

15 City and countryside

Unit profile

Vocabulary: City and natural world

Reading: Teentalk ... down under

Grammar: Articles: *a / an, the* and zero article

Vocabulary: Phrasal verbs

Writing: An informal letter or email (2)


Warmer

Draw two columns on the board headed *Country* and *City*. Put students into small groups and give them two minutes to brainstorm vocabulary associated with the two areas. Ask for suggestions and award one point for each word, and two for every word only one group comes up with.

Your profile

Ask students if they live in, or ever visit, any of the different types of area. Tell them to imagine they could live anywhere (city, small town or countryside) and take a vote on the favourite area. Put students into pairs to discuss where they would like to live, giving reasons and examples, before feeding back as a class.

VOCABULARY City and natural world

- 1 Read the question and tell students to do the quiz to find out what type of person they are. Ask them to use the words in the questions and responses to guess the meaning of any new vocabulary. Monitor and help as necessary.
- 2 Ask students to read the interpretation of their score on page 130. Invite two or three students to tell the class about the type of person they are, according to the quiz, and whether or not they agree. Encourage them to give reasons or examples of things they do and help them express their ideas if necessary.
- 3  2.07 Put students into mixed-ability pairs. Direct them to the pictures and ask them to write two or three words associated with each picture that they expect to hear. Take each picture in turn and ask for suggestions. Write any useful vocabulary on the board and check meaning, e.g. *alley* (a narrow road between buildings), *high rise flats* (a very tall building with a lot of floors) and *valley* (an area of low land between hills or mountains).
Read the instructions and play the recording. Tell students to compare their answers with a partner and give them the option of listening again to check.

Audioscript

Speaker 1: Well, I live in a historic town in Europe. It's really old and beautiful. I just love it. We have everything – you know, we have lots of historic buildings, monuments and ruins, and we have modern stuff – they built a new gallery last year. So now we also have modern architecture! There are lots of modern facilities – schools, clinics, shopping centres, restaurants and so on. But we also have older shops, too. And then you can drive straight into the countryside. We are close to both – perfect, in my opinion.

Speaker 2: We live on the edge of a big city. We can easily get into the city to see the latest shows, and getting around is no problem – we have a great transport system and there are street lights everywhere, so it's safe in the evenings. We've got most facilities in our area. There're nice modern apartments, with air conditioning, but there are always people moving in and out. So we don't really know our neighbours. It's pretty quiet during the day as everyone is at school or work, but in the evenings there's a bit more happening.

Speaker 3: I live with my parents in the countryside. Mum's a writer, so she likes a quiet place to concentrate. Some people might think it's a bit boring, and we stay in all the time, but in fact there's plenty to do. There are loads of open spaces! We live in a valley, and there's a lake where we go sailing and kayaking! There's lots of wildlife too. I like watching the countryside change in the different seasons. There's no pollution here, and no noise – it's just a great place to live!

Answers

1 c 2 b 3 a

- 4 Monitor and help as students complete the exercise in same-ability pairs. Invite students to give answers and see if the class agrees before confirming.

Fast finishers

Ask fast finishers to match each of the sentences in exercise 4 with one of the pictures, and to feed back as you check answers.

Answers

1 modern architecture 2 pollution 3 wildlife 4 street lights
5 air conditioning 6 facilities

- 5 Model the activity by giving your own opinion about one of the pictures. Put students into pairs to discuss the question. Monitor and help with vocabulary as necessary. Draw two columns on the board headed *Advantages* and *Disadvantages*. Invite students to give one advantage and one disadvantage of each place and write the words from the quiz in the appropriate column. Take a class vote if there is a difference of opinion on whether or not something should be placed in the *Advantages*

or *Disadvantages* column. Help with pronunciation, e.g. *pollution* /pəˈluːʃən/, *facilities* /fəˈsɪl.ɪ.tɪz/ and *architecture* /ˈɑː.kɪ.tek.tʃə/.

