

SCOPE AND SEQUENCE

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/VIDEO	SPEAKING	WRITING
LEAD-IN p6							
1 welcome! B B C VLOGS Where are you from?							
1A	Hello p8	Present simple <i>be: I, you</i>	Hello and goodbye; countries and nationalities	Intonation in greetings		Understand people saying 'hello'	Introduce yourself Write a chat message to introduce yourself; use capital letters, full stops and question marks
1B	Two jobs p10	Present simple <i>be: he, she, it</i>	Jobs	Word stress in jobs	Read an article about people with two jobs	Talk about people and their jobs	
1C	Checking in p12	How to ... ask and answer simple questions	The alphabet	The alphabet		Understand people asking and answering simple questions FUTURE SKILLS Self-management	Ask and answer simple questions
1D	What's your name? p14	Singular and plural nouns; <i>a, an; have, has</i>	Common objects			B B C Street Interviews about what's in your bag	Talk about what's in your bag Write a lost and found post
UNIT 1 REVIEW p16 SOUNDS AND SPELLING syllables, stress and /ə/; /s/, /z/, /ɪz/ in plurals							
2 people B B C VLOGS Where are you now?							
2A	Where are they? p18	Present simple <i>be: we, you, they</i>	Numbers 11–100; common adjectives (1)	Word stress in numbers	Read a blog about two people	Talk about groups of people	
2B	Family and friends p20	Possessive adjectives	Family; people	Syllables		Understand someone talking about their family around the world	Talk about your friends and family Write a description of a photo; use <i>and</i>
2C	Small talk p22	How to ... have short conversations	Feelings	Stress in phrases FUTURE SKILLS Self-management		Understand short conversations	Have short conversations
2D	Best Home Cook p24	<i>wh-</i> questions + <i>be</i>				B B C Programme <i>Best Home Cook</i>	Ask about three people Write a message about a friend
UNIT 2 REVIEW p26 SOUNDS AND SPELLING short and long sounds (1): /ɪ/, /i:/, /ʊ/, /u:/; /w/ and /h/ in question words							
3 things B B C VLOGS What's your favourite thing?							
3A	Favourites p28	Possessive 's	Things; colours	Possessive 's	Read a blog about people's favourite things	Talk about people's things	Write about favourite things; use <i>and, but</i>
3B	What's on your desk? p30	Present simple <i>have + yes/no</i> questions (<i>I, you, we, they</i>)	Desk objects	Sentence stress		Understand a radio phone-in about people's desks FUTURE SKILLS Collaboration	Talk about your desk
3C	How much is it? p32	How to ... shop for clothes	Clothes	Intonation		Understand conversations about shopping for clothes	Have shopping conversations
3D	Shopping p34	Likes, dislikes and opinions	Shops			B B C Street Interviews about people's shopping habits	Ask and answer questions Write a personal profile
UNIT 3 REVIEW p36 SOUNDS AND SPELLING voiced and unvoiced consonants (1): /p/ and /b/, /k/ and /g/, /t/ and /d/; sounds at the end of words							
4 every day B B C VLOGS What's your favourite meal of the day – breakfast, lunch or dinner?							
4A	Time for lunch! p38	Adverbs of frequency	Food and drink	Word stress		Understand people from different countries talking about lunch	Talk about food Write an email to a friend
4B	A day in the life p40	Present simple: regular verbs (<i>he, she, it</i>)	Everyday activities (1); telling the time	Third person -s	Read an article about an influencer's daily routine	Ask and answer about your daily routine	
4C	Can I have ... ? p42	How to ... order in a café	Café words	Intonation in <i>or</i> phrases		Understand conversations in a café	Order in a café
4D	Earth From Space p44	Present simple: <i>yes/no</i> questions (<i>he, she, it</i>)				B B C Programme <i>Earth From Space</i>	Ask about someone's routine Write a quiz
UNIT 4 REVIEW p46 SOUNDS AND SPELLING short vowels: /e/, /æ/, /ʌ/; <i>does</i> : /dʌz/ or /dəz/?							

