

OXFORD

**INSPO 1**



# TEACHER'S GUIDE

- ✦ Comprehensive teaching notes
- ✦ Differentiated notes for a more inclusive English classroom
- ✦ Support for integrating Learning situations
- ✦ Opportunities for continuous assessment

✦ Sheila Dignen

# 3

# My town

## LEARNING SITUATION

How can we explore where we live?

**PROJECT** Make a quiz about your local area or a nearby city

**STEP 1** Make a list of places for your quiz

**STEP 2** Research some facts and write some questions for your quiz

**STEP 3** Write more questions for your quiz using directions

## UNIT OBJECTIVES

### VOCABULARY

- Places in a town
- Adjectives to describe places

### GRAMMAR

- Comparative adjectives
- Superlative adjectives

### SPEAKING

- Asking for and giving directions

VIDEO  
INSPO



Ruby's day out



- THINK** Look at the photo. Which city is it? Does it look similar or different to where you live? Why?
- VIDEO** Watch the video. What is Ruby's plan for today?
- VIDEO** Watch the video again. Match places 1–4 to the reason(s) why Ruby visits them (a–d).

1 Leake Street Arches	a to watch street performers
2 Sky Garden	b to see the street art
3 Spitalfields Market	c to go shopping and have lunch
4 Covent Garden	d for the view of London
- DISCUSS** Discuss the questions. Do you like exploring your home town or city? What sort of places do you visit?

## 3 My town

### Unit Objectives

#### Vocabulary

**Places in a town:** *bridge, car park, cinema, hospital, market, museum, park, restaurant, shop, shopping centre, sports centre, square, stadium, station*

**Adjectives to describe places:** *beautiful, boring, bright, busy, clean, colourful, dangerous, dirty, dry, exciting, modern, noisy, quiet, safe, ugly, wet*

#### Grammar

##### Comparative adjectives

##### Superlative adjectives

#### Speaking

##### Asking for and giving directions

**Asking for directions:** *Excuse me. Is there a (library) near here? Excuse me. How do I get to the (station)?*

**Giving directions:** *Go straight on. Turn left / right at the (traffic lights). Take the first / second left / right. Go past the (café). It's on your left / right. The (sports centre) is next to the (park).*

#### Learning situation

#### Project

##### Make a quiz about your local area or a nearby city

#### Project skills

##### Checking facts carefully

#### Key language

*Do you think our question about (the station) is very easy / difficult? I want to make our question about (the statue) easier / more difficult. I think our best questions are .... I think our quiz is short / long. I want to make it longer / shorter.*

#### Evaluation rubrics

Available on Oxford Premium

### Unit summary

The topic for this unit is the place where we live, and the *Learning situation* is exploring the place where we live. By the end of the unit, students should be able to talk confidently about where they live and the interesting things to see and do there. They should feel comfortable asking and answering questions about the place where they live, and be able to write and take part in a quiz.

### Warm-up

- Read out the title of the unit and say something about the place where you live, e.g. *I live in ... It's a (small town / big city). There are lots of things to see and do there.*
- Ask: *Where do you live? Is it a village, a town or a city? What can you do there?*
- Elicit answers from individual students.
- Read out the *Learning situation* and tell students that in this unit they will learn how to talk about the place where they live and how to explore it and find out more about it.

#### 1 THINK

- Focus on the photo and ask some questions about what it shows, e.g. *What can you see? Is it a town or a city?*
- Read out the questions. Then put students into pairs to discuss them.
- Elicit answers from pairs. Then tell them that the photo shows London.

#### 2 Video script p 134

- Play the video for students to watch and answer the question.
- Elicit the answer. Then elicit where Ruby lives (London).

#### ANSWER

Her plan is to be a tourist in her own city.

#### 3 Video script p 134

- Play the video again for students to do the matching task.
- Students can compare their answers in pairs before you check them with the class.

#### ANSWERS

1 b 2 d 3 c 4 a

#### 4

- When students have finished discussing in pairs, ask a few students to share their ideas with the class.

## Lesson Objectives

Learn places in a town

## Vocabulary

### Places in a town Vocabulary presentation

- You could start this part of the lesson with an interactive task to present the vocabulary.

#### 5

- Students could work in pairs to complete the matching task.
- Model pronunciation and get students to repeat.
- Suggestion for mixed ability:** With a weaker class, read out the sentences in turn and get individual students to suggest answers. Check that they understand the meaning of the words as you confirm answers.

#### ANSWERS

1 sports centre 2 park 3 cinema 4 shopping centre  
5 restaurant 6 hospital 7 car park 8 museum

#### 6 THINK

- You could set a time limit to make the activity more fun.

#### 7 23

- Play the audio for students to listen and check their answers to exercise 6.
- Check answers by focusing on each photo in turn and eliciting the places and their location. Find out which students guessed the most answers correctly.

#### ANSWERS

1 stadium: Beijing, China  
2 bridge: Sydney, Australia  
3 square: Venice, Italy  
4 shop: London, the UK  
5 station: New York, the USA  
6 market: Istanbul, Türkiye

**CONTINUOUS ASSESSMENT** Read out the example sentences in exercise 8 and tell students that they are going to use the new language to talk about places they know. Point out that the best way to learn and remember new language is to use it, so the more they use the language, the better. Set a minimum number of sentences for students to write, but encourage them to write as many as possible. Say they should always try to do more than the task requires. They can write sentences like the following if they can't think of an example of one of the places: *There isn't a shopping centre, but there are lots of shops.* When students have written their sentences, find out if they wrote more than the task required.

#### 8

- Students could compare their sentences in pairs.
- Suggestion for mixed ability:** Encourage stronger students to write two or three sentences about each place, adding more information, e.g. *It's a very big cinema. I sometimes go there with my friends.*

#### Vocabulary practice

## Optional activity

- For extra practice, put students into teams and ask them to close their books.
- Read out the sentences about the places in exercise 5. Teams race to say the correct place.

## LEARNING SITUATION INTRODUCTION (10 minutes)

### Make a quiz about your local area or a nearby city

#### 1 Video script p 134

- Tell students that they are now going to start work on the project for this unit.
- Before you show *Your project inspo*, remind students that they don't need to understand all the language in the video at this stage. Encourage them to focus on understanding what the project is about.
- Play the video for students to watch and answer the questions.
- Check answers with the class.

#### ANSWERS

1 The quiz is about York, in the UK.

2 There are six questions.

#### 2

- Students can discuss the *Learning situation* question on page 36 in their groups.
- Elicit ideas from groups in turn on how they can explore their area, e.g. they could go on a bus tour or walking tour with a guide, they could look on a tourist website to find a list of interesting places.
- Then discuss how a quiz can help people, e.g. it can draw attention to places of interest and challenge people to learn more.

#### 3

- On the board, make notes of places that students could include in their quiz. Use this as a way to teach more vocabulary for places in a town, e.g. *temple, ruins, monument, memorial*.

## Further practice

Workbook p 25

Learning Journal Unit 3

Mixed ability Vocabulary worksheets, Teacher's Resource Book

## VOCABULARY

### Places in a town i Vocabulary presentation

5 i Match eight places in the box with sentences 1–8.

bridge car park cinema hospital market museum park restaurant  
shop shopping centre sports centre square stadium station

- 1 You can do exercise or swim here.
- 2 You can walk or relax outside in this green space.
- 3 You see films here.
- 4 You can buy a lot of different types of things here.
- 5 You go for a meal here.
- 6 Doctors work here.
- 7 You leave your car here.
- 8 You can look at important things from history here.

6 i i **THINK** Look at the photos. What are these places and where in the world are they? If you don't know, guess!



7 i i **23** Listen and check your ideas about the places in exercise 6.

8 What places in exercise 5 are there where you live? What are their names?  
*There's a cinema. It's called ...*

i Vocabulary practice

### LEARNING SITUATION INTRODUCTION

Make a quiz about your local area or a nearby city

- 1 i **VIDEO** Watch *Your project inspo*. Answer the questions.
  - 1 Which city is the quiz about?
  - 2 How many questions are there?
- 2 Read the *Learning situation* question on page 36. How can a quiz help people explore where they live?
- 3 i What places are interesting to explore in your area? Give reasons for your answers.

Click here for inspo!

