

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, lots of*

P PRONUNCIATION

- *there is / there are*
- Sound and spelling: /u:/ and /ʌ/
- Sound and spelling: /ʃ/
- Word stress
- 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*

GETTING STARTED

OPTIONAL LEAD-IN

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

- a** Use the picture and the classroom to teach *room*. Ask students to look at the picture and tick the things they think are in each room. 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.

Write these sentences on the board:

- 1 *The woman would like to stay in the hotel.*
- 2 *The man would like to stay in the hotel.*

Play the recording for students to find out if sentences 1 and 2 are true or false. Students compare answers in pairs. Check answers as a class.

Answers

- 1 True 2 False

Audioscript

- MAN** What do you think's in each room?
WOMAN Well, a bed.
M Yes. And maybe ... a chair?
W Not sure. The rooms are very small.
M Maybe there's a TV on the wall.
W Maybe, yes. No phone or computer. People have their own.
M Yeah. Maybe there are pictures on the wall.
W I don't think so. The rooms are round.
M Oh yes! You're right! No pictures! That's a bad thing!
W Yes, and they are very small.
- M** But they are very unusual. And there's nothing to do: only sleep! That's a good thing!
W Yes! What other buildings are near these rooms? Maybe a restaurant?
M Yes, I hope there's a restaurant! And a building with showers too.
W Yes, they need that.
M Would you like to stay in this hotel?
W Yes, I think so. Maybe one night. I like different places. Would you like to stay here?
M No, the rooms are too small. I like big rooms with everything I need.
W Oh, OK.

EXTRA ACTIVITY

Ask: *What do the speakers think is in each room? Copy this task on the board:*

- 1 *a bed* 3 *a TV* 5 *a computer*
 2 *a chair* 4 *a phone* 6 *pictures*

Play the recording again for students to listen and decide which things are in the rooms. Check answers as a class, (only a bed is definitely in each room). With stronger classes ask: *What other things do the speakers think are near the rooms?* (a restaurant, a building with showers).

CULTURE NOTES

The picture shows Tubohotel, an ecologically friendly resort in Mexico, made of recycled concrete tubing, glass and metal. The rooms are arranged to look like pyramids. Tubohotel took three months to build and is for budget travellers. The hotel is less than an hour from Mexico City.


- 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.

5A There are lots of old houses

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 Ghadames and Esperanza Base on SB p.40. In pairs, students discuss the questions. If you have time, draw a globe on the board, mark Ghadames a little way above the equator (in North Africa) and mark Esperanza Base in Antarctica at the South Pole. You may wish to pre-teach *wall* by pointing to a wall in the room, and *roof* by drawing a simple picture of a house with a roof on the board.

b Give students one minute to read the texts and check their answers to 1a.

Answers

Ghadames is an old city in a hot country.
Esperanza Base is in a cold country.

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. Check that students understand why the houses in the old town are always cool (they have thick walls). Use your hands to pre-teach the word *thick*. Check too that students understand where the streets for women are (on the roofs). If you wish, give students information from the Culture notes.

Answers

- 1 EB (It's cold in summer (0°C) and very cold in winter (-10°C).)
- 2 G (There's a new town with new houses and flats, but in summer lots of people go to live in the old houses because they aren't hot.)
- 3 EB (There's only one road - it's 1.5 km long!)
- 4 G (In the old town there are streets for men and children and there are different streets for women.)
- 5 EB (There's a school and there are two teachers.)

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

CULTURE NOTES


Ghadames (population approx. 10,000) is a pre-Roman oasis town in the Sahara desert in Libya. Known as 'the pearl of the Sahara', Ghadames is most famous for its old area, which is roughly circular in layout and formed of tightly clustered traditional houses made of mud, brick and palm tree trunks. The ground floor of each house is used to store supplies, the middle floor is for the family, and the top floor is for women only, who can move freely from house to house on rooftop walkways. It rarely rains in Ghadames and over the year the average temperatures range from 18°C to 41°C. The old part of Ghadames was declared a UNESCO World Heritage site in 1986.