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/VIDEO	SPEAKING	WRITING
5 action B B C VLOGS Tell me about your job.							
5A Good colleagues p48	Object pronouns	Common verbs (1) FUTURE SKILLS Self-management	Linking with object pronouns		Read a text about a good colleague	Talk about people	Write about a good friend; use pronouns
5B Yes, I can! p50	<i>can</i> for ability	Verbs of ability	<i>can</i> : weak and strong forms			Understand everyday conversations	Do a quiz and talk about your abilities
5C Can you help me? p52	How to ... make requests and offers	Common adjectives (2)	Weak forms: <i>could you</i>			Understand people making requests and offers	Make requests and offers
5D Birthday! p54	Ordinal numbers; dates	Months				B B C Street Interviews about birthdays	Talk about your birthday Write about your birthday

UNIT 5 REVIEW p56 **SOUNDS AND SPELLING** voiced and unvoiced consonants (2): /f/ and /v/, /θ/ and /ð/; silent e (1): /ɪ/ to /aɪ/

6 where? B B C VLOGS | Where are you and what can you see?

6A Lost p58	Prepositions of place	Rooms and furniture FUTURE SKILLS Self-management	Sentence stress		Read an article about lost things	Say where things are	
6B A great place to live p60	<i>there is, there are</i>	Places in town (1)	Linking with <i>there</i>			Understand people talking about their neighbourhood	Talk about your perfect town Write a post about your area; use commas
6C Where are you? p62	How to ... ask where a place is	Places in town (2); signs in buildings	Weak forms with <i>to, of and the</i>			Understand conversations about finding a place	Ask where a place is
6D The Travel Show p64	<i>the</i>					B B C Programme <i>The Travel Show</i>	Talk about six hours in a city Describe a city tour

UNIT 6 REVIEW p66 **SOUNDS AND SPELLING** voiced and unvoiced consonants (3): /s/ and /z/, /ʃ/ and /ʒ/; /tʃ/ and /dʒ/

7 healthy lives B B C VLOGS | Do you eat healthy food?

7A The little things p68	Present simple: <i>wh-</i> questions	Everyday activities (2)	Sentence stress			Understand a podcast about things that make people happy and healthy	Ask about everyday activities Write an online post; punctuation
7B Heroes p70	<i>was, were</i>	Common adjectives (3)	Weak and strong forms: <i>was, were</i>		Read an article about people's childhood heroes	Ask about famous people FUTURE SKILLS Collaboration	
7C What's wrong? p72	How to ... say you're not well	Parts of the body	Word stress			Understand conversations about not feeling well	Have conversations about health problems
7D Focus on fitness p74	Imperatives	Sports and exercise				B B C Street Interviews about keeping fit	Do a sport and exercise survey Write a Top Tips post

UNIT 7 REVIEW p76 **SOUNDS AND SPELLING** consonants: /b/, /v/, /w/, /l/ and /r/; silent e (2): /æ/ to /eɪ/

8 time out B B C VLOGS | How was your last holiday?

8A Weekend break p78	Past simple: regular verbs	Common verbs (2)	-ed endings			Understand someone talking about a weekend break	Talk about past actions
8B Going out, staying in p80	Past simple: irregular verbs	Free-time activities; time phrases	Silent letters: <i>didn't</i>		Read a group chat about people's weekends		Talk about past activities FUTURE SKILLS Communication Write a group chat; linkers: <i>and, but, then</i>
8C A ticket to ... ? p82	How to ... buy a travel ticket	Transport and tickets	Word stress in prices			Understand conversations about buying travel tickets	Ask for travel information
8D Kodo drummers p84	<i>want, would like</i>					B B C Programme <i>Kodo drummers</i>	Talk about something you want to try Complete a questionnaire

UNIT 8 REVIEW p86 **SOUNDS AND SPELLING** short and long sounds (2): /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ə/ and /ɜ:/; silent e (3): /ɪ/ to /əʊ/

WRITING BANK p88 GRAMMAR BANK p92 VOCABULARY BANK p124 COMMUNICATION BANK p140

SOUNDS AND SPELLING p151 REVISION GAME p160 AUDIOSCRIPTS p162 VIDEOSCRIPTS p172 VERB TABLE p175



where?

6



VLOGS

Q: Where are you and what can you see?

- 1 Read the question.
- 2 Watch the video. How many speakers can see trees? How many speakers can see books?