- 6 Put students into pairs or small groups. Tell them to plan what they will say and to make a note of ideas and reasons. Monitor and help with ideas as necessary. Put students into different groups to discuss the topics. Monitor and join in where possible. Share some ideas as a class.

Extension activity

Tell students to choose three questions from the quiz and use the options to make a new yes/no question for each one. For example, *Is your perfect Saturday waking up early and going for an active walk?* Set a short time limit to mingle and ask others in the class the questions. Students report their findings back to the class.

READING

Books closed. Put students into mixed-ability pairs to review and brainstorm vocabulary related to the city and the country. Give them one minute to write their list, and ask the pair with the longest list to read it aloud. Other students can then add any other words.

- 1 Put students into pairs to discuss the meanings, using dictionaries if they have them. Monitor and help as necessary before checking answers.

Answers

Aussie: slang for Australian

beach: sandy area next to the sea

CBD: main part of a town or city where most of its offices and shops are

creek: a stream or narrow river

kangaroo: a large Australian animal that moves by jumping on its back legs

outback: areas of Australia where few people live, especially the central desert areas

water hole: small pool of water in a dry area where animals go to drink

- 2 Ask students to look at the map and read the title of the article. Elicit the meaning of *down under* (informal expression used for Australia because it's in the southern hemisphere). Read the instructions and set a short time limit for students to find out where each person lives and whether or not they like living there. Check answers.

Answers

Maddie lives in the country on a cattle station; Harry lives in the city (Sydney). Yes, they like living there.

- 3 Read the instructions and do the first item as a class. Monitor and help as students continue in mixed-ability pairs. Encourage stronger students to give reasons for their answer. Nominate individuals to give answers.

Fast finishers

Ask fast finishers to write two sentences about which place they would prefer to live in and why, and to share these with the class after checking answers to exercise 3.

Answers

- 1 M ('I do loads of exciting things with my brothers')
- 2 H (He talks about the zoo and the mall.)
- 3 B (Maddie mentions the creek and waterhole, Harry mentions surfing on Bondi beach.)
- 4 M ('I attended the School of the Air')
- 5 H ('I catch a ferry and then a bus to my school ...')
- 6 M ('Now I go to a boarding school ...')
- 7 B (Maddie talks about exciting things to do, Harry mentions the beaches, the zoo and the mall.)
- 8 H ('I think that being free in the ocean and seeing the tall buildings of the city at the same time is the best thing in the world')

EP Word profile

Books closed. Write *all* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercises on page 136. Check answers.

Answers

- 1 After all 2 above all 3 and all that 4 at all
5 All 6 all is well

Talking points

Put students into same-ability pairs to discuss the questions. Monitor and help students communicate their ideas. Nominate individuals to choose one of the questions and share their opinions with the class. You could also ask them to discuss whether or not older people might prefer to live in the city or country and to say why.

Cooler

Ask students to look at the quiz on page 86 again, and, in pairs, to make a note of five words or phrases they want to remember. They write a definition of each one. Students test each other by saying the word or phrase for their partner to give the definition from memory.

GRAMMAR Articles: *a / an, the* and zero article

Books closed. Write these sentences with numbered blanks on the board:

There's ¹ ___ new mall in town.

She works in ² ___ office near here.

I saw her in ³ ___ High Street.

Have you been to ⁴ ___ bank?

Ask students what types of word are missing (articles) and which words are needed to complete the sentences (1 *a* – one of a type, begins with a consonant; 2 *an* – one of a type, begins with a vowel; 3 *the* – only one; 4 *the* – one particular bank, the speakers know which one is being referred to) and encourage them to explain the reason for their answer.

- Put students into mixed-ability pairs. Tell them to look at the words in bold and say what part of speech they are (articles and nouns). Ask students to cover the rules and discuss why *a/an, the* or zero article has been used. Ask students to do the matching exercise. Read each of the sentences aloud for them to say the rule.

