

4

Cities

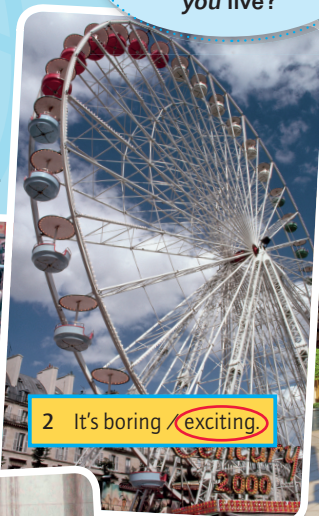
Discover Words

places adjectives

1 2.2 Look at the photos. Choose the correct adjective. Listen and check.



1 It's quiet / noisy.



2 It's boring / exciting.



3 It's cheap / expensive.



4 It's wet / dry.



5 It's clean / dirty.

2 Work with a friend. Which photo is it? Use two or three adjectives.

quiet noisy boring exciting cheap
clean dirty wet dry expensive

A It's quiet and clean.

B It's photo 5.

A That's right!

3 Work with a friend. Describe your town or city. Use the adjectives on this page.

Discover **5** extra words. Go to page 109.

IN THIS UNIT:

- places adjectives
- comparatives and superlatives
- places in town
- too and enough
- making suggestions

Discover Words

Exercise 1

2.2

- ▶ Use the photos to elicit as much vocabulary as you can from the class and to generate interest, e.g. Student: *I think some people are buying things in picture 1. In picture 4 it's raining.*
- ▶ Give students time to do the exercise individually or in pairs.
- ▶ Play the recording while students listen and check.
- ▶ Check answers.

Answers → student page

Suggestion: Play the recording again, pausing for students to repeat each adjective in chorus.

Exercise 2

- ▶ Ask two students to read the example to the class.
- ▶ Give pairs time to do the activity.
- ▶ Move round, monitoring and correcting.

Exercise 3

- ▶ Give pairs time to do the speaking activity.

Suggestion: Ask the students to write about their town/city/village.

Fast finishers: Ask them to continue, but to describe other places they know.

Discover extra words: Have strong students or fast finishers find extra new words.

New language

Vocabulary: place adjectives

Functions: describing places

Pre-teach: town, city

Unit introduction

- ▶ (*Books closed*) City guessing game. Give the class basic information about two or three cities they may know, and have them guess which one it is, e.g. *This city is in the north-west of England. It rains*

a lot there. It's got a very famous football team. (Manchester)

- ▶ Tell the class that in Unit 4 Discovery Web is all about cities. Ask students to name some cities in their country. Ask which cities they would like to visit, and why, e.g. Student: *I think New York is very interesting. There are a lot of things to do there.*
- ▶ (*Books open*) Use an idea suggested in the Introduction to focus on *In this unit*.

New language

Grammar: comparatives and superlatives

Functions: comparing things

Pre-teach: sightseeing, cousin, bridge, new, souvenir

Culture notes

Big Ben is the nickname of the famous clock tower of the Houses of Parliament. Big Ben is the name of the bell inside. The Millennium Bridge, completed in 2002, is the newest bridge in London. It is a foot bridge that links St Paul's Cathedral and The Tate Modern Gallery.

Exercise 1



2.3

- ▶ Ask students if they know which city is in the photo. (*London*.)
- ▶ Play the recording while students follow the dialogue.
- ▶ Check answers.

Answers → student page

Exercise 2

- ▶ Give pairs time to read the dialogue again and to do the exercise.
- ▶ Check answers.

Answers → student page

Exercise 3



2.4

- ▶ Give students time to look at the pictures before they listen to the recording twice. The second time, stop to ask the whole class to repeat the target language copying the intonation, and ask for each answer.

Answers → student page

Ben's American cousin, Beth, is in England. Today she's in London with Ben and Monica.

Beth What an amazing view!
 Ben Is that the Millennium Bridge?
 Monica No, the Millennium Bridge is smaller.
 Beth Millennium? Wow! Is it the oldest bridge in London?
 Monica No, Beth. It's a new bridge. Hey, are you OK, Ben?
 Ben I feel terrible!
 Beth Oh Ben, poor you! Here, have a drink.
 Ben Thanks.
 Beth Can we go on a boat?
 Monica That's a nice idea. Let's ask Ben's dad. Then after the boat we can go shopping for souvenirs.
 Beth Have we got time?
 Monica Yes, it's only 10 o'clock now. Hey! Listen! It's Big Ben.
 Beth Ben isn't big.
 Ben I'm bigger than you!
 Monica It's the clock, silly. Look!
 Beth Wow! Is it the biggest clock...
 Monica ...in London? Yes, Beth, and it's the noisiest too!