LEARNING OBJECTIVES

- 6A READING** | Read an article about lost things: rooms and furniture
Say where things are: prepositions of place
Pronunciation: sentence stress
- 6B LISTENING** | Listen to people talking about their neighbourhood: places in town (1)
Talk about your perfect town: *there is, there are*
Pronunciation: linking with *there*
Write a post about your area; use commas
- 6C HOW TO ...** | ask where a place is: places in town (2); signs in buildings
Pronunciation: weak forms with *to, of* and *the*
- 6D BBC PROGRAMME** | Understand a show about Ade Adepitan in Rome
Talk about six hours in a city: *the*
Describe a city tour

6A Lost

GRAMMAR | prepositions of place
VOCABULARY | rooms and furniture
PRONUNCIATION | sentence stress



VOCABULARY

rooms and furniture

1 Complete the table with the words in the box.

armchair bathroom bed bedroom chair desk
 kitchen living room shelf sofa table television

rooms	furniture
bathroom.....	armchair.....
.....
.....
.....
.....
.....

2A Work in pairs. Look at the photo of the room and answer the questions.

- 1 What room is it?
- 2 What furniture can you see?

B Work in pairs. How many other words for rooms and furniture do you know? Check your ideas in the Vocabulary bank.

▶ page 134 **VOCABULARY BANK**
 rooms and furniture

C Read the Future Skills box and do the task.

FUTURE SKILLS Self-management

One way to learn vocabulary in English is to put sticky notes or pieces of paper on things in your home. Write 8–10 words for furniture on sticky notes and put them on your furniture at home. Say the words every time you look at the notes.

READING

3A Work in pairs and answer the questions.

- 1 What things do you often lose?
- 2 Where do you usually look for them?
- 3 Where do you usually find them?

B Look at the article and read the introduction. Are any of your ideas from Ex 3A, question 1 in the introduction?

C Read the article and match the places (1–8) with the arrows (A–H) in the photo.

D Work in pairs and discuss the questions.

- 1 Look at the list of things in the introduction. Which things do you **never** lose?
- 2 Where do you sometimes lose things outside your home?

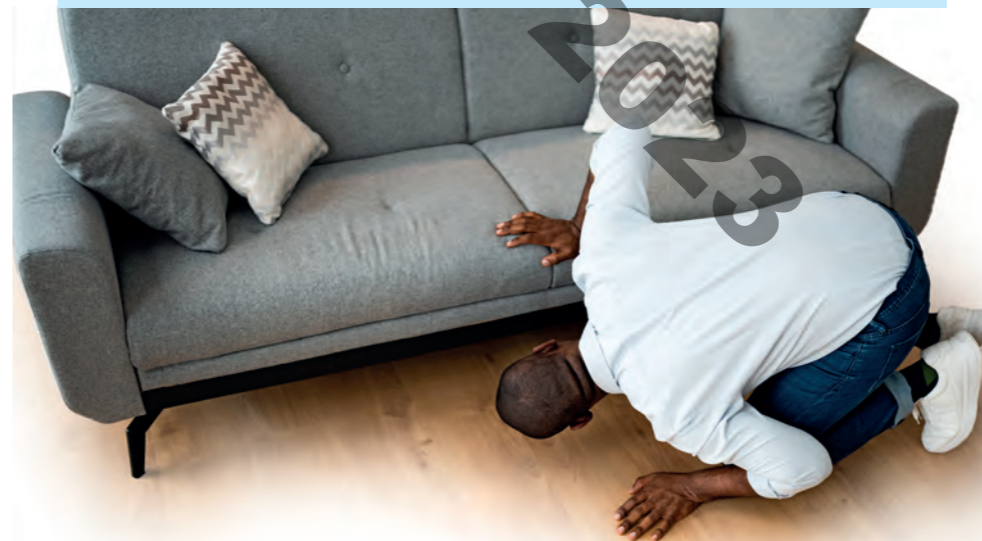
How to find lost things

Everybody loses things, and everybody loses the same things: their keys, their phone, their glasses, the TV remote, an umbrella, important papers and documents (for example a passport) and credit cards.

Relax, stop and think. Where do you usually put it? Is it in that place? No? Then it's time to look. Try these places.

