

Great tew way

plus

3

Teaching notes


Anna Cole



Cities and houses

Warmer

In pairs, students discuss the meaning of the unit title *City life* and what they think the unit is going to be about (different topics related to the places where we live). Ask students to define the word *city* and discuss the difference between a city, a town and a village. (Cities are generally larger and more densely populated than towns and have industrial, commercial and residential areas. Most cities also perform administrative functions. A town is smaller than a city but larger than village). *City life* refers to the lifestyle of a city, its pulse and atmosphere.

- In pairs, students match the photos with the words.
-  **1.18** Play the CD for students to listen, check and repeat.

Audioscript and Key

- | | |
|------------------------------|-------------------------|
| a semi-detached house | d cottage |
| b terraced house | e bungalow |
| c detached house | f block of flats |

Cultural information

The main types of houses in England are:

- detached (a house not joined to another house)
- semi-detached (two houses joined together)
- terraced (several houses joined together)
- flats (apartments)
- maisonettes (two-level flats in a small building)

According to a census in 2001, the most popular type of home in England is semi-detached (more than 27% of all homes), closely followed by detached then terraced homes. Almost half of London's households are flats or maisonettes.


Extra activity

Students think of the names of other places people call home (*igloo, villa, chalet, castle, farm, ranch, lighthouse, etc.*).

- In pairs, students make a list of the typical rooms in a flat or house.

Suggested answers

kitchen, bedroom, study, lounge (or living room), bathroom, dining room, hall, garage, attic, computer room or office

- SPEAKING** In pairs, students tell each other what type of house or flat they live in and describe it. Draw students' attention to the example sentences.
- Students match the photos with the words. Remind them there are more words than photos.
-  **1.19** Play the CD for students to listen, check and repeat.

Audioscript and Key

- | | | | |
|------------------|-----------------|---------------|--------------------|
| a factory | b square | c port | d town hall |
|------------------|-----------------|---------------|--------------------|

- Students match the words from 5 with proper definitions. Remind them there are more words than definitions.

Key

- | | |
|----------------------|------------------|
| 1 skyscraper | 4 square |
| 2 inner city | 5 suburbs |
| 3 city centre | |

Adjectives describing a city

- Students match the words with their definitions.


Key

- | | |
|-------------------|------------------|
| 1 historic | 5 lively |
| 2 quiet | 6 busy |
| 3 dirty | 7 crowded |
| 4 noisy | |

- Students decide which of the adjectives in 8 could be used to describe the photo of the square in 5.

Key

busy, historic, noisy

- LISTENING**  **1.20** Play the CD for students to listen to four people talking about houses or places in a city and decide which type of place each person talks about. Ask for answers in open class and elicit the information that helped students make their choices. In a less confident class, pre-teach these words: *a building* – a structure such as a house that has a roof and walls; *depressing* – makes you feel very unhappy.

Audioscript

- The building I live in is quite tall. I think there are about ten families living there, with about thirty to forty people in total. The building is quite nice and modern. We haven't got a private garden, but there's a garden that we can all use. I like my home, but sometimes it's noisy because you can hear the people on one side and the other side, and the people upstairs and downstairs too.
- My grandparents bought a new place recently. My grandmother has problems walking, so they decided to buy a house where she doesn't need to use the stairs all the time. The new place is perfect for them. It's quite big but it's easy for them to move about in.
- Where I live is quite quiet, too quiet for me, but my parents like it. We live just outside the city centre, so I need to catch a bus every time I want to go shopping or eat out or go to the cinema. All the streets are clean and tidy where I live, and there are lots of trees and green areas like parks and stuff. It's nice, but I'd like to live somewhere more exciting, closer to the city centre.
- I don't mind the area where I live. It's a bit crowded and noisy, and our house is quite small. But it's very central. I can get to the cinema and the shops really quickly. One day I want to get out of here, though, and live somewhere that's completely different, like in the middle of the country.

Key

- a block of flats
- a bungalow
- the suburbs
- the inner city

Extra activity

Ask some follow-up questions: *How many people live in the block of flats? Do they have a garden? Does the girl like living there? Why did the grandparents buy the bungalow? How does the girl describe life in the suburbs? Does she like living there? What does the boy think about living in the inner city?*

- 11 SPEAKING** In pairs, students prepare a description of the area where their school is and then practise describing it. Draw students' attention to the model sentences.

Extra activity

Students draw a house and label the parts in their notebooks. Fast finishers could brainstorm the type of furniture in each room (*kitchen: sink, cupboards, table, etc.*).

Homework

- ▶ Refer students to the **Workbook, page 20**.

Lesson 2 Reading ▶ Reading for general and specific information ▶ China's move to the megacities

Warmer

Ask students to draw five circles in their notebooks. Tell them that they are going to write the names of five cities or towns, in Poland or abroad, into the circles as you dictate the five categories. Ask them not to show their ideas to their partners. Dictate the categories: *The city/town which: you would like to visit most, which you've been to but you didn't like, which is connected with your hobby/sport, which you consider the most amazing, and which you consider the most dangerous*. Alternatively, you can think of other categories as appropriate for your students. Then students work in pairs. They show each other the names of places in the circles and take turns to guess which category each circle represents, e.g. *Is Paris your most amazing city?* Tell students that they have to justify their answers, e.g. *I was in Paris last year but I didn't like it because it was dirty and crowded*.

- 1** In pairs, students look at the photo and take it in turns to describe it. Elicit descriptions from around the class. Tell students to read the title of the text and guess what the text is about before they read.