40

Grammar

- ▶ Give students time to study the grammar box. Draw attention to the spelling of two-syllable adjectives finishing -y, and to the double g in *bigger*. (Adjectives ending vowel + consonant double the final consonant.)
- ▶ Ask the class to look at the pictures. Have a student read the examples about them. Elicit more.

Exercise 4



2.5

- ▶ Give pairs time to do the exercise.
- ▶ Play the recording while students listen and check answers.
- ▶ Draw students' attention to the double t in *wetter* and *hottest*.

Answers

*small, smaller, the smallest
 quiet, quieter, the quietest
 funny, funnier, the funniest
 cool, cooler, the coolest
 hot, hotter, the hottest
 wet, wetter, the wettest
 pretty, prettier, the prettiest*



- 1 2.3 Listen and read. What do the children want to do today? *They want to go on a boat (and go shopping for souvenirs).*

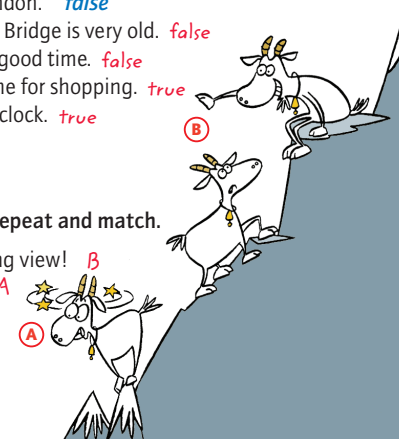
2 True or false?

- 1 Beth lives in London. *false*
- 2 The Millennium Bridge is very old. *false*
- 3 Ben is having a good time. *false*
- 4 Beth has got time for shopping. *true*
- 5 Big Ben is a big clock. *true*

Talking Tips!

- 3 2.4 Listen, repeat and match.

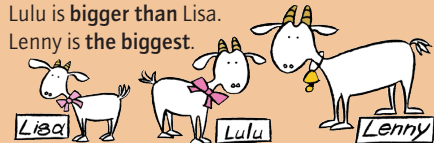
- 1 What an amazing view! *B*
- 2 I feel terrible! *A*



Grammar comparatives / superlatives

adjective	comparative	superlative
old	older	the oldest
big	bigger	the biggest
noisy	noisier	the noisiest
nice	nicer	the nicest

Lulu is **bigger** than Lisa.
Lenny is the **biggest**.



4 2.5 Write comparatives and superlatives for these adjectives. Listen and check.

new small quiet funny cool
hot wet pretty

new, newer, the newest

5 Look. Complete the sentences.



clean / dirty

- The taxi is cleaner than the bike.
The bike is cleaner than the bus.
The bus is the dirtiest.

noisy / quiet

- The bike is quieter than the taxi.
The taxi is quieter than the bus.
The bus is the noisiest.

big / small

- The bus is bigger than the taxi.
The taxi is smaller than the bus.
The bike is the smallest.

Listening

6 2.6 Which souvenir does Beth buy? Listen and tick.



Speaking

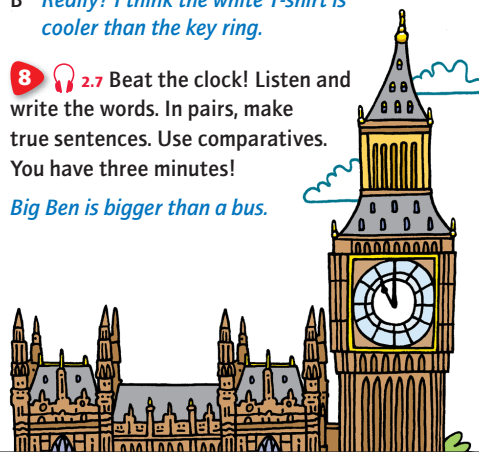
7 Look at the souvenirs in Exercise 6. Make comparative and superlative sentences. Use these adjectives.

pretty funny nice big cool

- I think the key ring is the coolest.
- Really? I think the white T-shirt is cooler than the key ring.

