Module 4

- Talk about places and free time, and give directions.
- Read about where teenagers go, and a place to visit.
- Listen to a survey.
- Write a note with directions.
- Learn about adverbs of frequency, there is/there are, some and any.

Get Ready

1. Picture Dictionary page 108. Find examples of the Key Words in the photos.

   **Key Words: Places**
   - amusement park
   - bowling alley
   - cinema
   - disco
   - ice rink
   - Internet café
   - museum
   - shop
   - shopping centre
   - skatepark
   - snack bar
   - sports centre
   - swimming pool
   - under-16s
   - club
   - water park
   - zoo

2. Listen to three dialogues. Where are the people?

3. Work in pairs. Ask and answer these questions.
   - A: Where do you go in your free time?
   - B: I go to a bowling alley every weekend. It’s great.
   - 1. Where do you go in your free time?
   - 2. Do you go with your parents or friends?
   - 3. Where are your favourite places in town?
   - 4. What places don’t you like very much?

Exercise 1

- Students check the meaning of the Key Words in the Picture Dictionary.
- Point out that the main stress falls on the first word in the two-word phrases in the Key Words, e.g. amusement park with the exception of under-sixteens.

Exercise 2

**Audio script**

**One**
Girl 1 I need to get a present for my mum’s birthday.
Girl 2 What do you want to buy?
Girl 1 I’m not really sure.
Girl 2 The sweet shop is just over there. Does she like chocolate?
Girl 1 Mm, no, not very much.
Girl 2 Jewellery? What about a pair of earrings?
Girl 1 Great idea. Now where’s the jewellery shop?
Girl 2 Upstairs on level 2, next to the bookshop.

**Two**
Girl So what do you want to see?
Boy I don’t know.
Girl What about Screen 3?
Boy No, I don’t like Leonardo DiCaprio much.
Girl Oh, I don’t mind him. What about Screen 6?
Boy James Bond? No, he’s a bit boring … Maybe a comedy?
Girl Screen 4 … Jim Carrey. He’s funny.
Boy Yes, okay. How much are the tickets?

**Three**
Girl Come on.
Boy No, I can’t do this.
Girl Yes, you can. Here, hold my hand.
Boy It’s okay for you, you go to classes.
Girl Come on. Okay?
Boy Well, yeah, yeah, it’s quite easy really … ah!!
Girl Are you okay?
Boy Yeah, I’m okay. Wow, this ice is cold. Can we stop for a moment?

Exercise 3

- Read the four questions with the class, eliciting one or two answers for each question. Students then work in pairs.
- After the pair activity, each student reports their partner’s answers to questions 3 and 4 to the class. Check that students use the correct third person singular verb forms in their sentences, e.g. His/Her favourite places are … / He/She doesn’t like … very much.

**Answers**

1. shopping centre
2. cinema
3. ice rink
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 3 and 5)
More time: do the extra activities

Background

This lesson focuses on how five teenagers around the world spend their free time. They have not been chosen to specifically represent their country in any way and should therefore be seen as personal cases.

Warm-up

Extra

Start the lesson by revising vocabulary from page 41. Write two lists of words on the board for students to match:

1 shopping  a) rink
2 amusement  b) alley
3 ice        c) centre
4 sports     d) pool
5 swimming   e) café
6 internet   f) centre
7 bowling    g) park

Answers: 1c/f) 2g) 3a) 4c/f) 5d) 6e) 7b)

Exercise 1

• If necessary, teach new vocabulary that students need to talk about their free time activities.

Reading and Listening

Exercise 2

Answers ➔ student page

Exercise 3

Answers ➔ student page

Extra

If the nationalities of your students are represented in the text, then ask if they think the description is typical of a teenager from their country or not. If they are not represented, then ask them what they think would be the typical activities for their country.

Exercise 4

Grammar: Adverbs (1)

Exercise 4

• When checking answers, point out the position of the adverb before the main verb in the sentence, e.g. I always play basketball. (The position of adverbs with the verb to be is introduced in Exercise 8.)
• Draw students’ attention to the percentage related to each adverb. Check students’ comprehension by asking them to translate the sentences into their L1.

Answers

2 usually 3 often 4 sometimes 5 hardly ever 6 never
Grammar: Adverbs (1)

4 Complete the table with words from the text.

**Adverbs of frequency**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>always</td>
</tr>
<tr>
<td>80%</td>
<td>usually</td>
</tr>
<tr>
<td>60%</td>
<td>often</td>
</tr>
<tr>
<td>30%</td>
<td>sometimes</td>
</tr>
<tr>
<td>5%</td>
<td>hardly ever</td>
</tr>
<tr>
<td>0%</td>
<td>never</td>
</tr>
</tbody>
</table>

**Examples**

- I always go to the shopping centre after school.
- We often go to the cinema at weekends.
- My friends never go out after school.
- I sometimes go shopping on Sundays.