TEACHER DEVELOPMENT: STUDENT TRAINING

Predicting content in text

Good readers use a variety of strategies. What the student does **before** reading can improve comprehension. Predictions encourage active reading and keep students interested, whether or not the predictions are correct. Students can look at the pictures, photos, headings, maps, diagrams, and other features to make predictions about a text and activate prior knowledge. On first reading, they can look for words or phrases that confirm or contradict their predictions.

- 2** Students read the text and check their predictions. Tell them to ignore the gaps in the text. Set a two-minute time limit to prevent students from getting stuck on vocabulary at this stage.

Key

The text is about a Chinese population's move from the country to the city.

TEACHER DEVELOPMENT: STUDENT TRAINING

Missing sentences reading activities

These activities test students' complete understanding of the text. Students should identify the key ideas in the sentences and then scan each paragraph for the overall sequence of ideas in the text. A key strategy is to look for

matching vocabulary. This can be another clue as to where to put the new sentence. Students can also compare the missing sentence and the paragraphs to see if the second sentence is a direct explanation of the first. Finally, students should put the missing sentences where they think they should go in the text and reread it to see if it makes logical sense.

- 3** Students put sentences 1–5 into gaps A–E. Elicit answers from students around the class and discuss which strategies students employed to decide on the correct answer.

Key

- | | | | |
|---|---|---|---|
| 1 | d | 4 | b |
| 2 | a | 5 | c |
| 3 | e | | |

- 4** Students read the text again and answer the questions.

Key

- 1 Over 50% of the Chinese population live now in the rural areas.
- 2 Chinese cities are growing because more and more people come to live in them.
- 3 Most Chinese people choose to live in blocks of flats, so many skyscrapers have appeared in the cities and suburbs.
- 4 People who live away from the city centres have to commute to work and they choose cars. Therefore, car sales have recently risen and new infrastructure is being built now.
- 5 China has invested in clean energy to protect the environment.

Extra activity

In pairs, students write questions to test each other's reading comprehension (*What is the population of Shanghai? Why is the Chinese car industry growing? etc.*)

- 5** Students find words in the text to match the definitions.

Key

- 1 traditional
- 2 growing
- 3 accommodate
- 4 landscape
- 5 rise
- 6 invest

6 SPEAKING What about you?

In pairs or small groups, students discuss the questions. Draw their attention to the example sentences.

Extra activity/Homework

Students invent details about a town of their choice and write a short text about what visitors can expect to see and do there.

Homework

▶ Refer students to the **Workbook, page 21**.

Lesson 3 Grammar in context ▶ Present perfect simple and past simple ▶ *ever, never, for, since, yet, already, just*

Present perfect simple and past simple

Test before you teach

Write these two sentences on the board and ask students to unscramble them.

1 moved 2005 She Thames in to Town.

2 years He on three worked this has for.

Ask students to say which sentence is in the present perfect simple and which is in past simple and find out how confident they are with these tenses. If students are already familiar with them, move quickly through the exercises in the *Grammar guide*, eliciting answers from students in open class.

Key

- 1 She moved to Thames Town in 2005. (past simple)
- 2 He has worked on this for three years. (present perfect simple)

1a Students read the sentences and choose the correct alternative.

Key

- a past simple; 1, 4
- b present perfect; 2, 3

TEACHER DEVELOPMENT: LANGUAGE

Present perfect simple and past simple

We use present perfect to connect a past situation to the present in some way. Past simple is used for a definite time in the past. For example:

He has worked on the project for over three years (= from the time he started up to now).

They lived in Shanghai for four years (= they lived there in the past, since then other things have happened).

1b Students complete the rule for the formation of the present perfect.

Key

past participle

▶ Refer students to the *Grammar reference* on **page 44**.

Extra activity

Remind students that regular verbs add *-ed* to form the past participle, and irregular verbs must be learnt by heart. Ask students to copy the table and complete it with the verb *speak* in the present perfect simple form.

	Positive	Negative	Question
I/you/we/they	I've spoken.	I haven't spoken.	Have I spoken?
he/she/it	He's spoken.	He hasn't spoken.	Has he spoken?

2 Students complete each sentence with the correct form of the verb in the present perfect or past simple.

Key

- 1 has been
- 2 has lived
- 3 went
- 4 have visited
- 5 spent
- 6 moved
- 7 has changed
- 8 was

ever, never, for, since, yet, already, just

3a Students complete each explanation with the correct word from the list. These are words frequently used with the present perfect.

Key

- 1 ever
- 2 just
- 3 already
- 4 never
- 5 for/since, since/for; for, since
- 6 yet

3b Students decide what the usual position of the words in 3a is in a sentence and complete the table.

Key

- 1 already, ever, just, never
- 2 since, for
- 3 yet

▶ Refer students to the *Grammar reference* on **page 44**.

- 4 Students complete the sentences with the present perfect form of the verbs given. Then they put the other word in the correct place in the sentence. If necessary, revise the use of *ever* first. *Ever* (= sometime before now) is used in questions, e.g. *Have you ever/Haven't you ever ...?* and in negative statements with the subject *nothing/nobody* etc., e.g. *Nobody has ever travelled there before*. *Ever* is also used with *the first time*, e.g. *This is the first time I've ever been to New York*.

