

4

OVERVIEW

4A A nice area

Goal | talk about your city

Grammar | *there is/are*

Vocabulary | places in a city

GSE learning objective

Can say what's in a town (e.g. buildings, places) using basic words and phrases

4B Homes

Goal | describe your home

Grammar | articles

Vocabulary | things in a home

GSE learning objective

Can ask for and give very basic information about the home

4C Be prepared

Goal | discuss what to take on a trip

Grammar | *need + noun, need + infinitive with to*

Vocabulary | equipment

GSE learning objective

Can use brief, everyday expressions to describe wants and needs, and request information

4D English in action

Goal | ask for information

GSE learning objective

Can ask for basic information about an event (e.g. a concert or football match), using simple language

Roadmap video

Go online for the Roadmap video and worksheet.

Check and reflect

Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

4A Describing places

4B Things in a home

DEVELOP YOUR SKILLS

4A Develop your writing

Goal | write a description

Focus | using word order correctly

GSE learning objective

Can write short, basic descriptions of places, people or things

4B Develop your reading

Goal | understand social media posts

Focus | guessing new words

GSE learning objective

Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts

4C Develop your listening

Goal | understand a short radio programme

Focus | understanding weak forms

GSE learning objective

Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly

4A

A nice area

Introduction

The goal of this lesson is for students to talk about their city. To help them achieve this, they will learn or revise *There is/are* and vocabulary related to places in a city.

Warm-up

Tell the class about your two favourite places in your town or city and your two least favourite places and say why you like/dislike them. Ask Ss to think of their two most and least favourite places where they live, and why. Give them a minute or two to choose what they are and make notes if they want to. When they are ready, put Ss in pairs to share their ideas. When they have finished, nominate a few Ss to share their ideas with the class and find out if other Ss agree.

Vocabulary and listening

1 Focus attention on the photos and elicit the answer to the first question, what they can see in the photos. Put Ss in pairs to discuss the remaining questions. When they are ready, ask a few Ss to share their answers with the class and have a brief class discussion.

2 Ss match the places with the pictures alone, then check in pairs. Monitor and help if necessary. Check answers as a class.

Answers: a theatre b police station c bus station
d stadium e train station f shops g sports centre
h post office i car park j castle k offices l garage

Vocabulary checkpoint

A *sports centre* is also sometimes called a *leisure centre* in the UK. A *garage* can be a place where cars are repaired or it can be a small building next to a house where people keep their cars or store things.

3a  4.1 Read the example with the class, then play the recording for Ss to listen and underline the stressed syllables. In feedback, write the words on the board and underline the stressed syllables (or invite Ss to the board to do so).

Answers: bus station, car park, castle, garage, offices, police station, post office, shops, sports centre, stadium, theatre, train station

Pronunciation checkpoint

Garage can also be pronounced /gə'ra:ʒ/ in American English.

b Play the recording again for Ss to listen and repeat the words.

4a Read the first sentence with the class as an example and highlight that two answers are possible here. Ss decide which places the rest of the sentences refer to alone then check in pairs. Check answers as a class.

Answers: 1 stadium, sports centre 2 shops 3 post office
4 train station, bus station 5 garage

b Ss write sentences for three other places. Monitor and help with vocabulary and ideas if necessary, writing any new words and phrases on the board.

c When they are ready, put Ss in pairs to read out their sentences for their partner to guess. In feedback, ask Ss how many their partner guessed correctly.

5a 4.2 Play the recording for Ss to listen and note down the places in Ex 2 the speaker talks about, then check in pairs. Check answers as a class.

Answers: shops, police station, train station, bus station, castle

b Ss listen again and choose the correct alternatives, then check in pairs. Check answers as a class.

Answers: 1 a lot of 2 a 3 any 4 a lot of 5 some

Audioscript 4.2

So, in the centre there are a lot of shops. There's a police station and two train stations, that's good, but there isn't a bus station. There aren't any train stations in other parts of the town, such as at the castle. There are a lot of visitors to the castle, and it's difficult to get there. There's some green space near the centre which is nice.

VOCABULARY BANK 4A p139

Describing places

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss match the adjectives with the photos alone then check in pairs. Check answers as a class.

Answers: 1 B 2 C 3 I 4 D 5 H 6 J 7 A 8 E 9 G
10 F

b Read the example with the class then Ss describe their town or city in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1a at home then do Ex 1b in the next class.

Further practice

Photocopiable activities: 4A Vocabulary, p166

Grammar

There is/are

6 Ss read the grammar box and choose the correct alternatives. Point out that they can use the examples in the box to help. Check answers as a class and be prepared to give further explanations and examples if necessary. For example, *uncountable* means you can't 'count' it e.g. *space, water*, etc.

Answers: 1 singular 2 plural 3 big 4 plural
5 uncountable

GRAMMAR BANK 4A pp.122–123

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of the verb *be* with singular, plural and uncountable nouns. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A 1 a 2 any 3 a 4 are 5 isn't 6 Are 7 some
8 a lot of 9 some 10 aren't 11 a lot of 12 Is there
B 1 a 2 aren't 3 are 4 any 5 a 6 's/is 7 are 8 of
9 any

7a 4.3 Focus attention on the linking of the words and ask Ss to follow them as you play the recording. If necessary, drill the sentences to demonstrate further. Explain that when a word ends with a consonant sound and the next word begins with a vowel sound, we link them together smoothly, as if they're one word.

b 4.4 Ss mark the linking alone then compare in pairs. Play the recording for Ss to check their answers then check answers as a class by writing the sentences on the board and drawing the linkings.

