

4 Architecture

READING SKILLS Making notes (1)

RESEARCH Focusing your search

WRITING SKILLS Linking ideas (3) and (4) • Words and phrases (1) • Writing about a building

VOCABULARY DEVELOPMENT A dictionary entry (2) • Countable or uncountable nouns?

READING Famous buildings pp22–23

AIMS

The aim of this section is to help students to think about how they can make notes about a text by extracting the important information. It also introduces students to the language of describing buildings and other structures.

LEAD IN

- Ask:
– *When do you make notes?*
Elicit the answer – in lectures, when I'm reading, when I'm revising, etc.
- Ask:
– *How do you take notes?* and elicit some ideas.
- Focus students' attention on the page and tell students that they are going to read about two famous buildings.

PROCEDURE

- 1 Students read the instructions. Read through the words in the box with the class and explain any words that students don't understand. Students answer the questions in pairs.
- 2 Students read the **Study Skill** on making notes. Remind them of the different ways of reading, and point out that we read slowly and carefully when we are making notes.
Students read the instructions. Go through the table quickly. Students then complete the table with the information from the two texts. ▶▶ 2
- 3 Students label the diagrams with the details from the text. ▶▶ 3
- 4 Remind students that it is often possible to guess the meaning of new words from their context (**Study Skill** page 17).
Read the instructions with the class and point out that students should first identify the part of speech of the underlined words and then try to guess the meaning. Go through the first question with the class as an example. Students then complete the questions individually. Check answers with the class. ▶▶ 4
- 5 Read the instructions with the class and remind students that a summary is a short version of a text, containing all the main points. Encourage students to use their notes (and not the text) to complete the summary. ▶▶ 5
- 6 Read the instructions with the class. Point out that students should use the notes from exercise 2 (and not the text) to write the summary. Tell students to use the summary in exercise 5 as a model. Do the first sentence on the board with the whole class if necessary. Students then complete their summaries individually.

▶▶ 6

READING Answer key pp22–23

▶▶ 2

Building	Taj Mahal	Bank of China Tower
Built by	Shah Jehan	leoh Ming Pei
Located	Agra, north of India	Hong Kong
Date	1631–1654	1982–1990
Building type	a tomb	skyscraper
Made of	white marble, sandstone	glass, steel
Style	Islamic	modern
Notes	Some say–most beautiful building in the world	platform on 42 nd floor Can see the whole city

▶▶ 3

Taj Mahal: tomb, minarets

Bank of China Tower: 367m, 70 floors

▶▶ 4

- 1 tomb: *noun*
– a place where the body of an important person is buried
- 2 symbolizes: *verb*
– represents something
- 3 designs: *verb*
– plans and makes a drawing of something (a building)
- 4 skyscraper: *noun*
– a very tall building
- 5 panoramic: *adjective*
– of a wide area

▶▶ 5

- 1 Shah Jehan
- 2 1631
- 3 1654
- 4 Agra
- 5 tomb
- 6 marble
- 7 sandstone
- 8 Islamic

▶▶ 6

Students' own answers, but the summary in exercise 5 is a model.

AIMS

The aim of this section is to give students practice in finding factual information. It encourages them to focus their search and think about the facts that they want to find out. It also prepares students for a later writing task.

LEAD IN

- Discuss the buildings in the article (the Taj Mahal and the Bank of China Tower) with students. Ask:
– *What do you like, or dislike, about these buildings?*
- Ask them about other buildings that they like – in their country or outside. Get them to give reasons.

PROCEDURE

- 1 Tell students to read the instructions and look at the list of buildings. They then read the **Study Skill**.

Tell students to choose a building and decide what information they want to find out. Students complete the first column of the table with things they want to find out. They can use the tables about the Taj Mahal and the Bank of China Tower as a guide, but encourage them to use their own ideas (e.g how the building got its name, or what it is used for).

Students then look for information about their building (at home, in the library, or learning centre) and complete the table with notes. Ask them to make a note of their source(s).

Check the notes and the sources in class, and get students to talk about their buildings in pairs. ►►1

EXTENSION ACTIVITY

Get students to think about the two people who built the Taj Mahal and the Bank of China Tower, Shah Jehan and Ieoh Ming Pei. Ask students to choose one of them, or another architect they have heard of.

Ask them to write down five things they would like to find out about this person. Give them a couple of examples of what they could find out: where they were born, where they studied, etc.

Students then search various sources to find answers to their five questions. Check the answers with the class.

WRITING Describing buildings pp24–25**AIMS**

The main aim of this section is to prepare students with the vocabulary and structures needed to write paragraphs about buildings. It also aims to develop the skills necessary for more cohesive writing by the use of linking devices, in particular *so* and *because*.