Key

- | | |
|-------------------------|--------------------|
| 2 've never lived | 6 Has, just rained |
| 3 haven't finished, yet | 7 've loved, since |
| 4 has already visited | 8 Have, ever lived |
| 5 have had, for | |

Fast finishers

Ask students to look at the list of irregular past participles in the back of their books and find examples of verbs that are:

- the same in the base form, past simple and in the past participle (e.g. *cost – cost – cost*)
- the same in the past simple and past participle (e.g. *catch – caught – caught*)
- the same in the base form and the past participle (e.g. *become – became – become*)
- the same in the base form and the past simple (e.g. *beat – beat – beaten*)
- all different (e.g. *be – was/were – been*)

Elicit answers in open class when everyone has finished exercise 4, and write the lists on the board.

- 5 Students read the text and decide which answer (A, B, C or D) best fits each gap.

Key

- | | |
|-----|------|
| 1 B | 6 A |
| 2 A | 7 D |
| 3 B | 8 C |
| 4 D | 9 B |
| 5 C | 10 B |

Fast finishers

Students write some comprehension questions about the text, e.g. *What does 'commuter' mean? Who is the 'new commuter'? Why does Carrie Frais live between two countries?*

Extra activity

For homework or to round off the class, students write sentences about themselves using present perfect and each of these words at least once (*already, for, just, never, since, yet*). Students make two of their sentences false. In pairs, students read out their sentences to each other for their partner to guess the false sentences.

Homework

Refer students to the **Workbook, page 22**.

Lesson 4 Developing vocabulary ▶ Extreme adjectives
Listening ▶ Identifying key words and listening for the gist ▶ Erasmus project

Extreme adjectives

Warmer

Write the following heading on the board: *Studying abroad for a year*. Ask students to think of areas that might cause problems for them if they studied abroad for a year (e.g. accommodation, money, language, home-sickness, etc.), and also about the possible benefits of such a stay. Students work in pairs and write down their ideas. Then put students into groups of four so that they can share and discuss their ideas. Have a class discussion.

- 1 Students match the extreme adjectives (1–10) with the normal adjectives (a–j).

Key

- | | |
|-----|------|
| 1 h | 6 d |
| 2 g | 7 e |
| 3 a | 8 i |
| 4 c | 9 b |
| 5 f | 10 j |

- 2 Students read the example sentences and then match the correct halves of the rules.

Key

- | | |
|-------|-------|
| 1 c | 3 d |
| 2 a/b | 4 a/b |

- 3 Students complete the sentences with the correct adjectives.

Key

- | | |
|------------|------------|
| 1 stunning | 4 freezing |
| 2 ancient | 5 packed |
| 3 hot | 6 dirty |

- 4a **PRONUNCIATION** 1.21 Students listen and check their answers. Ask whether we stress normal adjectives or extreme adjectives more.

Audioscript

- The view from our window wasn't just beautiful. It was absolutely stunning.
- The city of Athens isn't just old. It's ancient. It's existed for over 3,000 years!
- It was very hot in the city yesterday – over 35°C.
- It's freezing here in the winter.
- At Christmas, the shops in the city centre are totally packed with people.
- The streets are usually quite dirty because nobody cleans them.

Key

extreme adjectives

TEACHER DEVELOPMENT: PRONUNCIATION

Emphatic stress

Sometimes there is a change in the standard stress pattern within a sentence. If you want to emphasise something, you can change the stress from the principal noun to another content word such as an adjective (*big, difficult*, etc.), intensifier (*very, extremely*, etc.) or extreme adjective (*stunning, ancient*, etc.). This emphasis is called emphatic stress. The speaker calls the listener's attention to what he or she wants to emphasise.

- 4b** In pairs, students practise saying the sentences in 3 with the correct stress.
- 5a** Students write down the names of places in their city or country which they think correspond to the adjectives listed.
- 5b** **SPEAKING** In pairs, students tell their partner in a different order, the names of the places they have written. Students guess what the extreme adjective is for each place. Draw their attention to the model dialogue.

Extra activity

Students write a short text to describe places in their city or country, using their ideas from speaking activity 5b.

Before you listen

Students race to name all the member states of the European Union. The team with the most correct member states wins.

Key

There are currently 28 member states of the European Union: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, United Kingdom.

- 1a** **SPEAKING** In pairs, students take it in turns to describe the photos. Ask them to say if they think the people are having a good time and explain why.

TEACHER DEVELOPMENT: STUDENT TRAINING

Describing photos

Describing a photo is a typical section in oral exam and students need to learn strategies to structure their description effectively. If students' descriptions are logically structured, it will be easier for the examiners to follow what they are saying. A simple structure is to move from general impressions to details.

- General description of the photo: *The picture shows a scene from ... The picture shows ... The photo was taken at ...*
- Description of actions and events
- Description of the mood
- Speculation (what could happen next)
- Giving personal feelings (*I think, In my opinion ...*)

Students also need to know the vocabulary for describing different parts of a photo or a picture: *at the top, at the bottom, in the left-hand corner, in the background, in the front, behind, next to, on the right, on the left, in the middle.*

- 1b** **LISTENING** **1.22** Tell students to read the information in the task. Play the CD for students to listen to a radio programme about the Erasmus project and complete the information.

Audioscript

INTERVIEWER: So, Eda, you are here to tell us about your experience of the Erasmus project. First of all, where are you from?

EDA: I'm from Istanbul in Turkey.

INTERVIEWER: And at the moment you're in Bern, in Switzerland.

EDA: That's right.

INTERVIEWER: How long have you been living in Bern?

EDA: I've been living here since September. And I go back to Istanbul in June.

INTERVIEWER: How have you found the experience so far?

