities and towns)
- To engage students with the topic and activate knowledge and vocabulary

Materials

- Student's Book, Class Audio CD, Posters, IWB, DVD

9 City Life



1 Look at the photo and answer the questions.

- 1 What are two ways people are getting around in this photo?
- 2 How can you describe this street scene?

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To start

- Read the title of the unit together. Check students know what it means. Ask them whether they come from a town or city, whether it is big, medium or small in size, what things there are to do, what shops there are and how often they go into town.
- Put students into groups of two or three and tell them to think of at least seven words that they can relate to cities and towns. Tell them they can suggest places, people, verbs, adjectives or activities.



A tram in Istanbul, Turkey

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About the photo

These trams are travelling along Istiklal Avenue in Istanbul, Turkey. It is one of the most famous and popular streets in Turkey. There are shops, cafés, galleries, theatres, cinemas, music shops and restaurants. The tram in the photo is heading towards *Tünel*, which is the second-oldest subway station in the world.

Related vocabulary

boutiques, buildings, busy, passengers, restaurants, shopping, shops, tram

1 Look at the photo and answer the questions.

- Tell students to look at the photo on pages 86 and 87 and say what they can see. Elicit ideas (*city, tram, building, street, shops, people, camera, shopping*) and write them on the board.
- Ask students to read and answer the questions on page 86.
- Check answers as a class.

TEACHING TIP

A globe or world map in the classroom is useful to show the positions of other countries and cities in the world when you need to. This gives students a clearer idea of where places are in relation to their own country and also expands their general knowledge.

Lesson 1

design information sight location
follow (the) directions

Lesson Aims

- Learn and use new vocabulary: *design, follow (the) directions, information, sight, location, go around the corner, cross the road, go past (the traffic lights), go straight on, turn left/right*
- Learn and use new grammar: *have to, must*

Materials

- Student's Book, Class Audio CD

To start

- Ask students to complete the following sentences in their own words: *If I had a car, . . . , If our school was open all year, . . . , If we didn't have any homework, . . .*

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen. Listen and repeat.

🔊 TR: 9.1

- Tell students to read the words on page 88. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

2 Listen and read. 🎧 TR: 9.2

- Tell students that they are going to read about a city scavenger hunt. Ask them to read quickly and find out how many people there are on each team (3–4 people).
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to each read out a sentence from the text.

3 Write the words from Activity 1.

- Tell students to write the words from activity 1 next to the correct descriptions.
- Elicit the first answer if necessary.
- Check answers as a class. Write them on the board if necessary.

1 Listen. Listen and repeat.

🔊 TR: 9.1

2 Listen and read. 🎧 TR: 9.2

Treasure Find City Scavenger Hunt

What is Treasure Find?

In a *Treasure Find* activity, you look for treasure in a city. We **design** each *Treasure Find* activity to help you explore a city and to learn about its most famous **sights**.



How does it work?

First, find a team of 3–4 people. It's better to explore in a group. You must download the *Treasure Find* app. The phone will know your **location**. Touch 'Start' to begin your adventure. The app then gives you directions to your first place. **Follow** the **directions** to the first place. They're usually important buildings, statues or public parks.

Once you arrive, you'll get **information** about the place. You will have 30 seconds to study the information, and then you'll get a test. If you pass the test, you get easy directions to the next place. If not, the directions can be very difficult.



How do we win?

To win, your team has to go from place to place quickly. Once you get to the last place, there is a *Treasure Find* sign. Stand next to it and take a photo. Send your photo through the *Treasure Find* app. The app marks your time. Then, the *Treasure Find* team sends a message to the winner for each city. The winner each month gets a great prize!

**What are you waiting for?
Start your adventure today!**

3 Write the words from Activity 1.

- ___ **location** ___ A place
- follow directions** To go where signs or instructions tell you
- ___ **design** ___ To decide how something will look or work
- ___ **information** ___ What people know about something
- ___ **sight** ___ Something tourists go to see

4 Answer the questions.

- How many people do you have to have for a team? **3 - 4**
- What do you have to do to begin your adventure? **Touch 'Start'**
- How do you know where to go? **The app gives you directions.**
- If you do badly on a test, what happens? **You get difficult directions.**
- Who gets a prize? **The winner for each month**

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4 Answer the questions.