Answers:

1 There are some cafés.
2 There isn't a hospital.
3 There are a lot of parks.
4 There aren't any garages.

c Play the recording again for Ss to listen and repeat, copying the linking.

8 Ss choose the correct alternatives alone then check in pairs. Check answers with the whole class and ask if this description is similar to where they live.

Answers: 1 are 2 some 3 a 4 any 5 there's 6 isn't
7 a lot of

9a Ss complete the sentences alone, then check in pairs. Check answers as a class.

Answers: 1 a 2 a 3 lot 4 some 5 any 6 a 7 lot

b Read the example with the class. If you're from a different city to the students, then demonstrate by talking about your home town. Ss discuss which of the sentences are true for where they live. In feedback, ask a few Ss to share their answers with the class.

Further practice

Photocopiable activities: 4A Grammar 1, p164; 4A Grammar 2, p165

Speaking

Prepare

10 Divide the class in half: Student As and Bs, and then put Ss in pairs. Explain that they're planning to move to a new town and direct them to the relevant pages. Ask them to plan what to say about how many of each thing there is in each town. Monitor and help them decide what to say and which quantifiers to use if necessary.

Speak

11a Put Ss in A/B pairs with one person from each of the two groups in Ex 10. Ss take turns asking and answering about each other's town e.g. *How many shops are there? There are a lot of shops*, etc. Monitor and make notes on Ss' language use for feedback later.

b Go through the Useful phrases with the class. Ask Ss to work together to decide where they'd like to move and why. When they have finished, ask each pair to justify their decision to the class. Give Ss feedback on their use of language.

Reflection on learning

Write the following questions on the board:

What's the most difficult thing in today's lesson?

What can you do to work on this more?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 4A Ex A–B, p123

Workbook: Ex 1–5, p22

App: grammar and vocabulary practice

Fast route: continue to Lesson 4B

Extended route: go to p95 for Develop your writing

4B Homes

Introduction

The goal of this lesson is for students to describe their home. To help them achieve this, they will learn or revise articles and vocabulary related to things in a home.

Warm-up

Collect some photos of different types of rooms and homes. Put Ss in pairs and ask them to think of an adjective they've learnt on the course so far to describe each photo. Add each adjective to the board, asking what else each could be used to describe.

Vocabulary

Things in a home

1 You might want to pre-teach or elicit the difference between *flat* (a home on one floor, usually part of a building and also called *apartment*) and *house* (a home with two or more floors, often with a garden). Ss discuss the questions in pairs. In feedback, ask a few Ss to share their answers with the class.

Optional extra activity

Books closed. On the board, elicit the following rooms in a house: *living room, kitchen, bathroom, bedroom*. Arrange the class in four groups and assign one of the rooms to each group. Give each group a few minutes to think of and write as many types of furniture for that room that they can think of. While they are doing this, divide the board into four sections and write a name of a room at the top of each one. When they are ready, give out a board pen to each group and ask them to come to the board and write the names of the furniture they thought of. Correct any errors with the class and award a point for each correct piece of furniture. The group with the most points wins.

2a Ss match the words with the pictures alone then check in pairs. Check answers as a class and drill the words chorally and individually. In monolingual classes, you could check understanding by asking Ss how they say each of the words in their first language.

Answers: A upstairs B wardrobe C curtains D shower
E bath F downstairs G cupboard H fridge I furniture
J garage K garden

b Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 cupboard 2 furniture 3 curtains 4 fridge
5 bath 6 wardrobe 7 garden

c Focus attention on the photos and put Ss in pairs to discuss which of the things in Ex 2a they can see. Elicit answers from the class.

VOCABULARY BANK 4B p140

Things in a home

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss match the words with the photos alone then check in pairs. Check answers as a class.

Answers: **A** light **B** shelf **C** bin **D** mirror **E** plate
F towel **G** sheet

b Ss discuss which rooms they can find the things in pairs. When they are ready, check answers as a class.

c Read the examples with the class then Ss discuss the question in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1a at home then do Exs 1b and 1c in the next class.

Further practice

Photocopiable activities: 4B Vocabulary, p169

Reading

3a Focus attention on the text and elicit that it's an advertisement for a home. Give Ss a minute to read it quickly and decide which is the correct answer to the question. Check the answer as a class.

Answer: b

b Ss read the advertisement again and answer the questions, then check in pairs. Check answers as a class.

Answers:

- the furniture in every room, the shower, the bath
- three
- two of the bedrooms; the kitchen (it has 'a big fridge and lots of cupboard space')
- a fridge and lots of cupboards
- two garages and a big garden

c Ss discuss the questions in pairs. In feedback, elicit Ss' ideas and ask a few Ss if they'd like to live there

Grammar

Articles

4a Write on the board: *I have two pets: dog and cat. Dog's name is Poppy and cat's name is Colin.* Ask: *Is this sentence correct?* (No) *What's missing?* Elicit the missing articles. If Ss are finding it difficult, point to the places where the articles are missing and ask: *What goes here: a or the?* (Correct sentence: *I have two pets, a dog and a cat. The dog's name is Poppy and the cat's name is Colin.*) Ask: *Why do we use a/the here?* Elicit Ss' ideas but don't give any answers yet. Ss read the grammar box and choose the correct alternatives alone then check in pairs using the examples to help them. Check answers as a class.

