

6 Modern life

Unit profile

Vocabulary: City life

Reading: Eco heroes

Grammar: *some/any, much/many, a lot of, a few / a little*

Vocabulary: Compounds: noun + noun

Listening: An interview

Speaking: Agreeing and disagreeing

Narrator: c

There's a lot of pollution in my city, so some people wear a mask over their mouth and nose, so they don't breathe in the dirty air.

Narrator: d

The public transport in my city is very good. You never have to wait more than a few minutes for a bus.

Narrator: e

The big problem in my city is the traffic. There are so many cars on the roads. It's always busy, and there are often traffic jams.

Warmer

Write these questions on the board: *Do you like where you live? Why / Why not? Have you ever lived in a different place? Which place did you prefer? Why?*

Put students into small groups to discuss the questions before discussing them as a whole class. Encourage them to give reasons for their answers, and to ask each other 'Do you agree?' and 'What do you think?' to keep the discussion going.

Your profile

If your students live in a city, ask 'Do you like living in a city? Why / Why not?' If they don't live in a city, ask 'Would you like to live in a city? Why / Why not?'

Put students into pairs. Tell them to write the heading *Living in a city* on a piece of paper and to divide the page into two columns; one with the heading *Good things* and one with the heading *Bad things*.

Give them three minutes to make a list of the good and bad things about living in a city (they do not need to write full sentences). You could give weaker students prompts, e.g. traffic, noise, number of shops.

Then put pairs into groups of four to compare their lists. Share some ideas as a class.

Answers

a bin, graffiti, rubbish **b** crowd, street market **c** pollution
d public transport **e** traffic jam

2 Tell students to look at the words in exercise 1 again. Hold a brief class discussion about the things they see where they live.

Elicit what problems may be connected to some of the things in the box. Ask them to work in pairs to discuss how to solve these problems. Invite different pairs to share their ideas with the class.

3 Ask students to work with their partner to match 1–5 to a–e. Monitor and help as they are working.

Invite different pairs to read out the sentences. One person reads out the first half, and their partner reads out the second half.

Answers

1 d **2** a **3** b **4** e **5** c

4 Tell students to look at the words in blue in exercise 3. Elicit their meanings and drill pronunciation, paying attention to *fountain* /'faʊntɪn/ and *pedestrian* /pɪ'destrɪən/. Then ask them to read the definitions and find the words which match them. Allow students to compare their answers with a partner before checking as a class.


Answers

1 apartment block **2** fountain **3** pedestrian crossing
4 bridge **5** department store

5 Ask students to think about where they live. Set a short time limit for them to describe it to their partner, using as many words from exercises 1 and 3 as possible. Monitor and give positive feedback, especially when these words are used.

Ask different students to tell the class about where their partner lives.

VOCABULARY City life

1  **1.20** Tell students to look at the pictures. Ask 'What can you see?' Don't worry if they do not have the vocabulary to describe the pictures in detail at this point.

Refer students to the words in the box and check meaning by asking stronger students to explain them. Drill pronunciation, especially of *graffiti* /grə'fi:ti/ and *pollution* /pə'lju:ʃən/ and then tell students to match the words to the pictures.

Play the recording for them to check their answers.

Audioscript

Narrator: a

Some parts of my city aren't very nice. There are lots of bins, with rubbish in them. There's sometimes rubbish on the ground, too. And there's a lot of graffiti on the walls.

Narrator: b

There are always crowds of people at the street market. Everyone loves going there to meet people and buy things.

READING

- 1 Briefly elicit some problems of living in a city.
Tell students that they are going to read about two teenagers who have solved similar problems by inventing something.
Ask them to look at the title of the article and the pictures and to guess what the teenagers invented.
Set a short time limit for students to scan the article quickly to find out whether their ideas are correct.

Answers

Ben invented the Uno, an electric scooter.
Emily invented a fridge that doesn't use any electricity.

- 2 Put students into pairs to try to predict the missing information before they read the article again. Read each sentence as a class and ask which parts of speech fit the space (e.g. noun, adjective or verb, and the forms of any verbs). Encourage students to explain their answers.
Students read the article again and complete the sentences. Remind them to read carefully to find the answers. Check answers by inviting different students to read out the completed sentences.

Answers

1 Beijing, China; Canada 2 more petrol 3 air pollution
4 electricity 5 watching TV 6 keep 7 little water 8 costs

- 3 Tell students to look at the highlighted words in the text.
Ask them to work in pairs to guess the meaning of the words from the context. Feed back as a class.
Ask students to read the definitions, and to match them to the highlighted words. They can try replacing the highlighted word with the definition to check whether the answer is correct. Check answers.