**PROJECT INSPO** **YOUR PROJECT INSPO**

A quiz about your local area i

Write all answers in your notebook

## 3.2 Cloned architecture

- Lesson Objectives**
- Read about copies of buildings and cities around the world
  - Practise reading for the general idea
  - Learn about comparative adjectives

### READING

#### VOCABULARY CHECK

- 1 Check the meanings of the words in the box.

billion    cloned    impressive  
statue    tourist attraction

## TWIN BUILDINGS

Do you recognize this tower? Yes, it's the Eiffel Tower in Paris, but not Paris in France – this version is in Paris, USA. The original Eiffel Tower is exactly ten times bigger than the American version. Can you see another difference? There are over 30 copies of the Eiffel Tower in the world, including a full-size copy in Tokyo, Japan.



1

Near Madrid, in Spain, there's a theme park with a lot of famous European buildings. As well as the Eiffel Tower, you can see London's Tower Bridge, Rome's Trevi Fountain and Berlin's Brandenburg Gate. These are all examples of cloned architecture. For many people, it's easier and cheaper to visit these clones than to travel to see the originals, so they get a lot of tourists.



2

In China, there are larger and more impressive examples of cloned architecture: cloned cities! These cities aren't only tourist attractions; they're real communities where people live, go to school and work. Tianducheng is a smaller version of Paris, with over 30,000 people (and an Eiffel Tower, of course)! Thames Town looks like a typical British town, with British houses, statues of famous British people, and even a fish and chip shop. Hallstatt is a \$1 billion copy

of a town 9,000 km away in Austria called Hallstatt! The original Hallstatt is more popular with tourists – three million visit it every year. Around half of them are from China!



3



#### READING HACK!

##### Reading quickly to get the general idea

When you first read a text, read it quickly. Don't stop to check the meaning of words. Try to get a general idea of the topic.

🔍 Extra practice

- 2 🎧 24 Read and listen to the article. Write a short caption for photos 1–3.
- 3 📖 Read the article again. Copy and complete the sentences with a number.
- 1 The original Eiffel Tower is (...) times bigger than the one in Paris, Texas.
  - 2 Over (...) people live in the cloned version of Paris in China.
  - 3 The price of the cloned town of Hallstatt: \$(...).
  - 4 Hallstatt, Austria is (...) km away from Hallstatt, China.
  - 5 About (...) % of visitors to Hallstatt, Austria are Chinese.
- 4 Read the article and look at the photos again. Answer the questions.
- 1 What's at the top of the Eiffel Tower in Paris, USA?
  - 2 Where is there a theme park with cloned architecture?
  - 3 How are cloned architecture and cloned cities different?
  - 4 What does Thames Town look like?
- 5 🗣️ 🤔 THINK Discuss the questions.
- 1 What buildings or cities around the world do you want to visit?
  - 2 Do you like the idea of cloned cities? Why (not)?
- 6 🗣️ MEDIATION Imagine a friend who doesn't speak English is interested in the photos on this page and asks you some questions about them. Explain what and where they are.



#### EXPLORE IT!

Hallstatt is a UNESCO World Heritage site. What does this mean? Find some UNESCO World Heritage sites in your country. What is special about these places? Tell your class about one.

🔍 Reading extra

## 3.2 Cloned architecture

### Lesson Objectives

Read about copies of buildings and cities around the world

Practise reading for the general idea

Learn about comparative adjectives

### Reading

#### Warm-up

- Revise vocabulary for places in a town by asking questions, e.g. *What can you do at a stadium? What can you see in a museum? Why do people go to a shopping centre?*
- Elicit answers from individual students.

#### Vocabulary check

1

- Give students time to check the meaning of the words. They could do this in pairs.
- Check the meanings with the class, and elicit or give an example of each word in a sentence, e.g. *There are over eight billion people in the world. Scientists can clone some animals.*

**READING HACK!** Read out the information in the *Reading hack*. Then focus on exercises 2, 3 and 4. Tell students that they will have a chance to read the article three times, so they don't need to understand everything the first time they read it. Emphasize that reading a text quickly the first time to understand the general meaning will help them do the more detailed exercises that follow more easily.

**i** Extra practice

2 **24**

- Focus on the photos and elicit what information the captions should include: the name of the building or structure and the place where it is.
- Then focus on the first photo and elicit that it shows the Eiffel Tower. If students suggest it is in Paris, tell them they can check this when they read the article.
- Play the audio for students to read and listen to the article. They could write the captions in pairs.
- Elicit ideas for captions. Then ask a few questions to make sure students understand the general idea of the article, e.g. *What's the article about? What's different about the buildings in the photos?*

#### SUGGESTED ANSWERS

the Eiffel Tower in Paris, USA

Tower Bridge near Madrid / in Parque Europa, Spain

Hallstatt in China

3 **1.1**

- Give students time to complete the sentences.
- Check answers, eliciting the part of the article that confirms each answer.

#### ANSWERS

1 ten 2 30,000 3 1 billion 4 9,000 5 50

4

- Students answer the questions individually.
- Allow them to compare their answers in pairs before you check them with the class.
- **Suggestion for mixed ability:** Ask stronger students to write their answers as full sentences. Weaker students can answer using single words or short phrases.

#### ANSWERS

1 There's a hat.

2 There's a theme park with cloned architecture near Madrid.

3 Cloned buildings are tourist attractions. Cloned cities are tourist attractions and real communities where people live, go to school and work.

4 It looks like a typical British town.

5 **THINK**

- Give students time to think and make notes before they discuss the questions in pairs or small groups.
- Ask a few students to share their ideas with the class.

6 **MEDIATION**

- Tell students that they must use what they have learned to explain to a friend what the photos show.
- Put students into pairs and ask them to take turns to talk about the photos.
- To check answers, ask a few students to explain the photos.

#### SUGGESTED ANSWER

(Students will use their own language.) This isn't the real Eiffel Tower in Paris, France. It's a copy in Paris, in the USA. It's ten times smaller than the real Eiffel Tower. This is a copy of Tower Bridge in a theme park in Madrid, in Spain. This town is in China. It's a copy of Hallstatt, a town in Austria.

#### Optional activity

In groups, students plan their own theme park of famous buildings. Ask them to agree on four or five famous buildings from around the world for their theme park, and discuss why they have chosen each one.

Ask groups in turn to present their theme park to the class. The class could then vote for their favourite.

#### EXPLORE IT!

- You could set this task for homework and ask students to bring the information to the next class. They could work in groups to tell each other what they learned.

**i** Reading extra

# Grammar

## Comparative adjectives

**CONTINUOUS ASSESSMENT** Ask students what they can remember about the Eiffel Tower in Paris, France and the one in Paris, USA. Ask: *What's the difference?* On the board, write the adjectives *big*, *small* and *old* to help students. Elicit a few ideas. Note if students use comparative adjectives, and if they do, how well they use them.

 Grammar animation

### 7

- Students could copy and complete the table in pairs.
- Elicit the answers and write them on the board. Point out the spelling changes: *big* – *bigger* and *easy* – *easier*.

#### ANSWERS

1 smaller 2 bigger 3 easier 4 more popular  
5 more impressive

 Extra grammar practice p 120

### 8

- When you check answers, refer students back to the table in exercise 7 if necessary.
- **Suggestion for mixed ability:** With a weaker class, focus on each of the adjectives in brackets before students do the task and ask: *Long adjective or short adjective? Regular or irregular?* Elicit which comparative adjective is irregular (*further*) and which comparative adjectives have spelling changes.

#### ANSWERS

1 wider 2 noisier 3 older 4 bigger  
5 more expensive 6 further

### 9 25

- Play the audio for students to check their answers.
- Check answers with the class.

#### ANSWERS

Sentences 1, 3 and 6 are true.

### 10

- Elicit the first answer as an example.
- Check answers with the class. Then ask students if any of the sentences are true for them.

#### ANSWERS

1 friendlier than 2 worse 3 more creative  
4 taller than 5 cheaper

### 11

- When students have written their sentences, allow them to compare their answers in pairs before you check them with the class. Encourage students to check the spellings of the comparative adjectives.
- **Suggestion for mixed ability:** Stronger students could write one or two more sentences comparing the two places, using their own ideas.

#### SUGGESTED ANSWERS

Perth, Scotland is more historic.

Perth, Scotland is more interesting.

Perth, Scotland is rainier.

Perth, Australia is smaller.

 Video script available on Oxford Premium

- Play the *Content creator* video to show examples of the grammar being used in context.

### 12

- Ask pairs in turn to share their ideas and opinions of one of the things in the box. Encourage other students to correct any mistakes.

