

# 4 City Living

<b>Reading:</b>	multiple-matching, skimming and scanning for specific information
<b>Vocabulary:</b>	city living-related words
<b>Grammar:</b>	future forms, countable & uncountable nouns, quantifiers
<b>Listening:</b>	multiple-choice questions, preparing to listen
<b>Speaking:</b>	talking about living in urban & rural areas, decision making, expressing opinions, agreeing, disagreeing and partly agreeing
<b>Use your English:</b>	phrasal verbs, collocations & expressions, multiple-choice, choosing the correct word
<b>Writing:</b>	article, examples, engaging your reader, keeping your reader interested, direct & indirect questions, talking about the future

## Unit opener

- Ask students to look at the title of the unit and to explain what aspect of city living is shown in the picture. Ask them to look at the people in the picture and ask them how they seem to feel about this fountain.
- Ask students why this kind of feature might be popular in a large city and how they think people in their country would react if something similar was built where they live.
- If students seem interested, give them more information using the Background Information box below.

### Background Information

The Crown Fountain is found in Chicago's Millennium Park. It was opened in July 2004, and water pours from the fountain from May to October. The fountain has been constructed using glass bricks onto which digital videos of people's faces are displayed. The faces, which change every fifteen minutes, are of local people. Many locals visit the fountain not only for entertainment, but also to see if their face will be projected.

## Reading

### A

- Ask students to read the instructions and check that they understand what they have to do.
- Give students time to read the six bullet points and then ask them to discuss them with a partner.
- Allow students time to discuss all the points. Then ask pairs to tell the class what they think are the advantages and disadvantages of living in a big city.
- Encourage other students to add their opinions. Ask them to also consider other points as well, such as hospitals, education and social life.

### B

- Ask students to read the instructions and ask them to look quickly at the article and give you the names of the four cities (*Sao Paulo, Sydney, New York, Athens*). Ask students to work with a partner and discuss what they think it would be like to live in these cities.
- Invite pairs to tell their ideas to the class and encourage other students to add their ideas.

- Then ask students to skim read the text to find out if any of their ideas were correct. Remind them that they don't have to read in detail as they will have another opportunity to read the text.
- Ask students to do the task individually, but discuss as a class what it is like to live in these cities.

## Suggested answers

- A:** small, simple homes; community spirit; residents are warm and friendly and live well together; middle-class look down on the people from the favela, so suffer from discrimination
- B:** great lifestyle as city is on the water and near mountains; can go surfing, but sharks are a problem; good mix of ethnic group and cultures; opportunities for everyone; resources for immigrants and disadvantaged people
- C:** some neighborhoods can make people feel insecure; have to be careful where you go and when you go there; have to use common sense about where to go; buzz and energy of the city; feel part of something special; feels like the most exciting city on Earth
- D:** has ancient history; some ugly modern buildings; gritty side to the city; city of contrasts; pedestrian only areas; outside places to eat and drink; people break the law; not enough police; people spend a lot of time in cafes with friends drinking coffee

### Word Focus

- Ask students to look at the words in red in the text and to re-read the sentences they are found in. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to work out its meaning. Ask students to work in pairs to decide what each of the words mean.
- Ask students to read the *Word Focus* box to compare their answers with the definitions given. Explain anything they don't understand.

# 4 City Living

## C

- Ask students to read the information in the *Exam Close-up* and ask them to tell you what it says in their own words.
- Ask students to read the *Exam Task* and then underline the key words in the questions.
- Remind students that skimming a text means to read it quickly for a general understanding of it and scanning is when reading more carefully for specific information.

## D

- Ask students to read the instructions and explain anything they don't understand.
- Explain to students that for this task they need to scan the text, looking for specific information.
- Ask students to read the questions again before reading the text to find the answers. Explain to students that they should make sure they choose the options that best express the key words they have underlined in the questions, and remind them that they will need to choose each option more than once.
- Ask students to do the task individually, but check as a class.

### Answers

- 1 D
- 2 A
- 3 C
- 4 B
- 5 C
- 6 A
- 7 D
- 8 D
- 9 D
- 10 C

## E

- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to scan the text again to find and underline these words. The paragraph where each one can be found is given. Remind them that they should always try to work out the meaning of the word from its context and ask them to read the sentences each word is in.
- Ask students to explain the meaning of each word to the class using their own words.
- Ask students to read all the sentences through before filling in any answers.
- Ask students to do the task individually, but check as a class.

