

# Towns and cities

# 7

## Unit aims

**Vocabulary** Places in town; Transport

**Grammar** *was/were; there was / there were;*  
Past simple: regular and irregular  
verbs; *ago*

**Reading** Pompeii: the lost city

▶ *Rome: Ancient and Modern*

Getting around in Hong Kong

▶ *Crossing Cities*

**Listening** Presentation of a town map

**Speaking and functions** ▶ Talking about where you usually go with friends

Making suggestions

**Pronunciation** /t/, /d/ and /ɪd/

**Writing** A description of a place; Adding information

**Get it right!** *every + week/weekend*

**CLIL** Art: images and communication

▶ *Big Art*

## Basic competences

### In this unit students will (learn how to) ...

- use vocabulary to talk about places in town and transport. **CLC, SCC**
- use affirmative, negative and question forms of regular and irregular verbs in the past simple. **CLC, L2L, CMST**
- use *there was / there were*.
- use the adverb *ago* with the past simple. **CLC, L2L, CMST**
- understand written information about the historic city of Pompeii. **CLC, L2L, SCC, CAE**
- understand a teenager talking about a map of his town. **CLC, L2L, SCC, CMST**
- make suggestions for places to go. **CLC, L2L, SCC**
- write a description of a place.
- pronounce *-ed* endings. **CLC, L2L**
- understand oral and written information about public transport in Hong Kong. **CLC, L2L, SCC**
- identify the communicative value of art and other images. **CLC, SCC, CAE**
- understand and use information from a video about art and transport. **CLC, SCC, DC, CAE**

**CLC** = Competence in Linguistic Communication

**L2L** = Learning to Learn **SCC** = Social and Civic Competences

**DC** = Digital Competence

**CAE** = Cultural Awareness and Expression

**SIE** = Sense of Initiative and Entrepreneurship

**CMST** = Competence in Mathematics, Science and Technology

## Optional activity

Look at the photo on this page with the class. Elicit or teach the word *skyscraper*. Write the following questions on the board:

*Where are these buildings?*

*What time of day is it?*

*Do you like big cities?*

Students work in pairs and discuss the questions. Elicit students' ideas in open class.

**Notes:** This photo was taken at dusk in Shenzhen, the richest city in China. Some of the tallest skyscrapers in China are in Hong Kong, Shanghai and Shenzhen.

Focus on the **BE CURIOUS** box at the bottom right of the page in the Student's Book. Ask students to find the two images mentioned in the box. You could make this task more fun by adding a competitive element: the first student to find the images is the winner.

## Answers

The dog statue: on page 75

The colourful bus: on page 79

## Cambridge Discovery Education™ Interactive Reader

The teacher could recommend the following *Interactive Reader* for the first term of the course.

Catch a Wave: The story of Surfing by Genevieve Kocienda  
Surf's UP! Come learn about some of the legends of this sport, its dangers, and some of the hottest sports to catch a wave!

ISBN 9781107651913

For more information on the Interactive Readers see 'Teaching reading' on page xxiii.

# Towns and cities

# 7

Discovery  
EDUCATION™

Watch



7.1

p75  
Rome: Ancient  
and Modern



7.2

p79  
Crossing Cities



7.3

p80  
Meeting Friends



7.4

p115  
Big Art

## Language

Places in town

Transport

*was/were*

*there was/there were*

Past simple: regular and irregular  
verbs

*ago*

## Read and listen

Read about the historic city of  
Pompeii

Listen to a teenager talking about  
a map of his town

## Speak and write

Make suggestions for places to go

Write a description of a place

## Culture

Public transport in Hong Kong

## Across the curriculum

Art



## BE CURIOUS

Look at the photos and  
pictures in Unit 7. Find ...

- a 'dog statue'.
- a colourful bus.



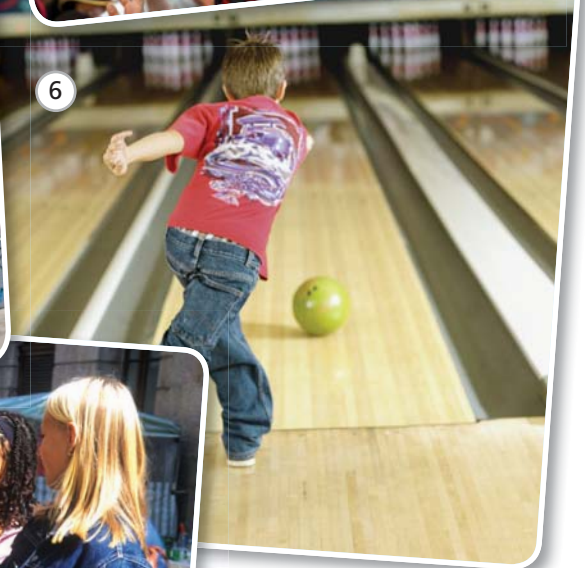
# Vocabulary

## Places in town

1 Look at the photos and match them with the places in the box. Which two places aren't in the photos?

shopping centre   museum   cinema  
 football stadium   bowling alley   market  
 sports centre   skate park   park

1 park



2 3.02 Listen, check and repeat.

3 Match the sentences with the places in Exercise 1.

1 sports centre

- 1 You can swim in this place.
- 2 We go skateboarding there every weekend.
- 3 There are shops and restaurants there.
- 4 We go to see films in this place.
- 5 We go bowling there with friends.
- 6 I go to this place with my dog. It's got a lot of trees.
- 7 You can buy comics, clothes and jewellery here.
- 8 I love watching my team play in this place.
- 9 It's got dinosaur skeletons and prehistoric artefacts.

### Get it right!

We use **every** + week/weekend: We go there with our skateboards **every weekend**. (X We go there with our skateboards ~~all weekends~~.)

### Your Turn

4 Work with a partner. Ask and answer the questions.

- 1 What's your favourite place in town?
- 2 When do you go there?
- 3 Who do you go with?
- 4 What do you do?

1 My favourite place is the sports centre

# Vocabulary

## Places in town

### Objectives

Students learn words for places in a town, and talk about the places they like in their own town.