 Grammar practice

#### LEARNING SITUATION STEP 1 (15 minutes)

##### Make a list of places for your quiz

- **If you are short of time:** Make sure each group has chosen a town or city and completed the mind map. For homework, students choose one example from each part of the mind map and write a sentence about it. They should also say why their choice is better than the other examples, e.g. *I think the castle is more exciting than the statue.*

### 1

- Remind students of the project for this unit and explain that they will now start preparing their ideas for it.
- Put them into groups and ask them to have their Learning Journal ready to make notes. Tell them that they will use these notes for the final project task.
- Ask students to brainstorm as many towns or cities as possible and make a list. They then discuss them and choose one.
- Ask groups to tell the class which town or city they have chosen and why.

### 2

- Focus on the mind map and explain that a mind map is a good way of brainstorming different ideas and making notes. Encourage students to include as many ideas as possible at this stage.
- Monitor while they are working and help as necessary.

### 3

- Remind students that when they make decisions as a group, everyone should get the chance to express their ideas, and decisions should involve all group members.

#### Further practice

Workbook pp 26–27

Learning Journal Unit 3

Mixed ability Reading worksheets, Teacher's Resource Book

Mixed ability Grammar worksheets, Teacher's Resource Book

# GRAMMAR

## Comparative adjectives

Grammar animation

- 7 Copy and complete the table with the comparative adjectives. Use the article on page 38 to help you.

We compare two things with a comparative adjective and *than*.

Tianducheng is smaller than Paris.

Hallstatt, Austria is more popular than Hallstatt, China.

	Adjective	Comparative adjective
<b>Short adjectives</b>	small	<sup>1</sup> (...) (than)
	large	larger (than)
	big	<sup>2</sup> (...) (than)
	easy	<sup>3</sup> (...) (than)
<b>Long adjectives</b>	popular	<sup>4</sup> (...) (than)
	impressive	<sup>5</sup> (...) (than)
<b>Irregular adjectives</b>	good	better (than)
	bad	worse (than)
	far	further (than)

EXTRA GRAMMAR PRACTICE p120

- 8 Copy and complete the sentences with the comparative forms of the adjectives in brackets. In pairs, decide which three sentences are true.

### Which three are true?

- Australia is (...) than the moon. (wide)
- Madrid is (...) than London. (noisy)
- Lisbon is (...) than Rome. (old)
- Brazil is (...) than the United States. (big)
- Paris is (...) than London. (expensive)
- Barcelona is (...) north than New York. (far)



- 9 25 Listen and check your answers to exercise 8.

- 10 Complete the sentences with the comparative form of the adjectives in the box. Use *than* when needed.

bad cheap creative friendly tall

- I like the new teacher. He's (...) our old one.
- It's really hot today - (...) than yesterday.
- I like science, but I prefer (...) subjects like art.
- I'm (...) my mum now!
- I don't want to buy this phone in this shop. It's (...) online.

- 11 Look at the photos of Perth in Scotland and Perth in Australia. Write sentences to compare them. Use the adjectives in the box and your own ideas.

historic hot interesting rainy small

Perth, Australia is hotter.



Perth, Scotland



Perth, Australia



CONTENT CREATOR  
How to use it



- 12 Think of two examples of the things in the box and compare your ideas and opinions. Use comparative adjectives.

cafés cities people schools shops

Cities: I think Valencia is bigger than Seville.

Grammar practice

### LEARNING SITUATION STEP 1

Make a list of places for your quiz

WORKBOOK LEARNING JOURNAL p12

- Choose a town or city near your home for your quiz.
- Copy and complete the mind map with ideas of places to ask questions about. Use the places in a town on page 37 to help you.



- 3 Agree on at least six places to ask questions about in your quiz.

Let's ask a question about (the new cinema).

I think (the old cinema) is more interesting.

Write all answers in your notebook

# 3.3 City records

**Lesson Objectives** • Learn adjectives to describe places • Listen to a podcast comparing cities • Learn about superlative adjectives

## VOCABULARY

### Adjectives to describe places

**Vocabulary presentation**

- 1 Match seven pairs of opposite adjectives in the box. You need to use one adjective twice.

beautiful boring bright busy clean  
 colourful dangerous dirty dry exciting  
 modern noisy quiet safe ugly wet

- 2 Which adjectives in exercise 1 are generally negative, positive, or neutral? Copy and complete the table.

Negative	Positive	Neutral
boring	beautiful	

- 3 **MINI WRITING** Think of some places you like and don't like in your town or city. Write sentences and explain why. Use the adjectives in exercise 1.  
*I don't like the shopping centre because it's busy.*  
*I like the cinema because it's modern.*

**Vocabulary practice**

## LISTENING

- 4 **26** Read and listen to the Cities Quiz. Then work in pairs and discuss the answers. Choose a, b or c.
- 5 **27** Listen to the podcast. Check your answers to the quiz.
- 6 **27** Read the sentences below. Then listen to the podcast again and complete each sentence with one word.
- (...) is called 'The City of Light'.
  - Villages near Júzcar are usually (...).
  - Berlin is (...) than Rome.
  - In Mawsynram, India, it rains almost every (...).
  - (...) million people live in Tokyo.
- 7 Answer the questions. Listen again if you need to.
- Why is Paris called 'The City of Light'?
  - Why is the village of Júzcar blue?
  - What position is Berlin on the list of the world's most expensive cities?

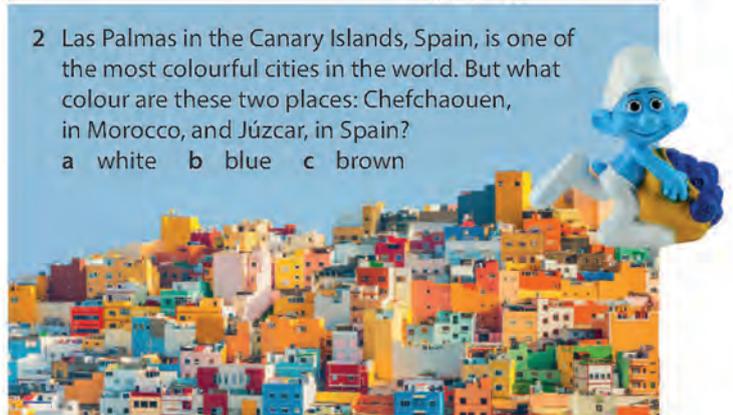
## Test your knowledge:

### The Cities Quiz

- 1 The darkest capital city at night is Pyongyang, North Korea. But which is the brightest city at night?  
 a Las Vegas, USA  
 b Paris, France  
 c Delhi, India



- 2 Las Palmas in the Canary Islands, Spain, is one of the most colourful cities in the world. But what colour are these two places: Chefchaouen, in Morocco, and Júzcar, in Spain?  
 a white b blue c brown



- 3 Which city is the most expensive for tourists?  
 a Berlin, Germany  
 b Rome, Italy  
 c New York, USA

- 4 The driest city in the world is Arica, Chile. It's in the Atacama Desert. But where is the wettest place?  
 a In Colombia  
 b In India  
 c In Egypt



- 5 Which capital city is the safest in the world?  
 a Tokyo, Japan  
 b Sydney, Australia  
 c Amsterdam, The Netherlands

- 8 **MEDIATION** Your friend is doing a project on cities. Email your friend with some interesting facts you learned from the quiz.

### 3.3 City records

#### Lesson Objectives

- Learn adjectives to describe places
- Listen to a podcast comparing cities
- Learn about superlative adjectives

## Vocabulary

### Adjectives to describe places

#### Vocabulary presentation

- You could start the lesson with an interactive task to present the vocabulary.

#### Warm-up

- Write the adjective *big* on the board and ask: *What's the opposite?* Elicit the answer (*small*) and check that students understand *opposite*.
- Continue with a few more simple adjectives, e.g. *hot, old, long*. Students race to say an opposite adjective.

1

- Students could work in pairs to do the matching task.
- Check answers and make sure students understand the adjectives.

#### ANSWERS

beautiful–ugly; boring–exciting; busy–quiet; clean–dirty; dangerous–safe; dry–wet; noisy–quiet

2

- When students have completed the table, elicit answers from the class. If there are differences of opinion, encourage students to justify their ideas.

#### SUGGESTED ANSWERS

Negative: dangerous, dirty, noisy, ugly

Positive: clean, colourful, exciting, safe

Neutral: bright, busy, dry, quiet, modern, wet

**CONTINUOUS ASSESSMENT** Tell students that in exercise 3, they will write sentences about places in their town or city. Read out the task, elicit some useful phrases for talking about likes and dislikes, and write them on the board, e.g. *I like ...*, *I love ...*, *I prefer ...*, *I enjoy ...*, *I don't like ...*, *I hate ...*. Then ask: *What word can you use to give a reason?* Elicit *because* and add it to the board. Encourage students to use a range of language and vocabulary in their sentences, and remind them to give reasons for their opinions.