### Answers

- |              |              |
|--------------|--------------|
| 1 resident   | 4 pedestrian |
| 2 district   | 5 community  |
| 3 metropolis | 6 alley      |

## Ideas Focus

- Ask students to read the two questions and deal with any queries they may have.
- Ask students to work in pairs to ask and answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- As a class, ask students at random to answer both of the questions and ask the others if they have anything else to add.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

### Answers

Students' own answers

## Vocabulary

### A

- Ask students to read the instructions and check that they understand what they have to do.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Elicit that they are all nouns and that they refer to kinds of people and are all related in some way to living in a place.
- Ask students to read the definitions and explain anything they don't understand.
- Ask students to do the task individually, but check as a class.
- Ask students to write sentences of their own using each of these words.

### Answers

1D 2A, F 3E 4C 5A,F 6A, F 7B 8A

### B

- Ask students to read the instructions and check that they understand what they have to do.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write *Adj* or *N* next to each word depending on whether they are adjectives or nouns. Elicit that they are related to areas/places in some way.
- Ask students to read through the sentences, without filling in any answers at this stage, in order to work out which part of speech is missing in each one and for general meaning.
- Ask students to do the task individually, but check as a class.

## Answers

- |               |              |
|---------------|--------------|
| 1 outskirts   | 5 inner      |
| 2 urban       | 6 suburb     |
| 3 residential | 7 district   |
| 4 commercial  | 8 industrial |

### C

- Ask students to read the instructions and check that they understand what they have to do. Explain that they have to decide which order each of the words comes in each sentence.
- Read the words in red to the students and ask them to repeat them. Correct their pronunciation where necessary. Elicit that they are all nouns and are related to streets and roads in some way.
- Encourage students to read the whole sentence before circling any answers.
- Ask students to do the task individually, but check as a class.

## Answers

- 1 avenue, alley
- 2 pavement, parking meter
- 3 junction, traffic light
- 4 street sign, speed bump
- 5 zebra crossing, pedestrian area
- 6 speed limit, speed cameras

### D

- Ask students to read the instructions and check that they understand what they have to do.
- Read the street names to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to work in pairs to discuss each of the street names. If students can access the Internet fairly easily at school, you could ask them to research any streets they haven't heard of or aren't sure of.
- As a class, ask students at random to talk about each of the streets and ask the others if they think they are right.

## Answers

Oxford Street is London's busiest shopping district. Wall Street is where the New York Stock Exchange is. Elm Street is the name of a fictional street in a famous horror film called *Nightmare on Elm Street*.

42<sup>nd</sup> Street is in New York and is where many cinemas and theatres are found.

Sesame Street is a fictional street from the American TV programme for young children which goes by this name.

Downing Street is in London and is where the Prime Minister's residence is found (at No 10).

## Teaching Tip

If you are short of time in class, don't be tempted to skip this task. Although at first glance it may not seem as important as other vocabulary tasks, it is actually extremely useful to language learners. Tasks like this introduce them to the culture of English-speaking countries and this kind of knowledge is often just as important as having a vast vocabulary in English. It also gives them a good opportunity to practise their spoken English. You could extend the task by asking students if they know of any other famous streets like these either in English-speaking countries, their own country or in other foreign countries that they know about.

## Grammar

- Ask students to work in pairs to discuss what their hometown will be like 50 years from now. Ask them to discuss which things will stay the same and which will change. Ask them to think about transportation, housing, shops, office buildings and schools.
- Elicit their ideas and write them on the board, eg *Students will be studying from home via the Internet. People will drive electric cars. People will be working from home.*
- Ask students to tell you which tenses are used to talk about the future (*Future Simple* and *Future Continuous*).
- Revise the affirmative, negative, question forms and short answers of these two tenses with the class. Then elicit the adverbs of frequency and time expressions that are used with each tense. Explain to students that in this lesson they will concentrate on these tenses as well as other future forms.