Answers: 1 a/an 2 the 3 no article

b Read the first sentence with the class and focus attention on the article. Ask: *Which rule in the grammar box does this go with?* (rule b as there's only one garden outside the house). Ss match the rest of the sentences with the rules in pairs. Check answers as a class and elicit why we use the article in each sentence.

Answers:

- b (only one garden outside the house)
- b (the phrase *in the evening*)
- a (first time one sofa is mentioned), b (only one living room)
- c (second time the curtains are mentioned)
- d (the phrase *at work*)

GRAMMAR BANK 4B pp.122–123

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, going through each of the uses of each article. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and ask them to explain them. Ss can refer to the notes to help them.

Answers:

- A** 1 a the sea (there's only one)
2 Correct
3 the a nurse (one of many/before a job)
4 to the work (expression)
5 the US (one of a few countries that includes *the*)
6 an a school (expression)
7 Correct
8 the small towns (plural noun, talking generally)
9 a very nice people (plural noun)
10 the Barcelona (no article before city names)
11 an a TV (before a consonant sound)
12 the afternoon (expression)
- B** 1 a 2 – 3 The 4 the 5 The 6 the 7 a 8 a 9 The
10 a 11 – 12 the

5a  4.5 Model the two ways of saying *the*: short (/ðə/) and long (/ði:). Play the recording for Ss to listen and say which type they hear in each sentence. Check answers as a class.

Answers:

the is a short sound (/ðə/) before a consonant sound (i.e. in sentences 1 and 2).
the is a long sound (/ði:/) before a vowel sound (i.e. in sentences 3 and 4).

b Play the recording again for Ss to listen and repeat. Drill the sentences if necessary, both chorally and individually.

6 Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 a 2 the 3 a 4 – 5 a; The 6 –; the
7 –; the 8 the; the

7a Read the example with the class then ask Ss to complete the sentences about their home. Monitor and make sure they're using articles correctly.

b Read the example with the class. Tell Ss to use the sentences in Ex 7a, but that they can also expand on these to give a fuller description of their homes. In feedback, ask a few Ss to describe their partner's homes to the class.

Further practice

Photocopiable activities: 4B Grammar 1, p167;
4B Grammar 2, p168

Speaking

Prepare

8a  4.6 Pre-teach *estate agent* (= someone who sell homes). Tell Ss they're going to listen to someone called Mark call an estate agent to ask about a flat. Play the recording for Ss to tick the things he asks about then check in pairs. Check answers as a class.

Answers: All except the neighbours and parking. The estate agent mentions the neighbours but Mark doesn't ask about them.

b Read through the questions with the class so Ss know what they are listening for. Play the recording for Ss to listen again and answer the questions. Ss check answers in pairs. Play the recording again if Ss want you to, then check answers as a class.

Answers:

1 6 **2** a sofa, a dining table and chairs **3** a shower and a bath
4 yes (but it's not private) **5** five minutes away
6 £600/month

Audioscript 4.6

Estate agent: Hello. Cathy speaking.

Mark: Oh, hi. My name's Mark Edwards. I'm calling about the flat on West Street.

Estate agent: Oh yes, are you looking for somewhere to live?

Mark: That's right. I've got some questions about the flat. Is it a large flat?

Estate agent: It's not very large but it's not small. It's a good size for one person. It's modern and very comfortable.

Mark: How many rooms are there?

Estate agent: There's a hall, then there's a living room, a kitchen, a bathroom and two bedrooms.

Mark: Is there furniture in the flat?

Estate agent: Yes, there is. There's a sofa and dining table and chairs in the living room. There's a double bed and cupboards in both bedrooms. In one of the bedrooms, there's also a desk and a chair.

Mark: Oh great, I sometimes work at home. Is there a shower in the bathroom?

Estate agent: Yes, there's a shower and a bath.

Mark: Fantastic. Is there a garden?

Estate agent: Um, yes. There's a garden for everyone in the building. It's not private but it's very pretty. Some of the neighbours sit out and read or have their breakfast there. It's large so you can find a quiet place to sit.

Mark: OK. Are there any shops and cafés near the flat?

Estate agent: Yes, there's a small supermarket about five minutes away. The flat's in a quiet area but there are other shops and cafés about a fifteen-minute walk away. There's a bus stop nearby, too.

Mark: Great. How much is the flat?

Estate agent: It's £600 per month. Are you interested?

Mark: Yes, I'd like to see it, please.

Estate agent: Good. Are you free tomorrow at 11 a.m.?

Mark: Yes, I am.

Estate agent: Meet me in front of the gate to the building and I'll show you around.

Mark: Great, see you then!

9 Put Ss in A/B pairs and direct them to the relevant pages to read and follow the instructions. Monitor while Ss are preparing and help with ideas if necessary.

Speak

10a Go through the Useful phrases with the class and check understanding. When they are ready, put Ss in their pairs again to carry out the roleplay. While they are speaking, monitor carefully and listen for Ss' use of articles, noting down any common errors and examples of good language use for feedback later.

b Ask each Student B in turn to tell the class if they'd rent the flat or not and why. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

*Which vocabulary from today's lesson is most useful for you?
 How will you continue practising articles in the future?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 7b: Write a description of your home.

Grammar bank: 4B Ex A–B, p123

Workbook: Ex 1–6, p23

App: grammar and vocabulary practice

Fast route: continue to Lesson 4C

Extended route: go to p96 for Develop your reading

4c Be prepared

Introduction

The goal of this lesson is for students to discuss what to take on a trip. To help them achieve this, they will learn or revise *need + noun*, *need + infinitive with to* and vocabulary related to equipment.

