

20 Places to hang out

Unit profile

Vocabulary: Places and feelings

Reading: *A place of your own*

Grammar: *-ing forms; participle clauses*

Vocabulary: Compound adjectives ending in *-ing*

Listening: Favourite places

Speaking: Talking about yourself

Warmer

- 1 Tell students to imagine that they could live anywhere and that their home can be exactly how they would like it to be. Give students a few minutes to plan their ideal home. For prompts you could write on the board: *location, number of rooms, furniture*.
- 2 Tell students to work in small groups and to describe their ideal home to each other. Together they should choose the best home in their group. Ask each group to describe their best home to the class.

Your profile

For the first question, ask students to brainstorm different places to hang out and then rank them in order of favourite to least favourite. For the second question, you might need to give them some ideas, e.g. *a tree house, a den*. Share ideas as a class.

VOCABULARY Places and feelings

- 1 2.25 Put students into pairs to describe what they can see in the pictures. Tell them to choose which one looks the best place to hang out. Share ideas as a class. Play the recording for students to do the matching exercise. Check answers.

Answers

1 b 2 a 3 c 4 d

Audioscript

1

My dad found us these really unusual things – they're weird but wonderful! They're made from a strong, waterproof cloth – the same stuff that's used for tents – so they're a good shelter when it's raining. He's hung them from the branches of a tree in the woods behind our house and my friends and I hang out there all the time, especially during the holidays. It's quiet and cool, and we can chat without anyone bothering us.

2

I take my skateboard to the Southbank Centre in London most days and meet my friends there. It's an area for skateboarders underneath the concert halls and as it's all concrete down there, it's a great surface for skateboarding. We're passionate about the place. A while back, a construction company wanted to get rid of us and develop the space into restaurants, but there was a big campaign and the Mayor of London said the skateboarders should stay.

3

There was nowhere in our village to hang out until we did this place up. Before it was just a dirty old wooden hut, but we all helped to clean it up inside and out. We can play music there and it often gets quite crowded! Sometimes we feel dissatisfied about that, 'cos it's not a very relaxed atmosphere. I wish we had somewhere of our own, you know, just us three friends – like a tree house or something – that we could make our own private place.

4

My dad helped us to get started, then me and my friends did most of the work. To begin with, we hunted for any kind of building material that had been thrown out, old wooden floor boards, that sort of thing. The only tool we used was a hammer to bang in the nails! It's quite a magical experience being so high up in a tree, and on a clear day the view is breathtaking. There're comfy chairs, and we even dragged an old sofa up there.

- 2 2.25 Direct students to the words in the box and check understanding by asking concept-checking questions, e.g. *What might you do to be protected from bad weather? (shelter), How do you feel on holiday? (relaxed), What's another word for strange? (weird)*. Tell students to complete the sentences individually. Allow them to compare their answers with a partner, and then play the recording again for them to check.

Answers

1 weird 2 cloth 3 shelter 4 concrete 5 passionate
6 construction 7 hut 8 dissatisfied; relaxed 9 tool
10 magical; breathtaking

- 3 Ask students to complete the table and check as a class. Then ask students to write two or three sentences describing their own town or city using some of the words.

Answers

To do with buildings and materials: cloth, concrete, construction, hut, shelter, tool
To do with feelings: breathtaking, dissatisfied, magical, passionate, relaxed, weird

- 4** Model the activity by telling the class about a place you know well, e.g. *a breathtaking beach with magical views that makes you feel relaxed*. Ask students to write down three different places they know well, e.g. *a café, a park, a shopping centre*. Then tell them to describe the places to a partner. Encourage students to ask each other questions about each place to find out when they go there, who with, how often and what they do there.

Extension activity

Put students into groups and tell them to choose one of the places they described in exercise 4. Ask them to describe the place to their group. They should not mention the place by name and the rest of their group should guess which place they are describing. Tell each group to choose one description to share with the class.

READING

- 1** Monitor and help as students answer the three questions. For question 3, put them into groups to discuss their ideas. Ask students to decide whether they would prefer to hang out in the tree house or the house on wheels and why. Do not check answers to question 3 at this point.

Mixed ability

Put weaker students into pairs for this exercise, and tell each student to focus on just one text. They can compare their answers before looking at question 3.

Answers

- 1 It will be pulled down in case anyone hurts themselves.
- 2 A small house on wheels because she's not sure where she wants to live.