When you have checked answers, ask students how many different phrases they used for expressing their likes and dislikes.

### 3 MINI WRITING

- When students have written their sentences, allow them to compare their answers in pairs. Then ask a few students to read some of their sentences to the class.

#### SUGGESTED ANSWER

I like the park because it's quiet. I like the market because it's busy and exciting. I don't like the library because it's modern. I think old architecture is more beautiful. I don't like the station because it's dirty.

#### Vocabulary practice

## Listening

### 4 26

- Put students into pairs to do the City Quiz.
- If students ask about the superlative adjectives in the quiz, explain the meaning, but don't deal with the grammar at this point.

### 5 27 Audio script p 129

- Elicit possible answers to each question before you play the podcast for students to listen and check.
- Check answers with the class. Then find out which pair got the most answers correct.

#### ANSWERS

1 a 2 b 3 c 4 b 5 a

### 6 27 Audio script p 129

- Play the audio again and for students to complete the sentences.

#### ANSWERS

1 Paris 2 white 3 cheaper 4 day 5 37

7

- Students could work in pairs to answer the questions.
- Play the audio again if necessary. Then check answers.

#### ANSWERS

- Because it was one of the first cities to get street lights, 200 years ago.
- Because it was in *The Smurfs*.
- It's the tenth.

### 8 **MEDIATION**

- Tell students that they should write a short email to a friend. They should include as many interesting facts as they can.
- Ask a few students to read their emails to the class. Encourage the rest of the class to correct any mistakes.

#### SUGGESTED ANSWER

(Students will write in their own language.) Pyongyang, in North Korea, is the darkest capital city in the world at night. Las Vegas, in the USA, is the brightest city. New York, in the USA, is the most expensive city for tourists. The driest city in the world is Arica, in Chile. Tokyo, in Japan, is the safest capital city in the world.

## Grammar

### Superlative adjectives

 Grammar animation

#### Warm-up

- Revise adjectives to describe places. Put students into pairs and give them two minutes to write down as many adjectives as they can.
- Elicit the words, write them on the board and revise the meanings. See which pair wrote the most words.

9

- Students copy and complete the table. While they are working, copy the table onto the board.
- Elicit answers and add them to the table on the board. Point out that we use *the* before superlative adjectives, and point out the spelling changes: *wettest*, *friendliest*.

#### ANSWERS

- 1 the safest 2 the wettest 3 the driest  
4 the most expensive 5 the most colourful

 Extra grammar practice p 120

10

- When students have completed the superlative forms, check them before they guess the countries.

#### ANSWERS

- 1 the cleanest 2 the safest 3 the most crowded  
4 the happiest

11  28

- Play the audio for students to check their answers.

#### ANSWERS

- 1 the cleanest: Denmark 2 the safest: Iceland  
3 the most crowded: Monaco 4 the happiest: Lithuania

12

- Students complete the sentences individually.
- Then put them into pairs to compare their answers and check the spellings of the superlative adjectives.
- Elicit some sentences from individual students.
- **Suggestion for mixed ability:** Ask stronger students to write two more sentences with superlative adjectives about their family and friends. Alternatively, they could add more information to explain their answers.

#### ANSWERS

- 1 the most creative 2 the best 3 the most responsible  
4 the friendliest 5 the brightest 6 the longest

13

- Students could work in pairs to copy and complete the questions.
- Check answers with the class.

#### ANSWERS

- 1 the biggest stadium 2 the most popular tourist attractions  
3 the worst time 4 the kindest person  
5 the best café 6 the most expensive thing

 Pronunciation bank p 116

14 

- Monitor while pairs are asking and answering, and encourage them to self-correct any mistakes.

#### 15 MINI WRITING

- Tell students they must know the answer to their question. If they have access to the internet in class, ask them to check their facts.
- Ask a few pairs to read out their question and correct any mistakes with the superlative adjectives.
- When they have swapped questions, find out who answered their classmates' question correctly.

#### SUGGESTED ANSWER

Which is the largest city in Europe?

a London b Warsaw c Moscow

#### Optional activity

- Ask students to think about three singers, bands, sports players, etc. and write sentences comparing them, using superlative adjectives.
- Ask students in turn to read their sentences to the class. See if other students agree with their sentences.

#### LEARNING SITUATION STEP 2 (15 minutes)

#### Research some facts and write some questions for your quiz

- **If you are short of time:** Make sure the places on students' lists have got a website. When students have found a fact for each place, they can write the questions for homework and share them in the next class.

1 

- Remind students of the project for this unit and explain that they will now continue preparing their ideas for it.
- Put them into groups and ask them to have their Learning Journal ready to make notes. Remind them that they will use the information in their Learning Journal for the final project task.
- Students look online to find information about the places they chose in Step 1. They should divide the places between them to do the research, and report back to their group.

2

- Students find a fact about each of the places on their list. Encourage them to find an interesting or surprising fact if they can, and note down the source of their information.

3

- Monitor while students are working and help as necessary.

#### Further practice

Workbook pp 28–29

Learning Journal Unit 3

Mixed ability Vocabulary worksheets, Teacher's Resource Book

Mixed ability Listening worksheets, Teacher's Resource Book

Mixed ability Grammar worksheets, Teacher's Resource Book

# GRAMMAR

## Superlative adjectives

Grammar animation

- 9 Copy and complete the table with the superlative adjectives. Use the quiz on page 40 to help you.

We compare three or more things with superlative adjectives.

Which city is the most expensive for tourists?

	Adjective	Superlative adjective
Short adjectives	safe	1(...)
	wet	2(...)
	dry	3(...)
	friendly	the friendliest
Long adjectives	expensive	4(...)
	colourful	5(...)
Irregular adjectives	good	the best
	bad	the worst
	far	the furthest

EXTRA GRAMMAR PRACTICE p120

- 10 Complete the superlative forms. Then guess the countries from the box.

Denmark Iceland Lithuania Monaco

### European records

- : 1(...) country (clean)
- : 2(...) country (safe)
- : 3(...) country (crowded)
- : 4(...) country for young people (happy)

- 11 28 Listen and check.

- 12 Think about your friends and family. Complete the sentences with the superlative form of the adjectives in brackets and choose a person for each sentence.

- ... is (...). (creative)
- ... is (...) singer. (good)
- ... is (...). (responsible)
- ... is (...). (friendly)
- ... wears (...) clothes. (bright)
- ... has got (...) hair. (long)

- 13 Copy and complete the questions with the superlative adjectives and nouns in the box.

bad / time big / stadium expensive / thing  
good / café ~~hot / month~~  
kind / person popular / tourist attractions

What's **the hottest month** of the year in your country?

- Where's (...) in your country?
- What are (...) in your area?
- What's (...) of the day to travel?
- Who's (...) in your family?
- What's (...) in your area?
- What's (...) you own?

PRONUNCIATION BANK p116

- 14 Ask and answer the questions in exercise 13.

What's the hottest month of the year in our country?

I think it's July.

- 15 **MINI WRITING** Write another question for the quiz on page 40 with a superlative adjective and three possible answers. Swap with another pair and choose the correct answer.

Grammar practice

### LEARNING SITUATION STEP 2

Research some facts and write some questions for your quiz

WORKBOOK LEARNING JOURNAL p13

- Look up your list of places from Step 1 online. Have they got a website?
- Plan questions for your quiz. Look at the examples below and write a fact like this about each place on your list.

Place	Fact
Martha's Café	The most expensive item on the menu is €...
North Park	There's a statue of ... It's ... years old.
City Cinema	The cheapest day to watch a film is ...

- 3 Now write a question for your quiz about each place.

- Find the website for Martha's Café.  
What's the price of the most expensive item?
- Find the statue in the centre of North Park.  
Who is the statue of? How old is it?

Write all answers in your notebook

# 3.4 Wellington: A day in the life



**Lesson Objectives** • Learn about daily life in Wellington, New Zealand

## CULTURE 1 Warm-up

- THINK** Look at the photo. What do you think visitors can do here?
- E** Read the information. How does New Zealand compare to your country?



**CULTURE**  
Wellington: A day in the life



Country: New Zealand

Main languages: English and Māori

Population: 5.3 million

Area: 268,000 km<sup>2</sup>

Capital city: Wellington  
(population: 210,000)

New Zealand is in the South Pacific Ocean. It's a long way from anywhere – the nearest country is Australia, over 2,000 km away on a plane. There are two main islands: North Island and South Island. Wellington is the capital, but it isn't the biggest city – that's Auckland.



