

UNIT 5

PLACES

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about places and hotels
- exchange and convey information and opinions about places and hotels
- evaluate places to live and stay
- ask and answer questions about towns and places
- ask and say where places are
- write an email about a place

UNIT CONTENTS

G GRAMMAR

- *there is / there are*: positive
- *there is / there are*: negative and questions

V VOCABULARY


- Places in a town: *bank, beach, café, cinema, hospital, hotel, museum, park, restaurant, school, shop, station, supermarket, swimming pool*
- Hotels: *bath, bed, blanket, car park, pillow, room, shower, towel, TV, wi-fi*
- Language Plus: *a few, a lot of*

P PRONUNCIATION

- *there is / there are*
- Sound and spelling: /u:/ and /ʌ/
- Sound and spelling: /ʃ/
- Stressed syllables
- Emphasising what you say 1


C COMMUNICATION SKILLS

- Describing a town
- Talking about hotels and hostels
- Asking about and saying where places are
- Writing about a part of town
- Writing Plus: *and* and *but*

- a  Use the picture to teach the word *building*. Ask students to look at the picture and check the things they think are in this building. Put students into pairs to compare answers. Notice whether students attempt to use *there is/are*, but don't correct errors at this stage. Take feedback as a class. If you wish, give students information from the Culture Notes.

CULTURE NOTES

The picture shows the Louis Vuitton Foundation building in Paris, France. It is an art museum and cultural centre. It opened in 2014. The museum is a complex of connected buildings designed by the architect Frank O. Gehry. It houses modern and contemporary art.

- b  In pairs, students answer the questions. Monitor and find out how easily students can do the activity. Don't correct errors at this stage. Take feedback as a class.

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the word *MUSEUM* on the board and ask students to name some museums in the town or city you're in. Write them on the board. Ask about the museums on the board: *Which museums are old? Which are new? Which are good?* With stronger classes, ask: *Why?*

5A

THERE ARE A FEW SHOPS


At the end of this lesson, students will be able to:

- understand a text about a hot and a cold place
- use *there is* and *there are* in positive statements correctly
- use a lexical set for places in a town correctly
- understand someone talking about places in a town
- talk about the area of town they're in now

OPTIONAL LEAD-IN

Books closed. Write on the board: *a hot place you know; a cold place you know*. Give students an example for each, and then give students a few minutes to talk about the hot and cold places they know in pairs. Take feedback as a class.

1 READING

- a**  Point to the pictures of Timbuktu and Harbin on SB p. 40. In pairs, students discuss the questions. If you have time, show students where these towns are on a map.
- b** Give students one minute to read the texts and check their answers to 1a.
- c** Give students two minutes to read the texts again and match the statements to the two places. Check answers as a class, encouraging students to give information from the text to support their answers. If you wish, give students information from the Culture Notes.

Answers

Timbuktu is in a desert.
Harbin is in the snow. It's a good place for tourists.

Answers

- 1 T
- 2 H
- 3 H
- 4 T
- 5 H

CULTURE NOTES

Timbuktu, Mali

Timbuktu is a small town in Mali in West Africa. It's in the desert, so it's very dry and there's sand in the streets. It's also very hot during the day – sometimes 49°C in the summer. There's a large market and it's a very important UNESCO World Heritage site. In the town, there's only one petrol station, but there are some shops and there are a few hotels and restaurants.

Harbin, China

Harbin is a large city in China with a population of about 10 million people. It's nice in summer (25°C), but it's very cold in winter (-20°C). Lots of people call it the 'ice city'. From December to February every year, there is an ice and snow festival in Harbin. So, there are a lot of tourists in the winter. There are a lot of shops, good roads and hotels in the city.

EXTRA ACTIVITY

Ask students to find all the adjectives in the articles about Timbuktu and Harbin. Write them on the board: *small, (very) dry, (very) hot, large, (very) important, nice, (very) cold, good*.

Ask students to choose one of these adjectives from the board and think of another place that also possesses that characteristic, e.g., *Istanbul is a large city. Madrid is hot in the summer*.

- d**  In pairs, students discuss the questions. Take feedback as a class.

Language Plus *a few, a lot of*

Ask students to look at the pictures and phrases. Drill the phrases. Check understanding by pointing to the picture of Timbuktu and asking: *A lot of houses or a few houses?* (a few houses).