- 2** Give students a few minutes to check their answers. Elicit some differences and ask students to raise their hands to show which construction they think sounds more interesting. Nominate one or two individuals to explain why.

Possible answers

The tree house was built for fun, whereas the house on wheels has a practical reason. The tree house was built by a large group of people, whereas the house on wheels was built by Celina. The tree house is fairly basic, whereas the house on wheels is more stylish.

- 3** Divide this exercise into two parts. Do the first one as an example to show students that they are looking for evidence or an example to support each statement. Check answers. Then put students into pairs to write the question that might have been asked. Check answers.

Fast finishers

Ask fast finishers to think about the skills needed to complete each of the building projects and what they would need to learn to be able to do it themselves. Elicit ideas after checking answers to exercise 3.

Extension activity

Put students into small groups to plan their own tree house or house on wheels. They should think about the size, the design and the floor plan. For the tree house, they should also think about the location. Ask each group to nominate a spokesperson to present their design to the class.

Answers

- 1 The construction is now so wrapped in branches that the whole tree will have to be cut down. – Why can't you remove it?
- 2 They said they were very upset, but understood why it had to happen. – How do you feel about the situation?
- 3 When the leaves were falling off the trees – that's when people started to notice it. – When did people start to notice it?
- 4 You'd have to be pretty crazy to ever fall. – Do you think it's dangerous?
- 5 Praising the tree house as 'ludicrously high up', the judges awarded them the top prize. – Why did you win?
- 6 Although Celina Dill is an excellent student, she decided after three semesters at South Whidbey High School that she had learned what she needed and decided to move on with her life. – Why did you leave?
- 7 She came away with from her metalwork class with ... practical skills. – What did you learn in your metalwork class?
- 8 She added these skills to those her carpenter dad had shown her. – How has your dad helped you?
- 9 Dill ... isn't even considering a pre-planned design. Everything is going to be individual to her. – What will the home be like?
- 10 She has found a stylish 1950s cooking stove. – Your cooker is old, isn't it?

Talking points

Put students into pairs to discuss the questions. For the first question, encourage them to talk about their hometown and how they would improve it in terms of places to hang out. For question 2, ask if students can think of any disadvantages of having a hangout on wheels. Share ideas as a class.

EP Word profile

Ask students to write a follow-up sentence to each phrase with *do* to help explain the meaning, e.g. *They may blame him for their injury; She's planning where to live when she's older; It looks fantastic now*. Then set the exercise on page 128. Check answers.

Answers

- 1 1 do up 2 do without 3 be/have to do with 4 do sb good
5 do damage/harm, etc.
2 1 did us (a lot of) good
2 has done (a lot of) harm
3 is being done up
4 has/is nothing to do with/ doesn't have/isn't anything to do with
5 doing without

Cooler

Put students into small groups to discuss the advantages and disadvantages of hanging out online instead of in town or at the park, for example. Share ideas as a class and find out where students prefer hanging out, and why.

GRAMMAR -ing forms

- 1 Put students into pairs to match the rules to the examples. Check answers. Then ask them to write one more sentence demonstrating each of the rules.

→ Grammar reference Student's Book page 157

Answers

- 1 c 2 a 3 b 4 d

- 2 Ask students to complete the exercise individually. Allow them to compare their answers with a partner before checking as a class. Alternatively, you could put students into small groups to complete the sentences. Set a time limit of 30 seconds to see how many they can complete in the time given. Elicit the answers from the group with the most questions completed.

Mixed ability

Tell weaker students which word goes in each gap and ask them to focus just on the rule-matching part of the exercise.

Fast finishers

Ask fast finishers to complete these sentences with their own ideas and the -ing form of a verb:

I am capable of ...

I enjoy ...

I really love ...

I get anxious about ...

Elicit some examples after checking answers to exercise 2.

Answers

- 1 having – b 2 travelling – d 3 observing – c 4 Riding – a
5 taking – c 6 Winning – a

Participle clauses

- 3 Books closed. Write *participle clause* on the board and elicit what students know about participle clauses and how they are used, i.e. to talk about two actions happening at the same time and to add more information to the main clause. Books open. Ask students to compare their ideas with those in the book and to match the examples to the rules. Check answers.

→ Grammar reference Student's Book page 157

Answers

- 1 b 2 a

- 4 Put students into pairs to discuss whether each participle clause adds information or talks about two events happening at the same time. Then ask them to write a sentence starting with *The classes ...*. Students should add information to describe one of their classes at school, e.g. *The classes, consisting of speaking, reading, writing and listening in a foreign language, take place every Monday*. Put students into groups to read their sentences out loud and guess which subjects are being described.