### A

- Ask students to read sentences a-k quickly and focus on the words in bold. Ask them which future tenses and forms are used (*be going to, Future Perfect Simple, Future Perfect Continuous, shall*).
- Ask students to read the uses 1-11 and point out that some tenses and forms have more than one function.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

## Answers

1d 2k 3b 4i 5h 6a 7f 8c 9e 10j 11g

## Extra Class Activity

You could extend this task by asking students to write one sentence of their own for each of the future tenses and forms covering all the uses mentioned in A.

Now read the Grammar Reference on pages 164 to 165 (4.1 to 4.5) with your students.

# 4 City Living

## B

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to read the whole sentence and to underline time expressions and adverbs of time before circling any answers.
- Ask students to do the task individually, but check as a class.
- While checking the answers, ask students to say which of the uses in A is found in each sentence.

### Answers

- 1 will get
- 2 will have been working
- 3 won't have eaten
- 4 will have finished
- 5 will be watching
- 6 lands

## C

- Ask students to read the instructions and check that they understand what they have to do. Explain that they mustn't change the word in bold in any way in the second sentence.
- Ask students to read the two sentences in item 1. Then ask them to underline the part in the first sentence that is missing from the second sentence. Explain to students that in order to complete the second sentence they will have to make a structural change.
- Ask students to complete the first item and correct it before they move on to the rest of the task.
- Ask students to do the task individually, but check as a class.

### Answers

- 1 When I go
- 2 are having a meeting
- 3 will have left
- 4 until the traffic light changes
- 5 is going to
- 6 will have been building

## Listening

### A

- Read the words and phrases in red to the students and ask them to repeat them. Correct their pronunciation where necessary and make sure they understand the meaning of all the options.
- Explain that they will hear the correct options in a listening task a little later.
- Ask students to do the task individually, but check as a class.

## Answers

- 1 city-dweller
- 2 pollution
- 3 rural
- 4 controls it
- 5 often
- 6 design towns and cities

### B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the three questions and to underline the key words.
- Play the recording once all the way through and ask students to write their answers. Ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the recording again and ask students to check their answers and to complete any missing answers.
- Check the answers as a class and ask students to justify their answers.

## Answers

- 1 It's a seaside town that has everything / all the facilities a city can offer.
- 2 They're too crowded and noisy.
- 3 friendly people from all walks of life

### C

- Ask students to look at the options in C, which are possible answers to the questions in B, and to underline the key words found there.
- Explain to students that they are going to listen again to the recording for B, but this time to choose the best answers from the options in C.
- Ask students to read the questions and the options again and to think about what the correct answers might be before they listen. Explain that they will hear the recording only one more time.
- Play the recording again and ask students to mark their answers.
- Check the answers as a class and ask students to justify their answers.

## Answers

1c 2b 3c

### D

- Ask students to read the information in the *Exam Close-up* and ask a student to tell you what it says in his or her own words.
- Explain that reading the questions and options thoroughly before they listen will mean that they have a good idea of what they are going to hear before listening to the recording.
- Ask students to read the *Exam Task* and underline the key words in each item.

## E

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that the topic of the interview is the effects of city living on health. Ask students to look at the picture at the bottom of the page and ask them what it tells us about city living. Elicit what people have to do in a city to keep fit when they might be limited by space or opportunity.
- Ask students to read questions 1-6 and their options carefully. Make sure they have underlined key words and phrases. Explain anything students don't understand.
- Play the recording once all the way through and ask students to mark their answers. Ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the recording again and ask students to check their answers and to complete any missing answers.
- Check the answers as a class and ask students to justify their answers.

## Answers

1c 2a 3a 4b 5a 6b

## Speaking

- Ask students to look at the picture in the top right-hand corner and ask them if this is a rural or urban area (*rural*). Ask them what they think it would be like to live in such a place and how it would be different from living in the place shown in the picture at the top of page 52.

## A

- Ask students to read the three questions and answer any queries they have about them.
- Ask students to take turns to ask and answer the questions about their hometown.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- Ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

## B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they should only note down the positive features found in big cities.
- Give students exactly one minute to note down their ideas. Tell them when to start and stop writing.
- Ask students to work in pairs to compare their answers and to look at the pictures in C to see if their ideas are shown there.
- As a class, discuss the positive features of big cities and elicit which features are shown by the pictures. If students disagree with features mentioned by other students, ask them to explain why they feel these features aren't positive.