2 GRAMMAR *there is / there are:* positive

- a** Write on the board: *It's cold. It's hot*. Underline *cold* and *hot*. Write on the board: *There's a new town. There are two teachers*. Underline *town* and *teachers*. Write these grammar patterns on the board:

- *It's/They're* + adjective (e.g., *hot, cold*).
- *There's* + *a/one* + singular noun (e.g., *town*).
- *There are* (+ *two / three / four / a few / a lot of*) + plural noun (e.g., *teachers*).

Give students one minute to look at the texts in 1b and complete the two sentences. Check answers as a class.

Answers

- 1 There 2 are

CAREFUL!

Students commonly confuse *is* and *are* with this structure, e.g., *There are a school. There is two cinemas*. (Correct form = *There's a school. There are two cinemas*.) They may also leave out *there* altogether, e.g., *In my town is a big museum*. (Correct form = *In my town there's a big museum*.)

- b** **05.01 Pronunciation** Play the recording, pausing after each sentence for students to complete this dictation activity. Play the recording again if necessary. Check the answers as a class. Write the sentences on the board yourself or invite students to the board to write them. Students practise saying the sentences.

Answers and audioscript

- 1 There's a large market.
- 2 There are a lot of shops.
- 3 There are a few hotels.
- 4 There's only one petrol station.

- c** **05.02** Students read the information in Grammar Focus 5A on SB p. 122. Play the recording for students where indicated and ask students to listen and repeat. Students then complete the exercises on SB p. 123. For Exercise a, they write about Regent Street on SB p. 122. Check answers as a class. For Exercise b they write about the picture on SB p. 123. Tell students to go back to SB p. 40.

Answers (Grammar Focus 5A SB p. 123)

- a**
- 1 There are a lot of flats.
 - 2 There are three cars.
 - 3 There's a/one supermarket.
- b**
- | | |
|-----------------------------|-------------------------|
| 1 There are two taxis. | 5 There's a/one girl. |
| 2 There's a/one restaurant. | 6 There are two boys. |
| 3 There are a lot of shops. | 7 There's a/one school. |
| 4 There are two women. | |

LOA TIP ELICITING

When you've just introduced students to a new piece of target language (in this case, *there is / there are*), eliciting more examples of the structure from the class is a good way to check that students know how to use it. Students can write the examples down in their books as a written record. If eliciting is a new process for your students, you might like to show them how it works by writing one prompt with a gap on the board and asking the students what's missing.

You can then move on to eliciting verbally. Start by giving students minimal visual or spoken prompts, e.g., pointing to a picture or asking: *How can we say this?* You can then give more prompts, if necessary, to draw out the target language, e.g., *There ... There are ...*. Encourage the whole class to be involved in building sentences with the new language as you elicit. Don't just focus on one or two students.

Eliciting is an opportunity to discover what your students find difficult about a new piece of language. Using student-to-student error correction encourages collaboration. Use hand gestures to indicate that something is not exactly right, and to indicate to other students that they can contribute their own ideas or corrections.

At this stage in this lesson, draw a simple house on the board. Elicit the sentence: *There's a house*. Draw two more houses and elicit the sentence: *There are three houses*. Draw five more houses and elicit: *There are eight houses* or *There are a lot of houses*. Now change the context by putting a book on your desk and eliciting: *There's one book*. Make a pile of books, eliciting a new sentence each time. You could repeat the process with other common objects, e.g., *keys*, *bottles of water*, *pens*.

- d** Students write sentences about the places in the text from memory. Make sure students cover the texts. Monitor and help as necessary.

Answers

- There are a lot of hotels in Harbin.
- There are a few restaurants in Timbuktu.
- There is a market in Timbuktu.
- There are a lot of shops in Harbin.
- There are good roads in Harbin.
- There are a lot of tourists in Harbin (in winter).

FAST FINISHERS

Ask fast finishers to add adjectives to their sentences, e.g., *There is a good shop* or *There are a lot of big houses*.

- e** First, give students two minutes to write two sentences about their own street. Put students in pairs to tell each other their sentences. Take feedback as a class and write some of their sentences on the board. Include a mix of examples, e.g., with singular nouns, plural nouns, adjectives and *a few* and *a lot of*.

3 VOCABULARY Places in a town

- a** **05.03** Ask the class: *What's in Timbuktu? Do you remember?* (e.g., a large market, a petrol station, some shops, a few hotels and restaurants). Individually, students match the words with the places in the pictures. Play the recording for students to check their answers. Drill each word.

Answers

- a shop b café c school d bank e restaurant f hotel

- b** Students decide which places in 3a sentences 1–6 describe. Check answers as a class.