- 1 Look under the sofa. We often lose small things under big things.
- 2 Look behind furniture. Lost things often fall in small places.
- 3 Look between the cushions on the sofa.
- 4 Do you have a box for "things"? Look in the box. And look again – it's difficult to see everything.
- 5 Look next to plants.
- 6 Look on the shelf – look on **all** the shelves!
- 7 Look on the floor near your desk or work table.
- 8 And look on your desk or table – but really **look**. Sometimes the thing is in front of you, and you don't see it!

Other places: behind doors, in your car, on your bed, in a shopping bag.



GRAMMAR

prepositions of place

4A Look at the article again. Find eight prepositions of place.

Look under the sofa.

B Learn and practise. Go to the Grammar Bank.

▶ page 112 **GRAMMAR BANK**

PRONUNCIATION

5A 6.01 | sentence stress | Listen and write the sentences.

B 6.01 | Listen again and underline the stressed words. Then say the sentences with the speakers.

It's under the bed.

C Work in pairs and look at the photo of the room. Student A: Ask *Where's my ... ?* and point to a place (A–H). Student B: Answer.

A: Where's my phone?

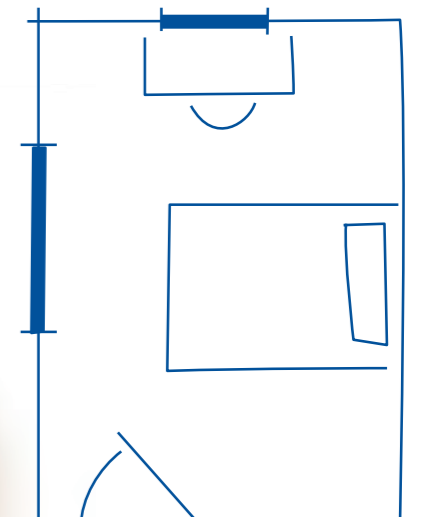
B: It's under the sofa.

SPEAKING

6 Work in pairs. Help find lost things. Student A: Go to page 141. Student B: Go to page 142.

7A Draw your favourite room at home. Draw the furniture and other things.

B Work in pairs. Show your partner your drawing. Talk about your room and the furniture.



6B A great place to live

GRAMMAR | *there is, there are*
VOCABULARY | places in town (1)
PRONUNCIATION | linking with *there*



VOCABULARY

places in town (1)

1 A Work in pairs and look at the photos (A–C). Where are they? What is the relationship between the people in the photos?

A: Photo A. They're on the street. I think they're neighbours.
 B: I think they're brother and sister.

B Work in pairs and discuss the question. What is important to you in the place where you live?

- friends and family near you
- nice neighbours
- a good supermarket and other shops
- parks
- schools
- a cinema and a sports centre
- restaurants and cafés
- other things

2 A Work in pairs and look at Ex 1B. Find three people and eight places in town.

people: friends
 places: supermarket

B Work in pairs. How many other words for places in town do you know? Check your ideas in the Vocabulary Bank.

▶ page 135 **VOCABULARY BANK**
 places in town (1)



LISTENING

3 A **6.02** | Listen to a conversation between Soraya and Debbie. Where are they? Where do they go at the end?

B **6.02** | Listen again. Which places in Ex 1B are in the area?

GRAMMAR

there is, there are

4 A Complete the sentences with the words in the box.

are (x2) is isn't 's there

- 1 there any shops near here?
- 2 There two cafés.
- 3 There a very good school.
- 4 No, there a swimming pool in the area.
- 5 there a park?
- 6 Yes, is.

B Learn and practise. Go to the Grammar Bank.

▶ page 113 **GRAMMAR BANK**

PRONUNCIATION

5 A **6.03** | linking with *there* | Listen to the sentences in Ex 4A. Draw the links between *there* or *there's* and the next word.

Are there any shops near here?

B **6.03** | Listen again and repeat.

C Work in pairs. Ask and answer questions about the area where you live. Use *Is there a ... ?* and *Are there any ... ?* Remember to use linking.

A: Is there a post office near you?

B: Yes, there is. There's a post office ten minutes from me.

SPEAKING

6 A Work in pairs. Design a perfect town.

1 Choose a role. a family with two young children

a family with two young children a young couple with a dog
 retired people young single businesspeople

2 What six places (shops, etc.) are important to you?

a family: A school is important for our children.