8 2.7 Beat the clock! Listen and write the words. In pairs, make true sentences. Use comparatives. You have three minutes!

Big Ben is bigger than a bus.



Exercise 8



- Play the recording while students take notes.
- Check answers.

Tapescript → end of notes

- Give pairs three minutes to write true sentences.
- See who can write the most!

Suggestion: Ask pairs to exchange sentences and check each other's for accuracy.

Exercise 4 – Tapescript

new, newer, the newest
small, smaller, the smallest
quiet, quieter, the quietest
funny, funnier, the funniest
cool, cooler, the coolest
hot, hotter, the hottest
wet, wetter, the wettest
pretty, prettier, the prettiest

Exercise 6 – Tapescript

Beth: I like that black bag.
Ben: Look! The blue bag is bigger than the black bag.
Monica: But it's expensive! I like this key ring.
Ravi: The Big Ben key ring is the nicest.
Beth: It's OK, but I haven't got any keys.
Monica: This pen is the cheapest, but it's boring. What about that hat?
Beth: The hat is nicer than the pen, but I don't like blue.
Ben: (getting bored) Are there any football shirts?
Beth: No, but look at this red T-shirt!
Monica: The white T-shirt is funnier than the red T-shirt!
Beth: The red T-shirt is the prettiest ... I'm buying that one.

Exercise 8 – Tapescript

Reader: Big Ben, a bus, a car, me, my friend, London, my town, a key ring, a pen, a taxi

Tapescript → end of notes

Exercise 5

- Give pairs time to do the exercise.
- Check answers.

Answers → student page

Exercise 6



- Play the recording while students listen and do the exercise.

- Check the answer.

Answers → student page

Tapescript → end of notes

Exercise 7

- Ask two volunteers to read the example.
- Give pairs time to make sentences. Move round, prompting and correcting.

New language

Grammar: comparatives and superlatives

Vocabulary: places in town

Functions: comparing cities and holiday activities

Pre-teach: harbour

Culture notes

Sydney is a cosmopolitan, coastal city in the south-east of Australia. It is the biggest city in Australia, but not the capital. The warm summers and mild winters attract tourists and many sporting events. The 2000 summer Olympic Games were held in Sydney.

Exercise 1



2.8

- Ask students to predict why the Streeter family look sad in the photo!
- Play the recording while students follow the text.
- Check answers.

Answers

They went to Sydney in Canada. They wanted to go to Sydney in Australia.

Watch Out!

- Ask a student to read the *Watch Out!* box and note the irregular past forms.

Suggestion: (Books closed)

Ask students to write down all the irregular past forms they know. Give a time limit.

(Books open) Give students a few minutes to look back through Unit 3 and 4a of the *Students' Book* to check spelling and add more verbs to their list. Ask them to add new verbs as they learn them.

Sydney

4^b

Every month we have a funny story on Discovery Web. This one is our favourite. Meet the Streeters!



The Streeter family wanted to go to Sydney, Australia. Dad bought their plane tickets on the Internet.

'Our cousins Steve and Patsy live in Sydney,' says Jess. 'It's a fantastic city. It's got the most famous harbour in the world, an Olympic stadium and the best beaches! I took a lot of swimsuits.' When they got off the plane, they had a surprise. They were in Sydney, Canada! 'Dad bought tickets to the wrong place,' says Jess. 'It was funny at first, but Sydney, Canada is small and quiet. The people are very friendly, but Australia is more exciting.'

'It's cold and wet in Canada, and we didn't take jumpers!' says Max. 'It isn't the worst place for a holiday. There's a shopping centre and a nice town square... but it isn't Australia!'

Bad luck, kids. Maybe next year!



Sydney, Canada

What's there?

a shopping centre,
a town square, a museum



Sydney, Australia

What's there?

Bondi Beach,
Sydney Harbour,
an Olympic stadium

- 1** 2.8 Read and listen.
Where did the Streeter family go? Where did they want to go?

Watch Out!

buy → bought
get off → got off

- 2** Read again and match.
- | | | | |
|------|----------|-------|-------|
| wet | hot | sunny | quiet |
| cold | friendly | small | |

- 3** Work with a friend.
Compare the two cities.

Sydney, Australia is sunnier than Sydney, Canada.