Answers

- 1 school 2 restaurant 3 café 4 hotel 5 shop 6 bank

- c** **05.04** Students complete the exercises in Vocabulary Focus 5A on SB p. 144. Play the recording for students to listen and repeat the places in Exercise a. For Exercise b, go through the example for picture 1 to make sure students understand there are often no right or wrong answers, although there are often likely answers. Check answers as a class. Tell students to go back to SB p. 41.

Possible answers (Vocabulary Focus 5A SB p. 144)

- b**
- 1 swimming pool, beach
 - 2 café, restaurant, shop, bank, hotel, supermarket, hospital or cinema
 - 3 swimming pool, park
 - 4 bank, hotel
 - 5 station, school, cinema, shop, restaurant, café, museum, beach
 - 6 cinema
 - 7 restaurant, café
 - 8 beach, park, station

d Sound and spelling /u:/ and /ʌ/

05.05 For Exercise 1, play the recording for students to listen and notice the pronunciation of the sounds and example words. Ask: *Is /u:/ a long or short sound? (long). Is /ʌ/ a long or short sound? (short).* Show students the position of the mouth for each sound: lips rounded and jaw up for /u:/, mouth open and jaw down for /ʌ/.

05.06 For Exercise 2, tell students to copy the table in their notebooks, but with more space to write into. Play the recording for students to complete the categorising task. Students compare answers. Play the recording again, then check answers as a class. Point out how the /u:/ and /ʌ/ sounds can have different spellings: /u:/ = *oo, ew, wo, o* and *eau*; /ʌ/ = *u* and *o*.

Answers

Sound 1 /u:/	Sound 2 /ʌ/
food	mother
new	umbrella
two	sometimes
who	
beautiful	

Put students into pairs to practise saying the words in Exercise 3.

4 LISTENING

a 05.07 Give students time to look at the map and the task. Play the recording for them to match places 1–5 on the map with the words in the box. Check answers as a class. Encourage students to say what information helped them find the answers.

Answers

- café (near the station)
- bookshop (on New Street)
- food shop (on New Street)
- bank (on Old Street, near the school)
- restaurant (on Old Street, near the cinema)

Audioscript

- A** Excuse me! Where are the shops? Are they near here? have very good cakes, and great coffee.
- B** Yes, there are a few shops in New Street, that's just near here. **A** What about a bank?
- There's a small food shop and there's also a good bookshop. **B** A bank ... Yes, there's a bank in Old Street. It's near the school.
- It's really big and the people there are very nice! Oh, and there's a nice Italian café in New Street, near the station. They **A** And restaurants?
- B** Well, there's a new Chinese restaurant. That's in Old Street. It's near the cinema. But it's expensive.

b 05.07 Play the recording again for students to decide whether the statements are true or false. Check answers as a class. Ask students to correct the false sentences.

Answers

- F (There are a few shops on New Street.)
- T
- T
- F (The coffee and cakes in the café are great.)
- T
- F (The restaurant is expensive.)

c Put students into pairs to discuss the question. Point out that they can talk about the town they're in now or their original home town. Take feedback as a class.

5 SPEAKING

- a** Give students two minutes to prepare what they're going to say.
- b** Put students into small groups. They take turns to describe the street to other students, using their notes. Monitor, but don't interrupt fluency. Can the other students identify the streets they hear about? Take feedback as a class.

+ ADDITIONAL MATERIAL

Workbook 5A
Photocopiable activities: Grammar 5A, Vocabulary 5A

5B

IS THERE A HOSTEL IN YOUR TOWN?

OPTIONAL LEAD-IN

Books closed. Prepare to show students pictures of the following places: restaurant, bank, beach, park, station, supermarket. Put students into pairs and tell them that you're going to show them pictures one by one and they need to write the name of the place with the correct spelling as quickly as possible. When they have written the name of the place, they shout: *Done!* so you can check their spelling. The pair who writes the place down correctly first wins a point, and the pair with the most points wins the game.

1 VOCABULARY Hotels

- a** **05.08** Individually, students match the words with the pictures. Play the recording for them to check. Drill the words.

Answers

1 room 2 bed 3 shower 4 bath 5 TV

- b** **Sound and spelling /ʃ/**

05.09 For Exercise 1, play the recording for students to listen and repeat the pronunciation of the /ʃ/ sound and the example word.

05.10 For Exercise 2, play the recording for students to underline the /ʃ/ sound in the words. Check answers as a class. Point out how the /ʃ/ sound can have different spellings (*sh, s, ss*).

Answers

shop fish sure Russia

Put students into pairs to practise the words in Exercise 3.