- Tell students to answer the questions. Remind them to re-read the text for the correct answers if necessary.
- Elicit the first answer if necessary.
- Check answers as a class.

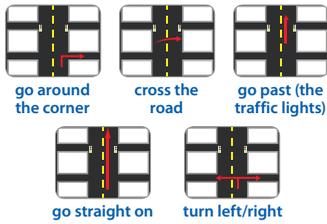
5 Listen. Listen and repeat. 🎧 TR: 9.3

- Tell students to look at the small pictures on page 89. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

6 Write directions from your school to a place in your town. Use the words from Activity 5. Then talk to your partner.

- Tell students to write directions from their school to a place in their town, using the words from

5 Listen. Listen and repeat. TR: 9.3



6 Write directions from your school to a place in your town. Use the words from Activity 5. Then talk to your partner.
Answers will vary.

GRAMMAR Have to

We can use **have to** to talk about obligation in the present, the future and the past. We use a bare infinitive after **have to**.
You will **have to** go to the city centre.
Yesterday we **had to** walk home because we missed the bus.

7 Complete the sentences with the correct form of have to/don't have to.

- 1 Does he have to get a bus now?
- 2 You have to be very careful when you cross the road.
- 3 My library book was late and I had to pay for it!
- 4 Did you have to buy tickets yesterday?
- 5 I didn't have to go into town, so I stayed at home.

GRAMMAR Must

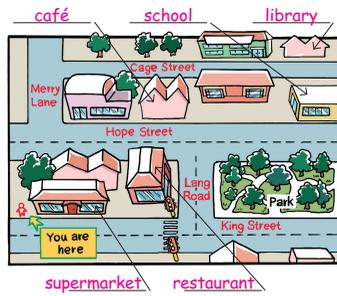
We use **must** to talk about obligation in the present and the future. We use a bare infinitive after **must**.
You **must** buy a ticket for the bus.
We **mustn't** be late tomorrow.
Must you make so much noise? Yes, I **must**.

Note: We use **don't have to** to show that something isn't necessary but we can choose to do it if we want.
You **don't have to** buy books – there's a library in town.
We use **mustn't** when we want to say we are not allowed to do something.
You **mustn't** throw rubbish in the street.

8 Circle the correct words.

- 1 You have / must to go round the corner.
- 2 When do we have to / must be at the café?
- 3 Did he have to / must cross the road?
- 4 You mustn't / don't have to go there. It's too dangerous.
- 5 You mustn't / don't have to work today. It's a holiday.

9 Listen. Write the place names. TR: 9.4



- 10 Choose two places from Activity 9. Tell your partner how to get from the first to the second place. Answers will vary.
- 11 Write down the directions you gave in Activity 10. Answers will vary.

8 Circle the correct words.

- Read the *must* grammar box to the class. Tell students to repeat the examples. Draw attention to the fact that we never use *to* after *must*, but only the bare infinitive.
- Ask students a few questions using *must* to elicit short answers.
- Tell students to circle the correct words. Remind them to decide whether each sentence is about an obligation, something that is or isn't necessary, or something we are not allowed to do. Then compare each sentence with the examples in the grammar box to see which grammar rule it matches.
- Ask students to check and discuss any different answers with a partner.
- Check answers as a class. Ask students to justify their answers.

9 Listen. Write the place names. TR: 9.4

- Tell students to listen to a boy asking a girl how to get from the place that is shown on the map to another place in the town and write the place names. Play the recording.
- Play the recording again. Ask students to check and discuss any different answers with a partner.
- Check answers as a class.

activity 5. Then ask them to say their directions to a partner.

- Ask individual students to say their directions.

7 Complete the sentences with the correct form of have to/don't have to.

- Read the *have to* grammar box to the class. Tell students to repeat the examples.
- Elicit which word we put in front of *have to* in the negative (*don't/doesn't*) and how we form questions (with *Do/Does* + subject + *have to* + infinitive).
- Ask students a few questions using *have to* to elicit short answers.
- Tell students to complete the sentences. Remind them to check whether each sentence is in the affirmative, negative or question form and whether it is about the present or the past. Explain that the answers include affirmative, negative and question forms.
- Check answers as a class.