## C

- Ask students to read the information in the *Exam Close-up* and ask a student to tell you what it says in his or her own words.
- Explain to students that in this kind of task, it's more important that they discuss the ideas in full and present logical arguments for their choices than to agree with each other. However, they should acknowledge each other's opinions and comment on them in a polite manner.
- Remind students that they should justify why they would choose certain options as well as explain why they feel the others aren't so good.
- Read the *Useful Expressions* to the students and explain that we use these structures in order to show the extent to which we agree or disagree with another person's ideas.
- Encourage students to practise using these structures when they are discussing the features in C.
- Ask students to read the instructions again and ask them which two things they must do (*talk about why these things benefit people and decide which two are the most important advantages of living in a city*).
- Point out to students that when they are faced with this kind of task it's very important to study the pictures carefully to work out how they relate to the task as the pictures have a specific role to play in their discussion. Remind them of the positive features they talked about in B and elicit that these pictures show transportation, entertainment/recreational choices, health services, education facilities, cultural activities/shopping areas and technical/environmental projects.
- Ask students to do the task in pairs. Remind them to use the *Useful Expressions* to agree, disagree and partly agree with each other. Give each pair enough time to complete the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- Ask each pair to tell the rest of the class which two benefits they decided on and why. Also ask them why they didn't choose the other benefits.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

## Ideas Focus

- Ask students to read the questions quickly and deal with any queries they have.
- Ask students to work in pairs to take turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- Ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

## Answers

Students' own answers

# 4 City Living

## Grammar

### A

- Ask students to look at the pictures on page 49 and ask again and make a list of as many nouns as possible that they can see in the pictures. Then write *Countable* and *Uncountable* on the board and ask students to write the nouns they came up with under the correct heading (eg *Countable* – *building, bus, window, laptop, doctor*; *Uncountable* – *sky, glass, grass*).
- Read the information on Countable and Uncountable Nouns to the class and explain anything students don't understand. Elicit that in the task they should pay attention to whether or not *a/an* is used before each noun and whether the nouns are singular or plural to help them decide on the correct answers.
- Ask students to do the task in pairs to encourage discussion, but check as a class. Point out to students that there are two boxes next to each sentence as there are two nouns in bold in each one. They should record the answer for the first word in the first box and for the second word in the second box.

### Answers

- |        |        |
|--------|--------|
| 1 U, U | 4 U, U |
| 2 U, C | 5 U, C |
| 3 C, U | 6 C, U |

### B

- Write the sentences below on the board and ask a student to underline the nouns. Then ask them what they notice about them (*In sentence 1, chocolate is uncountable, but in sentence 2 it is countable.*).
  - You need lots of chocolate for this recipe.
  - Can I have a chocolate, please?
- Ask students if the meaning is the same here (*no*) and ask them how the words are different (*In sentence 1, chocolate is referred to as a substance, whereas in sentence 2 an individual chocolate sweet is being referred to.*).
- Ask students if they know any other words in English which can be either countable or uncountable, but whose meaning changes.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

### Answers

an event in your life / knowledge or skill  
a fire that someone has lit to keep warm / fire as an element  
a drinking glass / glass as a material  
a single hair / all the hair on your head  
an individual light / light in general as a concept  
a distinct or specific sound / noise all around you  
a piece of paper / paper as a material  
a room in a house / space in general

### Be careful!

- Read the information in *Be careful!* with students and explain anything they don't understand.
- Ask students to write a few sentences of their own using words from both categories here.

Now read the Grammar Reference on page 166 (4.6 to 4.8) with your students.

### C

- Read the information on quantifiers to the class and explain anything students don't understand.
- Ask students to look back at the sentences in A and to underline the quantifiers used in those sentences.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

### Answers

- 1 many, few
- 2 much, little

### D

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the first sentence and ask them to tell you which word is the noun and if it is countable or uncountable and then to say if it is correct or not. Ask them to justify their answer.
- Ask students to complete the rest of the task.
- Ask students to do the task individually, but check as a class.

### Answers

- 1 I rubbish - uncountable
- 2 C news - uncountable
- 3 I *many* should be *much* - used with uncountable nouns
- 4 C police - plural noun
- 5 I equipment - uncountable
- 6 I advice - uncountable, so cannot be used with the indefinite article

### E

- Ask students to read the instructions and check that they understand what they have to do.
- Read words in 1-6 to the students and ask them to repeat them. Correct their pronunciation where necessary. Explain that all these words are countable and we can use them in phrases with uncountable nouns in order to refer to them in multiples.
- Ask students to do the task individually, but check as a class.