## ACROSS CULTURES

- VIDEO** Watch the video. Put the places in the order that you see them first.

- |                         |                        |
|-------------------------|------------------------|
| a restaurants and cafés | d Wellington Cable Car |
| b a market              | e Sky Stadium          |
| c a museum              | f Wellington Harbour   |

- VIDEO** Watch the video again. Match places 1–5 to sentences a–e.

- |                        |  |
|------------------------|--|
| 1 the waterfront       | a This takes you to the Botanical Gardens.                         |
| 2 Cuba Street          | b At weekends, there's a market here.                              |
| 3 Te Papa              | c You can watch the 'All Blacks' here.                             |
| 4 Wellington Cable Car | d You can learn about the Māori – the first people in New Zealand. |
| 5 Sky Stadium          | e Lots of people have lunch here.                                  |

- VIDEO** Watch the video again. Answer the questions.

- What world record has Wellington got?
- Which drink is very popular in Wellington?
- What's on the sign in English and Māori?
- Why do you think the New Zealand men's rugby team is called the 'All Blacks'?

- THINK** Answer the questions.

- What things that you enjoy doing can you also do in Wellington? What things can't you do?
- What is good and bad about living in a country that's so far away from other countries?

- MINI WRITING** What is similar about Wellington and where you live? What is different? Write four more sentences.

*Similar: Wellington and my city have got a big stadium.*

*Different: Football matches are more popular than rugby matches in my city.*



## EXPLORE IT!

Choose another town or city in New Zealand. What interesting places has it got?

# WELLINGTON



## 3.4 Wellington: A day in the life

### Lesson Objectives

Learn about daily life in Wellington, New Zealand

### Culture

#### Warm-up

#### Warm-up

- With books closed, ask: *What do you know about New Zealand? Where is it? What big cities are there? What languages do people speak there? What's the weather like? What animals are there?*
- Elicit ideas, but don't confirm them at this stage.

#### 1 THINK

- Focus on the photo and elicit a few possible answers.

#### ANSWERS

##### Students' own answers

#### 2

- Go through the information with the class and check that students understand it.
- Students could work in pairs to compare New Zealand to their country.
- Elicit ideas from a few students.

#### ANSWERS

##### Students' own answers

#### 3 Video script p 134

- Go through the places with the class and check that students understand *cable car* and *harbour*.
- Play the video for students to put the places in order.
- **Suggestion for mixed ability:** With weaker classes, play the video and ask students to put up their hands each time they see one of the places. Pause the video and confirm the place. This will help weaker students follow and understand the video.

#### ANSWERS

1 f Wellington Harbour 2 b a market 3 a restaurants and cafés 4 c a museum 5 d Wellington Cable Car 6 e Sky Stadium

#### 4 Video script p 134

- Give students time to read sentences a–e and check that they understand *Botanical Gardens*.
- Play the video again for students to do the matching task.
- Check answers with the class.

#### ANSWERS

1 b 2 e 3 d 4 a 5 c

#### 5 Video script p 134

- Give students time to read the questions before you play the video again.
- Check answers with the class.

#### ANSWERS

- 1 Wellington is the windiest city in the world.
- 2 Coffee is very popular; Wellington is the coffee capital of New Zealand.
- 3 The word 'Library' is on the sign in English and Māori.
- 4 Because they wear black clothes.

### Across cultures

- In this section, students work towards the competence of cultural awareness. They give further thought to what they have learned from the video, reflecting on a lifestyle that is very different from their own and discussing their thoughts in groups. The mini writing task allows students to further explore these ideas and to consider their own culture in relation to that of the city in the video.

#### 6 THINK

- Put students into pairs to think about the questions and discuss them. Emphasize that there are no right and wrong answers, so students must use their own ideas and imagination to answer.
- Discuss the questions as a class, encouraging as many students as possible to join in.

#### ANSWERS

##### Students' own answers

#### 7 MINI WRITING

- Encourage students to check their sentences for grammar and spelling mistakes. They could then work in pairs to check each other's work.
- Ask a few students to read their sentences to the class.

#### SUGGESTED ANSWER

**Similar:** Wellington and my city have got a lot of restaurants and cafés. Wellington is a beautiful city, and my city is beautiful, too.

**Different:** Wellington is smaller than my city. My city has got older buildings than Wellington.

#### Optional activity

- In pairs, students plan a day in Wellington. Ask them to think of the places they would like to visit and why, and what they can do there. Then ask them to plan the order in which they will visit the places.
- Pairs could present their day to the class, saying which places they want to visit and what they can do there.

#### EXPLORE IT!

- You could set this task for homework and ask students to bring the information to the next class. They could work in groups to tell each other what they learned.

#### Further practice

##### Learning Journal Unit 3

## 3.5 Asking for and giving directions

### Lesson Objectives

- Learn phrases for asking for and giving directions
- Learn to ask for clarification

### Speaking

#### Warm-up

- Ask students to imagine they are visiting a city they don't know. Say: *You want to go to the museum, but you aren't sure where it is. You haven't got a phone. What can you do?*
- Elicit the idea of asking someone for directions.
- Then ask: *What can you say to someone to get directions?*
- Elicit ideas from students, and tell them they are going to practise asking for and giving directions in this lesson.

#### 1 Video script pp 134–135

- Pre-teach *left, right, straight on* and *turn*.
- Give students time to read the places before they watch the video.
- Check answers and ask students if they can remember any of the directions people gave Carlo.

#### ANSWERS

- café, sports centre, science museum
- at the bus stop by the park

#### 2 Video script pp 134–135

- Give students time to study the map. Then play the video again.
- Check answers with the class.

#### ANSWERS

- C a café A the sports centre B the museum

#### 3

- Read out phrases 1–6 in the *Key language* box and make sure students understand them.
- Students then do the matching task.
- Check answers with the class. Then model and drill pronunciation.

#### ANSWERS

- 1 d 2 a 3 b 4 f 5 e 6 c

**SPEAKING HACK!** Read out the *Speaking hack*. Then repeat the expressions asking for clarification and get students to repeat. Encourage them to copy your intonation. Demonstrate by giving a set of directions, e.g. *Go straight on. Then take the third right, and then the second left. Go past the bank. The café is on your left.* Elicit the response: *Sorry, can you say that again?* Then repeat the directions.

#### 4

Elicit the answer. You could play the video again for students to hear the question in context.

#### ANSWER

Sorry, can you say that again, please?

 Dialogue builder

#### 5

- Give pairs time to prepare their dialogues.
- Suggestion for mixed ability:** With weaker classes, prepare an example dialogue before students work in pairs. Choose one of the places on the map and ask: *Excuse me. How do I get to the ...?* Write this on the board and elicit directions from individual students. As they reply, add the directions to the board. Then ask: *Sorry, can you speak more slowly? / Sorry, can you say that again?* Add this to the board. Continue in this way until you have a full example dialogue on the board.

**CONTINUOUS ASSESSMENT** Before students do exercise 6, model an example dialogue with a confident student. Get the student to ask for directions. Then give directions, using gestures to show directions as you speak. Encourage students to stand up to perform their dialogues and use gestures, as people often do in real life. When they have finished, ask some students how difficult they found it to give directions realistically.

#### 6

- Monitor while students are performing their dialogues and check that they are using phrases from the *Key language* box correctly.

 Real Talk, Active Learning Kit Unit 3

### Students' wellbeing

- Emphasize that if students are in a city they don't know and need directions, they should be cautious about who they ask for help. Discuss as a class who it is safe to ask, e.g. people working in a shop, a police officer.
- Remind them that they should always be aware of their safety and never put themselves into dangerous situations with people they don't know.

### LEARNING SITUATION STEP 3 (10 minutes)

#### Write more questions for your quiz using directions

- If you are short of time:** Make sure students have a map and have decided on places to start and places to get to. They write the first set of directions in class. Each group member writes another set of directions for homework. Group members share their directions in the next class.

#### 1

- Remind students of the project for this unit and explain that they will now continue preparing their ideas for it.
- Put them into groups and ask them to have their Learning Journal ready to make notes. Remind them that they will use the information in it for the final project task.
- In their groups, students look online to find a map of the town or city they chose for their quiz.

#### 2

- Students write the questions for the quiz.
- Monitor while they are working and help as necessary.