### Warm-up

Books closed. Write the names of places in the students' town on the board (e.g. *museum, stadium, shopping centre, market, cinema*) and ask students to guess what the topic of the unit is.

- 1 Students open their books at page 74, look at the photos and the word box. They then work in pairs to match the photos with the correct place words and answer the question.

#### Optional activity: Fast finishers

Ask students to list more words for places in a town or city, e.g. *bus/train station, post office, art gallery*, etc.

- 2  3.02 Play the recording. Students listen and check their answers to Exercise 1. Play the recording again for students to listen and repeat.

#### Audioscript/Answers

1 park 2 shopping centre 3 football stadium  
4 cinema 5 skate park 6 bowling alley  
7 market  
Not in the photos: a museum or a sports centre.

#### Optional activity

Books closed. Play the recording again. Students listen and write the words. Check spellings with the class.

- 3 Read out the first sentence and its matching place. Students then work in pairs to match the sentences with the correct places in the word box in Exercise 1. Check answers with the class.

#### Answers

2 skate park 3 shopping centre 4 cinema  
5 bowling alley 6 park 7 market  
8 football stadium 9 museum



Go through the information in the *Get it right!* box with the class and highlight the common mistake with *all*.

#### Your Turn

- 4 Read out the four questions. Students ask and answer the questions in pairs. Encourage them to use time expressions with *every*, e.g. *every week/weekend/day* to answer question 2. For feedback, ask one or two students to tell the class about their partner.

#### Optional activity

Do a class survey to discover the class's favourite place in town.

#### Optional activity

Ask students to play the Anagram Game. (See Games bank, pages T152–3.)



Homework: Workbook page 60

# Reading


## Pompeii: the lost city

### Objectives

Students read and listen to a text about Pompeii, talk about any ancient monuments or ruins near their town, and watch a video about ancient and modern Rome.

### Warm-up

Books closed. Write *Pompeii* on the board and elicit any facts students know about the town. Write these on the board too.

- 1 Students open their books at page 75 and say more about Pompeii based on what they can see in the photos and pictures. Introduce key vocabulary at this point, e.g. *volcano*, *eruption*, *ruins*, *ash*, *rock*.
- 2  **3.03** Play the recording. Students listen, read the text, and check their ideas about Pompeii for Exercise 1.

### Answer

The ancient town of Pompeii was destroyed by a volcanic eruption in AD 79. The town is now a museum and UNESCO World Heritage site. Visitors can see the remains of the streets and houses and the preserved bodies of the people who died in the town.

- 3 Focus on the multiple-choice questions and check that students understand the meaning of: *in ruins*, *amphitheatre*, *gladiator*. Students read the text again and work alone to choose the correct answers. Ask them to compare their answers in pairs before you check answers with the class. Read out the information about the eruption of Mount Vesuvius in the FACT box.

### Answers

1 b 2 a 3 a 4 a

### Your Turn

- 4 Read out the questions. Students work in pairs to ask and answer them. If you have access to the Internet in your classroom, ask students to research monuments or ruins near their town. If you do not have access to the Internet and students cannot think of any ancient monuments or ruins nearby, ask them to talk about other famous ruins they may know about, e.g. Merida in Spain, the Colosseum in Rome, Machu Picchu in Peru or the Parthenon in Athens.



## 7.1 Rome: Ancient and Modern

### Summary

A comparison of the places in ancient and modern Rome.

### In class

Tell students they are going to watch a video about Rome.

### Exercise 1

Ask students to watch the video to answer the question: *Which modern buildings are similar to the Colosseum in Rome?* Play the video. Check the answer with the class.

### Answer

Sports stadiums.

### Exercise 2

Write the following on the board:

50,000 10,000 2,000,000

- 1 More than \_\_\_\_\_ people visit Rome every year.
- 2 Sometimes there were \_\_\_\_\_ people at the baths.
- 3 There were about \_\_\_\_\_ people in the Colosseum for every fight.

Play the video a gain. Students watch and write the correct numbers for each sentence. Check answers with the class.

### Answers

1 2,000,000 2 10,000 3 50,000

If you prefer to make a full lesson out of the video, print out the worksheet *Rome: Ancient and Modern* from the *Smart Resources* DVD-ROM.

### At home

### Exercise 3

Tell students to write a description of the famous places in their capital city. Brainstorm information students could include in their descriptions, e.g. important monuments, museums, stadiums, restaurants, shops.

### Exercise 4

Tell students to make a guide to their city/town for tourists. Ask them to think about the interesting places in their city/town, then write about them and find photographs to illustrate the text. Students then present their guide to a small group in the next lesson.

If you prefer to have the students watch the video at home, there is a self-correcting activity on the Student's DVD-ROM for them to complete.



# POMPEII: THE LOST CITY

In AD 79, Pompeii was a large town in Italy. There were 20,000 inhabitants. On the evening of August 24<sup>th</sup>, AD 79, there was a very big volcanic eruption. The eruption destroyed the town.



Today, Pompeii is a UNESCO World Heritage site. This is how it looks today. It's an open-air museum and it's very popular with tourists. The town is in ruins, but you can still see the remains of the streets and houses. You can imagine life two thousand years ago! You can also see people and animals preserved by the volcanic ash - frozen in time!



Before the volcanic eruption, Pompeii was a very busy town. There were shops, squares and markets. There were schools and an enormous amphitheatre - a type of ancient football stadium. Today people go to the cinema or watch football. In Roman times, the amphitheatre was a very important place in the town. On special days it was full of people, gladiators and lions!

## Reading

1 Look at the photos and pictures. What do you know about Pompeii?

2 3.03 Read and listen to the text. Check your ideas in Exercise 1.

3 Read the text about Pompeii again. Choose the correct answers.

- 1 Pompeii today is ...
  - a a modern city.
  - b a museum.
- 2 Before the volcano Pompeii was ...
  - a a busy town.
  - b in ruins.
- 3 In Pompeii in AD 79 there were ...
  - a shops and schools.
  - b football stadiums.
- 4 In the amphitheatre there were ...
  - a gladiator fights.
  - b markets.