Answers

1 heat 2 produce 3 Instead of 4 improved 5 amazed
6 shocked

Talking points

Divide the class into groups of four. Give each group one of the questions to discuss (if you have internet access, students can research their ideas online). Reorganise the groups, so that there is a pair who discussed the first question and a pair who discussed the second question. Ask them to share what they discussed and encourage them to talk about their own ideas for each question (e.g. reducing their carbon footprint, using alternative sources of energy; governments providing grants for young inventors). Share some ideas as a class.

EP Word profile

Ask 'What does *light* mean?' Students may already know that it has different meanings and functions, including its use as a noun or adjective.
Tell them to read the three sentences and decide which part of speech *light* is in each one (sentences 1 and 3 = adjectives; sentence 2 = noun). Put students into pairs to decide what *light* means in each sentence.
Invite students to share their ideas. Then ask them to rewrite sentences 1 and 3 without using the word *light* (e.g. Scooters are not as heavy as cars and they are easier to drive; The traffic isn't very heavy).
Monitor as students complete the exercises on page 124. Check answers.

Answers

1 c (start flames) 2 f (equipment) 3 b (brightness)
4 e (not much) 5 a (bright) 6 d (not heavy)

GRAMMAR *some/any, much/many, a lot of, a few / a little*

- 1 Books closed. Draw a simple picture of a living room on the board. Include different quantities of items, for example, a large pile of magazines, a small pile of CDs, some books on a shelf. Ask questions about the room, e.g. 'Are there any magazines?' and 'Are there a lot of magazines?' to elicit *yes* or *no*. Use gesture where necessary to indicate *a lot of*, *a few* and *some*.
Books open. Ask students to read the sentences. Complete the rules as a class.

→ Grammar reference Student's Book page 143

Answers

a some b any

- 2 Tell students to look at sentence 1 and ask 'Is it positive or negative?' Repeat for the rest of the sentences. Students complete them, using *some* or *any*. Allow them to compare their answers with a partner.
Check answers. Nominate a student to read the first sentence and name another student to read out the response. Continue until all the sentences and responses have been read out.

Answers

1 A some	3 A some
B any	B any
2 A any	4 A any
B some	B some

Extension activity

Brainstorm a list of items which students have in their bedroom on the board, e.g. books, magazines, CDs, posters, games. Tell them to draw a picture of their bedroom, including some of the items on the list, but leaving out two or three.

Put students into pairs to ask and answer questions about their bedrooms, using the list on the board. Encourage them to ask 'Have you got any ...?' and answer 'Yes, I've got some ...' or 'No, I haven't got any ...'.

- 3** Books closed. Draw another picture on the board. This time draw a kitchen cupboard with the door open. On the shelves put some food items in different quantities, for example, a lot of apples, a few tins of soup, a small piece of cheese, a bottle of water with only a little left, one or two strawberries.

Tell students about the food in the cupboard. Say, for example, 'There are a lot of apples, There are a few tins of soup, There's a little cheese, There isn't much water, There aren't many strawberries'. Make sure you include examples of *much*, *many*, *a lot of*, *a few* and *a little*. Leave the picture on the board, as you will need it in exercise 4.

Books open. Put students into pairs to read the sentences and complete the rules.

Invite different students to read out each completed rule and its example sentence.

Answers

a much; a lot of **c** a little; a few

- 4** Refer students to your drawing on the board and ask 'Can you count apples?' and 'Can you count water?' Explain that to help them to decide, they should think about whether they can make the word plural by adding -s. Refer students to the underlined words in exercise 3. Tell them to decide in pairs whether the words are countable or uncountable. Point out that the word *people* is uncountable because it is the plural form of *person*.

Answers

Countable: cities, hours

Uncountable: traffic, people, petrol, water

- 5** Ask students to look at the table and the words used with uncountable nouns. Give them a few minutes to write a sentence using each of the words or phrases. Invite confident students to write their sentence on the board, leaving a gap for the class to complete with *much*, *a few* or *many*. Tell students to look at the sentences in exercise 3 again and complete the table for countable nouns. Check answers. Point out that *a lot of* is used with both countable and uncountable nouns. Elicit example sentences using each of the words or phrases.

Answers

1 many **2** a lot of **3** a few

Corpus challenge

Refer students to the sentence and ask them to identify the noun (*friends*). Ask 'What form is the noun? Singular or plural?' (plural) and 'Is *friend* countable or uncountable?' (countable).

Put them into pairs to find and correct the mistake (*much* is used with uncountable nouns).

Answer

I don't have many friends.

- 6** Put students into mixed-ability pairs. Read out each sentence and count down ten seconds for them to decide on the correct option. After ten seconds, invite students to call out the answers. Award one point for each correct answer to find the winning pair.