The civilian settlement and scientific research station Esperanza Base is located in Hope Bay on the Antarctic Peninsula. It was built by Argentina in 1951 around a naval post which had been established there in 1930, but it expanded significantly as a community in 1978. As well as a school and a road, it has a bank, a post office, a hospital, a gravel football field, two laboratories, some old military buildings, a graveyard and homes for around ten families. It also has tourist facilities and is visited by about 1,000 tourists every year. In 1978, Emilio Marcos Palma was born here, becoming the first person to be born in Antarctica. Over the year, the average temperatures range from -2°C to -15°C.

EXTRA ACTIVITY

Ask students to find all the adjectives in the articles about Ghadames and Esperanza Base. Write them on the board: *beautiful, old, different, (very) hot, (very) thick, cool, new, (very) cold, long*.

Ask students which pairs are opposites (*old, new; hot, cold*). You could also teach *beautiful/ugly, different/the same* and *cool/warm* as students will be giving their opinions about places again in this unit.

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

Language Plus *a few, lots of*

Ask students to look at the pictures and phrases. Drill the phrases. Check understanding by pointing to the picture of Ghadames and asking: *Lots of houses or a few houses?* (lots of 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 / lots of*) + plural noun (e.g. *teachers*).


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

Answers

1 's 2 There


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 miss out *there* altogether, e.g. *In my town is a big museum.* (Correct form = *In my town there's a big museum.*).

b  **2.38 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, counting the words. 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 new school. (5)
- 2 There are lots of cars. (5)
- 3 There are a few cafés here. (6)
- 4 There's only one bank. (5)

c  **2.39** Students read the information in Grammar Focus 5A on SB p.120. Play the recording for students where indicated and ask students to listen and repeat. Students then complete the exercises on SB p.121. For exercise a, they write about Regent Street on SB p.120. Check answers as a class. For exercise b they write about the picture on SB p.121. Tell students to go back to SB p.40.

Answers (Grammar Focus 5A SB p.121)

a

- 1 There are four houses.
- 2 There are three cars.
- 3 There's a/one park.

b

- 1 There are two taxis.
- 2 There's a/one restaurant.
- 3 There are lots of shops.
- 4 There are two women.
- 5 There's a/one girl.
- 6 There are two boys.
- 7 There's a/one school.

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 gapped prompt 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 quite 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 lots 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 two sentences about their own street. Monitor and help as necessary.

FAST FINISHERS

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

e  In pairs, students 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 *lots of*.

3 VOCABULARY Places in a town

a  **2.40** Ask the class: *What's at Esperanza Base? Do you remember?* (e.g. homes, a school, a bank, a hospital, a road). 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** **2.41** Students complete the exercises in Vocabulary Focus 5A on SB p.148. 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. Take feedback as a class. Tell students to go back to SB p.41.

Suggested answers (Vocabulary Focus 5A SB p.148)

- b**
- 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
 - 6 cinema
 - 7 hospital
 - 8 station
 - 9 restaurant, café
 - 10 beach, park, station

d Sound and spelling /u:/ and /ʌ/

2.42 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/.

2.43 For exercise 2, tell students to copy the table into 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	Russia
new	mother
two	umbrella
who	sometimes
beautiful	

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

4 LISTENING

- a** **2.44** Give students time to look at the map and 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

- 1 café (near the station)
- 2 bookshop (in New Street, big)
- 3 food shop (in New Street, small)
- 4 bank (in Old Street, near the school)
- 5 restaurant (in Old Street, near the cinema)

Audioscript

- | | |
|--|--|
| A Excuse me! Where are the shops? Are they near here? | They have very good cakes, and great coffee. |
| B Yes, there are a few shops in New Street, that's just near here. There's a small food shop and there's also a good bookshop. 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. | A What about a bank?
B A bank ... Yes, there's a bank in Old Street. It's near the school.
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** **2.44** 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

- 1 F (There are a few shops in New Street.)
- 2 T
- 3 T
- 4 F (The coffee and cakes in the café are very good.)
- 5 T
- 6 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 p.153, Vocabulary p.160

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 2.45 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/**

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

2.47 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 2.48 Students complete the exercises in Vocabulary Focus 5B on SB p.149. 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.149)

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 objects)
- 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 2.49 **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. Take feedback as a class.