Answers

1 h 2 a; c 3 e 4 f 5 d 6 b 7 g

→ Grammar reference Student's Book page 159

- Ask students to do the exercise individually. Tell them to match each sentence to one of the rules in exercise 1. Allow them to compare their answers with a partner before checking as a class.

Answers

1 a (rule a) 2 a (rule b) 3 the (rule e) 4 – (rule g)
5 a (rule a) 6 the (rule e)

- Ask students to read sentences 1–6 and say what the words are after the spaces (proper nouns and geographical names, i.e. countries, mountains and places). Tell students we use *the* before geographical names which have an adjective + noun pattern, e.g. *the Snowy Mountains, the Pacific Ocean*. Monitor and help as they complete the sentences in pairs. Invite students to read the sentences aloud and see if the class agrees before confirming.

Fast finishers

Ask fast finishers to find one more example for some of the rules in the article on page 87, for example, rule a: *a cattle station*; rule c: *the nearest school*; rule d: *the tall buildings*; rule e: *the city*; rule f: *the Blue Mountains*; rule g: *tourists*; rule h: *Sydney*. They can share these with the class after checking answers to exercise 3.

Extension activity

Test a partner. Students take turns to make factually true or false sentences using geographical names, e.g. *Spain is near the South Pole*, for their partner to say *True* or *False*. Ask pairs to share any particularly challenging sentences with the class.

Answers

- zero article
- zero article
- zero article
- The; zero article; zero article
- zero article; an; a
- The

Corpus challenge

Tell students to look at the sentence and find the mistake before comparing with a partner. Ask a student to write the correct sentence on the board and confirm with the class before feeding back. Ask students to match the sentence with one of the rules in exercise 1 (a).

Answer

It is a beautiful city.

- Tell students to add the missing articles to the text, and monitor and help as they continue in pairs. Encourage stronger students to identify the appropriate rule from exercise 1. Ask a student to read out the first sentence, and then to nominate another to continue. Alternatively, you could read the text aloud, and tell students to call out 'Stop!' when an article is needed. Ask a student to give the answer.

Mixed ability

Write the following phrases from the text on the board: *island, Commonwealth of Australia, Australian continent, Bass Strait, Indian and Pacific Oceans, national park, capital*. Tell students these require an article. Stronger students complete exercise 4 without looking at the phrases on the board.

Answers

Tasmania is one of Australia's largest islands. It is **an** island state and is part of **the** Commonwealth of Australia. It is situated 240 km south of **the** Australian continent and is separated by **the** Bass Strait. It is surrounded by **the** Indian and Pacific Oceans. In Tasmania you can find mountains, rainforests and beaches. The tallest mountain is Mount Ossa which is in **a/the** national park. **The** capital of Tasmania is Hobart.

VOCABULARY Phrasal verbs

- Ask students to read the sentences and identify the phrasal verbs in each one (*show around; stay in*). Write the phrasal verbs on the board and ask students to identify the verbs and prepositions. Underline each type of word. Direct students to the personal pronoun (*him*) in the first sentence. Explain that when the object of a phrasal verb is a personal pronoun, it is placed after the verb and before the preposition.

- 2** Read the instructions and do the first item as a class. Put students into pairs to complete the exercise. Ask students to give the answers and see if the class agrees before confirming.

Mixed ability

Ask stronger students to cover the phrasal verbs. They can try to identify them from the meanings, before checking their answers in the box.

Answers

- | | |
|-----------------------|-----------------|
| 1 move in | 4 end up |
| 2 show someone around | 5 catch up with |
| 3 stay in | 6 move out |

- 3** Do the first item as a class. Ask *Which words in sentence 1 help you choose the correct phrasal verb? (to go to college)*. Tell students to complete the sentences individually. Monitor and help, pointing to words in the sentence which could help them identify the correct phrasal verb (see Answers). Check answers.