Sydney, Australia

sunny
hot

Sydney, Canada

cold
wet
friendly
quiet

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Exercise 2

- Give students time to read the text again and do the matching exercise individually.
- Check answers.

Answers → student page

Exercise 3

- Give pairs time to do the speaking activity. Move round, checking and prompting.
- Ask volunteers to give the class some more examples.

Suggestion: Ask pairs to use the same adjectives to compare two well-known places in your country.

Grammar comparatives / superlatives

adjective	comparative	superlative
exciting	more exciting	the most exciting
famous	more famous	the most famous
irregular	comparative	superlative
good	better	the best
bad	worse	the worst

It's got **the most famous** harbour in the world.
It's got **the best** beaches.

- 4 Look at these activities and complete the sentences. Use comparatives or superlatives.



- The shark swim is more expensive (expensive) than the rollerblading.
- The helicopter ride is the most expensive (expensive).
- Rollerblading is more difficult (difficult) than the shark swim.
- The surfing lesson is more dangerous (dangerous) than the helicopter ride.
- The shark swim is the most dangerous (dangerous).

- 5 What do you think about the activities? Write comparative and superlative sentences. Use these adjectives.

good bad boring exciting

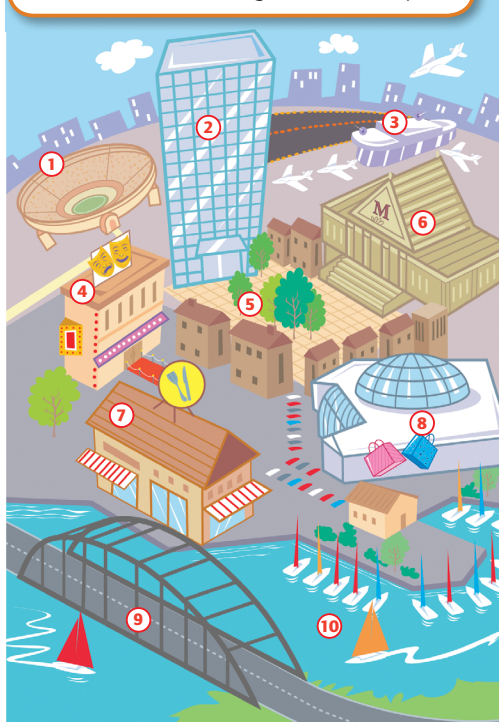
The shark swim is the best.

Discover Words

- places in town

- 6 2.9 Match the words with numbers 1–10. Listen, check and repeat.

sports stadium 1 restaurant 7
shopping centre 8 town square 5 harbour 10
theatre 4 museum 6 bridge 9 tower 2 airport 3



Writing

- 7 Describe a place in your town. Use comparatives and superlatives.

The town square is the noisiest and most exciting place in my town. It's got a lot of shops and restaurants.

- Give students time to do the exercise.
- Ask them to compare their answers with a friend.
- Check answers.

Answers → student page

Exercise 5

- Ask the class for some examples.
- Give students time to write their ideas.
- Move round, checking and prompting.
- Ask the class to read out some examples.

Discover Words

Exercise 6



- Give pairs time to do the matching exercise.
- Play the recording once or twice while students listen and check.
- Check answers.

Answers → student page

Exercise 7

- Give students time to do the writing activity individually.
- Move round, correcting and prompting.

Fast finishers: You could ask them to help slower students.

Suggestion: Ask students to draw the place they talked about and to label it, using vocabulary they know and new words they learned in Exercise 6.

Photocopiable resource 4, page 158.
Grammar worksheet 4, page 140.

Grammar

- Give students time to study the grammar box.
- Ask the class if they know why these adjectives don't use *-er/-est* to form the comparatives and superlatives. (*They have two or more syllables, e.g. famous and don't finish with -y, or are irregular, e.g. worse.*)
- Help weak students by telling them 'longer' adjectives usually use *more/less/the most/the least* to make

comparatives and superlatives. Stretch strong students by asking them if they can give you any more examples of adjectives like these.

- Ask students to underline all the comparatives and superlatives in the text.

Exercise 4

- (Books closed) Ask the class to predict what there is to do in Sydney, Australia, e.g. *I think you can go surfing in Sydney, Australia.*

New language

Grammar: *too, enough*

Functions: making suggestions

Pre-teach: raft, wood, safe, coconut, piece

Preparation: Exercise 8.