EDA: I've been having a brilliant time. Before I came to Bern, people told me that Bern, even though it's the capital, isn't the most exciting city in Switzerland. But there are some really interesting things to see and do in the city. You know, museums, exhibitions, concerts ... I've seen two or three brilliant concerts ... And then there are some stunning places to go outside Bern. I love the countryside and the mountains.

INTERVIEWER: What's been the best part of your stay?

EDA: The kitchen parties! I've been living in a residence with other Erasmus students – there are French people, people from Poland, Romania, Italy ... I've made friends with people from all over Europe. So every night we get together for dinner. We each make a typical dish from our country and we have these great kitchen parties that last for ages.

INTERVIEWER: And how much German have you learnt?

EDA: I've learnt lots, but we've also been speaking a lot of English because nearly everybody in the residence can speak some English.

INTERVIEWER: What do you think has been the worst thing so far?

EDA: Well, recently we've been doing lots of exams. I just finished yesterday in fact. But the exams aren't too bad. Really the whole thing has been just a great experience!

Key

- 1 Istanbul, Turkey
- 2 Bern, Switzerland
- 3 German, English

- 2** **1.22** Play the CD again for students to listen and complete the notes.

Key

- | | | | |
|---|-----------|---|-----------------------------------|
| a | September | f | kitchen parties |
| b | June | g | a typical dish from their country |
| c | museums | h | exams |
| d | concerts | | |
| e | mountains | | |

- 3** **SPEAKING** **What about you?**

Students take it in turns to ask and answer the questions. Draw students' attention to the example sentences.

Homework

- Refer students to the **Workbook, page 23.**

Present perfect continuous

Test before you teach

Ask students to unscramble this sentence:

exams lots Recently you been have of doing

Ask students to make a negative and interrogative sentence and elicit when we use the present perfect continuous. If students seem familiar with the form and use of this tense, move quickly through the *Grammar guide* in open class.

Key

Recently you have been doing lots of exams.
You haven't been doing lots of exams recently.
Have you been doing lots of exams recently?

1a Students read the sentences and decide which are in present perfect continuous and which are in present perfect simple.

Key

Present perfect continuous: 1, 4
Present perfect simple: 2, 3

1b Students match the two tenses to the explanations a–d.

Key

a 3 **c** 2
b 1, 4 **d** 1, 4

1c Students complete the rule for the formation of the present perfect continuous.

Key

been, verb+*-ing*

▶ Refer students to the *Grammar reference* on **page 44**.

2 Students look at the pictures and write about what the people have been doing.

Key

1 He's been playing football.
2 He's been studying all night./He's been working on the computer.
3 They've been shopping.
4 She's been decorating/painting her house.
5 They've been playing badminton.

3 Students read the sentences and decide if they are correct or not and say why/why not. If the sentences aren't correct, students change them. They could compare answers in pairs before you elicit them from the class.

Key

1 I've cut my finger. (The action is very short.)
2 Correct. (The emphasis is on the duration of the activity.)
3 Correct. (The emphasis is on an action finished very recently.)
4 She's read this book three times. (The emphasis is on how many times the action has happened.)

- 5** My brother has been painting his bedroom. (The emphasis is an action that is incomplete.)
6 Correct. (The emphasis is on the duration of the action.)
7 I've broken the window. (The emphasis is on the result of the action.)
8 Correct. (The action is incomplete.)

4 Students choose the best alternative.

Key

1 been singing **5** been doing
2 done **6** made
3 had **7** been working
4 been looking **8** been playing

5 Students complete the dialogue with the present perfect simple or present perfect continuous form of the verbs.

Key

a have, been living **e** 've completed
b 've been studying **f** 've been working
c haven't finished **g** have, been living
d have, been studying **h** 've made

6 **SPEAKING** In pairs, students take it in turns to ask and answer the questions, using the present perfect simple or present perfect continuous. Draw students' attention to the example sentence. When they have finished, students decide which answers are the most imaginative. Elicit answers from students around the class.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Organising pairwork activities

Pairwork means more speaking time for students. If 30 students speak in turn in a 60-minute class, students speak an average of two minutes per class. Using pairwork activities, they could speak for 30 minutes. When students are working in pairs, it's a good time to talk to or listen to one student at a time without everyone noticing.

Certain speaking skills are necessary when working with another person, so we should explicitly teach phrases which help students interrupt each other (*Yes, I agree, but ... /May I say something?* etc.), clarify (*Did you say ... ?* etc.) and confirm (*So you think ... , question tags* etc.).

You could play some quiet music in the background when students are planning a speaking activity to help students feel more relaxed about speaking out in English.

Extra activity

Students write simple questions using present perfect simple and present perfect continuous with common verbs such as *live, study, play, etc.* (e.g. *How long have you been living in this town?*). In pairs, students take it in turns to ask and answer each other's questions.

▶ **Teacher's Resource File (www.staffroom.pl):** See Unit 3 Grammar worksheet *If this is the answer, what's the question?*

Homework

▶ Refer students to the **Workbook, page 24**.

Giving personal opinions

Warmer

Divide the class into small teams. Tell them to race against each other to think of as many words as they can from a-z, associated with the unit theme of homes. Give them a five-minute time limit.

- In pairs, students make a list of words that describe each photo. Set a time limit of two minutes. Elicit words from around the class.

Suggested answers


Photo a: green fields, mountains, houses, tiny, countryside, rural, quiet, idyllic

Photo b: big city, busy, lively, exciting, rush hour, packed, noisy, crowded, lots of people, commuters, bus, Chinese city, shops

- SPEAKING** In pairs, students take it in turns to describe one of the photos to their partner.