### Answers

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

## F

- Write *Lisbon* on the board and elicit that it is the capital of Portugal. If any students have been there, ask them to tell the others what it is like. If not, ask students what they imagine it to be like.
- Ask students to read the text, without filling in any answers at this stage, to find out what the writer says about this city. Ask them what they learnt about Lisbon.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to do the task individually, but check as a class.
- Ask students for their opinion on the way in which abandoned buildings in Lisbon have been dealt with and to justify their answers.

## Answers

- |        |          |
|--------|----------|
| 1 few  | 4 many   |
| 2 much | 5 little |
| 3 many | 6 no     |

## Use your English

### A

- Read the phrasal verbs 1-5 and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that they have to consider the meaning of the verb and particle together and not just focus on the verb part. Ask them to read the definitions a-e on their own and explain anything they don't understand.
- Ask students to do the task individually, but check as a class.
- Encourage students to copy the phrasal verbs and their definitions into their notebooks before moving on to B.

## Answers

1c 2d 3e 4b 5a

### B

- Ask students to read the instructions and check that they understand what they have to do. Stress that they have to use the phrasal verbs from A in the correct form.
- Explain to students that they should read through all the sentences quickly before filling in any answers. Ask them to focus on the meanings of the phrasal verbs in A to choose the one that fits the meaning of each sentence best.

## Answers

- |               |               |
|---------------|---------------|
| 1 settle down | 4 get away    |
| 2 moving out  | 5 moving into |
| 3 hang out    |               |

### C

- Ask students to read the instructions and check that they understand what they have to do. Explain that if they know one of these phrases, then they should use the same word to complete the others.
- Ask students to read through all the incomplete phrases before deciding on the word.

- Correct their answers to the first part of the task before moving on to the sentence completion part.
- Ask students to do the second part of the task individually, but check as a class.

## Answers

The missing word is *town*.

- 1 paint the town red
- 2 hometown
- 3 talk of the town
- 4 town hall
- 5 ghost town
- 6 night on the town

### D

- Read the *Exam Close-up* and ask a student to explain what it says in his or her own words.
- Remind students they should always read the text all the way through first so not only do they know what it is about, but what tenses are used. They should also read it through again when they have completed the gaps.
- Ask students to look at the first two sentences of the text and ask them what they think they will read about (*city living*). Ask them what their opinion of city living is and encourage them to discuss the advantages and disadvantages of living in a big city.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text in the *Exam Task* and then answer the two questions.
- Students do the task individually, but check as a class.

## Answers

- 1 stressed and suffering from anxiety
- 2 apartment buildings

### E

- Ask students to read the text again and decide which of the words a-d completes the sentences. Tell them to pay attention to the words before and after each gap. Point out that this task tests collocations so the correct answers will depend on how naturally each option goes with the following word or phrase.
- When they have finished, tell them to read back through the text to make sure the sentences make sense and to check they haven't chosen the wrong word, especially when the answer choices are similar in meaning.
- Ask students to do the task individually, but check as a class.

## Answers

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

### Ideas Focus

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs to take turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.

# 4 City Living

- Ask a student from each pair to answer one of the questions until each pair has had a turn. Ask other students if they agree or if they have something else to add.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

## Writing: an article

- Ask students to read the *Learning Focus* on engaging your reader, and to underline the techniques mentioned for making an article more interesting (*using direct and indirect questions, question forms, varying grammatical structures – passive voice, conditional sentences, comparisons, etc.*). Then ask them what they should do once they have finished their article (*proofread to find and correct errors*).

### A

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they should always spend time analysing writing tasks like this so that they know exactly what they have to write.
- Ask students to read the task carefully and to underline key words and phrases.
- Ask students to answer the questions individually, but check as a class.

## Answers

- 1 two, what will be the biggest challenge for cities in the future; will we be able to deal with it. In answer to the first part, students will have to provide description and examples, but in the second part they will have to give an opinion.
- 2 Students' own answers

### B

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that the two introductions are possible ways of starting the article in the writing task in A.
- Give students time to read the introductions and then ask them to work in pairs to discuss them and answer the questions in the instructions.
- Explain to students that they should bear in mind the advice on writing articles above in order to assess each introduction.
- As a class, ask students to discuss which introduction is best and why.