5 Practice

- Use the words to make sentences. Are the sentences true (T) or false (F) for you?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>True (T)</th>
<th>False (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I usually go to the shopping centre.</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>2. I always go to the cinema with my friends.</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>3. I hardly ever go to the cinema.</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>4. I usually go to the cinema.</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>5. I never go to the cinema.</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>6. I often go to the cinema.</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Your Turn

6 Think about your answers to this questionnaire. Then look at your score on page 111.

7 Work in pairs. Compare your answers. I hardly ever go for a walk. What about you?

8 Look at the Sentence Builder.

- My friends never listen to classical music. Teenagers are usually into fashion.

9 Use the words in the boxes and adverbs of frequency to write sentences.

- Make nice food, run marathons, write poems, listen to classical music.

- Are you an outdoor or indoor person?
- Are you an outdoor or indoor person?

- How often do you do these activities?
- How often do you do these activities?

- Do you go for a walk?
- Do you go for a walk?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>go for a walk</td>
</tr>
<tr>
<td>never</td>
<td>go for a walk</td>
</tr>
<tr>
<td>usually</td>
<td>go for a walk</td>
</tr>
<tr>
<td>sometimes</td>
<td>go for a walk</td>
</tr>
<tr>
<td>often</td>
<td>go for a walk</td>
</tr>
<tr>
<td>hardly ever</td>
<td>go for a walk</td>
</tr>
</tbody>
</table>

Exercise 7

- After the pair activity, each student tells the class two things about their partner, e.g. (Maria) sometimes goes for a walk. She often plays computer games.

Exercise 8

- Read the sentences with students. Point out that the adverb comes after the verb to be.
- Ask students to look back at the text in Exercise 2 and find sentences with the verb to be and an adverb, e.g. It’s always full of students. I’m usually at home on Sundays. I’m always in my bedroom.

Exercise 9

- Read the words in the boxes with students. Elicit two or three more example sentences.
- Tell students to write eight–ten sentences.

Exercise 10

- Check that students know how to respond if they agree with their partner, e.g. That’s true. or if they are not sure (e.g. I don’t know. Perhaps it’s true.).

Extra

Students work individually, writing one or two silly sentences using words from Exercise 9, e.g. Jamaican athletes always sing opera. In turn, students tell the class one of their sentences. The class can see how many different sentences they have made.
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 3, 6 and 8)

More time: do the extra activities

Background

The Jorvik Viking Centre opened in 1984 on the site of the ancient city of Jorvik in the centre of the modern city of York in the north of England. Visitors travel through a recreation of the sights, sounds and even smells of Viking York showing markets, streets, houses and even a toilet. Visit www.jorvik-viking-centre.co.uk for more information.

Warm-up

Exercise 1

- Before reading the text, ask students to look at the photos and describe what they can see.

Answers

1a) 2d) 3b) 4c)

Exercise 2

- Read the sentences in the Word Builder with the class, then look at the information in Exercise 1 and point out similar phrases, e.g. get in (one of our famous ‘time cars’), listen to (a description of their life).

Exercise 3

Answers → student page

Reading and Listening

Exercise 4

- Give students time to read the four sentences before they read and listen to the conversation.
- Explain or encourage students to guess the meaning of any new words.

Answers → student page

Grammar: there is/there are with some and any

Exercise 5

- Check students understand that we use some in affirmative statements and any in negative statements and questions.
- Ask students to look again at the dialogue in Exercise 4 to find and read aloud more sentences containing some or any.

Answers → student page

Practice

Exercise 6

Answers → student page

Exercise 7

Audio script → end of notes

- Give students time to read through the list of places before they listen to the recording.

Answers → student page
Reading and Listening

4 Read and listen to the conversation. Are these sentences true (T) or false (F)?

1. You can park your car at Jorvik.
2. People with walking difficulties can visit Jorvik.
3. You can have a snack and a drink at Jorvik.
4. It’s hard to find a place for lunch near Jorvik.

A. Good morning, can I help you?
B. Yes, please. I’d like some information about Jorvik. Viking Centre. What activities are there?
A. Well, there’s the tour of the Viking city – that’s very popular. And there are some exhibitions of Viking life and an interactive gallery.
B. Great. I want to visit with a big group. Are there any parking spaces at Jorvik?
A. No, there aren’t any parking spaces at the centre but there’s a car park five minutes away.
B. Good. And is there a lift for visitors with wheelchairs?
A. Yes, there is. And there’s wheelchair access to all parts of the centre.
B. Great. One more question. Is there a restaurant?
A. No, there isn’t a restaurant but there are lots of places to eat near Jorvik.
B. Okay, thanks for your help.
A. You’re welcome.