3 Look at the diagram. Put three places near your home and three places 3–4 kilometres away.

A: What things can we put 'near home'?

B: I think a supermarket is important.

4 Put 'family' and 'friends' in the diagram.

B: Where can we put 'family'?

A: Put 'family' 3–4 kilometres from home.



B Work in groups. Tell your group about your perfect town. Ask and answer questions.

A: There's a ...
 B: Why is that important?
 A: It's important because ...
 C: Our area has ...

C Look at your group's diagrams and discuss the questions.

- 1 What do you like about each town?
- 2 Is anything the same in all the diagrams?

WRITING

write a post about your area; use commas

7 A Work in pairs and read the beginning of the post. Write two questions about Ealing.

Are there any good restaurants in Ealing?

A great place to live

I live in Ealing, in west London. It's a great place to live because it has everything. It's a village in a city!

B Write a post about your area. Go to the Writing Bank.

▶ page 90 **WRITING BANK**



6C Where are you?

HOW TO ... | ask where a place is
VOCABULARY | places in town (2); signs in buildings
PRONUNCIATION | weak forms with *to, of* and *the*



VOCABULARY

places in town (2)

1 A Work in pairs and look at the photos of the train station. Which country is it in, do you think?

B Match the pictures (A–I) with the words in the box. Which word is not in the pictures?

building bus stop car park
 cash machine clock entrance
 exit seat sign street



C Work in pairs. Which things from Ex 1B do you see every day?

D Work in pairs. What signs do you know? Check your ideas in the Vocabulary Bank.

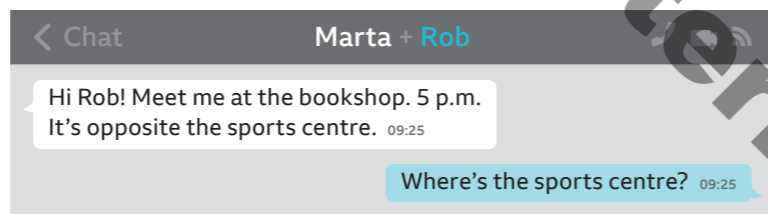
- A: I know this sign.
- B: Is it red and white?
- A: Yes. It means ... Don't go in.



▶▶ page 136 **VOCABULARY BANK**
 signs in buildings

How to ... ask where a place is

2 A Read the messages. What's Rob's problem?



B Match the sentences (1–5) with the places and things on the map.

- 1 It's opposite the supermarket. **cinema**
- 2 It's to the right of the cinema. **5**
- 3 It's in front of the supermarket.
- 4 It's to the right of the post office.
- 5 It's to the left of the supermarket.

C Underline the prepositions in Ex 2B.

3 A ▶▶ 6.04 | Listen to two conversations and look at the map. Answer the questions.

- 1 Where is the sports centre?
- 2 Where are the two bookshops?

B ▶▶ 6.05 | Work in pairs and complete the sentences. Then listen and check.

- 1 A: Is a sports centre near here?
 B: Yes, it's to the cinema.
- 2 The sports centre is to the of the cinema.
- 3 A: 's the shopping centre?
 B: It's the post office.
- 4 Go in the main entrance, and the bookshop is the right.
- 5 I'm the first floor. You can the lift or there are some stairs.

C Learn and practise. Go to the Grammar Bank.

▶▶ page 114 **GRAMMAR BANK**



PRONUNCIATION

4 A ▶▶ 6.06 | weak forms with *to, of* and *the* | Listen and underline the stressed words in each sentence.

- 1 It's next to the cinema.
- 2 It's opposite the sports centre.
- 3 It's to the left of the supermarket.
- 4 It's on the right.
- 5 I'm in front of the bookshop.

B ▶▶ 6.06 | Listen again and notice the weak sound /ə/ in *the, to* and *of*.

C ▶▶ 6.06 | Listen again and repeat.

SPEAKING

5 Work in pairs. Practise asking where a place is. Student A: Go to page 144. Student B: Go to page 147.

6 A Work in pairs. Use the prompts to make a conversation.

Student A: Excuse me?

Student B: Yes?

Student A: good / café / near here?

Student B: Yes / there / be. / There / be / good / Turkish café.

Student A: How / far / it?