Bring a coconut to class if you can as realia.

Exercise 1



- ▶ (Books closed) Tell students it's time for another episode of Adventure Island. Ask students what they can remember about the last episode. (*The children found a story on a cave wall. Bonzo found the treasure map!*)
- ▶ (Books open) Ask the class to describe pictures 1–6 and pre-teach vocabulary. Remember to recycle as much language as you can.

Tip: Encourage students to use complete sentences, e.g. *I can see a bridge.*

- ▶ (Books open) Play the recording once or twice while students listen and read the cartoon.
- ▶ Give students time to do the exercise individually.
- ▶ Check answers.

Answers → student page

Grammar

- ▶ (Books closed) Have the class repeat: *The raft's too small! The tree house is too high!* after you in chorus.
- ▶ (Books open) Ask a student to read the examples in the grammar box.

4^c Adventure Island



Danny: Hey AJ, what about helping me?
AJ: It's too hot.
Danny: We need a raft to find the treasure.
AJ: Oh, OK then.



Danny: Is there a bigger piece? This is too small.
AJ: How about this?



Danny: It's ready!
AJ: It isn't big enough, Danny.
Danny: Don't worry, AJ. Here, take the map!



AJ: What's that? Is it a tree house?
Danny: It's too high. I can't see.
AJ: Why don't we have a better look?



AJ: Wait, Danny! The bridge isn't strong enough!
Danny: It's OK, AJ. Let's go!



Danny/AJ: Help!

- ▶ Have the class underline all the examples in the cartoon.

Exercise 2

- ▶ Give students time to order the sentences individually or in pairs.
- ▶ Check answers.
- ▶ Give students time to do the matching exercise in pairs.
- ▶ Check answers.

Answers

- 2 The raft is too small. picture 3
- 3 The piece of wood isn't big enough. picture 2
- 4 Is Nipper strong enough? picture 6
- 5 The tree house is too high. picture 4
- 6 The bridge is too dangerous. pictures 5 and 6

1 2.10 Listen and read. True or false?

- 1 Danny is making a hut. *false*
- 2 Danny and AJ want to find the treasure. *true*
- 3 The children have got the map. *true*
- 4 They go to the tree house because it's on the map. *false*
- 5 The bridge is very strong. *false*

Grammar *too* and *enough*

It's too hot! Are you too tired?
It isn't big enough! Is it strong enough?

2 Order the sentences. Match them with the cartoon pictures.

- 1 *too* AJ *tired* *is* . *AJ is too tired. picture 1*
- 2 *too* The raft *small* *is* .
- 3 *big* The piece of wood *enough* *isn't* .
- 4 *strong* *enough* *is* Nipper ?
- 5 *too* *high* The tree house *is* .
- 6 *is* *too* The bridge *dangerous* .

3 Make sentences with *too* and *enough*. Use these adjectives.

big / small clean / dirty dangerous / safe
noisy / quiet



- 1 *It isn't big enough.*
It's too small!



- 2 *It isn't quiet enough.*
It's too noisy!



- 3 *It isn't clean enough.*
It's too dirty!



- 4 *It isn't safe enough.*
It's too dangerous!

4 Can you read Nipper's notes?

Nipper's Notes

Today w... much fun. The raft was t... small and the b... wasn't strong e...!

Today wasn't much fun. The raft was too small and the bridge wasn't strong enough!

5 Act out the Adventure Island cartoon with your friends.

Functions: making suggestions

6 2.11 Match the sentence halves. Then listen, check and repeat.

How about — follow the map.
Let's — finding the treasure?
Why don't we — helping with the raft?
What about — go to the tree house?

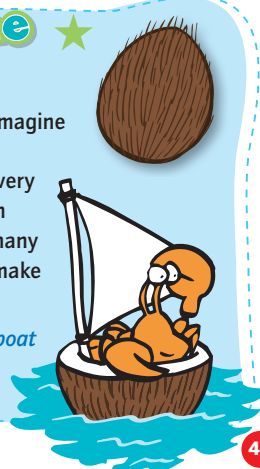
7 Work with a friend. You are Danny and AJ at the end of the story. Make suggestions.

- A *What about climbing into the tree house?*
B *Good idea. / OK. / It's too dangerous. / It isn't safe enough. / No way!*

Fun Zone

- 8** Work in groups. Imagine you are on Adventure Island and you find a very big coconut. What can you do with it? How many suggestions can you make in five minutes?