Answers

- 1 b 2 a 3 b 4 a

- 5 Tell students to complete the sentences individually. Allow them to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to write a sentence using the participle clause not used in the exercise (*feeling very excited*).

Elicit one or two example sentences after checking answers to exercise 5.

Answers

- 1 having no heating 2 Having no money for the train
3 Not wanting to disturb anyone 4 Realising his mistake

- 6 Books closed. Write the example sentences from the Student's Book on the board and elicit how they could be joined together using a participle clause. Books open. Ask students to check their answer against the example. Tell them to complete the exercise individually. Check answers.

Mixed ability

Tell weaker students which verb takes the -ing form in each sentence first. Stronger students can complete the exercise without this support.

Answers

- 1 Growing more confident, I started to add more details to my tree house.
- 2 Having no idea how to build a tree house, we looked online for ideas.
- 3 Having no roof, the shelter was useless.
- 4 Being miles away from the nearest house, the hut is very quiet.

Corpus challenge

Ask students to read the sentence and to match it to a rule from the grammar box (c). Then ask students to correct the sentence.

Answer

I'm looking forward to seeing you.

VOCABULARY Compound adjectives ending in -ing

- 1 Ask students to answer the question in pairs before checking as a class.

Answers

noun (*award*) and -ing form of the verb (*winning*)

- 2 Put students into pairs to discuss what they think each compound noun might mean. Elicit some ideas for each one and then ask them to complete the sentences. Check answers.

Mixed ability

Encourage weaker students to check the meaning of the compound nouns in a dictionary. Stronger students can try to guess the meaning from the context.


Extension activity

Ask students to write their own sentences using three of the compound adjectives. Tell them that the sentences should be true. Then put students into pairs to ask each other questions about their sentences. In feedback, discuss anything interesting that they found out.

Answers

- 1 time-consuming
- 2 life-threatening
- 3 eye-catching
- 4 record-breaking
- 5 mouth-watering
- 6 cost-cutting
- 7 heartwarming


LISTENING

- 1 Put students into pairs to describe the photos and choose the place they would most and least like to hang out in and why. Share ideas as a class.
- 2  2.26 Play the recording for students to do the matching exercise. Check answers. Ask students to feed back on anything they heard about why each person likes the place they described.

Answers

- 1 c
- 2 a
- 3 b

Audioscript

- 1 I live in a really small town called Tirau, which has a tiny population, under one thousand people. The surrounding area is mainly devoted to farming, especially dairy cattle but also a few sheep farms. And recently, we've become a major tourist destination, largely thanks to this weird building – curiously enough known as the Sheep, I wonder why! It was built in the 1990s out of old iron sheets that were no longer being used and I like it for many reasons – first, because it's so original, and it also reminds us of our traditional farming community, which is important, I think. What's more, I love the way it re-uses old material, which is good for our environment and proves that you really don't need to waste anything. Last but not least, I love it because it makes me laugh out loud every time I see it.
- 2 It's been here for a century and I can't imagine the city without it. The shapes and colours are quite magical and it's unique in terms of architecture. I like to come up in the late afternoon, when it's still warm and there're fewer tourists! You can't blame them for wanting to see this famous place but I prefer it when they've gone. If any of my friends are around, we sit and chat, but if not, I still like to hang around watching the world go by. Sometimes I read a book, but more often than not, I just gaze at the art – it's such an important part of our culture.
- 3 What can I tell you about it? Well, it's a circular tower, rising around fourteen metres above a nice park, and from there you can see right down to the sea, which is usually a deep, deep blue. Breathtaking! The tower itself is ancient and I like it because of the colour of the stone that was used to build it, which is a kind of reddish brown. It looks the most attractive at sunset, and you can hang out with a coffee or something cold. I just love sitting there, being a part of the history of my city, and spending time with my friends. It's a really nice place to be.
- 3  2.26 Play the recording again for students to match each question to a speaker. Check answers. You could ask students to describe an old building and a tall building in their hometown. What do they know about the history of the old building and what can you see from the tall building?

Answers

- A 1
- B 2
- C 2
- D 3
- E 1
- F 3

SPEAKING Talking about yourself

- 1 As students complete the exercise individually, ask them to underline the words that helped them to choose their answer. Check answers. You could find out which questions students think would be the hardest to answer in a speaking test.