Extra activity

Students play *Just a minute*. Ask students to describe a photo for a minute to practise speaking under exam conditions. Their partner can time them with their watch. Remind them to use hesitation devices to 'buy' time to think (*mmm, let me see/well, let me think ... etc.*) and to paraphrase if they are not sure of the exact word (*it's similar to/it's a kind of, etc.*).

- LISTENING**  **1.23** Play the CD for students to listen to a student talking about the photos. Elicit from students where the student would prefer to live and why.

Audioscript

The two photos they show two different places to live. The first photo is a small place in the country, in a small town or village. I think it's a very quiet place, with not many people. And the second place is a big city, I don't know if it's in Japan or maybe China. It's a very busy and lively place. There are lots of people walking or driving or travelling to work. Personally, I think that I would prefer to live in the second place because it's more exciting than living in the country. In my opinion, it's good to go to the country for a day or two, or for a week. But I don't really know if I'd like to live there all the time. It's probably OK to live in the country in the summer, but I think living in the country in the winter is really difficult because there isn't much to do. And, another reason why I prefer the second place is that I've always lived in a city. I like the noise, shops, the nightlife. I don't think it's easy to make friends in the first place because you can't meet many new people and you can't really go out in the evenings. I prefer living in a city.

Key

The student would prefer to live in the city because it's more exciting than the country. The student thinks there are more things to do in the city and it's easier to go out and meet friends.

- 1.23** Play the CD again for students to decide which of the words or expressions in the *Speaking Bank* they hear.

Key

Personally,	I don't really know if
I think (that)	In my view,
I don't think (that)	In my opinion,

TEACHER DEVELOPMENT: CLASSROOM TIPS

Fixed expressions

Expressions are multi-word phrases that function as a unit and are very frequently used. They are generally pronounced as if they are one word, or unit, or 'chunk'. Fixed expressions, such as expressions of opinions, perform specific discourse functions, which are not easily determined by looking them up in a dictionary as individual words. Such sequences play an important role in the production of fluent speech. By learning these fixed expressions students can easily transfer them to a wide variety of different topics or situations.

It is often the case that students learn these expressions, use them for the class and then go back to using just one expression they were already familiar with. Point out to students they can gain more points in an oral exam if they use a variety of fixed expressions.

- SPEAKING** In pairs, students tell their partner which place they prefer and give reasons for their opinion. Remind them that they can use comparative and superlative structures to compare the places, e.g. *-er than ...*, *more ... than ...*, *as ... as ...*, *not as ... as ...*.

Practice makes perfect

- SPEAKING** Students read the task. In pairs, students take it in turns to describe the two new photos and say which home they would prefer to live in and why. Remind them to use the useful words and expressions in the *Speaking Bank*. For students who are less confident, photocopy the model description below and read it aloud. Then instruct students to take turns to read aloud in pairs. Then ask them to read it again, changing the underlined information so that it is true for themselves.

Model description

The first photo shows an apartment, I think that it's in a city. It looks like quite a cool flat, it's got views of the city and the furniture is really nice. But I don't really know if I'd like to live so high up. In the other photo, I can see a large detached house in the countryside somewhere. It's got an outdoor swimming pool so, in my opinion, the owners are probably quite rich. Personally, I'd prefer to live in the house. There's a lot more space and fresh air and I can go swimming every day in the summer!

Extra activity

Write the expressions of opinion (or ask the students to do it!) on small pieces of card. Brainstorm topics for debate and write them on the board (*mobile phones, relationships, climate change, advertising on TV, etc.*). In small groups, students deal out the cards from their pack of 'opinion cards'. Each group chooses a topic from the board. Every time a student gives an opinion, they can 'spend' a card. The student's argument has to begin with what is written on the card. The first student to get rid of all of his/her cards wins the round.

Homework

▶ Refer students to the **Workbook, page 25**.

An informal letter describing a place

Warmer

Students describe one of the photos on page 31 of the Student's Book for their partner to guess which photo they are describing.

- 1 SPEAKING** In pairs, students look at the photo of the city of Liverpool and make notes on what they know about the city. Elicit answers from students around the class.

i Cultural information

Liverpool, in the North West region of the United Kingdom, is located next to the Irish Sea and is the home of The Beatles. Liverpool is a major European city renowned for its magnificent 18th-century architecture. In addition, Liverpool was voted European Capital of Culture 2008 and is internationally recognised as a World Heritage Site (UNESCO).

There are many places to visit such as Chinatown, the Maritime Museum and the Beatles Museum. You can go on the famous ferry across the Mersey or go and see a football match (Liverpool is home to two of the most successful football teams in Europe: Liverpool and Everton). The Pier Head is a riverside location in the city centre.

- 2** Students read a letter written by somebody from Liverpool and answer the questions.

Key

- 1** The docks used to be dirty and depressing. Nowadays, there are lots of shops, bars and restaurants and good nightlife.
- 2** The Liverpool Arena is a stadium for concerts where lots of big groups have played.
- 3** An enormous shopping centre has just been built in Liverpool's city centre.
- 4** She doesn't like the fact that all UK city centres have the same shops and are beginning to look the same.

- 3** Students read the list of features and decide which one of these things is not typical of informal letters.

Key

2

TEACHER DEVELOPMENT: STUDENT TRAINING

Informal writing

Other features of informal writing are the high frequency of common words and simple sentences. Focus on the difference in register and why it is useful to be able to write in both styles. Discuss situations where students would need to write a formal letter (e.g. a cover letter with a CV, a letter of complaint, exam essays, etc.) and when they would write an informal letter (to a friend, penfriend, etc.).