How about making a boat for Nipper with it?



Exercise 6



- ▶ (*Books closed*) Ask students if they can remember the conversation between Danny and AJ in picture 1. Elicit or give: *What about helping me?* Have the class repeat it in chorus after you, and remind/tell them this is a suggestion.
- ▶ (*Books open*) Give the class time to do the matching exercise.
- ▶ Play the recording while students listen, pausing to check and for students to repeat each suggestion in chorus.
- ▶ Have them underline all the suggestions in the cartoon.
- ▶ Point out: *How/what about ...? + -ing* form, and *Let's .../Why don't we ...? + infinitive*.

Answers → student page

Exercise 7

- ▶ Give pairs time to do the activity.
- ▶ Move around, correcting and prompting.

Exercise 8

- ▶ Introduce the activity by showing the students the coconut you've brought, or by asking them to look at the picture.
- ▶ Ask a student to read the example, and elicit one or two more ideas.
- ▶ Have students continue in pairs and then count their suggestions.
- ▶ See which pair has the most suggestions.
- ▶ Ask the class for their ideas.

Exercise 3

- ▶ Give pairs time to do the exercise.
- ▶ Check answers.

Answers → student page

Suggestion: (Books closed) Read out a sentence with enough. Ask a volunteer to give you a sentence with a similar meaning using too, e.g. Teacher: It isn't big enough. Student: It's too small! Teacher: It isn't safe enough. Student: It's too dangerous!

Exercise 4

- ▶ Give pairs time to decipher Nipper's notes.
- ▶ Ask a volunteer to write the deciphered note on the board.

Answers → student page

Exercise 5

- ▶ Ask pairs to act out the cartoon then to change roles and practise again. You could ask two or three pairs to perform for the class.

Language revised

Grammar: comparatives and superlatives, *too*, *enough*

Vocabulary: place adjectives, places in town

Functions: making suggestions

Culture notes

New York City, USA, was originally called New Amsterdam. It was named New York after the English conquered the Dutch in 1664 and named it after the Duke of York and Albany. New York, UK, is named after the City of York in the north of England.

Exercise 1

- Give pairs time to do the matching exercise.
- Check answers.

Answers → student page

Suggestion: Ask students to work in pairs. One student reads out an adjective from the exercise. The other student has his/her book closed and must give the opposite.

Exercise 2

- Give pairs time to complete the puzzle.
- Check answers.

Answers → student page

Exercise 3

- Ask students to look at the photos. Ask if they know where they are of. (*Photo 1 is of New York, UK. Photo 2 is of New York City, USA.*)
- Find out what students know about New York

4^d

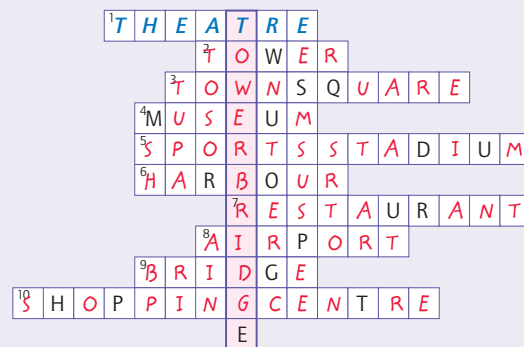
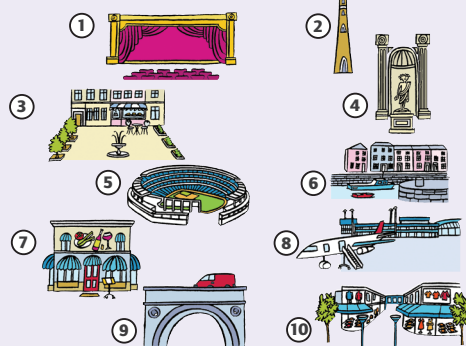
Let's Revise!

Words

1 Match the opposites.

- | | | |
|-------------|---|----------|
| 1 clean | ↔ | wet |
| 2 boring | ↔ | noisy |
| 3 expensive | ↔ | cheap |
| 4 dry | ↔ | dirty |
| 5 quiet | ↔ | exciting |

2 Complete the puzzle and find the missing word.



There's a great view of London from
TOWER BRIDGE.