10 Choose two places from Activity 9. Tell your partner how to get from the first to the second place.

- Tell students to choose two places from activity 9. Then ask them to work in pairs and tell each other how to get from one place to another. Remind them to use the phrases from the lesson to give the directions.
- Check answers as a class. Ask each pair for their answers.

11 Write down the directions you gave in Activity 10.

- Tell students to write down their directions from activity 10. Remind them to look back at activity 5 for the phrases for giving directions.
- Allow enough time to complete the task.
- Check answers.

Lesson 2

Lesson Aims

- Learn and use new vocabulary: *collection, fish, spend, ticket, try, cheap, expensive, bank, ferry, shopping centre, skyscraper, square, steps*
- Learn and use new grammar: *can, could*
- Focus on the different pronunciation of similar words

Materials

- Student's Book, Class Audio CD

To start

- Tell students to read their directions from Lesson 1, activity 11. Ask individual students to read out their directions.
- Write *design, information, sight, location* and *follow the directions* on the board. Ask students to write a sentence with each word or phrase. Then ask them to swap books with a partner to compare their sentences and check spelling. Ask individual students to read out one of their sentences.
- Write on the board, *You didn't ... cross the road*. Elicit whether we can complete this with *have to* or *must* (*have to*). Remind them that we don't use *must* to talk about the past.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen. Listen and repeat. TR: 9.5

- Tell students to look at the small photos and words on page 90. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

2 Listen and read. TR: 9.6

- Tell students that they are going to read about New York City. Ask whether any students have been there and if so, what they saw and did. If not, ask them what they know about the city in general. Ask them to read quickly and find out where you can see dinosaur bones (*Museum of Natural History*).
- Play the recording. Pause after each sentence for students to repeat.

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1 Listen. Listen and repeat. TR: 9.5



collection



fish



spend



ticket



try

cheap
expensive

2 Listen and read. TR: 9.6

Explore New York City

New York is an exciting city. There is so much to do! The city can be **expensive**, but you don't have to **spend** a lot of money to have fun. In fact, you can do some things for free. For example, you can enjoy New York Bay on the Staten Island Ferry. The tour takes you round the bay, so can see the Statue of Liberty and the island of Manhattan, with all its famous skyscrapers. You can also visit Central Park, a massive green space in the middle of Manhattan. In the park, you can walk or **fish** in the lake, or even go rock climbing!

When in New York, you must visit the American Museum of Natural History. It doesn't cost much for students, and there are lots of fantastic exhibitions and activities for people of all ages. You can see the **collections** of fossils, dinosaur bones and mummies, or learn about outer space and the oceans.

In the evening, you can walk around Times Square or go to the theatre on Broadway. With luck, you can get some **tickets** for amazing shows. And after the sights, what can you do? Eat, of course! You mustn't leave without **trying** the food. There are restaurants from every culture in the world. But if you want to eat local, try bagels. They're delicious chewy bread rings. You can buy them on the street. They're very **cheap** and very tasty.

Guess!
what!

The French engineer Gustave Eiffel built the Statue of Liberty, a gift from France to the USA. Eiffel also built the famous Eiffel Tower in Paris. At nearly 350 hectares, New York's Central Park is larger than two countries - Vatican City and Monaco!

3 Answer the questions.

- How much do you pay for the Staten Island Ferry? **Nothing. It's free.**
- What can you do in Central Park? **You can fish, go for a walk or go rock climbing.**
- What types of things are in the museum's collection? **Fossils, dinosaur bones and mummies**
- Where can you go to the theatre in the evening? **On Broadway**
- What is a bagel? **A delicious, chewy bread ring**

4 Circle the correct answers.

- I haven't got much money, so let's eat somewhere **cheap** / expensive.
- How much money have you got to **spend** / try?
- You can **fish** / try in the river.
- Let's buy **tickets** / collections to see a concert.
- I've got an **expensive** / a **collection** of coins.

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- Play the recording again. Ask students to each read out a sentence from the text.