- 4** Students use the letter in 2 to complete the words and expressions in the *Writing Bank*.

Key

To begin: for your last letter, great to hear
To change the subject: Anyway,
To end: back soon... , Love...

- 5** In pairs, students make notes about their home town (what type of place it is, what is special about it, how it has changed in the last few years, etc.).

TEACHING DEVELOPMENT: STUDENT TRAINING

Writing tasks

Although the writing process may vary depending on the task, the basic steps it includes are the same.

- Before beginning to write, students need to consider the purpose of the text and who they are writing to, which will affect the tone (formal or informal).
- The first phase is when students brainstorm ideas (they can make lists, mind maps, or think of the 'six wise men' – Why? What? Where? When? How? Who?). It is important to spend time on this stage as it makes the next steps easier. They then select and order their ideas.
- Next, students write a first draft, including all the main points from the brainstorming phase.
- The next stage is the revision process when students should take a global look at their text and decide if the text flows in a clear, well-organised way.
- The final stage is the editing process. Students should look closely at spelling, grammar, punctuation and word choice.

Practice makes perfect

- 6** Students read the task and note what information they must include in their informal letter. They then include all the information and organise their notes from 5 into paragraphs. Remind them to use the information in 3 and words and expressions from the *Writing Bank*. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Dear Natalie,

Thanks for your last letter. It was great to hear your news. In your last letter, you told me about your hometown, so now I'm going to tell you a bit about my city. Most people think of the Olympics when they hear the name of my city, Barcelona, but there really is a lot more to discover.

Actually, Barcelona has changed a lot since the Olympic Games in 1992. Many parts of Barcelona used to be dirty and depressing. Then, lots of new roads and buildings were built. Since then, thousands of people from different parts of the world have come to live in Barcelona and changed it into a more cosmopolitan city. Now, there are many trendy bars and restaurants.

Next to the Olympic Village, there have been a lot of changes – the Diagonal Mar developments. I don't like this part of the city much. It's too new and it seems to be empty, there are lots of open spaces and not many people. I prefer the city centre. There is some fantastic modernist architecture (particularly that of Antonio Gaudi), narrow streets, medieval buildings and fashionable shops. The nightlife is amazing.

Anyway, write back soon and tell me when you are going to come and visit!

Love
Joe

▶ **Teacher's Resource File (www.staffroom.pl):** See Unit 3 Communication worksheet *How long ...?*

Homework

▶ Refer students to the **Workbook, page 26**.

▶ Grammar revision

Present perfect simple and past simple

- 1 Students complete the text with the present perfect simple or past simple form of the verbs and choose the correct alternative.

Key

- a 've lived
- b for
- c has changed
- d has got
- e 've built
- f started
- g haven't finished
- h yet
- i just
- j wanted

Present perfect continuous

- 2 Students complete the sentences with the present perfect simple or present perfect continuous form of the verbs.

Key

- | | |
|---------------------|----------------------|
| 1 Have, switched | 6 've been building |
| 2 've been studying | 7 has made |
| 3 've been fixing | 8 Have, been waiting |
| 4 has broken | 9 've been walking |
| 5 has been studying | 10 've finished |

▶ Vocabulary revision

Cities and houses

- 1 Students write the words for the definitions.

Key

- | | |
|-------------|--------------------|
| 1 detached | 5 inner city |
| 2 cottage | 6 suburbs |
| 3 town hall | 7 terraced |
| 4 port | 8 a block of flats |

Adjectives describing cities

- 2 Students decide what adjectives describe these situations.

Key

- | | |
|------------|----------|
| 1 crowded | 4 quiet |
| 2 dirty | 5 lively |
| 3 historic | 6 busy |

Extreme adjectives

- 3 Students write the normal equivalent of these extreme adjectives.

Key

- | | |
|-------------|-----------|
| 1 beautiful | 4 bad |
| 2 hot | 5 big |
| 3 dirty | 6 crowded |

You can do the Unit 3 tests (www.staffroom.pl).

Lesson 8 Gateway to success Unit 3 ▶ Znajomość środków językowych – słowotwórstwo

Warmer

On the board write a few examples of sentences which can be easily paraphrased, e.g. *Everybody in Poland likes football; A big city is always more interesting than a small town; Polish people can't be nice to each other; Cities in Poland have changed for the worse in the last twenty years.* Students discuss in pairs whether they agree with the statements or not. Have a class discussion. Then elicit what the point of paraphrase is. Ask students for some ways of paraphrasing one example sentence to check understanding. Students work in pairs and write as many different ways of paraphrasing the other examples. Have a class feedback.

- 1 Tell students to analyse the TIP and read the task. Individually, the students read the sentences and decide if both sentences have the same meaning or not. Then they compare their answers in pairs and explain the differences in meaning for the sentences that do not mean the same. Have a class feedback.

Key

same meaning: 1, 2, 3, 6
different meanings: 4, 5

- 2 Students analyse the TIP and read the task. They read sentences 1–6. Individually, they decide which sentence (A or B) is closer in meaning to the original sentence. Then they compare their answers in pairs. Have a class feedback.

Key

- | | |
|-----|-----|
| 1 A | 4 A |
| 2 B | 5 B |
| 3 A | 6 A |

- 3 Students analyse the TIP and read the task. Students read pairs of sentences A and B and complete each sentence B with one word so that it means the same as sentence A. Students compare their answers in pairs before you check them with the class.