Warm-up

Tell the Ss this situation:

There is an emergency and you have to leave your house immediately. You can only take three things with you, not including your mobile phone. What do you take and why?

Tell Ss the three things you would take and why (e.g. *I'd take my guitar because I play it every day*), then give them a minute to think about what they would take. When they are ready, put Ss in small groups to share their objects. In feedback, nominate a student from each group to share anything interesting they found out with the class.

Vocabulary and listening

Equipment

1a Focus attention on the photos and elicit what Ss can see. Introduce the topic by asking if Ss ever watch any TV shows about surviving in extreme situations and/or if they like this type of TV show. Ss match the places with the photos in pairs. Check answers as a class.

Answers: 1 B 2 A 3 C

b Ss discuss the questions in pairs. In feedback, elicit Ss' answers and have a brief class discussion.

2a Ss match the words with the pictures alone then check in pairs. Don't give any answers yet.

b  4.7 Play the recording for Ss to check their answers then check with the class.

Answers: a knife b hat c blanket d bowl e boots
f backpack g mirror h sunglasses i gloves j warm clothes
k water bottle l batteries m map n can

c Play the recording again for Ss to listen and repeat. It may be worth pointing out that using *can* for a food container is generally considered American English. In British English, we usually use *can* for drinks (e.g. *a can of cola*).

3 Read the examples with the class then Ss discuss in pairs. In feedback, elicit their ideas and find out if other Ss agree. Ask them what other things would be useful in each place.

Further practice

Photocopiable activities: 4C Vocabulary 1, p172

4a  4.8 Tell Ss they are going to listen to an expert talking about how to survive in one of the places in Ex 1a. Play the recording for Ss to listen and answer the questions then check in pairs. Check answers as a class.

Answers:

- 1 the Atacama desert
- 2 warm clothes, hat, mirror, water bottle

b Read the sentences with the class and elicit possible answers, but don't give any yet. Play the recording again for Ss to complete the sentences then check in pairs. If necessary, play the recording a third time, then check answers as a class.

Answers: 1 clothes 2 be 3 move 4 hat 5 get 6 water

c Ss discuss if they agree with Chris's advice in pairs. In feedback, elicit their ideas and find out if other Ss agree.

Audioscript 4.8

Presenter: It's the middle of the night, and you're lost in the Atacama Desert. Do you know what to do? Well, Chris Hall does. He's an ex-soldier who knows what to do in difficult situations. Chris, what's your advice?

Chris: First, you need warm clothes. A lot of people think it's always hot in the desert, and this is true in the day, but at night it's very cold, so you need to be warm. This is the best time to move, too. You need to move at night, because in the day it's very, very hot.

Presenter: Really? So what about when day comes?

Chris: This is the time to rest. You need to get out of the sun if possible. You need a hat so you can cover your head. This is very important. You need to get help, so a small mirror is good to use the sun to get attention. Stay where you are and write 'help' in big letters in the sand.

Presenter: And what about water?

Chris: You need to drink a little water and often, and you need a water bottle to carry it. Only eat a little because your body needs water to take food in.

Presenter: Thanks, Chris. That's really useful advice. I hope I never need it!

Grammar

need + noun, need + infinitive with to

5a Ss read the grammar box and choose the correct alternatives. Encourage them to use the examples to help. Check answers as a class.

Answers: 1 noun 2 between 3 infinitive

b Ss can do this exercise orally in pairs. When they have finished, go over each sentence with the class.

Answers: 1 noun 2 infinitive with to 3 infinitive with to
4 noun 5 infinitive with to 6 noun

GRAMMAR BANK 4C pp.122–123

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

- A**
- 1 We need some bread.
 - 2 Do you need to take some water?
 - 3 I need a new laptop.
 - 4 They don't need to leave early.
 - 5 She needs to leave soon.
 - 6 Do we need any more drinks?
 - 7 Do you need some help?
 - 8 He doesn't need to drive.
 - 9 I don't need a shower.
 - 10 What do I need to do?
- B**
- 1 He needs hot water.
 - 2 I don't need to go early.
 - 3 They need to study more.
 - 4 Do you need food?
 - 5 We don't need a blanket.
 - 6 Do we need to tell them?
 - 7 I need to go home.
 - 8 Do you need to sit down?
 - 9 She doesn't need your help.
 - 10 We need some food.

6a  4.9 Ss listen and decide if *to* and *a* are stressed or unstressed. Check the answer as a class.

Answer: unstressed (/tə/ and /ə/)

b Play the recording again for Ss to listen and repeat.

7 Read the example with the class. Remind Ss that they need to decide first if the word in brackets is a noun or verb, then write the sentence accordingly. Check answers as a class and write the sentences on the board (or invite Ss to do so).

Answers:

- 1 You need to walk slowly in the day.
- 2 I need a bowl.
- 3 She needs gloves because it's cold.
- 4 We need to stay dry.
- 5 You need to find food.
- 6 They need a water bottle when it's hot.
- 7 I don't need to take a mirror
- 8 They don't need hats or gloves.