Answers

Places: 1, 3, 5, 7

Activities: 2, 4, 6, 8

- 2 2.27 Play the recording for students to tick the questions that Leyla answers. You could also play it again and ask students to note down the main points she makes. Check answers.

Answers

8, 3, 5, 7

Audioscript

Interviewer: First, we'd like to know something about you.

Leyla, how big is your school?

Leyla: It's quite large, actually. There must be around 1200 students in all – we have three separate buildings where lessons take place, and a sports hall, which is the best part of the school, in my opinion.

Interviewer: How would you describe the buildings in your school?

Leyla: Well, they're all fairly modern, dating from the 1970s, so they're made of concrete ... and with large windows to keep the classrooms cool. The Sports Hall is the newest construction, consisting of a gym, an indoor basketball court and a small swimming pool. We love hanging out there!

Interviewer: And what is special about your city?

Leyla: My city, Antalya ... is in the south of Turkey, on the coast. So its location is pretty special – we can spend time at the beach, or go sailing. But it is also a big city, whose population is around one million I think, and it has all the facilities that you'd expect to find in a major city – shops, parks, interesting sights, like Hadrian's Gate from Roman times.

Interviewer: Tell us something about a sport you enjoy watching or playing.

Leyla: I don't take part in much sport myself – except at school, of course, but I love watching football with my brothers. We have some really strong clubs in Turkey, like Galatasaray and Fenerbahce – they're both in Istanbul. And my city's team, Antalyaspor, have been in the Turkish super league. I think it can sometimes be more exciting to watch a match on TV because then you appreciate the clever way they pass the ball to each other. But on the other hand, being in the stadium when your team scores a goal is the best – there's such a fantastic atmosphere in the stadium!

Interviewer: Thank you.

- 3 2.27 Books closed. Write the following functions on the board: *adding more information, adding a contrast, giving examples, giving reasons, giving opinions*. Ask students to brainstorm the language they could use for each one. Books open. Tell them to compare their ideas with those in the book. Play the recording for students to tick the words used. Check answers.

Answers

Except...; But...; Like...; Because...; I think...;
But on the other hand...

- 4 Monitor as students underline the adjectives and then elicit how they make the answer more descriptive and engaging. Ask students to choose one of the questions in exercise 1 and to write down adjectives they could use in their answer.

Answers

strong, exciting, clever, best, fantastic

- 5 2.28 Play the recording again to show students how the words are emphasised. Then nominate one or two individuals to read the passage out loud to practise sounding positive.
- 6 Put students into pairs to ask and answer the questions. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. In feedback, nominate different pairs to answer one of the questions. As they are listening, the rest of the class should note down the adjectives used and the words that were stressed to show enthusiasm. Elicit these after each question.

Cooler

Write the letters A to Z on the board and put students into small groups. Give them two minutes to think of one adjective for each letter of the alphabet. After the two minutes, find out which group has the most and write their adjectives on the board. Ask the other groups if they can fill in any gaps left.

Project

Ask students to research their hometown and create a tourist information website promoting it. Tell them to think about its size, architecture and tourist attractions, and to include pictures. In the following class, ask students to display their website. These can either be posted on the class blog or displayed around the classroom for other students to read. Hold a class vote on who has promoted their town the most effectively.

Teacher's resources

Student's Book

Grammar reference and practice page 157

Vocabulary list page 137

Video

Favourite hang outs

Workbook

Unit 20, page 80

Go online for

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

Citizenship

Youth justice

Warmer

- 1 Ask students to work with a partner and write down the minimum age to do these things in their countries: vote, leave school, drive a car.
 - 2 Ask students to work in small groups and discuss whether they think any of these ages should be changed and if so, why.
- 1 Ask the students to work with a partner to discuss the questions. Then ask them to compare their ideas in small groups. Elicit some answers from the class.
 - 2 Ask the students to read the text and to underline anything that is similar to their own countries. Where there are differences, ask students whether they think the differences would be an improvement on the system in their countries.

Fast finishers

Ask fast finishers to write down the differences they find and to divide them into two lists, one headed *I would like this change* and the other *I wouldn't like this change*. Elicit one or two examples of the lists as you check class ideas on the main task.

- 3 Ask the students to look at the highlighted words and to match them to the definitions. After a few minutes, elicit answers from the class.

Mixed ability

With weaker students, put the students in pairs. Ask one person to find 1–5 and the other to find 6–10. Then put students in groups of four to check and compare their answers.