## Answers

Paragraph 1 is better because it engages the reader by asking questions to involve them personally. Also, there are examples to support the writer's opinion. Paragraph 2 could be improved by involving the reader and by including examples instead of just speaking generally.

### C

- Ask students to look at the picture at the side of the example article and the article's title. Ask them what aspects of city life in the future they think will be covered in it.
- Ask students to read the instructions and check that they understand what they have to do. Explain that they should write one or two sentences for each paragraph containing only the writer's basic ideas and that they don't have to include examples.
- Give students time to read the article and explain anything they don't understand before they write their summaries.
- As a class, ask individual students to read out their summary of one paragraph and ask the others if they have anything else to add.

## Suggested answers

- Paragraph 1:** Traffic and pollution are huge problems in cities and many people think they will become worse, but they might not be the biggest problems.
- Paragraph 2:** We rely on fossil fuels for power, but they are running out so this creates uncertainty about what cities will be like in future.
- Paragraph 3:** Solar and wind power could produce the electricity we need in cities.
- Paragraph 4:** Clean energy forms are the way forward for our cities and our planet.

### D

- Ask students to read the instructions and check that they understand what they have to do.
- As a class, brainstorm with students about the possible challenges that large cities will face in the future. Make a list of their ideas on the board.
- Ask students to choose one main idea and then to make notes on how they would develop this idea in each paragraph. Encourage them to follow the structure used in the example article. Tell them they will have three minutes to do this and time them.
- As a class, ask students to read out their ideas.

### E

- Explain to students that they are now going to analyse the example article in more depth.
- Ask them to read the questions and explain anything they don't understand.
- Ask students to do the task individually, but check as a class. Explain to students that you will deal with their paragraphs shortly.

## Answers

- 1 yes
- 2 yes
- 3 Students' own answers



- Remind students that when they have finished a piece of writing they should always proofread it to check for mistakes.
- Ask students to swap books and give them a few minutes to read and underline any mistakes they find in their partner's paragraph. Explain that they don't have to correct them.
- Ask students to hand back their paragraphs and to correct any mistakes their partner has noted.
- As a class, ask several students to read out their paragraphs.

## F

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the first item and ask for ideas as to how it can be changed into a question. Write the first question you are given on the board and elicit ideas to improve or change it to make it more attractive to the reader and make them want to read on.
- Ask students to work with a partner and complete the rest of the task.
- Ask pairs to tell the class their question and ask if anyone else has exactly the same question or something different.
- Write all their questions on the board and have a quick class vote at the end for which is the best for items 1-3 and would make them want to read the rest of the article.

## Useful Expressions

- Read the *Useful Expressions* to students and explain anything they don't understand. Point out that when we talk about the future, we use future tenses and forms. Encourage students to revise the grammar section of this unit before writing their articles.
- As a class, ask each student to choose one of the structures here and to complete it to say something about cities of the future.
- Remind students that they can use these expressions when writing their own article.

## G

- Ask students to read the information in the *Exam Close-up*. Remind students that these features will help to keep the reader's attention.
- Ask students to look back at the model article to underline the writer's opinion (*Cities need energy to survive. But one day, fossil fuels will run out., Fortunately, we already have the technology to deal with this challenge. The problem is that we are not using it.*) examples to support these opinions (*We won't have electricity or heating and cooling systems ... will cease to function., For example, all city buildings ... public transport could become electric.*) and questions (*But, what if the biggest challenge for cities is something else?, Have you ever wondered what city life will be like when they do?*).
- Ask students to read the instructions and the *Exam Task* and to underline the two things they have to do in the task (*Describe what cities of the future will be like and say how they will be different and how they will be similar to today's cities.*).

- Ask students to read the paragraph plan and ask them to note down ideas that they could use in each paragraph. If time allows, ask students to write the introduction to their article in class, and give them any help they may need with it.

## H

- Ask students to write or complete their article at home.
- Remind students to give their article a title, and include the features found in the information on writing articles at the top of the page and the *Useful Expressions*.
- Advise students to use the Writing Reference and checklist for articles on page 182 when writing their article.