46

Grammar

3 Complete. Use the comparative or superlative of the words in brackets.

New York! New York!

New York City is an exciting place. It's ¹ the biggest (big) city in the USA. It's got ² the most famous (famous) museums, ³ the most interesting (interesting) shops and ⁴ the best (good) restaurants and cafés in the world! But wait a minute, there's another New York. Where is it? It's in the UK! It's ⁵ smaller (small) than New York City. There aren't any famous buildings and there aren't any shops. It's ⁶ quieter (quiet), but the people are ⁷ more friendly (friendly)!

4 Compare your town to New York City. Use these adjectives.

big small interesting expensive
famous quiet noisy friendly good

My town is quieter than New York. New York is the noisiest city in the world.

5 Complete the sentences. Use *too* or *enough* and the adjectives in brackets.

- I can't hear you. It's too noisy (noisy) in here.
- Clean your bedroom! It isn't clean enough (clean).
- It's raining so we can't play tennis. It's too wet (wet).
- £100 for a T-shirt?! That's too expensive (expensive)!
- He can't open it. He isn't strong enough (strong).
- Do your homework again. It isn't good enough (good).

Answers → student page

Exercise 4

- Ask a volunteer to read out the examples.
- Give pairs time to do the exercise.
- Move round, checking and prompting.
- Ask the class to tell you their ideas.

City. (*It's very big/it's noisy/lots of people live there/it's dangerous in some places, etc.*) Ask them if they think New York, UK is similar.

- Give students time to do the exercise individually.
- Check answers.

Suggestion: Discuss both places with the class. *Would they like to go there? Why (not)?* Recycle comparatives and superlatives learned in this unit.

Pronunciation /ɔ:/ /ɔɪ/

6 2.12 Listen and repeat.

This small, bored boy has got a noisy toy.



Functions

7 Imagine you're in New York City. Complete the suggestions.

- 1 *How about* going shopping?
- 2 *Let's* climb the tallest building in the city.
- 3 *Why don't* we visit the bridge?
- 4 *How about* going to the theatre?
- 5 *Why don't* we go rollerblading in the park?
- 6 *Let's* eat in a restaurant.

Consolidation

8 2.13 Listen. Complete the dialogue.

- Beth Hi Dad!
- Dad Hi Beth. Are you having a good time?
- Beth Yes, thanks. This holiday isn't long ¹ *enough*!
- Dad What did you do ² *yesterday*?
- Beth We ³ *were* in London. I saw the River Thames and I ⁴ *went* to a souvenir shop. I wanted to buy a bag, but it was ⁵ *too* expensive!
- Dad ⁶ *Did* you visit any famous places?
- Beth Yes, we visited the Natural History Museum. It's the ⁷ *best* museum in London!
- Dad ⁸ *What* did you see?
- Beth A diplodocus. It was the ⁹ *tallest* dinosaur in the world – it was ¹⁰ *bigger* than three buses!
- Dad Did you have fun?
- Beth Yes, I ¹¹ *did* and Ben did too!



Song

9 2.14 Listen and complete, then sing.

stronger (x2) better (x2) more closer greater

I Get The Sweetest Feeling by Jackie Wilson

The ¹ *closer* you get
The ² *better* you look baby
The ³ *better* you look
The more I want you
When you turn on your smile
I feel my heart go wild
I'm like a child with a brand new toy

Chorus:

And I get the sweetest feeling
Honey the sweetest (sweetest feeling)
Baby the sweetest (sweetest feeling)
Loving you, ya

It's more than I can stand
Girl, when you hold my hand
I feel so grand
That I could cry

Chorus

The ⁴ *greater* your love
The ⁵ *stronger* you hold me baby
The ⁶ *stronger* your hold
The more I need you.
With every passing day
I love you ⁷ *more* in every way
I'm in love to stay
And I wanna say

Chorus

Checklist

- I can use places adjectives.
- I can use comparatives and superlatives.
- I can identify places in town.
- I can use *too* and *enough*.
- I can make suggestions.

4a

Tell them to look back at Unit 4c (page 45) for help.

Check answers.

Answers → student page

Suggestion: Ask the class to imagine you are a visitor and to suggest things for you to do in your town/city. You could ask them to write a similar dialogue for homework.

Exercise 8

2.13

- Ask students to guess what the creature in the picture is, and what city it's in.
- Tell them it's a diplodocus in London's Natural History Museum!
- Play the recording once or twice while students listen and do the exercise.
- Have students compare answers with a friend.
- Play the recording again, pausing before each space to elicit and check the answers.