LEAD IN

- Write the words *and* and *but* on the board. Remind students of how they are used to join sentences together (**Study Skill** Linking ideas, page 7).
- Write some example sentences on the board and get students to rewrite them using *and* or *but*. For example:
– *Lee lives in Berlin. He works in a factory.* (and)
– *Lee likes going to the cinema. He hates watching TV.* (but)
- Write these pairs of sentences on the board:
– *Yuki works hard. She needs money.*
– *Yuki works hard. She is very tired.*
- Elicit that in the first pair, the second sentence shows a reason and in the second pair it shows a result.
- Teach *because* for reason and *so* for result:
– *Yuki works hard because she needs money.* (reason)
– *Yuki works hard, so she is very tired.* (result)



Students' own answers.

PROCEDURE

- 1 Students read the **Study Skill** on *because*. They then find a sentence with *because* in the text on the Bank of China Tower. ▶▶1
- 2 Read the instructions with the class and explain that students should complete the sentences with their own ideas. Elicit possible answers from the class for the first question, e.g. ... *it is a very beautiful building*, ... *it is very well known*, ... *they want to take photos*. Students complete the exercise, then compare their answers in pairs. Check answers with the class. ▶▶2
- 3 Students read the **Study Skill** on *so*. Point out that we usually put a comma before *so* when it joins sentences.
Students read the instructions and find the sentences with *so* in the texts about the two buildings. ▶▶3
- 4 Tell students to read the instructions and the sentences. Deal with any vocabulary difficulties. Students then match the sentences. Check that they have matched the pairs correctly, then tell them to join them using *so*. Check answers with the class. ▶▶4
- 5 Students read the instructions and complete the sentences with their own ideas. ▶▶5
- 6 Read the instructions with the class and point out that students must choose *because* or *so* to join the sentences.
Students match the sentences and join them using *because* or *so*, then check their answers in pairs. Check answers with the class. ▶▶6
- 7 Refer students to the picture and the text. Tell students to read the text quickly, ignoring the gaps.
Students then read the instructions for exercise 7. Read through the words and phrases in the box and explain any that students don't understand. Students then complete the paragraph. Check the answers with the class. ▶▶7
- 8 Students read the **Study Skill**. Read through the language in the box with the students and make sure they understand everything.
Students find examples of these words and phrases in the text, and underline them. ▶▶8
- 9 Students find a result clause and a reason clause in the text. ▶▶9

Writing about a building p25

- 10 Refer students back to the paragraphs about the Taj Mahal and the Bank of China Tower. Tell them to read these and the text about the Tower Houses of Yemen again. They should now look at their notes from page 23 about the building they chose. Ask them to write a description of their building. Remind them to use result and reason clauses. ▶▶10

EXTENSION ACTIVITY

Ask students to make a table like the one on page 23 (Finding information). Get them to write a list of six things they want to know about Yemen in the left hand column. They should then search for the information and complete the right hand column with notes. Students can then present their results orally to the class or write a few sentences to describe what they found out.

WRITING Answer key pp24–25

▶▶1

The building is very light inside because it is made of glass and steel.

▶▶2

Possible answers

- 1 ... it is a very beautiful building.
- 2 ... they are afraid of heights.
- 3 ... they are very stressful.
- 4 ... there is not enough rain.
- 5 ... it is very unusual.

▶▶3

It is situated in formal gardens just outside the city, so it is in a very quiet place.

The platform is on the 42nd floor, so visitors can have a panoramic view of the whole city.

▶▶4

- 1 b Sometimes we just want to get information, so we read the text quickly to find it.
- 2 e A personal diary is only for ourselves, so we write in a very informal way.
- 3 a George wants to work for a computer company one day, so he is learning everything about software.
- 4 d Taxi drivers face traffic jams every day, so they often suffer from stress in their work.
- 5 c In the summer the oceans are very warm, so this is when hurricanes usually form.

▶▶5

Possible answers

- 2 ... many people come to see it.
- 3 ... it is easy to get to the top.
- 4 ... not many plants grow there.
- 5 ... it is not used for most buildings.
- 6 ... you should visit it in the winter.

▶▶6

- 1 f I want to visit the Louvre in Paris because it has some beautiful paintings.
- 2 b Paulo likes climbing mountains, so he is going to Switzerland for his holidays.
- 3 c Nora wants to work for a newspaper as a journalist because she loves writing and enjoys meeting people.
- 4 a Land is very expensive in Hong Kong, so most of the buildings are tall and narrow.
- 5 e India has a lot of rain in the summer months, so it is better to visit the country in the dry season.
- 6 d In Russia people like to go to their 'dachas' in the summer because they want to get away from the noisy cities and stay in a quiet place.