**FACT** The volcanic eruption of Mount Vesuvius continued for six hours, covering the people and buildings of Pompeii with ash and rock - 25 metres deep!

### Your Turn

4 Work with a partner. Are there any ancient monuments or ruins near your town? Where are they? How old are they?

7.1 Rome: Ancient and Modern



Find out about the historic city of Rome.

# Grammar 1

## was/were

"Pompeii **was** a very busy town."

affirmative	negative
I / He / She / It was.	I / He / She / It wasn't.
We / You / They were.	We / You / They weren't.

questions	short answers
Was I / he / she / it?	Yes, I / he / she / it was.
	No, I / he / she / it wasn't.
Were we / you / they?	Yes, we / you / they were.
	No, we / you / they weren't.

Grammar reference • page 125

### 1 Look at the tables. Complete the sentences with **was** or **were**.

#### 1 was

- Shakespeare ... an important English writer.
- Christopher Columbus and Vasco da Gama ... famous explorers.
- Neil Armstrong ... an American astronaut.
- Rome and Athens ... capitals of the world in the past.
- Stonehenge ... an important place in prehistoric Britain.
- The population of Madrid ... 950,000 in 1900.

### 2 Rewrite the sentences with the information in brackets.

1 *Barack Obama's father wasn't from America. He was from Kenya.*

- Barack Obama's father was from America. (Kenya)
- Salvador Dalí and Pablo Picasso were actors. (artists)
- The Second World War was from 1929 to 1935. (1939 to 1945)
- Pío Baroja and Miguel de Cervantes were artists. (writers)

### 3 Complete the questions using **was** or **were**.

#### 1 was

- Who ... the first person in class today?
- Which day of the week ... your last birthday on?
- Where ... the last football World Cup?
- Who ... your best friends in primary school?
- When ... the last elections in your country?

### 4 Work with a partner. Ask and answer the questions in Exercise 3.

## there was/there were

"**There were** shops, squares and markets."

	affirmative	negative
singular	There was a very big volcanic eruption.	There wasn't a cinema.
plural	There were shops, squares and markets.	There weren't any football stadiums.

	questions	short answers
singular	Was there a market?	Yes, there was.
		No, there wasn't.
plural	Were there any gladiators?	Yes, there were.
		No, there weren't.

Grammar reference • page 126

### 5 Look at the table. Write facts about Pompeii in AD 79. Use **there was/were**.

football stadium ✗	an amphitheatre ✓	houses ✓
an open-air museum ✗	markets ✓	car parks ✗
schools ✓	cinemas ✗	

*There wasn't a football stadium in Pompeii in AD 79.*

### 6 Complete the questions with **was** or **were**. Then ask and answer them with a partner.

- ... there a football match on TV last night?
- ... there any tests or exams last week?
- ... there a lot of homework to do last weekend?

A: *Was there a football match on TV last night?*

B: *No, there wasn't.*

### Your Turn

### 7 Work with a partner. Turn to page 105. Look at the picture for one minute, then write sentences. What can you remember?

*There was a pizza place.*

# Grammar 1

## was/were

### Objectives

Students learn *was/were* and *there was / there were*

- 1** Write the quote from the reading text on the board (*Pompeii was a very busy town*). Focus on the forms in the tables and point out the difference between the singular and plural forms of *be* in the past simple.

Read out the example. Students then work in pairs to complete the remaining sentences using *was* or *were*. Check answers with the class.

➔ See **Grammar reference** page 125 for *was/were*.

### Answers

2 were 3 was 4 were 5 was 6 was

- 2** Read out the example sentence. Students then work in pairs to rewrite the sentences using the information in brackets. Check answers with the class.

### Answers

- 2 Salvador Dalí and Pablo Picasso weren't actors. They were artists.  
3 The Second World War wasn't from 1929 to 1935. It was from 1939 to 1945.  
4 Pio Baroja and Miguel de Cervantes weren't artists. They were writers.

### Optional activity

Ask students to play Blankety-Blank to practise *was/were*. (See Games bank, page T152–3.)

- 3** Ask a student to read out the example question and check that students understand the meaning of *elections* in question 5. Students then work in pairs to complete the remaining questions using *was* or *were*. Check answers with the class.

### Answers

2 was 3 was 4 were 5 were

- 4** 🗣️ Students work in pairs to ask and answer the questions in Exercise 3.

## there was / there were

- 5** Write the quote from the reading text on the board (*There were shops, squares and markets*). Then go through the information in the tables and focus on the forms, especially the short answers.

Focus on the boxed words and ask a student to read out the example sentence about Pompeii. Students then work alone to write facts about places in Pompeii using *there was/were*. Check answers with the class.

➔ See **Grammar reference** page 126 for *there was / there were*.

### Answers

There wasn't an open-air museum in Pompeii in AD 79.  
There were schools in Pompeii in AD 79.  
There was an amphitheatre in Pompeii in AD 79.  
There were markets in Pompeii in AD 79.  
There weren't any cinemas in Pompeii in AD 79.  
There were houses in Pompeii in AD 79.  
There weren't any car parks in Pompeii in AD 79.

- 6** 🗣️ Elicit the first answer, then show students how the word order of the statement (*There was/were ...*) is reversed in the question form (*Was/Were there ...?*). Students work alone to complete the questions. Check answers with the class. Ask a pair of students to read out the model question and answer, then students ask and answer the questions in pairs.

### Answers

1 Was 2 Were 3 Was

### Your Turn

- 7** Students turn to page 105. See a copy of the Student's Book page along with further teaching notes on page T105 at the back of this book.

➔ Homework: Workbook page 61

➔ Grammar practice: Workbook page 115



# Listening and Vocabulary


## Objectives

Students look at a town map, listen to someone talking about the places in a town, then talk about transport in their own town.

- 1 Students look at the map of Jamie's town and say how it is different from their own town, e.g. *There's a bowling alley in Jamie's town, but there isn't one in my town.* Elicit statements from the whole class.