8a Read the first situation and the examples with the class, then elicit any other ideas Ss have (e.g. *I need a mobile phone. I need to know where I am.*). Ss write their sentences for each situation alone. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Suggested answers:

- 1 I need a map. I need to use public transport.
- 2 I need some water. I need to wear a hat.
- 3 I need warm clothes. I need to start a fire.
- 4 I need a good teacher. I need to practise.
- 5 I need smart clothes. I need to prepare.
- 6 I need a good recipe. I need to cook a lot of food.

b Put Ss in pairs to share their sentences. In feedback, ask: *Were any of your sentences the same?*

Further practice

Photocopiable activities: 4C Grammar 1, p170;
4C Grammar 2, p171

Speaking

Prepare

9a  **4.10** Tell Ss that they are going to decide what they need in a specific situation. Tell Ss that Gavin and Kirsten are talking about what they need in one of the places in Ex 1a. Play the recording for Ss to listen and decide which place they're talking about. Check answers as a class.

Answer: the Amazon rainforest

b Ss listen again and identify which things they decide to take, then check in pairs. Check answers as a class.

Answers: knife, blanket, can, water bottle

Audioscript 4.10

- Kirsten:** Oh, this is a fun quiz. We're in the rainforest and we can only have five objects from this list. Here, have a look.
- Gavin:** OK, so what do we need first?
- Kirsten:** Well, I think first we need to find somewhere to sleep under the trees, then we need to build a fire.
- Gavin:** So we need a good knife, right? So we can cut wood for a fire.
- Kirsten:** Oh, good idea! And we can use the blanket to make a place to sleep under.
- Gavin:** What about food?
- Kirsten:** We need the bowl to cook with.
- Gavin:** Yes, or ...
- Kirsten:** What?
- Gavin:** I think we need the can. After we eat the food in it, we can use it to cook things in.
- Kirsten:** OK, but water is more important. We need to drink so we need the water bottle.
- Gavin:** Of course. How many things is that?
- Kirsten:** Four. So we can have one more.
- Gavin:** Hmm ... oh, I know. We need to carry these things in something, so let's take the backpack. Or we need to know where we are so perhaps we need the map ...
- Kirsten:** Or what about a mirror or batteries for a phone because we need to get help ... ?

10 Tell Ss they are lost on an island and they need to choose five objects from Ex 2a. Give them plenty of time to choose which objects they need and also to prepare a strong reason why they need each one. Monitor and help with ideas and vocabulary if necessary.

Speak

11a Go through the Useful phrases with the class. Ss take it in turns to say which five objects they need and why, then agree on five things together.

b Put pairs together in groups of four and ask them to agree on five things as a group. As in Ex 10a, each side should say why they need their five things then try to agree on a list of five together. When they have finished, ask each group in turn to present their list of five things to the class and find out if other groups agree.

Reflection on learning

Write the following questions on the board:

Which phrases from this lesson are new for you?

What did you find most difficult in today's lesson?

What can you do to improve this in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 4C Ex A–B, p123

Workbook: Ex 1–6, p24

App: grammar and vocabulary practice

Fast route: continue to Lesson 4D

Extended route: go to p97 for Develop your listening

4D English in action

Introduction

The goal of this lesson is for students to practise asking for information. To help them achieve this, they will learn a range of phrases for asking if something is near, for asking and saying where things are and for asking about times, prices and permission.

Warm-up

Before the lesson, write the vocabulary from Lesson 4C on the board. Describe one of the words with a definition, e.g.: *You wear these when it's very sunny.* and ask Ss to guess the word (*sunglasses*). Put Ss in pairs to take turns to test each other in the same way, i.e. one student describes or defines a word for the other to guess.

1 Focus attention on the adverts and elicit what each one is for (a gym, a cinema and a museum). Give Ss a minute to read through the adverts then put them in pairs to discuss the questions. Check answers as a class.

Answers: **1** Adverts for a gym, a cinema and a museum.

2 From £39.99 a month **3** 20.10

4 An exhibition of maps of the world

2a  **4.16** Tell Ss that they will hear three conversations related to the three adverts. Ss listen and match the conversations with the adverts then check in pairs. Check answers as a class and ask what information each person wants.

Answers:

- 1 Museum. The person wants to know if it's free, if she can take photos and if there is a gift shop.
- 2 Cinema. The person wants to know what time the next film starts, how much tickets are and where to buy them.
- 3 Gym. The person wants to know what time the gym closes, if there are towels in the changing rooms and where the changing rooms are.

b Read the sentences with the class and elicit what kind of information is missing in each one (e.g. 1: an adjective, 2: an auxiliary verb, etc.), but don't give any answers yet. Play the recording for Ss to complete the sentences then check in pairs. Play the recording again if necessary.

c Draw Ss' attention to the Useful phrases box, then ask Ss to check their answers to Ex 2b with the phrases in the box.

Answers: 1 free 2 Can 3 there 4 near 5 start 6 ticket 7 pay 8 close 9 any 10 Where

Teaching tip

Before doing a listening task, it's a good idea to go through the questions first and elicit ideas. This helps focus Ss on what they're going to be listening for.

Audioscript 4.16

1

A: Excuse me, is the museum free?

B: Yes, it is.

A: Oh great. Can I take photos in there?

B: No, I'm sorry you can't but we sell postcards of some of the paintings.

A: Oh, I see. Is there a gift shop?

B: Yes, there is. It sells some lovely things. It's near the exit.

A: Fantastic, thank you.

2

A: Hi. What time does the next film start?

B: At er ... half past three.

A: OK. How much is a ticket?

B: It's £8 for adults and £5.50 for children.

A: Thanks. Where do I pay?

B: You can pay here or at the machine over there.