3 Answer the questions.

- Tell students to answer the questions. Remind them to re-read the text for the correct answers if necessary.
- Elicit the first answer and then give students time to complete the activity alone.
- Check answers as a class.

4 Circle the correct answers.

- Tell students to circle the correct answers.
- Elicit the first answer if necessary.
- Check answers as a class. Write them on the board if necessary.

5 Listen. Listen and repeat. TR: 9.7

- Tell students to look at the small photos on page 91. Ask if they know any of the words. Play the recording.

5 Listen. Listen and repeat. TR: 9.7



6 Match.

- | | | |
|-------------------|---|---|
| 1 bank | a | You sometimes go up these to enter a building. |
| 2 ferry | b | You go here to buy things like clothes and shoes. |
| 3 shopping centre | c | You see lots of people in this part of town. |
| 4 skyscraper | d | This is a very tall building. |
| 5 square | e | You ride on this on the water. |
| 6 steps | f | You go here when you need money. |

GRAMMAR Can and could

We use **can** for the present and the future to:

- a talk about ability.
We can climb walls.
- b ask for and give permission.
Can I touch the statue, please?
You can't eat or drink in the museum.
- c talk about what is possible.
You can walk around the park all day.

We use **could** to talk about ability and possibility in the past.

He could walk when he was one year old.
We couldn't see the theatre from the park.

We use a bare infinitive after **can** and **could**.

7 Circle the correct words.

- You **can** / **can't** visit the museum on Mondays. It's closed.
- We **can't** / **couldn't** go to the theatre this evening.
- I **couldn't** / **can't** go to the library yesterday because I was sick.
- A baby **can** / **can't** go rock climbing.
- Could** / **Can** you walk to school last year?
- Can** / **Couldn't** I go out tonight, Mum?

8 Complete the sentences with can, can't, could or couldn't.

- Excuse me. Can we ride bikes in this park?
- We couldn't see the exhibition because the tickets were too expensive.
- We could fish with Dad when we were children.
- Before last year Mum couldn't drive. She always used to take the bus.
- John can't ride a bike. He always falls off.

9 Listen. Circle the correct words. TR: 9.8

- Aunt Helen a went to Athens in **2004** / **2006**.
- The **Parthenon** / **hotel** is on a hill in the city centre.
- Aunt Helen a didn't visit the **Parthenon** / **museum**.
- Dmitri is **having lunch** / **going shopping** in Plaka.
- Dmitri isn't going to the **cinema** / **theatre**.

SOUNDS OF ENGLISH TR: 9.9

A Circle the odd one out and then listen and check your answers.

- | | | |
|---------------|-------|--------------|
| 1 sight | right | eight |
| 2 give | five | dive |
| 3 wind | mind | find |
| 4 some | come | home |

B Practise saying the words in A. What other words that you know rhyme with them?

- Ask students to check and discuss any different answers with a partner.
- Check answers as a class. Ask students to justify their answers.

8 Complete the sentences with can, can't, could or couldn't.

- Tell students to complete the sentences with *can, can't, could* or *couldn't*. Remind them to read each sentence to check whether it is about the present or past and whether the meaning is affirmative or negative.
- Elicit the first answer if necessary.
- Check answers as a class. Write them on the board if necessary.

9 Listen. Circle the correct words. TR: 9.8

- Tell students to listen to a boy talking to his aunt about a visit to Athens and circle the correct words. Explain any new vocabulary. Play the recording.
- Play the recording again. Ask students to check and discuss any different answers with a partner.
- Check answers as a class.

- Play the recording again. Pause after each word for students to repeat.

6 Match.

- Tell students to match the words with the correct descriptions.
- Elicit the first answer and then give students time to complete the activity alone.
- Check answers as a class.

7 Circle the correct words.

- Read the *can* and *could* grammar box to the class. Tell students to repeat the examples.
- Tell students to circle the correct words. Remind them to check whether each sentence is about something in the present or in the past and if the meaning is affirmative or negative. Tell students to compare each sentence with the examples in the grammar box to see which grammar rule it matches.