### Answers

Students' own answers

- 2  3.04 Focus on the list of places in a town. Play the recording. Students listen and write down and number the listed places in the order they hear them. Check answers with the class.


### Audioscript

Our town is very beautiful, It was a small fishing village 100 years ago with a population of 200 people, but today it's a big town. I live here, near the park. I often go to the park with my friends. It's near my house so I go on foot. Sometimes my friends and I go to the sports centre. The sports centre's here, on the other side of town. There's a great skate park at the sports centre – we take our skateboards there at the weekend. I usually go to the sports centre on my skateboard or my bike but yesterday I went by bus. There's a bus stop in front of my house, opposite the park. We played tennis yesterday and then we went to the shopping centre. The shopping centre's here, in front of the football stadium. It's got a lot of shops and a cinema with ten screens. We saw a film yesterday. It was really good! We spent a lot of time in the shopping centre but we didn't go shopping! I hate shopping!

Erm ... what else? Ah yes, this is my school. It's here, in the centre of town, next to the museum. My mum works near the school, in the market. Just here. See? We sometimes have lunch together in the market. My dad works here. His office is next to the bowling alley, near the port. He works for the ferry company so we go on the ferry a lot. Our town's great! I love living here!

### Answers

2 sports centre   3 skate park   4 shopping centre  
5 football stadium   6 market   7 bowling alley

- 3  3.04 Give students time to read through the questions. Play the recording again. Students listen and answer the questions. Students compare their answers in pairs before you check answers with the whole class.

### Answers

1 He lives in a big town.   2 He plays tennis and goes skateboarding.   3 It's got a lot of shops and a cinema with ten screens.   4 She works near the school, in the market.   5 It's next to the bowling alley, near the port.

## Transport


### Warm-up

Books closed. Write the quote from the listening text on the board (*There's a bus stop in front of my house*). Elicit words for different types of transport students know (e.g. *plane, tram, bus, car, taxi*) and then ask them how they prefer to travel.

- 4 Students open their books at page 77. They then work alone to match the words in the box with the places numbered (1–7) on the map.

### Optional activity: Fast finishers

Ask students to write down other transport places, e.g. *airport, underground/metro, harbour*.


- 5  3.05 Play the recording for students to listen and check their answers to Exercise 4. Play the recording again for students to listen and repeat.

### Audioscript/Answers

1 ferry port   2 tram stop   3 bus stop   4 car park  
5 bike stand   6 bus station   7 train station

### Your Turn

- 6 Read out the questions. If necessary, revise prepositions of place (*near, next to, in front of*) so that students are able to say in general where the places are. Students then work in pairs to ask and answer the questions. For feedback, ask one or two pairs to tell the class what their partner said.

 Homework: Workbook page 62

# Listening and Vocabulary



## Transport

"There's a **bus stop** in front of my house."

- Look at the map of Jamie's town. How is it different from your town?
- 3.04 Listen to Jamie presenting the map for an art project at school. Number the places in the order he speaks about them.

### 1 park

- bowling alley
- football stadium
- market
- park
- shopping centre
- skate park
- sports centre

- 3.04 Listen again. Answer the questions.

- Where does Jamie live?
- What sports does Jamie do at the sports centre?
- What has the shopping centre got?
- Where does Jamie's mum work?
- Where is Jamie's dad's office?

- Look again at the map. Match the words in the box with the places (1-7) in the map.

1 *ferry port*

- |            |               |             |          |
|------------|---------------|-------------|----------|
| bus stop   | bike stand    | bus station | car park |
| ferry port | train station | tram stop   |          |

- 3.05 Listen, check and repeat.

### Your Turn

- Work with a partner. Answer the questions.
  - Is there a ferry port or bus or train station where you live? Where?
  - How do you usually travel to your favourite places in your town?

# Grammar 2

## Past simple: regular verbs

"We **played** tennis yesterday."

### past simple regular verbs

I / You / He / She / It / We / You / They	played tennis yesterday after school.
---	---------------------------------------

**Grammar reference** • page 126

- 1** Look at the spelling rules on page 126. Complete the sentences with the past simple form of the verbs in the box.

stay   tidy   ~~play~~   watch   study   shop

### 1 played

- We ... football for three hours yesterday.
- We ... a great film on TV last night.
- I ... my bedroom yesterday.
- I ... for an exam last weekend.
- I ... for food with my mum last week.
- We ... up really late on Saturday night.

- 2** **3.06** Listen and check.

- 3** Are the sentences in Exercise 1 true for you?

**Pronunciation:** /t/, /d/ and /ɪd/ p108

## Past simple: irregular verbs

"We **went** to the shopping centre."

### past simple irregular verbs

I / You He / She / It We / You / They	went for a pizza with friends. saw my friend at Art class.
---	---

**Grammar reference** • page 126

- 4** Complete the text with the past simple form of the verbs in brackets. Then check on page 128.

### 1 got

Last night I <sup>1</sup>... (get) home late from school. I <sup>2</sup>... (have) a lot of homework. I <sup>3</sup>... (go) to my bedroom and I <sup>4</sup>... (do) my homework. It <sup>5</sup>... (take) me two hours! I was really tired! In the morning, I <sup>6</sup>... (put) my homework on the table and my dog <sup>7</sup>... (eat) it!

- 5** Look at the verbs in the box and write the past forms. Are they regular or irregular?

travel   like   come   live   make   drink   read

*regular: travelled ...*

- 6** **3.10** Listen, check and repeat.

- 7** Complete the sentences with the past simple form of the verbs in Exercise 5.

### 1 drank

- There isn't any cola. Luke ... it all yesterday.
- We ... around Europe after we left school.
- I ... breakfast in bed for my parents this morning.
- My surprise party was great! I really ... it!
- The first book I ... was *Harry Potter and The Philosopher's Stone*.
- Grandma ... to visit yesterday. She's staying for a week.
- I ... in Paris for a year, but my French isn't very good.

## ago

"It was a small village 100 years **ago**."