Invite pairs to read out the conversations.

Answers

1 a few; much **2** many; a lot of **3** a few; a lot of; many
4 much; a little; a lot of

- 7** Model the activity by telling the class about your perfect place to live. Use the prompts from the exercise and encourage students to look at them while you complete them. Say, for example, 'My perfect place to live has got a lot of trees and grass. There are some beaches and beautiful houses. There aren't any traffic problems'.

Give students time to think about their perfect place.

Ask them to complete the sentences individually.

Monitor and help as they are working.

Put students into mixed-ability pairs to compare their perfect places. Invite different students to tell the class about their partner's perfect place.

VOCABULARY Compounds: noun + noun

- 1** Tell students to look at the photos and ask 'What can you see?' They may not know the compound nouns at this point, but should be able to describe the pictures.

Direct them to the words in the two boxes and check meaning by asking students to explain them. You may need to explain *speed limit* (the fastest speed that a vehicle is allowed to travel on a particular road) and *ground floor* (the level of a building that is on the ground).

Put students into pairs to choose one word from A and one word from B to match to the pictures. Tell them that the word in A always comes before the word in B.

Check answers.

Answers

2 bus stop **3** tourist information **4** speed limit **5** car park
6 post box **7** recycling bin **8** the ground floor

- 2** Model the activity by asking a stronger student the example question. Encourage the student to say, 'Yes, there are some / a few / a lot of road signs near my house' or 'There aren't any / many road signs near my house'.

Students take turns to ask and answer three questions using any of the compound nouns. Invite pairs to ask and answer a question in front of the class.


Put students into small groups and give them two minutes to think of as many other compound nouns as possible. Tell them that the group with the most correct words is the winner. Explain that some compound nouns are made of two nouns which may be joined together to make one word, for example, *toothpaste* and *postcard*.

LISTENING

- 1** Write *Living in the country* on the board as a heading. Under the heading, write *advantages* and *disadvantages*. Put students into pairs to brainstorm ideas for each column. Then ask them to discuss their ideas with another pair.

Invite students to share their ideas and write them on the board.

Ask 'Where would you prefer to live – the country or the city?'

- 2**  **1.21** Ask students to raise their hands if they prefer city life. Repeat for country life. Tell them that they are going to hear part of an interview with Jess and her teacher, Mr Evans. Ask students what they think they will discuss.
- Play the recording for students to find out whether Jess and her teacher agree or disagree with each other. Feed back as a class, eliciting any phrases that helped them decide, e.g. *Maybe you're right* and *I completely agree*.
- Find out whether students' predictions were correct.

Audioscript

Presenter: So for this week's teacher–student debate, we invited Jess from Year 10 and Mr Evans, our favourite chemistry teacher.

Mr Evans: You've only got one!

Presenter: Mr Evans lives in Carrington. It's a village about twenty minutes by car from school. Jess actually lived in the same village when she was younger, but now she lives here in the city, quite near the school. It takes her about five minutes to cycle here in the morning. She's never late!

Mr Evans: Well, I'm not sure I agree ...

Jess: (laughs)

Presenter: OK. So our questions this week are about life in the country and in the city. Mr Evans, you're first. What do you think about the country?

Mr Evans: I love it in my village. It's green, I know all my neighbours, and there are lots of things to do. I think it's a great place to live.

Presenter: Do you agree, Jess?

Jess: I don't think so. I mean, I don't agree there are lots of things to do. There aren't any cinemas or anything like that in Carrington.

Mr Evans: That's true. Personally, I think the problem is public transport. There aren't many buses and until you're old enough to drive, it can be difficult to get around.

Presenter: Jess?

Jess: Yes, maybe you're right. But I still have a lot more fun here than I did in Carrington. There was nothing to do. Young people in Carrington just go down to the river and sit on the bridge chatting. It's a bit boring.

Presenter: OK. Is there anything you don't like about living in the city?

Jess: Well, the worst thing about living here is the rubbish. It's everywhere.

Presenter: Have you got any good solutions?


Jess: Yes, it's simple. There aren't enough rubbish bins, especially outside school. And we need more recycling bins. I went to Germany in the summer. It was really clean and every bin was a different colour. There were always four or five different recycling bins, and they recycle everything!

Presenter: What do you think about that, Mr Evans?

Mr Evans: Well, I completely agree with Jess. In fact, after this interview I'm going to ...

Answers

Yes, they agree.


- 3**  **1.21** Ask students to read the sentences and say what they think the correct option is. Allow them to compare their answers with a partner before playing the recording again for them to listen and check.