## Suggested answer

### *The future face of urban areas*

Have you ever wondered what our cities will be like in the future? Most people imagine they will look futuristic like cityscapes found in science-fiction films and video games. The reality may, however, be a long way from this image.

I wonder what cities will be like after a decade or two of economic recession. In the not too distant future, more and more people will leave large cities to go to rural areas. This will mean the population of many cities will be greatly reduced.

In 50 years' time, life in large cities will continue to be as stressful as it is today. More than ever, it will be survival of the fittest and those who choose to remain in the city will face even more competition for employment and housing. If businesses continue to close at the rate they are closing today, then jobs will become very scarce.

Without a doubt, cities of the future will be different to what they are today. The chances are, though, that they won't resemble the futuristic sci-fi cities that we may imagine them to be, but bleak urban jungles.

# 4 Urban Art

## General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said in the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

## Background Information

Urban art differs from other art forms as it is on display or takes place in public places. Examples of urban art forms are graffiti on walls, abandoned buildings, trains, buses, etc as well as music, dance and theatrical performances that take place on the street. Graffiti artists were once thought of as vandals who defaced the urban landscape. Today, however, their talents are more recognised and many people feel their works improve run-down areas. Some graffiti artists, like Banksy, have become household names all over the world for their innovative designs which comment on social problems.

## Before you watch

### A

- Explain to students that in this lesson they are going to watch a video about Urban Art. Ask them to look at the globe to see which city in particular they will concentrate on. Elicit what they know about Washington DC, and what they imagine urban art to be.
- Ask students to read the instructions and the three questions and explain anything they don't understand.
- Ask students to work in pairs to ask and answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- As a class, ask students at random to answer each of the questions and ask the others if they agree or have something to add.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

## While you watch

### B

- Explain to students that they are now going to watch the video. Ask them to read sentences 1-6 and explain anything they don't understand.
- Read the words in red to the students and ask them to repeat them. Correct their pronunciation where necessary.

- Ask them to think about which answers might be correct before watching.
- Ask students to do the task individually, but check as a class.

## Answers

- |                      |                       |
|----------------------|-----------------------|
| 1 art (00.42)        | 4 appreciate (02.05)  |
| 2 understand (01.14) | 5 clubs (03.08)       |
| 3 whole (01.38)      | 6 exploration (03.52) |

## After you watch

### C

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write *N*, *V* or *Adj* beside each of the words depending on whether it is a noun, verb or adjective.
- Explain to students that they should read the whole summary before writing any answers first to work out what part of speech is missing.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

## Answers

- |              |              |
|--------------|--------------|
| 1 innovative | 5 works      |
| 2 graffiti   | 6 generation |
| 3 discovered | 7 company    |
| 4 respect    | 8 nearby     |

## Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the two questions and answer any queries they might have.
- Ask students to work in pairs and explain that they should each give their opinions on both questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.

## Answers

Students' own answers

### Objectives

- To revise vocabulary and grammar from Units 3 and 4
- To practise exam-type tasks

### Revision

- Explain to students that Review 2 revises the material they saw in Units 3 and 4.
- Remind students that they can ask you for help with the exercises or look back at the units if they're not sure about an answer, and stress that the review is not a test.
- Decide how you will carry out the review. You could ask students to do one task at a time and then correct it immediately, or ask students to do all the tasks and correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank and to try to find any answers they aren't sure about in the units.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students will progress well.

### Vocabulary Revision

- Ask students to write down as many nouns referring to people who stay in a place as possible. Then ask them to write sentences of their own which show the difference in meaning between the words. Make sure they revise *dweller*, *inhabitant* and *resident*.
- Write the verbs *catch*, *cater*, *come*, *go*, *live*, *look*, *nose* and *start* on the board and ask students to match them with the following particles to form the phrasal verbs they learnt in Unit 3: *about*, *around*, *down on*, *in for*, *on*, *out*, *to*. Then ask students to write sentences of their own with these phrasal verbs.
- Write the verbs *include*, *create* and *attract* on the board and ask students to write down the adjectives and nouns that can be formed from these verbs.
- Ask the questions below at random round the class and make sure all students answer at least one question.
  - What is your house/school/town surrounded by?
  - In what situations do you feel under pressure?
  - Are you interested in what goes on behind the scenes in celebrities' lives? Why/Why not?
  - What is more important to you: being happy or making money?
  - In which city/country would you like to settle down?
  - Do you buy magazines depending on how attractive their front page is? Why/Why not?
- Ask students to write sentences with the words *agent*, *cultural*, *majority*, *privacy* and *traditional*.