Suggested 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 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 Ghadames on SB p. 40 and ask: *Old or new?* (old)
- 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 tick 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 bin, or the board) and ask: *Is that clean?* (no). Remind students about Megan, who works with Sophia at Electric Blue Technology and say: *Megan is friendly*. Then ask: *What about David, the manager at Electric Blue Technology? Is he friendly?* (yes). 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** **2.50** 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 2)
- *There isn't a/an* + singular noun (sentence 1)

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 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** **2.51** Check 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 Barry isn't happy.

Answer

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

Audioscript

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

- b** **2.51** Before students listen again, explain the different meanings of *free*. Say: *in the Cave Hostel in Turkey there is free wi-fi. Sandra doesn't pay for it. Here 'free rooms' means 'empty', there aren't any people in the rooms.* Elicit some things that are free (both meanings), e.g. maybe a museum in the town, a chair in the classroom, etc. Play the recording again for students to listen and tick the things in the hostel. Check answers as a class.


Answers

free 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  2.52 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  2.53-2.54 Students read the information in Grammar Focus 5B on SB p.120. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises on SB p.121, which practise the negative and question forms of *there is / there are*. Check answers as a class. Highlight the use of *one* 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.121)

a

- 1 There aren't 2 There isn't 3 Is there 4 Are there
5 There aren't 6 Is there 7 There isn't 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 station.
A And is there a restaurant near the hotel?
B Yes, there is. It's a very good one.

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.105. Student Bs read about a hotel on SB p.110. 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 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.
In Harry's Hostel only the small rooms have a shower; in 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 p.153, Vocabulary p.161, Pronunciation p.167

50 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** 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.
SOPHIA Yeah, I like it here. But I need to get some things – you know, to make it a home.
M Of course.
S Would you like a cup of tea?
M Oh, yes, please.
S Oh no!
M What's the problem?
S I don't have any tea.

M Oh.
S I need to go shopping!
M Well, is there a supermarket near here?
S I don't know.
M Well, are there any shops near here?
S I don't know!
M Come on. We can look for a shop.
S OK!

2 PRONUNCIATION

Emphasising what you say 1

- a** 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.

- b** Discuss the answer as a class.

Answer

2 make the meaning stronger

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

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

3 LISTENING

- a** 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.
SOPHIA I think maybe that's a shop ... there.
M No, it's a café!
S Oh dear. Well, maybe we can have tea there!
M James?
JAMES Megan. Hi.
M How are you?
J I'm good, thanks.
S Hi there.
M Oh, sorry. Sophia, this is my cousin, James. And James, this is Sophia – we work together.
S Nice to meet you.
J Yes, nice to meet you too.
M Sophia's from Toronto.

J Really?
S But I live here now.
J In London?
S Yes. Really near here.
M James lives near here too.
S Oh, right. Where's your flat?
J It's in the next street.
M James, do you know? Is there a supermarket near here?
J No, sorry, there isn't.
M Well, are there any shops near here? We need some tea.
J Yes, there's one near my flat ... I can show you.
S Well, thank you very much.
J No problem – no problem at all. It's this way.

- b** 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** **2.60** 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** **2.61** 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** **2.62** 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.111. 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.156. 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.156)

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

- 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
- ▶ Personalised online practice
- ▶ Photocopiable activities: Pronunciation p.167



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.*).

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 museum in this street?
- 2 Yes, there is.
- 3 There's a shower.
- 4 There aren't any free rooms.
- 5 Is there a swimming pool in 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. Take feedback as a class and ask: *Do people in your group have the same or different ideas?*

3 SOUND AND SPELLING

a 2.63 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. Check answers as a class. In pairs, students practise saying the words.

Answers

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

b 2.64 Go through the information in the table. Play the recording for students to listen to the pronunciation and repeat the words.

c 2.65 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 pairs of 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, the Photocopiable activities and the Personalised online practice.