- c** **05.11** Students complete the exercises in Vocabulary Focus 5B on SB p. 138. Play the recording in Exercise a for students to listen and repeat the words. In Exercise b students compare their answers in pairs. Encourage them to give their reasons for their answers as much as they can, even if this has to be by miming. Tell students to go back to SB p. 42.

Answers (Vocabulary Focus 5B SB p. 138)

- b**
- pillow (it's on a bed; the others are for washing in and are in a bathroom)
 - room (it's a place; the others are things guests use in the room)
 - shower (it's for washing in, and it's in a bathroom; the others are things on a bed)
 - car park (it's a place outside a hotel; the others are objects in a room)
 - room (it's a place; the others are objects)

FAST FINISHERS

Ask fast finishers to think of other things you often find in a hotel room. Encourage them to use bilingual dictionaries if they have them.

At the end of this lesson, students will be able to:

- use a lexical set of hotel-related words correctly
- understand a hostel review
- use *there is* and *there are* correctly in negative statements
- understand a conversation between a hostel receptionist and a guest
- use *there is* and *there are* correctly in questions
- ask and give information about a hotel and a hostel

- d** **05.12** **Pronunciation** Ask students to look at the words and the underlined syllables. Play the recording for students to listen and notice the pronunciation and the difference in syllable stress. Point to the pictures at the top of the page and ask: *Hotel or hostel?* (hotel). Point to the picture at the bottom of the page and ask: *Hotel or hostel?* (hostel). Drill the two words.

- e** Students discuss the question in pairs. Check answers as a class.

Possible answers

Hostel rooms usually only have beds. They don't usually have a shower, a bath or a TV.

2 READING

- a** Point to the pictures of Turkey. Ask: *What cities in Turkey do you know?* (e.g., Istanbul). Check that students understand the eight adjectives and drill all the words. Put students into pairs to talk about pictures 1–3. Take feedback as a class. Ask: *Would you like to visit Turkey? Why / Why not?* and encourage students to use the adjectives in their answers.

LOA TIP CONCEPT CHECKING

Point to the adjectives in 2a. Check students' understanding with these questions or mime.

- Ask: *Which word is negative?* (boring)
- Point to the picture of Timbuktu on SB p. 40 and ask: *'Humid' or 'dry'?* (dry)
- Mime that you're looking at something and that you're interested in it; ask: *'Interesting' or 'exciting'?* (interesting)
- Ask: *Which word means 'very good to look at' – 'nice' or 'beautiful'?* (beautiful)
- Ask: *Which word means 'very good' – 'nice' or 'great'?* (great)
- Mime that you're looking at something and your heart is beating fast and ask: *'Interesting' or 'exciting'?* (exciting)
- Ask: *Does 'nice' mean 'good' or 'very good'?* (good)

- b** Elicit or pre-teach the word *cave* (a large hole in the side of a mountain or under the ground). Give students one minute to read the review so they can answer the question. Check the answer as a class. If you wish, give students information from the Culture Notes.

Answer

Yes, she does.

CULTURE NOTES

The photos show the region of Cappadocia, in central Turkey. This historically important area is now an important tourist destination thanks to its rock formations, created by volcanic activity millions of years ago.

People have lived in the region since ancient times. Cappadocia has many underground cities and tunnels, dug into the rock more than 1,000 years ago. These were used by local inhabitants as places to hide from invading armies.

- c** Point to the table and draw a simple diagram of a building on the board to teach the words *ground floor*, *first floor* and *second floor*. Give students two minutes to read the review again and check what's on the different floors of the hostel. Check answers as a class.

Answers


second floor: big rooms
first floor: small rooms
ground floor: kitchen

EXTRA ACTIVITY


To exploit the reading text further, write these questions on the board:

- 1 Who or what is Göreme? (a town in Turkey)
- 2 Do all the rooms at the hostel have the same prices? (no – different rooms have different prices)
- 3 Is the hostel clean? (yes)
- 4 Are the people at the hostel friendly? (yes)
- 5 Who is Faruk? (the manager)
- 6 What does Faruk do well? (He sings karaoke.)

Make sure students understand *clean*. Write *clean* on the board, then point to something not very clean in the room (for example, the wastebasket or the board) and ask: *Is that clean?* (no). Give students two minutes to read the review again and answer the questions. Put students into pairs to compare their answers.

- d**  Students discuss the question in pairs. Encourage them to use the adjectives from 2a. Take feedback as a class.