A: OK, thanks.

3

A: Excuse me, what time does the gym close tonight?

B: At ten.

A: Oh, good. And are there any towels in the changing rooms? I don't have one with me.

B: No, but I've got one here you can take.

A: Fantastic, thanks. Last question. Where are the changing rooms?

B: Go down that hall. The ladies' is on the right.

A: Thanks.

3a  4.17 Read the example with the class then play the recording for Ss to underline the stressed words. With **weaker classes**, pause after each phrase to give Ss a chance to underline the words. Check answers as a class, writing the phrases on the board and underlining the stressed words.

Answers:

Is there a gift shop near here?

Are there any towels in the changing rooms?

Where are the changing rooms? The gift shop is near the exit.

What time does the next film start?

What time does the gym open on Sundays?

What time does the gym close tonight?

Is the museum free? How much is a ticket? Where do I pay?

Can I take photos in the museum?

b Play the recording for Ss to listen and repeat, practising the correct stress.

4a Read the example with the class. Ss write the rest of the questions alone then check in pairs. Check answers as a class and write the questions on the board, or invite Ss to do so.

Answers:

1 When does the next train arrive?

2 Where's the ticket office?

3 How much is a ticket to London?

4 Is there a gym near here?

5 Where do I pay?

6 Is there a cinema (near here/in the town)? Are there any cinemas in the town?

7 Is the concert free?

8 Can I take food into the theatre?

b Elicit the first question as an example and write it on the board. Ss write the rest of the questions alone then check in pairs. Check answers as a class.

Answers:

1 What time do the shops open?

2 How much is a taxi to the airport?

3 Is there a swimming pool near here?

4 Where do I pay for a train ticket?

5 What time is the last bus?

6 Are there any parks near here?

7 Where's the bus station?

8 Is the city museum free?

c Ask a stronger pair to demonstrate the activity for the class first. Ss take turns to ask and answer the questions in pairs. In feedback, ask a few Ss to ask and answer some of the questions for the class in open pairs.

5 Arrange Ss in A/B pairs and direct them to the relevant pages to read their instructions. You could put As together and Bs together to plan their questions and information. Monitor and help if necessary.

6a Ss practise their conversations for each of the situations in pairs. Monitor and make notes on Ss' language use for feedback later.

b Assign new pairs. Ss swap roles and practise the conversations again. When they have finished, ask one or two pairs to perform their conversations for the class. Give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:

What are the most useful phrases in today's lesson?

Where and when can you practise these in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.

Workbook: Ex 1–3, p25

App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

4 Check and reflect

Introduction

Ss revise and practise the language of Unit 4 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1 Elicit the first answer as an example and write it on the board. Ss complete the sentences alone then check in pairs. Check answers as a class and write the words on the board.

Answers: 1 park 2 post office 3 theatre 4 sports centre
5 bus station 6 stadium 7 police station

2a Ss complete the sentences alone then check in pairs. Check answer with the whole class.

Answers: 1 aren't 2 is 3 isn't 4 are 5 aren't 6 are
7 aren't 8 is

Optional alternative activity

Divide the board into four and write *is*, *isn't*, *are* and *aren't* in the sections. Arrange the Ss in small teams, then each turn, call out a number from 1–10. Someone from each team must come to the board and touch the relevant section relating to that sentence, e.g. *is* for number 8. The first team to do it correctly wins a point. The team with the most points at the end wins.

b Read the examples with the class then put Ss in pairs to make the sentences true for their town or city. In feedback, nominate different Ss to read out each sentence for the class.

3a Ss complete the sentences alone then check in pairs. In feedback, check answers and find out which sentences are true for Ss.

Answers: 1 isn't 2 are 3 There 4 any 5 isn't 6 some

b Ss discuss the question in pairs. When they have finished, ask a few Ss to share their ideas with the class and find out if other Ss agree.

4a Ss complete the text alone then check in pairs. Check answers as a class.

Answers: 1 a 2 a 3 a 4 a 5 the 6 the 7 the 8 a
9 the 10 – 11 the 12 – 13 the 14 the

b Read the example with the class then put Ss in pairs to describe their favourite rooms. In feedback, ask one or two Ss to share their descriptions with the class.

5 Point out that the first and last letter of each missing word is given. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 garage 2 shower, bath 3 wardrobes
4 cupboards 5 furniture 6 curtains 7 fridge

6a Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 gloves 2 batteries 3 sunglasses 4 can
5 knife 6 blanket

b Ss discuss the question in pairs. In feedback, elicit Ss' answers and ask for their reasons.

7 Ss complete the sentences and questions alone then check in pairs. Check answers as a class.

Answers: 1 do 2 don't 3 need 4 to 5 needs 6 doesn't

Reflect

Ask Ss to rate each statement alone then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 4.

4 Reach the end (Units 3–4 review)

Introduction

Ss revise and practise the language of Units 3 and 4 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 3 and 4.

For this game, Ss can write numbers 1–6 on small pieces of paper and put them in a bag if dice are not available. All Ss place their counters on the START square. Ss take turns to roll the dice or take out one of the pieces of paper and move that number of squares along the board. When they land on a square they must follow the instructions on it. If their answer is incorrect Ss move back to the square they were on before. The first person to reach the FINISH square wins.

While Ss are playing, monitor and be on hand to adjudicate or help if necessary.