**Grammar reference** • page 126

- 8** Look at the quote above. Translate it into your language.

- 9** Write sentences with **ago**.

*1 Toledo was the capital of Spain 1200 years ago.*

- Toledo / is / the capital of Spain / 1200 years
- The Mayan civilization in Mexico / exist / 3000 years
- Christopher Columbus / discover / America about 500 years
- The European Union / start / about 20 years
- Leonardo Da Vinci / paint / the *Mona Lisa* about 500 years

### Your Turn

- 10** Work with a partner. Talk about what you did yesterday.

*Yesterday I got up at 7.30, I had breakfast at about eight o'clock ...*



# Grammar 2

## Past simple: regular verbs


### Objectives

Students learn regular past simple verb forms and some common irregular past simple verbs.

- 1 Write the quote from the listening text on the board (*We played tennis yesterday*). Go through the information in the table, showing how regular verb forms in the past simple are formed by adding *-ed* to the infinitive.

Ask students to look at the spelling rules on page 126 and check they understand them. If necessary, teach or check understanding of the verbs in the box. Read out the example. Students then work alone to complete the remaining sentences.

 See **Grammar reference** page 126 for past simple regular verbs.

- 2  **3.06** Play the recording. Students listen and check their answers to Exercise 1. Monitor and write the correct answers on the board to make sure students spell the answers correctly.

### Audioscript

- 1 We played football for three hours yesterday.
- 2 We watched a great film on TV last night.
- 3 I tidied my bedroom yesterday.
- 4 I studied for an exam last weekend.
- 5 I shopped for food with my mum last week.
- 6 We stayed up really late on Saturday night.

### Answers

- 2 watched    3 tidied    4 studied    5 shopped  
6 stayed

- 3 Give students time to read through the completed sentences in Exercise 1 and decide whether or not they are true for them. Elicit some true sentences from one or two students.

 **Pronunciation: /t/, /d/ and /ɪd/** Use the exercises on page 108 for pronunciation practice of regular past simple verbs.

## Past simple: irregular verbs


- 4 Write the quote from the listening text on the board (*We went to the shopping centre*), and focus on the two common irregular verbs in the quote and the table. Point out that the form of the verb is the same for all persons (*I, you, he, etc.*).

Read out the example. Students work alone or in pairs to complete the text with the correct past simple verb forms. They should try to do this without looking at the list of irregular verbs on page 128 first. Students discuss their answers with a partner, then look at page 128 to check answers.

 See **Grammar reference** pages 126 and 128 for past simple irregular verbs.

### Answers

- 2 had    3 went    4 did    5 took    6 put    7 ate

- 5 Students look at the verbs in the box, write the past simple forms, then decide if they are regular or irregular.
- 6  **3.10** Play the recording. Students listen and check their answers to Exercise 5. Play the recording again for students to listen and repeat.

### Audioscript/Answers

Regular: travelled, liked, lived  
Irregular: came, made, drank, read

- 7 Read out the example. Students work in pairs to complete the sentences with the past simple forms of the verbs in Exercise 5.

### Answers

- 2 travelled    3 made    4 liked    5 read    6 came  
7 lived

## ago

- 8 Write the quote from the listening text on the board (*It was a small village 100 years ago*). Students could then work in pairs to translate it into their language. Students swap sentences with another pair for peer checking. Draw attention to the word order here and the position of *ago* after the time period.

 See **Grammar reference** page 126 for *ago*.



- 9 Ask a student to read out the example sentence. Elicit the answer to the second sentence from the whole class and write it on the board. Students then work alone to write the remaining full sentences using the past simple and *ago*. Check answers with the class.

### Answers

- 2 The Mayan civilization in Mexico existed 3,000 years ago.    3 Christopher Columbus discovered America about 500 years ago.    4 The European Union started about 20 years ago.    5 Leonardo Da Vinci painted the Mona Lisa about 500 years ago.

### Your Turn

- 10 Read out the example sentence. Students then work in pairs to talk about what they did yesterday. Ask some students to tell the class what their partner did.

-  Homework: Workbook page 63  
 Grammar practice: Workbook page 115



## Getting around in Hong Kong

### Objectives

Students listen to and read about a Hong Kong boy's journey to school, talk about their own journey to school, and watch a video about transport in Beijing, Mumbai and Tokyo.

### Background information

Hong Kong is a former British colony on the south coast of China which reverted to Chinese sovereignty in 1997. Hong Kong is an important financial centre and is densely populated.

- Students open their books at page 79 and look at the photos of different kinds of transport in Hong Kong. Elicit the words for the different kinds of transport and ask students which forms they travel on regularly and when they travel.

#### Answers

Students' own answers

- 3.11** Read out the question. Play the recording. Students listen, read the text and answer the question. Check answers with the class.

#### Answer

bus

- Students work alone to read the sentences and decide whether or not they are true or false. Remind students to correct the false sentences. Ask students to compare their answers in pairs before you check answers with the class. Read out the information in the FACT box.

#### Answers

- F. A lot of people live in Mong Kok.    2. T.    3. T.
- F. He says they are very old but they're really good.
- T.    6. F. He takes the escalator because it's fun.

### Your Turn

- Read out the questions and answer them yourself first to give students an example. Students then work in pairs to talk about their journeys. Encourage students to ask their partner questions to extend the discussion. For feedback, ask one or two students to tell the class about their partner's journey.



## 7.2 Crossing Cities

### Summary

A look at the transport used in three major world cities: Beijing, Mumbai and Tokyo.

### In class

Tell students they are going to watch a video about the transport in three world cities.

### Exercise 1

Ask students to watch the video and answer the question: *What are the three cities in the video?* Play the video. Check the answer with the class.

### Answer

Beijing, Mumbai and Tokyo.

### Exercise 2

Write the following on the board for students to complete:

Beijing	Mumbai	Tokyo

Play the video again. Ask students to watch and complete the table with the correct forms of transport. Check answers with the class and help with spelling as necessary.