3 GRAMMAR *there is / there are: negative*

- a**  05.13 Give students one minute to complete the negative sentences, then play the recording for them to check. Write the following two grammar patterns on the board and ask students to match them to sentences 1 or 2:

- *There aren't any* + plural noun (sentence 1)
- *There isn't a/an* + singular noun (sentence 2)

Answers

1 aren't 2 isn't

- b** Give students one minute to underline more examples of *there isn't* and *there aren't* in the review. Check answers as a class.


Answers

'... there isn't a shower or a bath in the big rooms.'
'There aren't any blankets or pillows.'
'There isn't a restaurant or café in the hostel.'
'There aren't any TVs in the rooms.'


- c** Give students one minute to tick the correct statements and correct the ones that aren't true. Monitor and help as necessary.

FAST FINISHERS

Ask fast finishers to write some more true and false sentences with *there isn't / there aren't* about the town or city you're in now. They can then use these sentences as part of 3d.

- d**  In pairs, students read out and compare their sentences. Are they the same? What is different and why? Take feedback as a class.

4 LISTENING


- a**  05.14 Check that students understand *hostel receptionist* (this person gives you the key to your room at a hostel) and *guest* (this person stays in a hotel or hostel). Play the recording for students to listen and answer the question. Students discuss the answer in pairs. Check the answer as a class, asking students to say why George isn't happy.

Answer

No, he isn't – he thinks it's a hotel.


Audioscript

- RECEPTIONIST** Good afternoon.
GEORGE Good afternoon. Do you have a free room tonight?
R Tonight ... ? Yes, we have four free rooms. They all have wi-fi.
G Oh good. Is there a car park here?
R No, I'm sorry, we don't have a car park.
G Oh. Is there a restaurant or café?
R No, but there's a kitchen.
G Right. Well, are there any cafés near here?
R Yes, there are two cafés on this street.
G Oh that's good. And the room ... is there a shower in the room?
R No, but there's a shower next to the room.
G So, it's not my shower?
R No, other guests use it, too. There are two showers.
G Really?! What kind of hotel is this?
R Well, it's not a hotel. It's a hostel.

- b**  05.14 Before students listen again, explain the different meanings of *free*. Say: '*free rooms*' means '*empty*', *there aren't any people in the rooms*. Play the recording again for students to listen and tick the things in the hostel. Check answers as a class.


Answers

available rooms, wi-fi, kitchen, showers

- c**  Students discuss the questions in small groups. Take feedback as a class and write a list of ideas on the board, making sure all students understand any new vocabulary that comes up.


5 GRAMMAR

there is / there are: questions

- a  **05.15** Give students one minute to complete the questions, then play the recording for them to listen and check.

Answers

- 1 Is there 2 Are there


- b  **05.16–05.17** Students read the information in Grammar Focus 5B on SB p. 122. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises on SB p. 123, which practise the negative and question forms of *there is / there are*. Check answers as a class. Highlight the use of *one* in B's first turn in the conversation in Exercise c by asking *What does this mean?* (a hotel). Tell students to go back to SB p. 43.

Answers (Grammar Focus 5B SB p. 123)


- a 1 There aren't 3 Is there 5 There aren't 7 There isn't
2 There isn't 4 Are there 6 Is there 8 Are there
- b 1 There aren't any good restaurants in this town.
2 Are there any shops near the hotel?
4 Sorry, there aren't any free rooms.
- c A Excuse me, are there any hotels near here?
B No, there aren't. But there's one near the train station.
A And is there a restaurant near the hotel?
B Yes, there is. It's a very good one.
- d 2 There are no hotels on this street.
3 There are no pillows in the room.
4 There's no swimming pool.
5 There's no school in the town.
6 There are no petrol stations on this road.

LANGUAGE NOTES

We often use *one* after *there is / there are* to avoid repeating a noun. You can use *one* more than once as you continue to talk about the same noun. For example, *There aren't any hotels near here, but there's one near the station. It's a really nice one.*

- c Give students two or three minutes to write questions about their partner's town, city or street. Monitor and help as necessary.
- d  In pairs, students ask and answer their questions. Tell them not to just answer *yes* or *no*, but to use short answers (*Yes, there is. / No, there isn't.*) and/or give their partner extra information as in the examples on SB p. 43. Monitor and note down how much information students are giving in their answers. Give feedback on this at the end of the activity, and invite one or two new pairs of students to ask and answer their questions across the class for everyone to hear.