Grammar: there is/there are with some and any

5 Read the dialogue again and complete the table with some or any.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Yes/No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>There’s a car park five minutes away.</td>
<td>There isn’t a restaurant.</td>
<td>Is there a lift?</td>
<td>Yes, there is.</td>
</tr>
<tr>
<td>There are some exhibitions of Viking life.</td>
<td>There aren’t any parking spaces at the centre.</td>
<td>Are there any parking spaces?</td>
<td>Yes, there are.</td>
</tr>
</tbody>
</table>

Extra

Write questions on the board for students to answer as they listen to the recording again: 1. Does the boy go to the sports centre? (No, he doesn’t.) 2. Where’s the park? (In front of the boy’s house.) 3. Where does the boy go with his friends at the weekend? (To the shopping centre/snack bar/cinema.)

Exercise 8

Answers

There are some cinemas. There are some shops. There is a sports centre. There isn’t a bowling alley. There isn’t an ice rink. There isn’t an under-16s’ club. There is a park. There are some snack bars.

Practice

6 Complete the sentences about Jorvik with is, are, some or any.

1. There are exhibits. of Viking life.
2. Is there a restaurant? No, there isn’t.
3. There aren’t any parking spaces.
4. Are there any guides? Yes, there are.
5. There are some great souvenirs in the shop.
6. There isn’t a restaurant.
7. There isn’t a lift.

7 Listen to a survey. Put ticks (✓) or crosses (✗) in the boxes.

<table>
<thead>
<tr>
<th>Town survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>What places are there in your area?</td>
</tr>
<tr>
<td>Put a tick (✓) or cross (✗) in each box.</td>
</tr>
<tr>
<td>amusement park</td>
</tr>
<tr>
<td>cinemas</td>
</tr>
<tr>
<td>shops</td>
</tr>
<tr>
<td>sports centre</td>
</tr>
</tbody>
</table>

8 Now write sentences about the places in Exercise 7. There isn’t an amusement park.

Your Turn

9 Work in pairs. Ask and answer questions about your partner’s town/city.

A. Is there an ice rink in your town?
B. No, there isn’t.
A. Are there any good shops?
B. Yes, there are.

Exercise 9

• Elicit two or three more questions before students work in pairs asking and answering about their town or city.

Extra

Students think about some good places they know and then tell the class, e.g. There are some fantastic shops in … / There’s a great zoo in …

Fact or Fiction?

• Background

Although there are not many descendants from the Vikings in the area around London, a recent study showed that in various other areas in the north of the United Kingdom (including Liverpool and the Orkney Islands) there are a large number of people with Viking ancestry.

Exercise 7 – Audioscript

Woman Excuse me? Can I ask you some questions about your area?
Boy Okay.
Woman Is there an amusement park near you?
Boy An amusement park? No, there isn’t.
Woman Are there any cinemas?
Boy Yeah, the ABC cinemas are in the shopping centre.
Woman Right, so there are cinemas and shops. Is there a sports centre?
Boy Yeah, there’s a big sports centre next to the shopping centre. But I don’t go there.
Woman Are there any other places for sport … a bowling alley or an ice rink?
Boy No, there isn’t a bowling alley or ice rink, not near here.
Woman Are there any under-16s’ clubs, you know, and places for young people to go?
Boy No, we haven’t got an under-16s’ club round here.
Woman And a park?
Boy Oh, yeah, there’s a big park in front of my house.
Woman And where do you go with your friends at the weekend?
Boy Well, we go to the shopping centre … and snack bars, you know, for a burger or pizza and chips. And sometimes we go to the cinema.
Woman Okay, that’s all. Thanks very much.
Boy No problem!
This Unit

**Short of time:** set some of the exercises for homework (e.g. Your Challenge, Exercise 3) and shorten the discussion in Exercise 1

**More time:** do the extra activities

**Background**

Last weekend the group were at an adventure park. This week they meet in the centre of York, a city founded in 71 AD by the Romans. York is halfway between London and Edinburgh and is a major tourist destination, partly due to the Jorvik Viking Centre but also because of York Minster (pictured top), one of the largest Gothic cathedrals in Europe. The friends ask Laura for her opinion of their city.

**Warm-up**

**Exercise 1**

- Students check the meaning of the Key Words in the Picture Dictionary.
- Check pronunciation and spelling of words that are similar in students’ L1 and in English.

**Exercise 2**

- Look at the key to the symbols on the map with students. Ask students which of the symbols they have seen on maps of cities in their country.
- Elicit one or two more sentences from the class before students work in pairs.

**Reading and Listening**

**Exercise 3**

- Give students time to read through the four sentences before they read and listen to the dialogues.