Answers:

- 1 do (*brush, wash and comb* are also possible)
- 2 (e.g.) the radio, music, etc.
- 3 She worries about her job.
- 4 lot
- 5 Ss' own answers
- 6 Ss' own answers
- 7 go
- 8 e.g. How can I help you?; Which time would you like?; Where do you want to sit?; Do you want to sit together?
- 9 an
- 10 She doesn't go to bed late.
- 11 the (*my, his, our*, etc. are also possible)
- 12 gloves
- 13 Do you ever go to the cinema alone?
- 14 much
- 15 watch
- 16 any
- 17 sunglasses
- 18 Ss' own answers
- 19 out
- 20 downstairs
- 21 get
- 22 How often does she go out on (a) Saturday night?; Does she often go out on (a) Saturday night?
- 23 does
- 24 Ss' own answers
- 25 Ss' own answers
- 26 Ss' own answers
- 27 play
- 28 a post office

4A Develop your writing

Introduction

Ss develop the skill of writing a description by learning how to use word order correctly.

Warm-up

Tell Ss the three best things and three worst things about your home town. Ask Ss to think of the three best and worst things about their home town and write them down. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their ideas.

1 Focus attention on the photo. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class, but don't give any answers yet.

2a Ss read the article and check their answers to Ex 1. Check answers as a class.

b Ss read the article again more carefully and decide if the sentences are true or false. Check answers as a class and ask Ss to correct the false sentences.

Answers:

- 1 T
- 2 F (The city is over a thousand years old. The castle is nearly 800 years old.)
- 3 T
- 4 F (it's easy)
- 5 F (it's the gingerbread)
- 6 T

3a Read through the Focus box with the class and elicit the answer to the question.

Answer: before nouns and after the verb *be*

b Ss find more examples in the article alone then check in pairs. Check answers as a class.

Answers:

Basic word order: e.g. Toruń is a very old city; The buses go to many European cities; People come from many different places; Toruń is a great place to live and visit.

Adjectives come before nouns: e.g. small city; capital city; (very) old city; attractive buildings; big train station; old town; European cities; famous speedway stadium; drama theatres; children's theatres; musical theatres; great place

Long sentences: e.g. There are a lot of attractive buildings in the city and it looks really beautiful at night.; There's also a bus station near the old town.

4 Read the example with the class then ask Ss to write the rest of the sentences. Ss check in pairs. Check answers with the whole class and write them on the board.

Answers:

- 1 I live in an interesting city.
- 2 People live and work there.
- 3 There are some beautiful parks in the city.
- 4 People have lunch in the parks in summer.
- 5 I visit a museum or gallery with my friends every weekend.
- 6 Jamie sometimes goes to the theatre with his partner after work.
- 7 The city centre is beautiful.

Optional alternative activity

Do this exercise as a race. Ss compete to write the sentences as quickly as possible. The first student to complete all the sentences correctly wins.

5 Demonstrate by telling the class how you would complete the sentences about your town or city (or a town or city you know well). Ss complete the sentences then share their answers in pairs.

Prepare

6a Tell Ss that they're going to write their own description of a city. Go through the points with the class, then give Ss plenty of time to make notes. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

b Give Ss a minute or two to decide on the order of their information. Be on hand to answer any questions they may have.

Write

7 Ss write their descriptions. When they have finished, put Ss in pairs and ask them to read each other's descriptions and say one thing they like and one suggestion to improve them.

Homework ideas

Workbook: Ex 1–6, p27

4B Develop your reading

Introduction

Ss develop the reading skill of understanding social media posts by learning how to guess new words.

Warm-up

Write on the board: *When you read and meet a new word, what do you do?* You could make it clear by miming reading, meeting a new word, frowning and then ask: *What do you do in this situation?*

Ss discuss what they do in pairs (e.g. ignore them, look them up, try to guess what they mean, etc.) When they have finished, elicit their ideas and have a brief class discussion.

1 Focus attention on the photo and discuss the questions as a class.

Answers: The person is in a living room in front of a fire. They probably like it because it's comfortable, warm, quiet, etc.

2 Focus attention on the social media posts and explain that one of them describes the place in the photo. Give them a few minutes to read the posts quickly and say which one it is. Check the answer as a class.

Answer: post 2 (@Sam)

3a Read the Focus box with the class. Elicit ideas about the meaning of *sunset* then ask Ss to look it up and check.

Answer: **Sunset** is the time of day when the sun goes away and you see a red or orange sky. The night then starts.

b Focus attention on the words in posts 2 and 3. Ss discuss the questions in pairs, then check with the whole class.

Answers:

cottage: It's a noun. There are two examples in the text. It's difficult to understand any part of it. *stay, one small bedroom, open fire* suggest it's some kind of building/home. *pretty village, old* and *beautiful* tell us that it's some kind of old home, maybe a traditional one.

tough: It's an adjective. There's only one example in the text. It's difficult to understand a part of the word. We could replace *tough* in *It's tough for me to relax* with *easy* or *difficult*. *so I go to the gym [where] I quickly relax* tells us that it must mean *difficult*.

c Encourage Ss to look up the words to check. Also encourage them to look for the pronunciation, collocations and other example sentences in a dictionary to see how it's used. Answer the questions as a class.

Answers: 1 a 2 b

4 Ss read the posts 1–3 again and decide if the sentences are true or false, then check in pairs. Check answers as a class and ask why they're true or false.