6 SPEAKING

 Divide the class into pairs and assign A and B roles. Student As read about a hostel on SB p. 109. Student Bs read about a hotel on SB p. 107. In pairs students find what things are the same and what things are different at the hotel and hostel. Give students two or three minutes to prepare what they're going to say and what questions they're going to ask before they begin talking. Monitor the students' use of the target language, but don't interrupt fluency. At the feedback stage, establish the answer to the task before correcting any errors you noted down while monitoring. Close the lesson by asking: *Would you like to stay at Harry's Hostel or Hotel Helena? Why?*

Answers

Both places have wi-fi, but in Harry's Hostel it's free, in Hotel Helena it isn't.
There aren't any TVs in the rooms at Harry's Hostel, but rooms in Hotel Helena have TVs.
Harry's Hostel has a small café; Hotel Helena has a restaurant.
At Harry's Hostel, only the small rooms have a shower; at Hotel Helena, all the rooms have a shower.
There's a swimming pool and a car park at Hotel Helena; there isn't a swimming pool or a car park at Harry's Hostel.

ADDITIONAL MATERIAL

Workbook 5B

Photocopiable activities: Grammar 5B, Vocabulary 5B, Pronunciation 5B

Documentary Video Unit 5 *Places*

Video Worksheet Unit 5 *Places*

EVERYDAY ENGLISH

Is there a supermarket near here?

OPTIONAL LEAD-IN

Books closed. Write these adjectives down one side of the board: *big, small, old, interesting, boring, exciting, beautiful, good, bad, great, nice, cheap, expensive*. Leave them on the board for this activity and for 6c at the end of the lesson. Write the names of places students will know (see ideas below) and the place you're in now on the board.

- a hotel, e.g., *The King's Hotel*
- a bookshop
- a park
- a cinema
- a museum

Put students into pairs to make sentences about the places on the board using adjectives from the list or their own ideas, e.g., *The King's Hotel is beautiful. It's expensive*. Take feedback as a class.

1 LISTENING

- a** Check students understand *market* (a place where people buy or sell things, usually outside). Students discuss the questions in pairs. Take feedback as a class.
- b** **05.18** Point to the picture and ask: *Where are they?* (in the kitchen). Play Part 1 of the video or audio recording for students to answer questions 1–3. Check answers as a class.

Answers

- 1 Yes, she does.
- 2 tea
- 3 No, she doesn't.

Video/Audioscript (Part 1)

MEGAN It's a really nice flat, Sophia. **M** Oh.
SOPHIA Yeah, I like it here. But I need to get some things – you know, to make it a home. **S** I need to go shopping!
M Of course. **M** Well, is there a supermarket near here?
S Would you like a cup of tea? **S** I don't know.
M Oh, yes, please. **M** Well, are there any shops near here?
S Oh no! **S** I don't know!
M What's the problem? **M** Come on. We can look for a shop.
S I don't have any tea. **S** OK!

2 PRONUNCIATION

Emphasising what you say 1

- a** **05.19–05.20** Write the example sentence on the board and play the first recording. Play the second recording. Discuss the question as a class. Underline *really*.

Answer

The second time *really* is more stressed.

At the end of this lesson, students will be able to:

- understand a conversation about deciding to go shopping
- emphasise what they say by stressing *very, so* and *really* before an adjective
- understand a conversation about finding where a shop is
- use appropriate phrases to ask about and say where places are
- have a conversation to ask where a shop is
- use *and* and *but* correctly
- write an email about a part of town

- b** Discuss the answer as a class.

Answer

- 2 make the meaning stronger

- c** **05.21** Play the recording for students to listen and underline the word with strong stress in each sentence. Check answers as a class. Point out that the words which are stressed are before adjectives. Elicit a few more examples of *very/really/so* + adjective from the class (e.g., *really cold, very exciting, so expensive*).

Answers

- 1 very 2 really 3 so

- d** **05.21** Play the recording again for students to listen and repeat the sentences, stressing *very, really* and *so*.

3 LISTENING

- a** **05.22** Point to the photo of Megan and Sophia in the street and ask: *Where are they?* (in the street / outside). Play Part 2 of the video or audio recording for students to understand the general meaning and answer the two questions. Check answers as a class.

Answers

- 1 No, they don't. 2 James

Video/Audioscript (Part 2)

MEGAN Umm ... there's one in this street ... I think. **J** Really?
SOPHIA I think maybe that's a shop ... there. **S** But I live here now.
M No, it's a café! **J** In London?
S Oh dear. Well, maybe we can have tea there! **S** Yes. Really near here.
M James? **M** James lives near here too.
JAMES Megan. Hi. **S** Oh, right. Where's your flat?
M How are you? **J** It's in the next street.
J I'm good, thanks. **M** James, do you know? Is there a supermarket near here?
S Hi there. **J** No, sorry, there isn't.
M Oh, sorry. Sophia, this is my cousin, James. And James, this is Sophia – we work together. **M** Well, are there any shops near here? We need some tea.
S Nice to meet you. **J** Yes, there's one near my flat ... I can show you.
J Yes, nice to meet you too. **S** Well, thank you very much.
M Sophia's from Toronto. **J** No problem – no problem at all. It's this way.