**Exercise 4**

- Students check the meaning of the Key Words in the Picture Dictionary.

**Extra**

Ask students to look again at the last section of the dialogue in Exercise 3 (starting with Woman: *Can you tell me how to get to the railway station, please?*). In pairs, students practise reading this section aloud, taking turns in the two parts.
Your Challenge

Writing: A note with directions

1. Look at the Sentence Builder.

Sentence Builder

First, go out of the shopping centre.
Go down Park Avenue and then turn right.
Go down Green Road to the shops. Then cross the road.

2. Complete Emily’s note to Laura with first, then or and then.

Go out of school and then turn left into Westwood Terrace. Go down Westwood Terrace. Then turn left into Russell Street. Our house is number 25. You can’t miss it!

3. Think of a place near your school. Write a note to a friend and give him/her directions – but don’t say the place!

Go out of the station, go down Station Road...

4. Work in pairs. Read each other’s note. What place are the directions to?

Your Challenge

Writing: A note with directions

Exercise 1

- Explain that the linking words in the Sentence Builder can be used when giving spoken or written directions, but they are especially useful when writing directions.
- Point out that and then is not used at the beginning of a sentence but that then can be used at the beginning or in the middle.

Exercise 2

Answers

1. First 2. then/and then
3. Then 4. then/and then

Exercise 3

- Revise vocabulary of places in a school, e.g. library, science laboratory, staff room, cafeteria, playground, toilets, gym, art/music/computer room.
- Check students’ notes. Point out any errors for them to correct.

Exercise 4

- If pairs disagree about the directions, help them to make the directions clearer.

Extra

Some students read out their notes to the class. The other students listen and say what place the directions are to.

TIME OUT! ➤ Page 94, Exercise 12
Across Cultures 2

Warm-up

Exercise 1

• Read the questions with the class and check that students understand the vocabulary before they work in pairs.

Reading

Exercise 2

• Tell students not to worry about understanding every word in the texts but to focus on answering questions 1, 2 and 3 from Exercise 1.

• When checking answers, ask students why it isn’t as easy to answer questions 2 and 3 for Emma as for the other two students (Answer: Because she doesn’t go to a conventional school.)

• Students do not need to worry about the pronunciation of names in the texts. The phonemic transcription is provided here for you. Marguerite Laure /maʁɡeʁɪt lœʁ/, Cameroon /kɛməˈrun/, Fonseca /fonˈseka/, Guadalajara /ɡwədælæˈhæræ/.

Answers
Marguerite: 1 ten 2 six 3 an hour and a half
Jonathan: 1 nine 2 seven 3 two or three hours
Emma: 1 eight 2 one lesson over the internet, sometimes video lessons, sometimes her teacher visits her, she studies at home 3 she studies for five or six hours at home (but this may not all be homework)

Exercise 3

• Check that students understand the meaning of any new words in the texts.

Answers → student page

Listening

Exercise 4

Audioscript → end of notes
Answers → student page

Exercise 5

• Read through the phrases (1–4) in the list with students before they listen to the recording again.

Answers
1 IT (information technology)
2 PE (physical education)
3 English, French, science
4 maths, geography

Exercise 6

• When speaking English at a natural pace, words such as articles, prepositions and modal verbs often almost disappear. This exercise helps students become aware of these words.

• Students listen and repeat the sentences, paying particular attention to the unstressed words.

Exercise 7

• Check that students can hear the difference in length between the two vowels.
Marguerite Laure is from Cameroon. She gets up at six o'clock and walks two kilometres to school. She starts school at half past seven and she finishes at half past three. In the evening, she has six lessons every day. She starts school at half past five thirty and works in the evenings. She studies ten subjects including three languages, French, English and German.

Marguerite does ten subjects (1–3) from Exercise 1 for each person. Read about the people. Answer questions

1. Who is from Cameroon?
2. How many hours of homework do you do in the afternoon?
3. How many subjects do you study?
4. What is your favourite subject?
Language Check

Exercises 1 and 2

Answers → student page

Exercise 3

Answers
11 She never tidies her room.
12 He usually meets his friends on Friday.
13 We sometimes go swimming.
14 He always has a piano class on Saturday.
15 She hardly ever visits her grandmother.
16 We often play football.

Exercises 4 and 5

Answers → student page

Feedback

- Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
- Students look at the table to see which sections in the Students’ Book they need to look at again.
- Give students time in class or at home to do Language Check 4 of the Workbook.

Study Help: Classroom Language 2

- Revise the Classroom Language students practised in Study Corner 3 for asking questions about the pronunciation and spelling of words.
- Read the example dialogue with students. Point out the use of Can …? to ask permission and the use of I’m sorry, I haven’t got one. to refuse permission.

Module 4 test, Teacher’s Resources MultiROM