Answers:

- 1 T – I walk five minutes and I arrive at the beach
- 2 F – other people go there to look at the sunset, too
- 3 T – The cottage is tiny
- 4 F – We leave our phones and other technology at home
- 5 F – My job is stressful

5a Ss read the rest of the social media posts and make a list of words they don't know. When they have done so, put Ss in pairs to compare their lists and answer the questions about each one.

b Ss guess the meanings in pairs, then look them up in a dictionary or online to check.

6 Ss read the posts again and answer the questions in pairs. Check answers as a class.

Answers:

- 1 He has a picnic – a few different types of food.
- 2 When it rains.
- 3 It's friendly and the food is good.
- 4 He watches the people.

7 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p26

4c Develop your listening

Introduction

Ss develop the listening skill of understanding a short radio programme by learning how to understand weak forms.

Warm-up

Write on the board:

Think of a very hot place you've visited.

Think of a very cold place you've visited.

What was the temperature?

Ss discuss in small groups.

1a Focus attention on the first photo and elicit what people can see, then put Ss in pairs to discuss the questions. When they are ready, ask a few Ss to share their ideas with the class.

b 4.11 Write *Calgary* on the board and ask: *Where is this?* (Canada). Read the sentences with the class and elicit if they think each one is true or false, but don't give any answers yet. Play the recording for Ss to check their guesses and discuss in pairs. Check answers as a class and ask Ss to correct the false sentences.

Answers: 1 F (−30°C) 2 T 3 F (for 18 km)

Audioscript 4.11

Presenter: People live in all kinds of unusual places around the world: hot places, rainy places, dry places. But what is life like in a very cold place? Reporter James Larkin travels to three different cities around the world to find out.

James: Well, here I am in Calgary in Canada. It's sometimes minus 30 degrees centigrade here in winter. So how do people live?

Woman 1: Life here is good in winter. We do different winter sports like skiing. It's fun!

Man 1: It's cold here in winter but it's also sunny so you need to wear sunglasses almost every day.

James: How are the city streets here in winter?

Woman 2: I don't often use the streets in winter. We have the Skywalk so I walk from the train station to my office inside. We can walk eighteen kilometres around the city inside with the Skywalk. It's warm and comfortable. I love it!

2a Read the Focus box with the class and elicit the answer to the question. Answer any other questions Ss might have.

b 4.12 Play the recording for Ss to listen and check, then play it again and ask Ss to repeat the words.

Answers:

an /ən/ *the* /ðə/

from /frəm/ *to* /tə/

are /ə/ *do* /də/

and /ænd/ or /ən/ (because we often drop the /d/ sound, particularly before a consonant sound)

but /bət/ or /bʌ/ (because we often drop the /t/ sound, particularly before a consonant sound)

3 4.13 Tell Ss that they're going to hear four extracts from the radio programme and they need to choose the word they hear in each one. Ss listen and choose the word then check in pairs. Check answers as a class.

Answers: 1 of 2 a 3 to 4 the

Audioscript 4.13

- 1 People live in all kinds of unusual places around the world.
- 2 But what is life like in a very cold place?
- 3 Reporter James Larkin travels to three different cities.
- 4 I don't often use the streets in winter.

4a 4.14 Focus attention on the second photo and elicit or tell Ss that it shows Reykjavik in Iceland, which is where the second part of the radio programme is from. Go through the questions with the class so they know what to listen for. Ss listen and answer the questions alone then check in pairs. Check answers as a class.

Answers:

- 1 He sits in a hot pool in his garden.
- 2 There's natural hot water under the roads.
- 3 Four or five
- 4 Three
- 5 Two or three minutes
- 6 A T-shirt, a shirt, a sweater, a coat, two pairs of trousers, gloves, a hat, a scarf and boots.
- 7 Cars

Audioscript 4.14

James: Now, I'm in Reykjavik in Iceland. There's natural hot water here and so people don't need to pay for warm homes in winter. It's free. There are also hot pools outside.

Man 2: I go outside every day and sit in a hot pool in my garden in January and February. It's fantastic in really cold weather.

James: The hot water also helps with the roads.

Woman 3: It's not easy to drive around Iceland. We need to have special tyres on our cars so we can drive safely. But natural hot water goes under some of our roads in the city so there's no snow on them. It's easy to drive on those roads.

James: There isn't much sunlight in winter in Iceland.

Woman 4: In December, we have just four or five hours of sunlight but in June, we have only three hours of night time so it's OK!

James: This is Yakutsk in Russia. Some days it's minus forty degrees here but people live normal lives. They get up, go to work, go shopping and come home.

Man 3: We go outside but we don't stay outside for very long. We walk to our car or to another building – just two or three minutes.

James: Clothes are important in cold places.

Man 4: We need to wear a lot of clothes. I wear a T-shirt, a shirt, a sweater and a big, thick coat. I wear two pairs of trousers! I also wear gloves, a hat and a scarf and I have big boots.

James: Shops and schools usually stay open in winter.

Woman 5: Life doesn't stop in winter. Shops open. The trains work every day. Sometimes the schools close but only in very, very cold weather. One big problem is our cars. They don't always start in the morning!

James: So, life in a cold place is different. It's sometimes difficult but not always. Wear a lot of clothes, stay inside, enjoy a lovely hot bath every day and do some snow sports. Then, life is good.

b 4.15 Ss listen and write the missing words, then check in pairs. Check answers as a class.

Answers: 1 for 2 a 3 the 4 to 5 of 6 but 7 We 8 are 9 and 10 They

5 Ss discuss the questions in pairs. In feedback, nominate a few Ss to share their answers with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–6, p25