- b** ▶ **05.22** Play Part 2 of the video or audio recording again for students to understand in more detail and complete the task. Put students into pairs to compare their answers. Check answers as a class. Ask them to correct the false sentences.

Answers

- 1 T
- 2 F (Megan sees James first.)
- 3 T
- 4 F (There isn't a supermarket in the next street.)
- 5 T

4 USEFUL LANGUAGE

Asking and saying where places are

- a** ▶ **05.23** Give students one minute to complete the questions. Then play the recording for students to listen and check their answers. Nominate three students to read out a completed question each.

Answers

- 1 Where 2 there 3 near

- b** ▶ **05.24** Give students one minute to match the questions and answers. Then play the recording for them to check their answers. Check answers as a class by saying each question and nominating a student to give the two possible answers.

Answers

- 1 c 2 b 3 a

- c** ▶ **05.25** Give students two minutes to put the conversation in order by numbering it 2–8. Play the recording for students to listen and check their answers. Write the correct sequence on the board (5, 1, 7, 3, 4, 6, 2, 8).

Answers and Audioscript

- 1 **A** Excuse me, can you help me?
- 2 **B** Yes, of course.
- 3 **A** Are there any good cafés near here?
- 4 **B** Yes, there's one in the next street – Café Milano.
- 5 **A** Great, thank you. And is there a good restaurant in this part of town?
- 6 **B** No, I'm sorry, there aren't any restaurants near here. But there's one near the station.
- 7 **A** OK, thanks for your help.
- 8 **B** No problem.

- d** 🗨️ Write the beginning and ending of the conversation on the board:

A: *Excuse me, can you help me?*

B: Yes, ____.

A: *Thanks for your help.*

B: No ____.

Elicit the missing words (*of course, problem*). Ask: *Does 'No problem' have a positive or negative meaning? (positive).* Say to a few different students: *Excuse me, can you help me?* and *Thanks for your help* so they can practise the responses. Then put students into pairs to practise saying the conversation.

EXTRA ACTIVITY

Use this activity to give students confidence-building strategies for speaking. Write this mini-conversation on the board:

Megan: *Is there a supermarket near here?*

Sophia: _____.

Ask: *Can you remember what Sophia says?* Play Part 1 of the video or audio recording again and write Sophia's answer on the board (*I don't know*).

Remind students of these other things they can say when answering a question that is difficult:

- *I'm sorry, I don't know.*
- *Sorry, I don't understand.*
- *Can you repeat that, please?*

Drill the phrases. Put students into pairs to have mini-conversations with *Excuse me, is there a ... near here?* and the phrases above.

5 SPEAKING

➤➤➤ Divide the class into pairs and assign A and B roles. Student As look at the information on SB p. 45. Student Bs look at the information on SB p. 106. Students prepare how they will ask for and give information about the places on their role cards. Remind them to use polite phrases like *Excuse me, ...* and *Thank you*. If you think your students need support, write on the board: *Excuse me, is there a ... ?*, *Excuse me, are there any ... ?* If you did the Extra activity in 4d, remind students of phrases they can use if they have a problem. Students have two conversations in the street. Monitor, but don't interrupt fluency. Note down any mistakes with the target language to deal with. Encourage students to reflect on how easy or difficult they found the task. Tell students to go back to SB p. 45.

LOA TIP REVIEW AND REFLECT

Write these four stages of learning for 'Asking and saying where places are' on the board:

Learning to ask and say where places are

- 1 *Put a conversation in the correct order. (Exercise 4c)*
- 2 *Practise the conversation with a partner. (Exercise 4d)*
- 3 *Have a conversation with a partner. (Exercise 5)*
- 4 *Ask a real person in the street where a place is. / Tell a real person in the street where a place is.*

Write these three phrases on the board in speech bubbles:

No problem!

OK.

Not OK.


Read out stages 1–4 on the board and ask students to say how they feel about each stage by saying one of the phrases in the speech bubbles. Remind students where they can find extra practice of this language (Workbook 5C).

6 WRITING

- a** Give students one minute to read Sophia's email and answer the question. Check the answer as a class, then ask: *What are the bad things?* (There isn't a supermarket near the flat.).