### Further practice

Learning Journal Unit 3

Real Talk, Active Learning Kit, Unit 3

# 3.5 Asking for and giving directions

**Lesson Objectives** • Learn phrases for asking for and giving directions • Learn to ask for clarification

## SPEAKING



**VIDEO INSPO** **SPEAKING**  
How do I get to ... ?

- VIDEO** Watch the video. Answer the questions.
  - Which three different places does Carlo give directions to?
  - Where is Carlo's friend at the end?
- VIDEO** Watch the video again. Match the three places from exercise 1 to places A–C on the map above.
- Match phrases 1–6 in the *Key language* with the pictures.

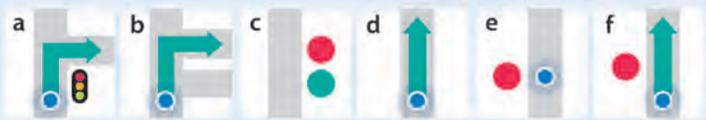
### KEY LANGUAGE

#### Asking for directions

Excuse me. Is there a (library) near here?  
Excuse me. How do I get to the (station)?

#### Giving directions

- |                                       |  |
|---------------------------------------|--|
| 1 Go straight on.                     | 4 Go past the (café).                        |
| 2 Turn right at the (traffic lights). | 5 It's on your left.                         |
| 3 Take the second right.              | 6 The (sports centre) is next to the (park). |



- Read the *Speaking hack*. Which question do you hear in the video?

### **SPEAKING HACK!**

#### Asking for clarification

If you don't understand something, ask the person to speak more slowly or say it again.  
Sorry, can you speak more slowly?  
Sorry, can you say that again, please?

**Dialogue builder**

- Prepare dialogues with directions to places 1–4. Use the map and the model below. Make notes.**

- the supermarket
- the stadium
- the park
- the train station

**Student A** Choose a place. Ask **Student B** how to get there.

**Student B** Give directions.

**Student A** Ask for clarification.

**Student B** Repeat the directions.

**Student A** Say 'Thank you.'

- Perform your dialogues. Use your notes from exercise 5. Then swap roles.**

**Real Talk** ➔ **Active Learning Kit Unit 3**

### LEARNING SITUATION STEP 3

Write more questions for your quiz using directions

➔ **WORKBOOK LEARNING JOURNAL p14**

- Find a map of the town or city for your quiz.**
- Write some questions for your quiz that use directions to find the answer. Choose a place to start and a place to get to.**

*You are in the main square, in front of the statue. Take the first left. Then take the second left. Go straight on. Which square are you in now?*

Write all answers in your notebook

## 3.6 My home city

**Lesson Objectives** • Write a description of a place • Use capital letters correctly

### WRITING A description of a place

1 Read Laurie's description of his home city, Ely. Which activities does he talk about?

- a shopping
- b visiting the university
- c watching a film
- d playing in the park
- e swimming

This is Ely, a small city in the east of <sup>1</sup>England. The city's most popular attraction is Ely Cathedral. It's a beautiful and historic building and 250,000 people visit it every year.

Ely is quiet, but I'm never bored there. There's a sports centre with a pool, called 'The Hive' and there's a cinema with six screens. On <sup>2</sup>Saturday or Sunday, I often go the market with my friends. There are lots of interesting stalls.

<sup>3</sup>The nearest city to Ely is Cambridge. The train takes 15 minutes. Cambridge is bigger and busier than Ely and it's more famous because of <sup>4</sup>Cambridge University. But <sup>5</sup>I prefer Ely because the people are friendlier and the shops are cheaper!



2 Read the *Writing hack*. Match the underlined words 1–5 in Laurie's description with the rules a–e below.

#### WRITING HACK!

##### Capital letters

We use capital letters at the start of these words:

- a the first letter of a sentence
- b countries, nationalities and languages
- c days and months
- d names of people and places
- e the pronoun 'I'

3 Write sentences 1–5 again. Use capital letters where you need them.

- 1 i live in christchurch, a city in new zealand.
- 2 on saturdays i go shopping with my friend, eva.
- 3 the Prado is one of the most famous museums in Spain.
- 4 my birthday is in July, so i always have a beach party.
- 5 the Sagrada Família is a historic cathedral in Barcelona.

1 Writing extra

### WRITING PLANNER

#### A description of a place

##### PLAN

- 4 Think about the place where you live. Make notes.
- Where is it? Is it a village, a town or a city?
  - What is it most famous for?
  - What other interesting places are there? What do you like doing there?
  - What's another city near to your home? How is it different to where you live?

##### WRITE

5 Follow the structure of Laurie's description to help you.

**Paragraph 1** Introduction

*This is ... It's a village/town/city in ...*

*... people visit it every year.*

**Paragraph 2** Places you go to and things you like doing

*There's a ...*

*On ..., I often go to ...*

**Paragraph 3** Comparisons with another town or city

*The nearest city is ...*

*I prefer ... because*

##### CHECK

- 6 Read your work.
- Check your use of comparative and superlative adjectives.
  - Check your spelling and punctuation.
  - Check your use of capital letters.

## 3.6 My home city

### Lesson Objectives

- Write a description of a place
- Use capital letters correctly

## Writing

### A description of a place

#### Warm-up

- With books closed, ask: *What places are there in your town or city?* Elicit the names of a few places and write them on the board, e.g. *shopping centre, cinema, stadium*.
- Point to one of the places and ask: *What adjectives can you use to describe it?* Elicit a few adjectives and add these to the board, e.g. *modern, busy, clean*.
- Then ask: *Can you compare two of the places?* Elicit a few ideas, e.g. *The shopping centre is bigger than the cinema*. Write them on the board.
- Remind students that they have learned words for places in a town and adjectives to describe them, and they have also learned how to compare things. They can now use all this language to write a description of a place.

1

- Check answers with the class. Then ask: *Is Ely similar to your city or different? In what ways?*

#### ANSWERS

a, c, e

**WRITING HACK!** Read out the *Writing hack* and discuss any differences between the way capital letters are used in English and the students' language.

2

- Students do the matching task.
- Check answers with the class.

#### ANSWERS

1 b 2 c 3 a 4 d 5 e

3 

- To check answers, ask volunteers to write the sentences on the board. For each sentence, elicit which words need a capital letter and why.

#### ANSWERS

- I live in Christchurch, a city in New Zealand.
- On Saturdays I go shopping with my friend, Eva.
- The Prado is one of the most famous museums in Spain.
- My birthday is in July, so I always have a beach party.
- The Sagrada Familia is a historic cathedral in Barcelona.

 Writing extra

**CONTINUOUS ASSESSMENT** Ask students to look at the description in exercise 1 again. Ask them to find examples of adjectives for describing places, e.g. *beautiful, historic, quiet, interesting*. Then ask them to find examples of comparative adjectives, e.g. *bigger, busier, more famous*, and superlative adjectives, e.g. *the (city's) most popular*. Emphasize that when they do the writing task, they will have the chance to use all the language they have learned in the unit.

Encourage students to think about the language they can use as they plan and write their description. When they have finished and checked their work, ask if they managed to include everything.

## Writing planner

### 4 PLAN

- Remind students that at the planning stage, they should make notes and not write full sentences.
- Monitor while students are working and help as necessary.

### 5 **WRITE**

- Go through the structure and prompts with the class, and point out how they match the structure and language of the description in exercise 1.
- Students then write their description.

### 6 **CHECK**

- Remind students always to check their writing for language and spelling mistakes.
- Students could check their work individually or in pairs.

## Optional activity

- Put students into pairs and ask them to make notes on their ideal place for a holiday. They should think about what places they can visit there, what interesting things they can do, and why the place is ideal for a holiday.
- Pairs present their places to the class. The class can then vote on the place they would most like to visit.

## Further practice

Workbook pp 30–31

Learning Journal Unit 3

## Language summary 3

This page summarizes the vocabulary, grammar and useful language taught in the unit. Encourage your students to spend time revising and testing themselves on the language they have learned.

### Summary of further practice

Make sure your students use the extensive course material provided. This includes:

#### Student's Book:

Review, Unit 3 p 110

Extra grammar practice Unit 3, p 120

#### Workbook:

Grammar, Vocabulary, Listening, Reading and Writing practice, pp 25–31

Unit 3 Review, p 32

#### Active Learning Kit:

Unit 3 i-Progress Check

Unit 3 Grammar Practice

Unit 3 Real Talk

Book Club

#### Tests and resources available on Oxford Premium:

Unit 3 Mixed ability worksheets (Grammar, Vocabulary, Reading and Listening) [Basic], [Standard] and [Challenge]

Unit 3 Tests [Basic], [Standard] and [Challenge], available as a PDF and in editable Word format

There are cumulative tests for End-of term and End-of year. Remind students to also look back at all units.