### Grammar Revision

- Write the sentences below on the board and ask students to say which tense they are in and whether they are in the affirmative, negative or question form. Then revise all forms of these tenses as well as the time expressions used with them.
  - They had never seen a celebrity in person until now. (*Past Perfect Simple, negative*)
  - Had they been filming for long? (*Past Perfect Continuous, question*)
  - They soon cultivated the land around the river. (*Past Simple, affirmative*)
- Revise the future tenses and forms students learnt in Unit 4 by asking the questions below at random round the class. Make sure each student answers at least one question and revise any forms they have problems with.
  - What are you going to do this weekend?
  - Where will you go on holiday this year?
  - How many foreign countries will you have visited by this time next year?
  - Where do you think you will be living in the year 2030?
- Write the beginnings of sentences below on the board and ask students to complete them in their own words. Make sure they remember that future tenses cannot be used with the temporals in the sentences.
  - Let's go for a walk when \_\_\_\_.
  - We should stay indoors until \_\_\_\_.
  - Tell Jane about meeting Rihanna the moment \_\_\_\_.
  - Fasten your seat belt as soon as \_\_\_\_.
  - Why don't we go for a bite to eat after \_\_\_\_.
- Write the headings *Countable* and *Uncountable* on the board and ask students to make a list of as many nouns as possible under each heading. Give them one minute to do this and then make a list together on the board. Then ask students to write sentences of their own using some of these words and *few*, *many*, *much*, *little*, *a few*, *lots of* and *a lot of*.

### Part 1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the title of the text and ask them what they think the text will deal with. Then ask them to skim read the text, without circling any answers at this stage, to find out what manufacturing fame refers to (*the role the press plays in creating celebrities*). Ask students if people in their own country are obsessed with the lives of the rich and famous.
- Point out to students that they should read all four options for each item before deciding which word best fits each gap. Remind them to pay attention to the whole sentence each gap is in as the general context will help them understand what word is missing.
- Remind students to read back through the text once they have finished to check their answers.

## Answers

1A 2D 3B 4A 5B 6A 7D 8B

### Part 2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students what they know about the world's oldest cities and where they are/were located. Ask them which cities in their own countries are the oldest and if they know when they date from.
- Ask students to skim read the text, without filling in any answers at this stage, to find out what allowed people to settle in Mesopotamia (*being able to control the river flood waters as this enabled them to cultivate the land and have a steady supply of food*).
- Encourage students to pay particular attention to the words immediately before and after each gap to work out what part of speech is missing. However, remind them that they have to take into consideration the general context of the sentence so that they understand which structure is being used.
- Remind students to read back through the text once they have finished to check their answers.

## Answers

9 has	13 was
10 were	14 by
11 down	15 like
12 had	16 under

### Part 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the title of the text and ask them where Cappadocia is (*Turkey*). Ask them to skim read the text, without filling in any answers at this stage, to find out what is special about Cappadocia and why tourists flock to the area (*It is an area of great interest due to the unique architecture of buildings that have been carved into rocks which are shaped like pinnacles*). Ask students if they would like to visit Cappadocia and to say why/why not.
- Read the words at the side of the text to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read back through the text and to decide which part of speech is missing from each gap, and to complete the gaps using the correct form of the words given.
- Remind students to read back through the text once they have finished to check their answers.

## Answers

17 including	21 inhabitants
18 creation(s)	22 commercial
19 dwellers	23 majority
20 residents	24 traditional

### Part 4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read both sentences in each item and to underline the information in the first sentence that is missing from the second sentence. Then ask them to look at the word given to decide how the missing information could be inserted into the second sentence using this word. Remind students that they will have to use a different structure in order to keep the meaning the same.
- Remind students that they mustn't change the word given in any way.
- Encourage students to read back through the completed sentences once they have finished to check their answers.

## Answers

- 25 he is going to be/become
- 26 is there any good accommodation
- 27 was the first time
- 28 on my behalf
- 29 had not finished
- 30 as soon as Carol gets