Answer

No, she doesn't.

- b**  Students go to Writing Plus 5C on SB p. 160. Go through the information in Exercise a with the class. Students do Exercise b and compare answers in pairs. Check answers as a class by nominating students to read out the sentences. They then do Exercise c and compare answers in pairs. Check answers as a class by nominating students to read out the sentences. Tell students to go back to SB p. 45.

Answers (Writing Plus 5C SB p. 160)

b

- 1 expensive
- 2 there's
- 3 the old houses are always cool
- 4 there aren't any
- 5 the shop assistants are very friendly
- 6 it's near the sea

c

- 1 but 2 but 3 and 4 and 5 and 6 but



FAST FINISHERS

Ask fast finishers to think of different ways of finishing the sentences in Exercise b, using either *and* or *but* (e.g., *I love London, but it's very big. I love London and I love Paris.*).

- c** If you did the Optional lead-in, refer to the adjectives on the board for describing places. If not, elicit them now and write them on the board (e.g., *big, small, old, interesting, boring, exciting, beautiful, good, bad, great, nice, cheap, expensive*) and people (e.g., *nice, friendly*). Remind students that we can use *so, very* and *really* before an adjective. Give them about five minutes to write about their part of town using *there's / there isn't / there are / there aren't, and* or *but*. Monitor and help as necessary.
- d** In pairs, students read about their partner's part of town, thinking about what's the same and what's different. Take feedback on the similarities and differences as a class.

⊕ ADDITIONAL MATERIAL

Workbook 5C

Unit Progress Test

Photocopiable activities: Pronunciation 5C

UNIT 5

Review

1 GRAMMAR

a Write on the board:

- school (1)
- houses (10)
- park (0)
- cinemas (0)

Elicit these sentences from the class: *There's a school. There are ten houses. There isn't a park. There aren't any cinemas.* Individually, students correct the sentences. Check answers as a class and write the correct sentences on the board.

Answers

- 1 Is there a hotel on this street?
- 2 Yes, there is.
- 3 There's a shower.
- 4 There aren't any free rooms. OR There are no free rooms.
- 5 Is there a swimming pool at the hotel?
- 6 No, there isn't.

b Individually, students complete the sentences. Check answers as a class.

Answers

- 1 there
- 2 any
- 3 is
- 4 a
- 5 Are
- 6 a

FAST FINISHERS

Ask fast finishers to write two or three more questions with *Is there ... ?* and *Are there ... ?* about objects in the classroom or in their partner's bag. Suggest that they use vocabulary from Units 2 and 3, e.g., *Is there an umbrella in the classroom? Are there any biscuits in your bag?* They can use these questions in 1c.

c  Students ask and answer the questions in pairs.

2 VOCABULARY

a Students complete the crossword individually or in pairs. Check answers as a class.

Answers

- 1 restaurant
- 2 beach
- 3 hospital
- 4 museum
- 5 hotel
- 6 shop
- 7 supermarket
- 8 bank

b Students look at the pictures and unscramble the words. Check answers as a class.


Answers

- 1 bed
- 2 shower
- 3 pillow
- 4 bath
- 5 room
- 6 towel
- 7 wi-fi
- 8 blanket

EXTRA ACTIVITY


Ask: *What's important in a hotel room?* Individually, students number all the things in 2b, except *room*, from 1 (= very important) to 7 (= not important). Put students into pairs to compare their answers. Encourage them to give reasons if they can. Join pairs with other pairs to discuss their lists. Check answers as a class and ask: *Do people in your group have the same or different ideas?*


3 SOUND AND SPELLING

a  05.26 Write *you* and *up* on the board and the symbols /u:/ and /ʌ/. Ask students to match the words to the symbols (*you* /u:/, *up* /ʌ/). Students practise saying the words a few times. Individually, students complete the categorising task. Play the recording for students to check their answers. Take feedback as a class. In pairs, students practise saying the words.

Answers

/u:/'	/ʌ/'
beautiful	umbrella
new	lovely
school	Russia
museum	brother
pool	mother

b  05.27 Go through the information in the table. Play the recording for students to listen to the pronunciation and repeat the words.

c  05.28 Write *town* and *shop* on the board. Say the words and ask students to repeat them. Underline the *o* in each word. Ask: *Is the sound the same or different?* (different). Play the recording. Students do the task individually. Then play the recording for them to listen and check. Check answers as a class. In pairs, students practise saying the words.

Answers

- 1 D
- 2 S
- 3 S
- 4 S
- 5 D
- 6 D

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.