### Answers

Beijing	Mumbai	Tokyo
bus, car	rickshaw, car, lorry, bike, motorcycle, cow, train	taxi, underground, bullet train, plane

If you prefer to make a full lesson out of the video, print out the worksheet *Crossing Cities* from the *Smart Resources* DVD-ROM.

### At home

#### Exercise 3

Ask students to write a description of how people travel in big cities in their country.

#### Exercise 4

Ask groups of students to do a survey of the forms of transport used by their classmates either for journeys to school or to go on holiday. They prepare a simple questionnaire for their classmates to complete, then present their results to the class.

If you prefer to have the students watch the video at home, there is a self-correcting activity on the Student's DVD-ROM for them to complete.

Homework: Workbook page 64

Grammar practice: Workbook page 115



# Reading: Culture



Home

About

Blog



## GETTING AROUND IN HONG KONG

Today we're looking at unusual journeys to school. Twelve-year-old David Wong tells us about his journey to school in Hong Kong.

'I live in Mong Kok in Kowloon, Hong Kong. A lot of people live in Mong Kok and everybody uses public transport! In the rush hour, it's very busy. My school is very far away! It's on the other side of the city. I travel on all of the city's public transport. I don't take any money. I use the Octopus Card. It's called the Octopus Card because an octopus has got eight legs and eight is a lucky number in China.

Yesterday was a normal school day. I took the underground from Mong Kok. Then I took the Star Ferry across Victoria Harbour. I arrived on the island side and I took the tram – you get a great view from the top. These forms of transport are very old but they're really good! Finally I went on foot up the escalator to my school in the Mid-Levels. There is a bus, but the escalator is fun! The journey was only forty-five minutes!'



**FACT** People in Hong Kong make 12 million journeys on public transport every day.

- 1 Look at the photos of the transport. Which ones do you travel on regularly? When?
- 2 3.11 Read and listen to the text. Which form of transport in Exercise 1 does David Wong not travel on to school?
- 3 Read the text again. Are these sentences true or false? Correct the false sentences.
  - 1 There aren't many people in Mong Kok.
  - 2 A lot of people travel on public transport.
  - 3 He doesn't pay for transport tickets with money.
  - 4 He says that the ferry and tram are very bad.
  - 5 He went on the underground first and then on the ferry, the tram and finally the escalator.
  - 6 He takes the escalator because it's quick.

### Your Turn

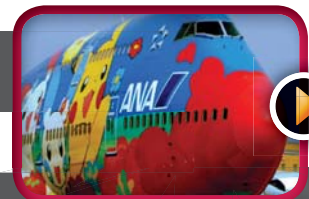
- 4 Is your journey to school similar to David's journey? Tell your partner about a journey you took this week. Was it good or bad? Why?

*I travel by bus and on the underground to school.*



Discovery EDUCATION

## 7.2 Crossing Cities



Find out how people get around in cities across the world.



# Speaking



7.3

Discovery  
EDUCATION



Work with a partner. Watch the teenagers answering the question 'Where do you usually go with your friends?'. Answer the question for you.

## Making suggestions

- 1 3.12 Charlie and David are talking about things to do at the weekend. Listen and complete the conversation with the words in the box.

I'd prefer    Let's (x2)    shall  
What about (x2)    Why don't



### 1 shall

Charlie: What <sup>1</sup>... we do tomorrow? It's Saturday!  
David: <sup>2</sup>... go to the cinema.  
Charlie: <sup>3</sup>... not to go to the cinema again. <sup>4</sup>... we do something different?  
David: OK, <sup>5</sup>... going to the park?  
Charlie: No, I don't like the park. It's boring.  
David: Well, can you think of anything to do?  
Charlie: <sup>6</sup>... going to the new skate park?  
David: That's a good idea.  
Charlie: OK. <sup>7</sup>... meet outside the skate park at 11 o'clock.  
David: Great! See you at 11.

## Functions

What shall we do ... ?

Why don't we ... ?

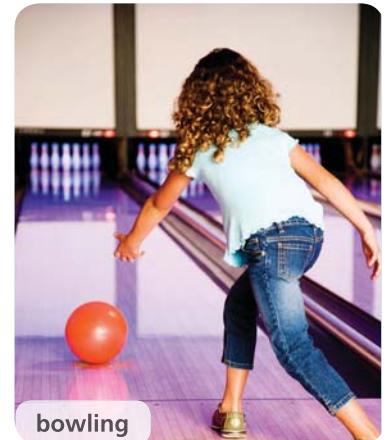
Let's go to ...

What about going to ... ?

I'd prefer (not) to go to ...

That's a good idea.

- 2 3.13 Listen and repeat the phrases in the Functions box. Translate them into your language.
- 3 Work with a partner. Practise the conversation in Exercise 1.
- 4 Change the words in **bold** in the conversation in Exercise 1. Use the ideas below. Practise the conversation with a partner.



# Speaking

## Making suggestions

### Objectives

Students listen to teenagers saying where they go with their friends and then talk about where they go with their own friends. They then listen to two people talking about what to do at the weekend and practise making suggestions.

### 7.3 Discovery EDUCATION

Tell students they are going to watch some teenagers answering the question 'Where do you usually go with your friends?'. Tell them that they will ask and answer the question themselves after watching and so should listen carefully to the language the teenagers use. Play the video. Students then ask and answer the question in pairs.

If you prefer to have the students watch the video at home, there is a self-correcting activity on the Student's DVD-ROM for them to complete.



### Optional video activity

Before students answer the question from the video, write the following questions on the board:

- How many speakers go to a shopping centre?
- How many speakers go to a park?
- How many speakers go bowling?

Play the video. Students watch the video to answer the questions.

#### Answers

- Three
- Two
- One

- 1 3.12 Tell students they are going to listen to a conversation between Charlie and David talking about things to do at the weekend. Look at the gapped conversation and the example together. Play the recording. Students listen and complete the rest of the conversation. Check answers with the class.