SOUNDS OF ENGLISH TR: 9.9

A

- Explain that the words in each group have the same letters at the end, but one of the words in each group sounds different.
- Ask students to read the words and to circle the words they think are different. Explain any new vocabulary. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

B

- Tell students to work in pairs to practise saying the words in A. Ask them to think of other words that rhyme with these sounds.
- Ask each pair to say one of the word groups, then their rhyming words for this group.

Lesson 3

Lesson Aims

- Learn and use new grammar: *might, should*
- Writing: Order of adjectives

Materials

- Student's Book, Class Audio CD

To start

- Revise the spelling of new vocabulary. Tell students to write *design, sight, location, collection, spend, ticket, try, cheap, expensive* and *skyscraper*. Then check meanings by asking them to write a sentence for each one.
- Elicit sentences using *can* about something students are able to do, about something that it is possible to do now and to ask for or give permission. Then tell them to change the sentences about ability and possibility so that they are about the past. Elicit which word we use instead of *can* for the past (*could*) and what comes after *can* or *could* (*bare infinitive*).
- Tell students to look at the photos in activity 5 on page 91 and describe the places using vocabulary from Lessons 1 and 2.

1 Listen and read these messages to a magazine about the cities where the children live. Which of the cities would you most like to visit? TR: 9.10

- Tell students that they are going to read letters about the cities where the writers live. Ask them to read quickly and find out who recommends taking things when visiting their cities (*Maria and Sandra*). Tell them to read the pre-reading question.
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Check answers as a class to the pre-reading question.

2 Write M for Maria, P for Paul or S for Sandra. Who ...

- Tell students to answer the questions by writing the corresponding letter for the person. Remind them to re-read the text for the correct answers if necessary.
- Elicit the first answer if necessary.
- Check answers as a class.

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1 Listen and read these messages to a magazine about the cities where the children live. Which of the cities would you most like to visit? TR: 9.10

CITY GUIDE

Dear City Guide,
There are two things I really like about living in Barcelona. The first is that the city is by the sea. Visitors should bring swimming costumes so that they can swim. The second is that the city is really beautiful and there are some really amazing buildings. You might spend all day walking around, so make sure you bring comfortable shoes and a camera. **Maria Cortez**



Dear City Guide,
One reason that I like Buenos Aires is because it's so green. There are a lot of parks and everyone goes to them often. You can go for a walk, have a picnic or go jogging. I especially love the Botanical Garden. It's got so many beautiful flowers! There are also fantastic museums, and many of them are free. The shops are brilliant, too! **Sandra Fernandez**



Dear City Guide,
I love living in Melbourne because you can meet so many people. There are people here from all over the world. Some days you might hear ten different languages! I also like the fact that you can get lots of different kinds of food. I always like to try new things to eat. **Paul Bell**



2 Write M for Maria, P for Paul or S for Sandra. Who ...

- 1 talks about going to the beach? M
- 2 mentions places you can visit without paying? S
- 3 talks about meeting people from different countries? P
- 4 mentions walking all day? M
- 5 mentions eating many different things? P
- 6 talks about shopping? S

SAY IT LIKE THIS!

Asking for and giving directions

How can I get to ... ?
How can I get to the bank?
 How far is it to ... ?
How far is it to the library?
 Turn ... and then ...
Turn left and then go straight ahead.
 on the right-/left-hand side
The café is on the right-hand side of the street.
 the first/second street on the right/left
Park Lane is the second street on the left.

Work with a partner. Take it in turns to ask for and give directions from your school to your house. Practise the language above.

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SAY IT LIKE THIS! Asking for and giving directions. Work with a partner. Take it in turns to ask for and give directions from your school to your house. Practise the language above.

- Read the language box to the class. Ask students to repeat the examples. Correct their intonation pattern and pronunciation if necessary.
- Tell students to work in pairs to give each other directions to their house using the language shown.
- Check answers as a class. Ask individual students to give their directions.

TEACHING TIP

To revise a lesson's new vocabulary, write the word(s) on card or thick paper and cut the words into letters so that one letter is on each piece of paper. Then, put the letters for each word into separate envelopes. Give pairs of students an envelope. Tell them to make the word from the letters, and then ask each pair to write their word on the board.