Answers → student page

Exercise 9

2.14

- Give students time to read the words in the box.
- Play the recording once or twice while they listen to the song and do the exercise.
- Check answers.

Answers → student page

Checklist

See page 14 of the Introduction for ideas.

Exercise 5

- Give pairs time to do the exercise. Tell students to refer back to Unit 4c (page 45) for help.
- Check answers.

Answers → student page

Exercise 6

2.12

- Play the recording once or twice for students to listen to.
- Play it again for students to repeat.

Suggestion: Have the class repeat the /ɔ:/ and /ɔɪ/ sounds in chorus after you.

Suggestion: Get students to highlight or underline the two sounds in a colour code, e.g. *This small, bored boy has a noisy toy.*

Exercise 7

- Give students time to do the exercise individually or in pairs.

New language

Functions: speaking about favourite towns/cities.

Pre-teach: theme park

Preparation: Exercise 1.

Bring a map of the USA.

Exercise 3. Ask students to bring photos of a favourite town/city to class. You might like to book a computer room with Internet access.

Exercise 1



- ▶ (Books closed) Write **LA** on the board. Ask students if they know what it stands for. (*Los Angeles.*) Find out what they know about LA, (e.g. *It's in the USA*). Show them on your map if you have one.
- ▶ (Books open) Use the photos to recycle and check vocabulary, and to generate interest.
- ▶ Play the recording while students listen and follow the text.
- ▶ Check the answer.

Answers

It was a small village and it was quieter.

Exercise 2

- ▶ Give students time to read the text again and to do the exercise.
- ▶ Check answers.

Answers → student page

Suggestion: Ask the class to compare LA to their village/town/city. You could work orally with the class to generate discussion. Alternatively, ask pairs to write down some sentences, then ask students to tell you their ideas.

4^e Discover Culture

I ♥ LA
by **Tori Laine**



Los Angeles, California is the most exciting city in the USA. It's got Hollywood, Disneyland, fantastic beaches and the LA Dodgers baseball team.

But LA wasn't always exciting. In 1900 it was smaller and quieter, and Hollywood was a small village. Then film studios arrived, and the village of Hollywood changed. Today it is part of LA, and Hollywood's 'Walk of Fame' is the most famous place in the city. It's got more than 2,000 stars on it!

It's always sunny in LA and there are lots of different attractions. You can go shopping on Sunset Boulevard (it's too expensive for me!), or you can surf on Venice Beach. There are theatres, museums, the biggest theme parks in the USA and the noisiest sports stadiums. LA is the best city in the world!



Reading

1 ▶ 2.15 Read and listen. How was LA different in the past?

2 ▶ True or false?

- 1 LA is the most exciting city in the USA. **true**
- 2 There are 200 stars on the Walk of Fame. **false**
- 3 The weather is good in LA. **true**
- 4 The shops on Sunset Boulevard are cheap. **false**
- 5 The sports stadiums are noisy. **true**
- 6 There are some theme parks. **true**

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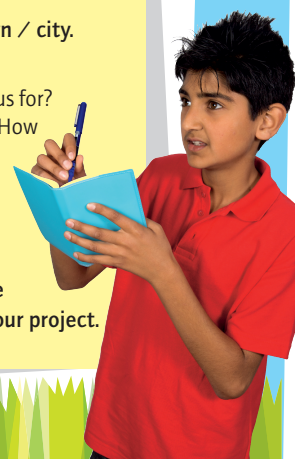
Project

My Favourite Town

3 ▶ Choose your favourite town / city. Ask and answer with a friend.

- 1 Is it famous? What is it famous for?
- 2 What was it like in the past? How is it different today?
- 3 What's the weather like?
- 4 What can you see and do?
- 5 Why do people like it?

4 ▶ Write about your favourite town / city. Find pictures for your project.



Exercise 3

- ▶ Give students a little time to choose a town/city. Tell them they must know a little about it.

Suggestion: Alternatively, ask students to research their town/city on any computers available, or do this in a previous lesson.

- ▶ Give students time to ask and answer about their place.

Exercise 4

- ▶ Give students time to write.
- ▶ Move round, correcting and prompting.
- ▶ Make a class poster, *Our favourite places*.