### Audioscript

**Charlie:** What shall we do tomorrow? It's Saturday!

**David:** Let's go to the cinema.

**Charlie:** I'd prefer not to go to the cinema again. Why don't we do something different?

**David:** OK. What about going to the park?

**Charlie:** No, I don't like the park. It's boring.

**David:** Well, can you think of anything to do?

**Charlie:** What about going to the new skate park?

**David:** That's a good idea.

**Charlie:** OK. Let's meet outside the skate park at 11 o'clock.

**David:** Great! See you at 11.

### Answers

- 2 Let's    3 I'd prefer    4 Why don't    5 What about  
6 What about    7 Let's

- 2 3.13 Play the recording. Students listen and repeat the phrases in the *Functions* box. Students then work alone to translate the phrases into their own language. They can compare their translations with a partner.
- 3 Ask students to look at the conversation in Exercise 1 again and practise saying it with a partner. Tell them that they will need to memorise the missing words for the next exercise.
- 4 Focus on the activities in the photos and elicit/teach the expressions *go shopping* and *go bowling* for the top two activities. In pairs, students then practise making suggestions, following the model conversation in Exercise 1 and changing the words in bold. Students can then swap roles. Point out that students will need to use *shopping* or *bowling* instead of *to the cinema* / *to the skate park* in the model conversation. They will also need to change the phrase *outside the skate park* to *outside the shopping centre* / *bowling alley* if they suggest shopping or bowling as activities. Monitor while students are speaking. Ask one pair to act out a conversation in front of the class.

### Optional activity

Give students a blank diary sheet for the coming week.

Ask students to mingle and make plans for each day, using the language for making suggestions. Monitor while students are making their plans, making sure that the target language is being used. At the end of the activity, ask the students questions, e.g. *Can you come to the shopping centre on Saturday?* The students respond with *Yes, I can*, or *No, I can't, I'm busy*.

# Writing

## A description of a place

### Objectives

Students read a description of a town, learn how to use *also* and *too* to add further information, and write a description of their own town.

- 1 Students read Kirstie's email and say what you can do in her town. Check answers with the class.

#### Answer

You can visit historical buildings and a museum; you can go to festivals and markets (like Goosey Fair); in May, you can go to free concerts; you can visit Dartmoor National Park; there are also lots of shops, cinemas, parks and sports facilities.

- 2 Go through the *Look at Language* box on adding information using *also* and *too* and make sure students understand it. Students then work in pairs to find examples of *also* and *too* in Kirstie's email in Exercise 1. Check answers with the class.

#### Answers

There are a lot of historical buildings and a museum, *too*.  
There are *also* a lot of festivals and markets.  
We can *also* visit Dartmoor National Park.  
There are a lot of shops, cinemas, parks and sports facilities for young people, *too*.

- 3 Look at the example with the class. Students then work alone or in pairs to copy the sentences and put *also* and *too* in the correct places. Check answers with the class.

#### Answers

2 We can go to the mountains *too*.    3 We also have a carnival in August.    4 Lots of people visit the beautiful beaches *too*.    5 They also make traditional products.

- 4 Ask students to look at the information in the *Look at Content* box and make sure they understand it. Elicit words that describe size, e.g. *big*, *small*. Students read the email again and put the information in the *Look at Content* box in the order in which it appears in Kirstie's email.

#### Answers

- 1 size    2 where it is    3 history and interesting facts    4 things to do and places to visit



## Get Writing

### PLAN

- 5 Tell students they are going to write an email describing their town, either for homework or in class. Students should use the list in the *Look at Content* box to make notes. If you have access to the Internet, students can use it to research the history of their town and any interesting facts and places to visit.

### WRITE

- 6 Once students have planned the content of their email, they can write it, using their notes from Exercise 5 and Kirstie's email as a model. Read through the model sentences with the class and tell students to use the past simple where appropriate in their texts, as well as *also* and *too*.

### CHECK

- 7 Give students a few minutes to look through their emails and check them against the questions here. Ask students to correct their writing if necessary.

#### Teaching tip

Find good examples of each key point/section in students' emails. Copy them onto separate sheets and stick the sheets onto the board in random order. Ask students to put them in order to create a model email.

➔ Homework: Workbook page 65

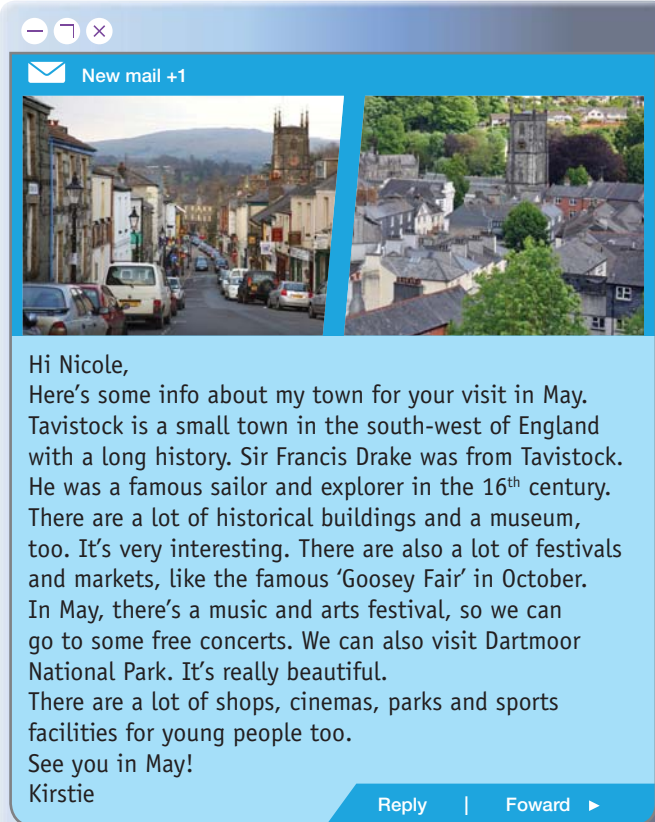
➔ CLIL: Art: Student's Book page 115



# Writing

## A description of a place

- 1 Look at the photos and read Kirstie's email to Nicole. What can you do in Kirstie's town?