GRAMMAR Might

We use **might** to talk about possibility. It **might** rain tomorrow.

We use a bare infinitive after **might**. If you **don't like** noise, you **might not** have fun in the city.

GRAMMAR Should

We use **should** to ask for and give advice. You **should** be careful in the city at night.

Should I turn right at Bank Street?

We use a bare infinitive after **should**. They **shouldn't** talk so much during the film.

3 Complete the sentences with **might**, **might not**, **should** or **shouldn't**.

- You should bring an umbrella. It's cloudy.
- We might not arrive on time. The roads are busy.
- Should I bring a coat?
- Sit down. The bus might be late.
- You shouldn't be scared. The city is very safe.

4 What are the people saying? Complete the sentences with the correct form of **might** or **should**.

1  Take this because it might rain.

2  You shouldn't go to that shop! It's expensive!

3  Should I go down this street?

4  It's snowing. We might not have school tomorrow!

WRITING Order of adjectives

A Read about the order of adjectives.

When we have two or more adjectives in a sentence, we put them in a certain order. We use this order:

- 1 **opinion** (great) 5 **colour** (red)
- 2 **size** (big) 6 **origin** (English)
- 3 **age** (old) 7 **material** (metal)
- 4 **shape** (square)

B Look at these sentences. Put the adjectives in brackets in the correct order.

- 1 I come from a(n) old Spanish (old, Spanish) town.
- 2 This is a small green metal (green, metal, small) bookcase.
- 3 This is a great new Japanese (great, Japanese, new) film.

C Read this description of a town and put the adjectives in the correct order.

Scarborough

Scarborough is an (1) old English (English, old) town by the sea. In summer, lots of people go there because it's got a (2) fantastic big (big, fantastic) beach. When it's sunny, you can sit on the beach or swim, but when it's cold you can watch a play in the (3) large round (large, round) theatre or visit the (4) beautiful stone (beautiful, stone) castle. You can buy nice sweets there, too. You can also buy (5) delicious local (delicious, local) fish.

D Write a description of a town. Use two adjectives to describe each thing. Use this plan to help you. Answers will vary.

Answer these questions:

Where is the town?
What can you do when the weather is good?
What can you do when the weather isn't good?
What can you buy/eat there?

E Read your description and check that the adjectives are in the correct order. Answers will vary.

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- Tell students to decide whether to write the affirmative or negative form and then tell them to complete the sentences with the correct form of *might* or *should*.
- Check answers as a class. Write them on the board if necessary.

WRITING Order of adjectives

A Read about the order of adjectives.

- Ask students to read the rules about the order of adjectives. Explain the meaning of any words they don't know.
- Tell students to look back at Maria's letter in activity 1 on page 92 and find the adjectives and which category they match (*beautiful*, *amazing*, *comfortable*: category 1).

B Look at these sentences. Put the adjectives in brackets in the correct order.

- Tell students to complete the sentences with the adjectives in the correct order. Remind them to use the order of adjectives from A.
- Check answers as a class.

C Read this description of a town and put the adjectives in the correct order.

- Tell students to read the description of the town and put the adjectives in the correct order.
- Check answers as a class.

D Write a description of a town. Use two adjectives to describe each thing. Use this plan to help you.

- Tell students to write a description of a town using the plan, similar to the one in C.
- Allow enough time to complete the task.
- Check answers.

E Read your description and check that the adjectives are in the correct order.

- Tell students to proofread their description and check the order of adjectives.
- Ask volunteers to read out their descriptions.

3 Complete the sentences with **might**, **might not**, **should** or **shouldn't**.

- Read the grammar boxes to the class. Tell students to repeat the examples.
- Explain that we use *might* to show that we are not sure if something will happen or not. Point out that we rarely use *might* to make questions and we say *might not* instead of *mightn't*.
- Tell students to complete the sentences with *might*, *might not*, *should* or *shouldn't*. Remind them to decide whether each sentence is talking about a possibility or giving advice and whether it is affirmative, negative or question form.
- Check answers as a class.

4 What are the people saying? Complete the sentences with the correct form of **might** or **should**.

- Ask students to look at the pictures and read the sentences to decide whether the person is talking about a possibility or giving advice.