Answers

- 1 moved out (to go to college)
- 2 stay in (people usually don't want to leave their homes when it's raining)
- 3 showed; around (what people do when friends come to visit)
- 4 ended up (reached Turkey as a final destination, after a train journey across Europe)
- 5 catch up with (meeting somebody later to talk about things you have done)
- 6 moved in (new neighbours started living in a new home and are still unpacking)

- 4** Put students into same-ability pairs. Ask them to number the topics in order of interest, and to start by discussing the one they most want to speak about. Monitor and help, giving positive feedback where possible, as they take turns to tell their partner about their experiences. Bring the class together and ask a student to report on any interesting experiences their partner has had.

WRITING An informal letter or email (2)

- 1** Read the question and take a class vote on the favourite place to meet. Discuss reasons why this place is popular.
- 2** Read the task aloud before directing students to read Inês's letter. Ask each question from the task in turn, and nominate individuals to give Inês's answer, i.e. the places where teens meet: *My friends and I usually catch up in a café near my house; is the area quiet or lively?: ... it's often quite quiet. However, it sometimes gets busy in summer; things for teens to do: There are loads of things to do here – cinemas, cafés and shops, of course!*

Answer

Yes, she does.

- 3** Tell students to read the *Prepare* box. Put them into mixed-ability pairs to match the linking words to their meanings. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

- 1 Actually 2 However 3 Finally 4 despite

- 4** Remind students to use capital letters for words at the beginning of a sentence. Monitor and help as they complete the sentences in pairs. Ask students to give answers by reading the complete sentence aloud.

Answers

- 1 despite 2 However 3 Actually 4 Finally

- 5** Draw four columns on the board. Put students into teams and ask them to read and find the adjectives Inês uses to describe the various places. Write them on the board. Set a short time limit for students to add as many other adjectives as possible for each of the places. Award one point for each adjective, and award an extra point if no other team has thought of it.

Answers

- 1 fun, lively; other adjectives – clean, busy, exciting
- 2 beautiful, quiet, busy; other adjectives – long, short, colourful
- 3 famous; other adjectives – historic, impressive
- 4 cool; other adjectives – lively, modern, busy

- 6** Ask students to plan their reply individually. Monitor and help with ideas. Put students into pairs to tell each other what they plan to say, and to add to each other's ideas if they can.

● Prepare for Preliminary for Schools

Reading and Writing, Writing Part 3 Question 7 informal letter

Task description

Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter or a story of about 100 words. Students are assessed on Content, Communicative achievement, Organisation and Language. For the informal letter, students are given part of a letter from a friend providing the topic they must write about. They must answer all of the friend's questions.

Tip

Tell students to be ambitious. They should use a range of tenses, phrases and vocabulary in their answers. Non-impeding errors, e.g. spelling, will not necessarily affect their marks.

- 7** ● Monitor and help as students write their letter.
Tell them to swap letters with a partner and check they have followed all the instructions in the task.

Sample answer

Dear Jon

My friends and I are lucky because there are loads of things for us to do in our neighbourhood. It's a very lively area both during the day and in the evening, when people are out on the streets taking a walk.

We can go skateboarding at a special skate park, which is just five minutes' walk from my apartment. There's also a new swimming pool where we like to hang out on hot summer days. And in the winter, we often go to the mall, where we can get a coffee or just sit and chat together.

I hope this letter is of help to you.

Cheers,

Cooler

Nominate a student to say the name of a city or place (e.g. London) and another to add a piece of factual information about it (e.g. it's the capital of the United Kingdom). The second student says the name of a different city or place, and nominates another to add a piece of factual information. Continue until everyone in the class has had a turn.

Project

Tell students they are going to use the internet to research their dream place to live. They should describe where it is, what it's like, what services are available in the area and why they would like to live there. They write a short blog post or give a presentation to the class. Tell them to include maps and photos.

Teacher's resources

Student's Book

Grammar reference and practice page 159

Vocabulary list page 142

Workbook

Unit 15, page 60

Go online for

- Pronunciation
- Corpus tasks