#### Reflection and goal-setting

##### Learning Journal

This section of the Workbook gives students the opportunity to reflect on their learning and progress, to gain an awareness of how they learn and to set goals for future learning.

Unit 3 pp 12–15

# Language summary 3

## VOCABULARY

### Places in a town

➡ STUDENT'S BOOK p37

bridge	restaurant
car park	shop
cinema	shopping centre
hospital	sports centre
market	square
museum	stadium
park	station

### Adjectives to describe places

➡ STUDENT'S BOOK p40

beautiful	dry
boring	exciting
bright	modern
busy	noisy
clean	quiet
colourful	safe
dangerous	ugly
dirty	wet

## SPEAKING

### Asking for and giving directions

➡ STUDENT'S BOOK p43

- Excuse me. Is there a (library) near here?
- Excuse me. How do I get to the (station)?
- Go straight on.
- Turn left / right at the (traffic lights).
- Take the first / second left / right.
- Go past the (café).
- It's on your left / right.
- The (sports centre) is next to the (park).

## GRAMMAR

### Comparative adjectives

➡ STUDENT'S BOOK p39

Spelling rules	Adjective	Comparative
Short adjectives: Add <i>-er</i>	fast	faster
Short adjectives ending in <i>-e</i> : Add <i>-r</i>	safe	safer
Short adjectives ending consonant + vowel + consonant: double the last consonant and add <i>-er</i>	big	bigger
Adjectives ending in <i>-y</i> : remove <i>-y</i> and add <i>-ier</i>	busy	busier
Long adjectives: <i>more</i> + adjective	colourful	more colourful
Irregular adjectives	good bad far	better worse further

### Superlative adjectives

➡ STUDENT'S BOOK p41

Spelling rules	Adjective	Superlative
Short adjectives: Add <i>-est</i>	fast	the fastest
Short adjectives ending in <i>-e</i> : Add <i>-st</i>	safe	the safest
Short adjectives ending consonant + vowel + consonant: double the last consonant and add <i>-est</i>	big	the biggest
Adjectives ending in <i>-y</i> : remove <i>-y</i> and add <i>-iest</i>	busy	the busiest
Long adjectives: <i>the most</i> + adjective	colourful	the most colourful
Irregular adjectives	good bad far	the best the worst the furthest

# PROJECT 3

Make a quiz about your local area or a nearby city

PROJECT  
INSPO
**YOUR PROJECT INSPO**  
A quiz about our local area


## REVIEW

- VIDEO** Watch *Your project inspo*.  
Match questions a–c to quiz questions 1, 3 and 5.
  - Where is the most colourful street in York?
  - What is the shortest street in York?
  - What museums are there in York?
- Look back at your *Learning situation* steps. Do you want to make any changes to your quiz questions or add any new ones? Use the *Key language* to help you.

**STEP 1** Places to write questions about

**STEP 2** One question about each place

**STEP 3** A question or two with directions



## KEY LANGUAGE

### Discussing changes

Do you think our question about (the station) is very easy / difficult?

I want to make our question about (the statue) easier / more difficult.

I think our best questions are ...

I think our quiz is short / long. I want to make it longer / shorter.

## CHOOSE

- Decide how you want to present your quiz. Use the ideas in the box or your own ideas.
 

a leaflet   a map   a poster  
 question cards   a slideshow
- Make a list of photos or pictures that you can add to your quiz.

## PROJECT BOOSTER

### More ideas for your quiz

- Add some photo questions to your quiz.
- Add web links to your quiz.

## PREPARE

- VIDEO** Watch the *Project skills* video. Complete the tips with one word.

### PROJECT SKILLS

#### Checking facts carefully

- Make sure you use the correct (...) in English.
- Check your (...) are up-to-date.
- Check your (...) is the one you want.

VIDEO  
INSPO
**PROJECT SKILLS**  
Checking facts carefully


## Learning situation – How can we explore where we live?

### PROJECT 3

#### Make a quiz about your local area or a nearby city

##### Project choice

- The project model shows a quiz, and the notes in this section reflect that, but students could also present their work in different ways, depending on your classroom situation, e.g. they could give a talk, or prepare a brochure for tourists coming to their area or city.

##### Project extension ideas

- Students could make a poster advertising their town, city or area for tourists, giving details of the things to see and do there.

##### REVIEW

###### 1 Video script p 134

- Remind students that they watched *Your project inspo* at the start of the unit. Elicit what they can remember about it.
- Remind students that they have been preparing for the project in the *Learning situation* activities throughout the unit.
- Read out the *Learning situation* question. Then play *Your project inspo* again.
- Check answers to the questions with the class.

##### ANSWERS

- a the Shambles
- b Whip-Ma-Whop-Ma-Gate
- c the Railway Museum

###### 2

- Students work in their groups to look back at the *Learning situation* steps and check that they have all the parts of the project they have prepared.
- Give students time to make changes or add more ideas if they want to.
- Focus on the phrases in the *Key language* box and encourage students to use them in their discussions.

##### CHOOSE

###### 3

- Read out the possible ways of presenting the quiz and decide with students how they should present theirs.

###### 4

- Go through the *Project booster* with the class.
- Students then discuss in their groups what to include in their quiz.

##### PREPARE

###### 5 Video script p 135

- Give students time to read the sentences in the *Project skills* box.
- Play the *Project skills* video for students to watch and complete the tips.
- Check answers. Then go through the tips with the class and make sure students understand them.

##### ANSWERS

- 1 spelling 2 numbers 3 picture

## CREATE

6

- Monitor while students are writing their final questions and help as necessary.

7

- Groups now follow the instructions and create their quiz.
- Monitor and help as necessary.

## SHARE

8 

- Groups swap quizzes and do the quiz they have been given. You could set a time limit to make it more competitive.

9

- Groups work together to check answers.
- Find out which groups got the most correct answers.

10 

- Remind students that good feedback is important because it helps us to improve, so they should give honest answers, but at the same time, feedback should also be positive and encouraging, e.g. *The questions were easy, but the pictures were great!*

## REAL WORLD

- Focus on the question and example in the *Real world* box.
- Discuss with the class more ideas for how they could share their quiz with other students, e.g. they could put it on the school website.

## REFLECT

11

- Remind students that the reflection tasks are a chance for them to look back at what they have learned in the unit, think about what they have achieved, and what they could improve.
- Students could work in groups to discuss the question.
- Have a brief class discussion.

12

- Students reflect individually on what they did well and what they can improve.

### Optional activity

- Point out to students that they have worked together in a group to discuss, make decisions and create a quiz.
- Ask students to think about their group members and note down one thing that each group member did well.
- Put students back into their groups to share their feedback with each other.

### Further practice

#### Learning Journal Unit 3

## CREATE

- 6  Write your final questions for your quiz. Use the tips in the *Project skills* video to check the facts.
- 7  Create your quiz. Follow the instructions.
  - Find maps and photos of places online. Print or download them.
  - Label the places on your map with the numbers for each question.
  - Add your questions.
  - Add a title.
  - Use bright colours to make your quiz attractive.



## SHARE

- 8 Swap your quiz with another group and do their quiz. Look online to find the answers.
- 9  Work with the other group and check your answers to their quiz. Which group got the most correct answers?
- 10 Copy and complete the information about the other group's quiz.

How many correct answers?	
The easiest question	
The most difficult question	
The most interesting fact about the place where we live	
The most surprising fact about the place where we live	



### REAL WORLD

How can you share your quiz with other students?

We can give the quizzes to other classes.

## REFLECT

- 11 Think about the question: *How can we explore where we live?* How can a quiz help us to do this? What other ideas are there in this unit?
- 12 Think about your project work in this unit. Read the statements and choose your reaction.



1 Our group can write clear quiz questions.



2 Our group can present quiz questions in an interesting way.



3 Our group can make decisions about what questions to include.



4 I can think of different ways to explore where I live.



## Unit 3

## READING

1 Read the travel guide about Prague. Choose the correct option.

- |                   |                 |
|-------------------|-----------------|
| 1 a smaller       | 5 a hospital    |
| b smallest        | b square        |
| c the smallest    | c shop          |
| d small           | d stadium       |
| 2 a cheap         | 6 a museum      |
| b cheaper         | b car park      |
| c cheapest        | c park          |
| d the cheapest    | d restaurant    |
| 3 a shops         | 7 a the largest |
| b museums         | b larger        |
| c markets         | c large         |
| d stations        | d largest       |
| 4 a bridge        | 8 a stadiums    |
| b cinema          | b bridges       |
| c shopping centre | c restaurants   |
| d sports centre   | d hospitals     |

Prague is an amazing city. It's <sup>1</sup>(...) than Rome or Paris, but it's very popular with tourists from all over the world. It's easy to travel there by train from many cities – it's often <sup>2</sup>(...) than flying and it's better for our planet! There are four train <sup>3</sup>(...), but most visitors arrive at the biggest one, which has a beautiful hall. Popular tourist attractions in Prague include the famous stone <sup>4</sup>(...) over the Vltava River. There's also the historical clock on the Old Town Hall. It's in a large <sup>5</sup>(...), which also has some restaurants and cafés. Probably the most famous <sup>6</sup>(...) is called Letná – it's one of <sup>7</sup>(...) green areas in the city. When you want to eat, there are some amazing <sup>8</sup>(...) where you can try local food.