Hi Nicole,  
Here's some info about my town for your visit in May. Tavistock is a small town in the south-west of England with a long history. Sir Francis Drake was from Tavistock. He was a famous sailor and explorer in the 16<sup>th</sup> century. There are a lot of historical buildings and a museum, too. It's very interesting. There are also a lot of festivals and markets, like the famous 'Goosey Fair' in October. In May, there's a music and arts festival, so we can go to some free concerts. We can also visit Dartmoor National Park. It's really beautiful. There are a lot of shops, cinemas, parks and sports facilities for young people too. See you in May!  
Kirstie

### Look at Language

#### ADDING INFORMATION

Use *also* and *too* to add more information. Notice the position of these linking words.

- *also* goes after the verb *be* and before other main verbs. (*He's also a teacher. The town also has a cinema.*)
- *too* goes at the end of a sentence. (*She likes cheese too.*)

- 2 Find examples of *also* and *too* in the text in Exercise 1.
- 3 Put *also* and *too* in the correct places in the sentences.

1 *There is also an amusement park to visit.*

- 1 There is an amusement park to visit. (also)
- 2 We can go to the mountains. (too)
- 3 We have a carnival in August. (also)
- 4 Lots of people visit the beautiful beaches. (too)
- 5 They make traditional products. (also)

### Look at Content

When you write about a city, town or village for tourists, you can include this information:

- things to do and places to visit
- size
- history and interesting facts
- where it is

- 4 Read Kirstie's email again. Put the information in the Look at Content box in the order she mentions it.



### Get Writing

#### PLAN

- 5 Plan an email about your town. Use the list in the Look at Content box and make notes.

#### WRITE

- 6 Write your email. Use your notes from Exercise 5 and the language below to help you. Write at least 100 words.

size

*... is a big / small village / town / city.*

where it is

*... is in the south / north west / east of ...*

history / interesting facts

*In the 16<sup>th</sup> century / 1875 ...*

*... was from ...*

*It's famous for ...*

*We've got ...*

things to do / places to visit

*There are a lot of ...*

*We can ...*

*In January / February ... there is ...*

#### CHECK

- 7 Can you say YES to these questions?
- Have you got information from the Look at Content box in your description?
  - Are *also* and *too* in the correct position?

# 7

## Review

### Places in town

#### 1 Match the activities with the places.

1 d

- |                       |                    |
|-----------------------|--------------------|
| 1 watch a match       | a museum           |
| 2 see a film          | b sports centre    |
| 3 buy some jeans      | c park             |
| 4 play basketball     | d football stadium |
| 5 learn about history | e the cinema       |
| 6 walk the dog        | f shopping centre  |

### Transport

#### 2 Write the name of each type of transport. Then match them with the correct places.

park port stand station stop (x2)

1 train station



### (there) was/were

#### 3 Complete the sentences with was(n't) or were(n't).

1 A: Was

- A: ... Sarah at school yesterday?  
B: Yes, she ...
- A: ... you at home last weekend?  
B: No, we ...
- A: Where ... Mike last week?  
B: He ... on holiday.
- A: The bus ... late this morning.  
B: ... you late for school?

- A: ... there a lot of homework yesterday?  
B: No, there ...
- A: There ... a lot of children at the shopping centre.  
B: It's the summer holidays.
- A: There ... a bottle of lemonade in the fridge yesterday!  
B: I drank it, sorry!
- A: ... there any football matches last weekend?  
B: No, there ...

### Past simple: regular and irregular verbs; ago

#### 4 Write true sentences about you with the verbs in brackets and ago.

1 I went on holiday six months ago.

- |                     |                         |
|---------------------|-------------------------|
| 1 (go on) holiday   | 5 (travel) by bus       |
| 2 (listen) to music | 6 (eat) Italian food    |
| 3 (go) shopping     | 7 (fly) in an aeroplane |
| 4 (tidy) my bedroom | 8 (forget) my homework  |

### Cumulative grammar

#### 5 Choose the correct words to complete the text.

1 a

I usually <sup>1</sup>... the bus to school, but yesterday I <sup>2</sup>... by bike. I <sup>3</sup>... get to school in 20 minutes by bike. On Saturdays, I usually <sup>4</sup>... football with my friends, but last weekend I <sup>5</sup>... the History Museum with my dad. It <sup>6</sup>... really good! There <sup>7</sup>... an exhibition on ancient Egypt. After, we <sup>8</sup>... pizza in the shopping centre. I love <sup>9</sup>... there. I tried on <sup>10</sup>... shoes but I didn't buy <sup>11</sup>....

- |                     |                 |
|---------------------|-----------------|
| 1 a take b takes    | 8 a eat b ate   |
| 2 a went b go       | 9 a going b go  |
| 3 a am b can        | 10 a some b any |
| 4 a play b played   | 11 a him b them |
| 5 a visit b visited |                 |
| 6 a were b was      |                 |
| 7 a were b was      |                 |



# Review

## Objectives

Students test themselves on the grammar and vocabulary in Unit 7 and on grammar from earlier units.

## Places in town

1 Students match the activities with the correct places.

### Answers

2 e 3 f 4 b 5 a 6 c

## Transport

2 Students identify the words for the types of transport shown in the photos, then match them with the words in the box to make transport places.

### Answers

2 bike stand 3 bus stop 4 car park  
5 ferry port 6 tram stop

## (there) was/were

3 Students complete the conversations with *was(n't)* or *were(n't)*.

### Answers

1 Was, was 2 Were, weren't 3 was, was  
4 was, Were 5 Was, wasn't 6 were 7 was  
8 Were, weren't

## Past simple: regular and irregular verbs; ago

4 Students write true sentences about themselves using the verbs in brackets, the phrases (1–8) and *ago*.

### Answers

Students' own answers

## Cumulative grammar

5 Students choose the correct words to complete the text.

### Answers

2 a 3 b 4 a 5 b 6 b 7 b 8 b  
9 a 10 a 11 b



Homework: Workbook pages 66 and 67