You could play the recording again for students to make notes about what Mr Evans likes about living in the country, and what Jess likes about living in the city. (Mr Evans likes that his village is green, that he knows all his neighbours, and that there are lots of things to do. Jess has more fun in the city and thinks there are more things to do, like going to the cinema). Ask students to tell their partner who they agree with, and why. Share some ideas as a class.

Answers

1 country 2 lived 3 sometimes 4 public transport
5 worse 6 recycling

SPEAKING Agreeing and disagreeing

- 1** Tell students to look at the two photos and ask 'Where would you prefer to live?' Ask students to raise their hands if they prefer the first place, and repeat for the second place. Then ask students to work with a partner who chose a different place. Tell them to explain why they'd like to live in their chosen place. Share some ideas as a class.
- 2**  **1.22** Tell students that they are going to listen to two friends, Alice and Oliver, talking about the places in the photos. Play the recording for them to listen and say what the friends agree about. Check the answer.

Audioscript

Alice: So, which of these two places would you like to live in, Oliver?


Oliver: Personally, I think it's better to live in the city. There are lots of things to do, like going shopping, exhibitions, going to the cinema. If you ask me, the countryside is boring.

Alice: I'm not sure I agree. Of course, you can't go to the cinema in the countryside, but you can do other things. You can go biking, or walking, or have a picnic beside a lake.

Oliver: Yes, maybe you're right. But you don't meet many people in the countryside. You meet more new people in cities. Do you agree?

Alice: Yes, that's true. Personally, I think the biggest problem in cities is the pollution. It seems to me that there are too many cars, and there's often a lot of rubbish.

Oliver: I completely agree with you about that!

- 3**  **1.22** Write *agreeing* and *disagreeing* on the board. Ask students to make a list of any phrases they know for agreeing and disagreeing, e.g. *I think*. Feed back as a class and write the phrases under the headings.
- Direct students to the *Prepare* box and tell them to compare the phrases to the ideas on the board. Ask 'What did Alice and Oliver agree about?' (fun things to do in the countryside, making friends in the city, the problems with pollution in cities) and 'What did they disagree about?' (where it's better to live, that the countryside is boring).
- Play the recording for students to listen and make a note of who says the phrases. Check answers.

Answers

Alice: I'm not sure I agree, That's true, Personally, I think ...

Oliver: Personally, I think, Yes, maybe you're right, What do you think?, I completely agree with you about that ...

- 4** Ask students to look at the photos again and prepare notes for each one about good things and bad things.
- Tell them to discuss their ideas with a partner, using the phrases from the *Prepare* box. Monitor and join in with the discussions.
- Invite different pairs to hold a conversation about one of the places in front of the class. Ask the rest of the class to say who they agree with and why.
- 5** Put students into new pairs and ask them to choose one of the pairs of situations from the list. Explain that they should work individually to make a list of their opinions about the two situations. Monitor and help as they are working.
- 6** Ask students to tell each other what they think about the situations. They should prepare a conversation about it, discussing their ideas and agreeing or disagreeing with each other.
- Give students time to practise their conversation. Remind them to use the questions and phrases from the *Prepare* box. Monitor and join in, giving positive feedback for interesting ideas.
- Invite pairs to hold their conversation in front of the class. After each conversation, encourage the rest of the class to say which points they agree or disagree with and why.

Cooler

On the board write *Which is better, city life or country life?* Divide the class into two halves. Tell one half that they live in the city and the other half that they live in the country.

Tell students that they are going to convince the other group that where they live is better. Allow them five minutes to discuss some ideas. They should think of positive things about where they live and negative things about where the other group lives.

Hold a short class debate, encouraging students to take turns to make their points. At the end of the debate, decide which group was most persuasive and declare them the winners. Alternatively, you could put students into pairs (one from each side) to have the debate.

Project

Tell students that they are going to prepare a presentation about the differences between city life and life in the countryside.

Put them into pairs to note down some ideas.

Remind them to think about the positive and negative aspects of living in both places. You could provide prompts to help them, e.g. things to do, public transport, facilities, types of accommodation, noise and pollution. Encourage them to think of ideas of their own, too.

After a few minutes, write *City life* and *Country life* as headings on the board and invite students to add their ideas under the headings. Tell each pair to choose three ideas to talk about in their presentation. For each idea, they should consider the positives and negatives for both the city and the country. They should also think of a conclusion for their presentation, such as which place is better for different types of people, e.g. families with young children, or teenagers.

Students prepare their presentations using PowerPoint and give their presentations in the following class. Encourage other students to listen carefully and give positive feedback.

Teacher's resources

Student's Book

Grammar reference and practice page 143
Vocabulary list page 131

Video

Modern life

Workbook

Unit 6, page 24

Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Corpus tasks