2 Read the travel guide again and complete the sentences. Write one or two words.

- Rome and Paris are (...) than Prague.
- Flying to Prague is often more (...) taking the train.
- Flying is (...) for our planet than travelling by train.
- The biggest station is also very (...).
- Letná is (...) than the other green areas in Prague.

## LISTENING

3 Listen to 56. Listen and number photos a–d in the order that you hear them.



4 Listen to 56 again. Are the sentences true or false? Use an opposite adjective to correct the false sentences.

- Manchester is bigger than London.
- The speaker thinks the tour of the football stadium is boring.
- The speaker doesn't think Manchester is the most beautiful place he knows.
- It's wetter in Manchester than other places in England.
- The shopping centre is usually quiet.
- The speaker thinks Manchester is an exciting place to live.

## WRITING

- 5 Write 5–6 sentences about your favourite town or city. Use the questions to help you.
- Where is it?
  - Is it smaller or bigger than most towns or cities?
  - Is it quieter than other towns and cities or busier and more exciting?
  - Is it the most interesting or most beautiful town or city you know? Why?
  - What can you do and see there?
  - Is it more popular with tourists than other places?

*My favourite city is Venice – it's in Italy, of course. In my opinion, it's the most beautiful city in Italy.*

## Review Unit 3

### Warm-up

- With books closed, write the following headings on the board: *Places in a town* and *Adjectives to describe places*. Remind students that these are the two vocabulary topics they studied in this unit.
- Elicit a few examples of each vocabulary set, e.g. *hospital, museum, square; busy, dirty, quiet*.
- Put students into teams and challenge them to remember as many of the words as they can.
- Find out which team has the highest number of words, and invite them to read out their lists. Write them on the board. Then invite other teams to suggest any words they have missed out.
- You could refer students back to the unit to see if there are any words they missed.

### Reading

1

- Focus on the photo and ask: *Which city do you think it is? What's the name of the river?* Encourage students to guess, but don't confirm their answers.
- Then ask them to read the travel guide quickly, ignoring the gaps, to check (the city is Prague, and the river is the Vltava).
- Students then complete the travel guide individually.
- Check answers with the class. If students have made mistakes with comparative and superlative forms, briefly review the rules for their formation and use.

#### ANSWERS

1 a 2 b 3 d 4 a 5 b 6 c 7 a 8 c

2

- When students have completed the sentences, check answers with the class, eliciting the part of the text that confirms each answer.

#### ANSWERS

- 1 bigger / larger
- 2 expensive than
- 3 worse
- 4 popular / beautiful
- 5 bigger / larger

### Listening

3  56 Audio script p 131

- Focus on the photos and elicit what they show (a cinema, a stadium, a market, a museum).
- When you have played the audio, allow students to compare their answers in pairs before you check with the class.
- If necessary, play the audio again to check the answers and pause to confirm each answer.

#### ANSWERS

b, d, c, a

4  56 Audio script p 131

- Give students time to read the sentences before you play the audio again.
- Check answers with the class. If necessary, play the audio again and pause to confirm each one.
- **Suggestion for mixed ability:** Stronger students could decide if the sentences are true or false and correct them from memory before they listen again to check their answers.

#### ANSWERS

- 1 False. It's smaller than London.
- 2 False. The speaker thinks it's interesting.
- 3 True
- 4 True
- 5 False. It's usually busy / noisy.
- 6 True

### Writing

5

- Go through the questions with the class and make sure students understand them.
- When students have written their sentences, put them into pairs to compare and help correct any mistakes.
- Ask students in turn to read their sentences to the class.
- **Suggestion for mixed ability:** With weaker classes, read out each question in turn and elicit or give an example answer before students write their sentences individually.

#### SUGGESTED ANSWER

My favourite city is Venice – it's in Italy, of course. In my opinion, it's the most beautiful city in Italy. It's smaller than a lot of other cities, but it's also more popular with tourists, so it's busier and more exciting. It's got a lot of important and beautiful buildings. Venice is one of the most beautiful cities in the world!

#### Optional activity

- Students write sentences about a city they want to visit. They can use the questions in exercise 5 to help them.

### Unit 3

#### Comparative adjectives

1 ☆☆☆ Copy and complete the table with the comparative form of the adjectives in the box.

bad difficult dry good important  
long nice thin wet

Short adjectives	1(older)
Short adjectives → double consonant	2(...)
Adjectives -y → -ier	3(...)
Long adjectives	4(...)
Irregular adjectives	5(...)

2 ☆☆☆ Correct the mistakes in bold.

The library is **old** than the cinema. **older**

- My bag is small. I need a **biggest** bag for school.
- This video is **most** modern than that film.
- Tom is **younger** than his friend, Zach.
- Our flat is **near** to the park than your house.
- Pens are often **expensive** than pencils.
- This game is **more bad** than the last game.

3 ☆☆☆ Use the words to write sentences. Use comparative adjectives and *than*.

Polish / difficult / French

*Polish is more difficult than French.*

- The shopping centre / new / market
- Dogs / friendlier / cats
- The new stadium / impressive / the old one
- The traffic / bad / in the afternoon / in the morning
- Running / tiring / swimming

4 ☆☆☆ Write sentences comparing two things. Use the words in the box and adjectives from exercises 1 and 2 to help you with ideas.

city country favourite player favourite singer  
favourite team restaurant school street town

*Ireland is wetter than Spain.*

#### Superlative adjectives

5 ☆☆☆ Choose the correct answer.

My friend Adam is (...) person in our school.

- a the creative c most creative  
b the most creative

- The market is (...) place in our street.  
a the noisiest c the more noisy  
b most noisy
- This is a photo of (...) bridge in my country.  
a longest c the longest  
b the longer
- Is January (...) month of the year?  
a the wettest c the wetter  
b wettest
- This is (...) video game in the world!  
a worst c the worse  
b the worst

6 ☆☆☆ Complete the questions with the superlative adjectives.

What is **the most interesting** film at the cinema? (interesting)

- Where is (...) statue in the city? (old)
- Who is (...) actor in your class? (good)
- What is (...) station near here? (busy)
- Where is (...) building in your city? (impressive)
- Which is (...) café in the park? (nice)

7 ☆☆☆ Complete the comments with the comparative or superlative form of the adjectives in the box. There are two adjectives you don't need.

big bad cheap dangerous dry  
far good late modern near

Hi! I'm new to this town. Where is **the best** place to buy pencils and notebooks for school? **nb2**

Go to Paper Products - it's (...) shop to the school and it's open (...) than the other shops - it closes at 6.30pm. The things there are (...) than in some of the older, more traditional shops. **MT**

Pen & Paper is (...) than most shops in town - you can find a lot of things there. The prices are great, too - it's (...) shop in town. **TKG**

The supermarket is cheap too, but it's 20 minutes' walk from the school, so it's (...) than the other places. Be careful when you go across the busy street there - it's (...) road in our town. **Jac04**

## Unit 3

### ANSWERS

- 1  
1 longer 2 thinner / wetter 3 wetter / thinner  
4 drier 5 more difficult / more important  
6 more important / more difficult 7 worse / better  
8 better / worse

- 2  
1 bigger 2 more 3 than 4 nearer  
5 more expensive 6 worse

- 3  
1 The shopping centre is newer than the market.  
2 Dogs are friendlier than cats.  
3 The new stadium is more impressive than the old one.  
4 The traffic is worse in the afternoon than in the morning.  
5 Running is more tiring than swimming.

- 4  
Students' own answers

- 5  
1 a 2 c 3 a 4 b

- 6  
1 the oldest 2 the best 3 the busiest  
4 the most impressive 5 the nicest

- 7  
1 the nearest 2 later 3 more modern 4 bigger  
5 the cheapest 6 further / farther 7 the most dangerous