▶▶7

- 1 are located
- 2 so
- 3 were built
- 4 are made of
- 5 have
- 6 In the centre
- 7 because
- 8 there is
- 9 On the outside
- 10 There are

▶▶8

there is usually a large sitting room
There are also decorations ...
They are made of stone and brick.
They were built by local builders ...
The Tower Houses of Yemen are located in the old city ...
In the centre of the house is ...
There are also decorations around the windows and doors.
On the outside walls ...
On the top floor there is usually ...

▶▶9

result: ..., so many visitors come to Yemen to see them.
reason: ... because these floors are for food and animals.

▶▶10

Students' own answers, but the text in exercise 7 is a model.

VOCABULARY DEVELOPMENT

Dictionary work (2) p26

AIMS

This section aims to develop students' dictionary skills. It draws students' attention to the fact that many words in English have more than one meaning and that these are listed in the dictionary. It also encourages the use of a dictionary to check whether nouns are countable (*building*) or uncountable (*oil*).

LEAD IN

- Remind students that dictionaries contain a lot of information, not just the meanings of words. Elicit ideas from the class and write them on the board (e.g. parts of speech, pronunciation, plural forms, examples of use).
- Write the word *cold* on the board. Ask students to give you example sentences and write them down. Try to elicit examples that show the two main meanings of *cold* – a cold temperature (a cold room, a cold day, etc.) and *cold* meaning 'not friendly' (a cold person, a cold look).
- Point out that many words in English have more than one meaning.

PROCEDURE

- 1 Students read the **Study Skill**. Check that students understand the different meanings of *light*.
Students then find the word *light* in the text on the Bank of China Tower and decide which meaning it is. ▶▶ 1
- 2 Students now look at the dictionary entries and decide how many meanings there are for each adjective. Check answers, and check that students understand the different meanings. ▶▶ 2
- 3 Read the instructions and go through the first example with the class.
Students then complete the exercise individually. ▶▶ 3
- 4 Refer students to the dictionary entries for *rest* and *view*. Make sure they understand the different meanings.
Students find nouns in the texts and check their meanings. ▶▶ 4
- 5 Remind students that nouns can be countable or uncountable. Read the instructions with the class, then read through the **Study Skill** with the class and check that students understand the difference between countable and uncountable nouns.
Students then look at the words in the box. They check the words in the dictionary and find out if they are countable or uncountable. Check answers with the class. ▶▶ 5
- 6 Students find the words *glass* and *marble* in their dictionaries and answer the question. ▶▶ 6

VOCABULARY DEVELOPMENT Answer key p26

▶▶ 1

The building is very light inside = 1 – full of natural light

▶▶ 2

poor: 3 meanings (one is not given here)

rich: 3 meanings

hard: 2 meanings

cool: 3 meanings

▶▶ 3

1 a 3, b 1, c 2

2 a 1, b 2

3 a 2, b 3, c 1

▶▶ 4

The rest of the building ... = the part that is left

a panoramic view of the whole city = what you can see from a place

▶▶ 5

information U

floor C

public U

platform C

steel U

rain U

tomb C

garden C

▶▶ 6

glass and *marble* can be countable or uncountable according to their meaning.

AIMS

The aim of this section is to encourage students to review the content of the unit and also to practise and develop the skills they have learnt.

PROCEDURE

- 1 Tell students to look back at the texts in Unit 4 to find words for building materials. Students complete the diagram in pairs and add their own words. Draw the diagram on the board and get students to give their answers. ►►1
- 2 Refer students back to the text on Tower Houses to help them with vocabulary. Students work individually, then check their answers in pairs. ►►2
- 3 Refer students back to the **Study Skill** on page 25. Students complete the text, using the words and phrases in the box. ►►3
- 4 Refer students back to the **Study Skills** on page 24. Students join the sentences using either *because* or *so*. Remind them to use a comma before *so*. ►►4

EXTENSION ACTIVITY

Ask students to write a description of a house that they know (their own house, the house of a friend or relative). Get them to draw a plan of the house first.

►►1

Possible answers

marble, steel, glass, stone, sandstone, brick + wood, clay, concrete ...

►►2

a roof b window c bedroom d second floor e bathroom
f garage g kitchen h stairs i first floor j living room k door
l ground floor m terrace n gate o garden p walls

►►3

- 1 is located
- 2 was built
- 3 is made of
- 4 has
- 5 On the left
- 6 on the right
- 7 There are
- 8 in the centre
- 9 around
- 10 there is

►►4

- 1 Glass is a cheap and light material, so it is used in many modern buildings.
- 2 Everyone wants to visit the Burj Al Arab because it is a very famous and unusual building.
- 3 It is important to take good notes because they help you to understand what you read.
- 4 Shah Jehan decided to build a beautiful tomb for his wife because he loved her so much.
- 5 Winters in Russia are very cold, so it is important to wear warm clothes.
- 6 The weather was perfect, so they decided to have lunch in the garden.