Extension

Ask students to divide and organise the words into categories, for example, *people related to crime*. Elicit the categories and the words in each one. Then ask students to add words to each group e.g. *people related to crime* – lawyer, solicitor, burglar, shoplifter, policeman, etc.


Answers

- 1 compensation 2 court 3 fine 4 judge
5 young offenders' institutes 6 offences 7 offenders
8 sentence 9 victims

- 4 Ask the students to read the statements and predict which parts of the text they will find the answers in – the introduction, or sections 1, 2, 3, or 4. Ask the students to read the text again and decide whether the statements are true or false. Check the answers as a class.

Answers

- 1 False 2 False 3 True 4 False 5 True

- 5 Ask the students to work in small groups and discuss which statements they agree with and why. After the students have had time to discuss each one, elicit some opinions on each statement. Hold a class vote to decide which ones the students most agree with.
- 6  2.29 Ask the students to read the questions and predict some of the answers. Play the audio and check answers as a class.

Answers

- 1 People under 18 who commit minor crimes.
2 Saying sorry, paying a fine, paying compensation and community service.
3 a 10%
b 20%
4 Largely run by volunteers.
5 She wants to be a lawyer or a judge in the future.

Audioscript

Kevin: Hi Justine. What's that you're reading?

Justine: Hi Kevin. You mean this? It's my guidebook for Youth Court. I just got it in the mail today.

Kevin: Youth Court? Why? Are you in some kind of trouble?

Justine: Nooo! I'm going to be working on a Youth Court this year, and I have to read all the rules and regulations first, so I know what to do.

Kevin: Oh! And what exactly is Youth Court all about?

Justine: Well, it's a special court for young offenders – you know, people under 18 who've committed a minor crime, like shoplifting or painting graffiti – things like that.

Kevin: And what are you going to do? Will you be a judge or something? That sounds a bit difficult.

Justine: No, no ... people go to Youth Court *after* a judge hears their case in a regular court. Then the Youth Court decides what their punishment should be.

Kevin: Like sending them to prison?

Justine: No, not prison. Youth Court isn't for offenders who commit any serious or violent crimes. And it's usually the person's first offence, too. The idea is to give them an alternative sentence, instead of time in prison.

Kevin: Alternative sentences? Like what?

Justine: Well, that depends on the offence, but it usually includes things like apologising to the victims – you know, saying they're sorry for what they did. And sometimes they have to pay a fine, or give money to the victim – that's called compensation.

Kevin: And that's all? That sounds pretty easy to me.

Justine: Well, sometimes that's enough, but they might also have to take social education courses too, so they'll understand their mistakes, and won't do the same thing again. Or if they've got problems at home, or addictions, they might need to see a psychologist or a social worker too.

Kevin: And what about community service? Can Youth Courts make offenders do volunteer jobs? You know, make them work to help other people? I think that that would be the best thing.

Justine: Yeah, of course. That's the part I was reading now ... about the different jobs that they can do, like helping at hospitals or taking care of public parks, or cleaning up graffiti and rubbish in the streets.

Kevin: That sounds good ... but does it really work?

Justine: Well, it says in the guidebook that only 10% of young offenders commit more crimes after they go to Youth Court.

Kevin: And if they don't go to Youth Court? I mean, if they just go to a regular court?

Justine: Then about 20% gets into trouble again. So it seems to work pretty well. And Youth Court is also cheaper than regular court.

Kevin: How so?

Justine: Well, in Youth Court, most of the people are volunteers, like me. I won't make any money for being a court member. Only the adults make money ... the ones who work with us in the court. They organise everything, and they help us make decisions if we have problems. I think it's a great idea, and I can get lots of work experience too. I'd like to be a lawyer some day ... maybe even a judge!

Kevin: Sounds great ... and how did you sign up for this?

Justine: It's easy. There's a website you can read. Have you got your tablet with you? I'll show you now.

Cooler

Ask the students to work in pairs and write a short crime story. When students have finished their stories, ask them to think how they could mime them. Ask some pairs to mime their story to the class. The class should try to reconstruct the story.

Project

For the project you could simply ask students to discuss each case and the appropriate punishment for the crime. If you have more time, you could put students into groups of four. Each student should choose a story and imagine they are that person. Individually, ask students to think of an explanation and a defence for their crime. Once they have worked out more details, each group should hold mini-trials for each other. Elicit from the groups whether or not they decided if anyone was innocent.