Key

- | | |
|-----------------|------------|
| 1 rarely/seldom | 4 arrives |
| 2 Suddenly | 5 written |
| 3 used | 6 take-off |

Extra activity

Students work in pairs. Tell them that they are going to prepare an exercise to test their colleagues' knowledge. Ask them to write four examples of sentences and their paraphrases. Tell them that at least one of them must be incorrect. Encourage students to look for ideas in all the three units of the book they have studied so far. Then pairs of students swap their exercises and work on the answers with their partners. After they finish, they get in groups of four, check and discuss their answers. Elicit which sentences caused difficulty or confusion.

- 4 Individually, students complete the second sentence so that it has a similar meaning to the first sentence using the word given. Remind them that they cannot change the word given and that they can only use between two and six words for each gap. Let them compare their answers in pairs. Have a class feedback.

Key

- | | |
|---------------------------------|--|
| 1 not really fond of travelling | 4 started wearing glasses |
| 2 have been painting | 5 street is very/too noisy; is a very noisy street |
| 3 is always taking my | 6 had finished |

Extra activity

Divide the class into teams of 3–4 students, depending on the number of students. Each team chooses an expert. Write a sentence up on the board, a paraphrase of the original sentence with a gap, and a word which needs to be used to complete it. Tell the teams to complete the second sentence so that it means the same as the first one. The expert gives the final version. The team which gives the correct answer first scores a point.

- 5 Individually, students complete the second sentence so that it has a similar meaning to the first sentence using the word given. Remind them that they cannot change the word given and that they can only use between two and six words for each gap. Also tell them that all their sentences must be correct including grammar and spelling. Ask volunteers to read out their sentences to the class.

Key

- | | |
|---------------------------------|------------------------------------|
| 5.1. long have you known | 5.5. too little money to |
| 5.2. really interested in | 5.6. been wearing this dress since |
| 5.3. doing this project for six | |
| 5.4. you having a good time | |

Homework

- Refer students to the **Workbook, page 27**.

Gateway to success Unit 3 ▶ Mówienie – zestaw zadań

Zadanie 1. (4 minuty)

- A:** So, Susan, I believe you should really think about renting a room in our house. It's located in a nice quiet neighbourhood, near a park. It's good for studying and relaxing because it's not in a noisy part of the town.
- B:** I see. How far is it from the centre? *It looks like* I would have to travel to university by bus.
- A:** Actually, it is quite far, but the bus connection is very good. The bus stop is opposite our house, and it takes about 15 minutes to get to the university.
- B:** You said there was a park nearby. Can you go jogging there?
- A:** Absolutely. A lot of people go jogging or Nordic walking there. But you have to be careful about dogs as people often walk them without a leash.
- B:** How about shopping? Are there any good and cheap shops in the neighbourhood?
- A:** Yes, there are quite a few local shops near where we live. There is also a big supermarket two bus stops away. It's quite cheap and it sells a variety of products.
- B:** That sounds good. Could you tell me more about the house and the room? Is it very big?
- A:** Well, we live in a detached house with a garden. It's got two floors and an attic. Your room is in the attic, with a view over the garden. It's not very big but it's fully furnished: there's a bed, desk, small wardrobe, some shelves and an armchair. There's a guest bathroom with a shower in the attic, too, but you would be the only person who would use it.
- B:** Do you think I could use your washing machine?
- A:** Of course - it's included in the price.
- B:** And how about the internet connection? I really need the Internet for my studies.
- A:** Well, we've got Wi-Fi in our house, so I think you could use it. But I'd have to ask my parents about that.
- B:** Please do, cause it's really important to me.
- A:** *Believe me*, I can imagine. I couldn't live without it myself.
- B:** Exactly. Do you think I would have to pay extra for the Internet?
- A:** I'm not sure, but *I should hope not*.
- B:** Right. When could I come and see the room and the house? I'm really interested, but I need to know if I will be able to use the internet.
- A:** Sure. I'll ask my parents and call you later in the evening, so that we can arrange a visit.
- B:** Thanks.

Zadanie 2. (3 minuty)

Uczeń A

The picture shows a young girl playing with some colourful plastic blocks but I'm not sure what she's building. It might be a house or a tower. The girl is lying on the carpet, either at home or maybe in kindergarten. There's a little blue table in the background, but you can't see any more details, so it's really not very clear where she is. She is wearing a white top and a pink jacket. Her hair is done in pigtails. She seems to be enjoying herself.

1. How is the child feeling and why?

I think the girl is feeling relaxed and happy as there is a little smile on her face. She is glad because she has free time to play and have fun, and building blocks may be one of her favourite toys. Maybe she is so cheerful because she has all the toys for herself. There are no other children nearby, so she doesn't have to share the toys with them.

2. What are advantages and disadvantages of sharing a room with your brother or sister?

Well, on the one hand, when you share a room with your brother or sister, you're never bored or lonely. There's always someone to talk to, especially if you're sad or unhappy, and you don't want to talk to your parents about your problem. *But on the other hand*, sometimes you'd like to be alone and it's not possible. If your friends want to visit you, you can't talk about what you want, as your brother or sister can hear everything. Also, there may be some problems with keeping the room tidy and clean.

3. Describe the room you lived in as a child.

If I remember well I got my own room when I was five. It was quite big, but also rather empty, as there was not much furniture: just a bed, a little table with a chair and a wardrobe for my clothes. I still remember that I kept my toys in big boxes which stood on the floor. My father put some pictures on the walls to make it more cosy. I think I can remember some dog photos, because I used to love dogs at that time.

Uczeń B

In the picture I can see two men, one of them middle-aged and the other one a teenager. They're probably a father and a son. They're both wearing T-shirts and the sun is shining, so it must be summer. They are in the garden: the man is cutting leaves and branches off a hedge, and the boy is holding a big plastic bag in his hands. He is helping his father. I guess the man is throwing the leaves he has cut into that bag.

1. Why are the people smiling?

If you ask me, the men are smiling because they are enjoying the situation. They're probably having a day off, maybe it's Saturday, the weather is great, and it looks like they're also enjoying each other's company. The father is happy that he has some free time to spend with his son, and his son is probably happy that he can spend some time with his dad, to help him, maybe to talk to him as well.

2. Why might some teenagers mind living in the suburbs or in the countryside?

I'd say that some teenagers mind living in the suburbs or in the countryside because there's not much for them to do. All the things that teenagers like - cinemas, coffee shops, shopping malls, sports centres - can usually be found in town centres or in big residential areas. Teenagers often live far from their friends, and sometimes it may be difficult for them to travel to them, especially if they can't drive or if they don't have a car.

3. Tell us about the last time you disliked some aspect of the neighbourhood where you live.

I live in a new block of flats in the suburbs. *Generally speaking*, it's okay, because it's a part of a big residential area, with some shops and a sports centre. Last month, however, I went to a concert which took place in a club in the town centre. The concert was quite long and it finished just before midnight, so I couldn't come back home by bus because they had already stopped running. I phoned for a taxi but they told me I'd have to pay over 80 zlotys to get home. Finally, I had to wait 45 minutes for a night bus, because they only run once an hour. I was really tired and angry when I got home.

Zadanie 3. (5 minut)

Well, I think I would choose the first photo. *To my mind*, there are not enough sports facilities in our town, and an indoor skate park would be

a huge attraction for young people. There should be small and big ramps so that both young children and teenagers could go there and practise skateboarding and biking. I think there are lots of young people who do these sports or would like to learn them, but they have no facilities to do it in the winter. I wouldn't choose the other two pictures because their attraction is limited, I think. The public library, even if it's nicely decorated, is not a place where teenagers like to spend a lot of time, as we can read everything on laptops, tablets and e-readers. Moreover, in the library people cannot talk loudly or laugh and that's what teenagers like to do. The aquarium shown in picture three is great, but only to visit once or twice. You can look at exotic fish and plants, but that's all. It would be interesting for tourists, but not for the local residents.

1. Why do you think more and more people living in cities are moving to the suburbs and countryside?

As I see it, people decide to move to the suburbs or countryside because they want to live in a big house and have a lot of space. Sometimes they want to have some room for their hobby or sport, for example for a grand piano, drums or maybe a fitness room in the basement. They might also like to have a garden or live near the forest if they like fresh air. Some people want to escape from the noise, pollution and traffic which are a problem in city centres. Others do it because it shows that you have money and can afford it, so it becomes a symbol of prestige and wealth.

2. What things in your home you could not live without? Why?

For me the most important thing is my computer. In fact, it's not just the computer itself, but also the Internet connection and electricity. If you have it all, you don't really need a TV set, a DVD or music player, as you can watch television, films and listen to music on your computer. *Also*, I couldn't live without the fridge, especially in the summer, when you want to have something cold to drink or eat ice cream. Besides, it would be really difficult to store food when it's hot - we would have to go shopping every day. I must also add my bean bag chair - it's really comfortable, you can sit on it, lie on it, shape it the way you like - and it's good for my back!

▸ Znajomość środków językowych

Uzupełnianie luk – wybór wielokrotny

- 1 Students read the text and complete the gaps (1–5) choosing the best option A, B or C.

Key

- | | |
|-----|-----|
| 1 B | 4 A |
| 2 C | 5 C |
| 3 B | |

Parafraza zdań

- 2 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind them that they can't change the word given and that they should use between two and six words.

Key

- of cars is increasing
- have never been to
- have been living in
- did you buy
- writing by the time
- this car belong to

▸ Vocabulary plus

- 1 Students match the words (a–k) with the numbers in the picture (1–7) above. Remind them that four of the words do not match the picture.

Key

- | | |
|-----|-----------------|
| a 3 | g doesn't match |
| b 4 | h doesn't match |
| c 1 | i doesn't match |
| d 5 | j 2 |
| e 6 | k doesn't match |
| f 7 | |

- 2 Students explain the difference in meaning in the following pairs of words.

Key

- Both are houses that are not joined to other houses, but a bungalow is built all on one floor.
- A semi-detached house is joined to one other house sharing one wall with it, while a terraced house is a house in a row of similar houses joined together on both sides with other houses.
- A bedsit is a room that you rent that is used for both sleeping and living in, with all the residents of a block of bedsits sharing a bathroom, while a flat is an independent type of accommodation, which consists of more rooms including a bathroom.

- 4 A castle is a large building with thick walls built in the past to protect the inhabitants from being attacked, while a mansion is a very big house, with numerous facilities (such as a library, garden, greenhouse etc.) and mansions are still built today.
- 5 A cottage is a small house usually situated in the countryside or in a village, while a villa is a large house with a big garden in a warm country or region, or a holiday home, often overlooking the sea.

- 6 A loft apartment is an upper floor apartment in a factory or other big building which has been renovated and turned into flats, while a penthouse is an expensive and luxurious apartment at the top of a building in a fashionable area of a city.
- 7 A hall of residence is a large building near a university where students live, while a retirement home is a place where old people live and are taken care of by carers.