Student B: About ten minutes.

Student A: How / get / there?

Student B: you / know / post office?

Student A: Yes / I

Student B: Turkish café / be / opposite / post office.

Student A: Thank you.

B Practise the conversation.

7 A Choose two places to ask about.

- a nice park
- a restaurant
- a bank
- a post office
- a good café

B Work in pairs.

Student A: Ask about one of your places from Ex 7A. Ask where it is.

Student B: Answer about a real place in your town.

Student A: Listen to the directions and draw a map. Show the places in town.

A: Is there a nice park near here?

C Student A: Show your partner your map. Is it correct?

6D BBC Entertainment

The Travel Show

GRAMMAR | *the*
 SPEAKING | talk about six hours in a city
 WRITING | describe a city tour

PREVIEW

- 1 A** Work in pairs and look at the photo. Do you know the name of the place? What other tourist attractions in Rome do you know?
- B** Read the BBC programme information and check your ideas.
- C** Read the programme information again. Which sentence (1–4) is correct?
- 1 Ade has seven hours.
 - 2 He goes by car.
 - 3 He has six places to visit.
 - 4 His tour guide is from Rome.



BBC

The Travel Show

BBC presenter Ade Adepitan is at Rome Airport. His plane is six hours late. So, he has six hours to see Rome – by bus. What can he see in six hours? Rome has many tourist attractions: the Colosseum, the Circus Maximus, the Palatine Hill, the Mouth of Truth and the Trevi Fountain. With the help of local tour guide Esther Maurini, maybe he can see them all!



VIEW

- 2 A** Watch the BBC video clip. Which tourist attraction is your favourite?
- B** Work in pairs. Match the sentences (1–5) with the tourist attractions.
- 1 An ancient sports stadium, now a park. **the Circus Maximus**
 - 2 It has ancient palaces and gardens.
 - 3 You put your hand in it.
 - 4 People throw money in it.
 - 5 Ade has a very short time to visit it.
- C** Watch again and check.

GRAMMAR

the

- 3 A** Work in pairs. Complete the sentences with *a* or *the*.
- 1 Ade gets the help of local tour guide, Esther Maurini.
 - 2 His first stop is Circus Maximus. It's now park.
 - 3 Trevi Fountain is many tourists' favourite place.
 - 4 There's just time for photo. Then it's back to airport.

B Learn and practise. Go to the Grammar Bank.

▶ page 115 **GRAMMAR BANK**

SPEAKING

talk about six hours in a city

- 4 A** Work in pairs. Think of a city you both know. What can a tourist see in six hours?
- B** **6.07** Listen to Yvette talk about six hours in her city, Paris. Number the places in the photos (A–E) in the order she talks about them.
- C** **6.07** Listen again and choose the words and phrases you hear.

KEY PHRASES

First, I think it's a good idea to buy a ¹bus / metro ticket.
 Your ²first / second stop is the Eiffel Tower.
 You don't have time to ³climb it / go in.
 You can ⁴see it from the bus / take some great photos.
⁵Next / Finally the bus goes to the Arc de Triomphe.
 The gardens are ⁶lovely / beautiful at all times of the year.
 The Musée d'Orsay is a very ⁷big / famous museum.
 Here you can see ⁸old parts of the city / pictures by famous artists.

- 5 A** Work in pairs. Prepare to tell other students about the tour of your city from Ex 4A. Practise and use the Key phrases to help you.
- B** Work with other pairs. Tell them about your tour. Other pairs: Choose your favourite place on each tour.

WRITING

describe a city tour

- 6 A** Read the information about a tour of Paris. Which places are not on Yvette's tour in Ex 4B?

Paris by boat

- 10.00 We start at the Pont Neuf on the River Seine.
 10.15 Our first stop is the Musée d'Orsay on the left of the river. We visit the museum for one hour.
 11.30 Coffee on the boat.
 11.45 Our second stop is the Eiffel Tower. No time to go up the tower, but you can take lots of photos.
 1.00 Lunch at a typical Paris restaurant.
 2.00 Next, we pass the Tuileries Gardens and the Louvre Museum.
 3.00 Finally, we come back to our starting point.
 (Tickets for all attractions are included in the price.)

- B** Read the information again. Find four phrases to talk about the order of the tour.
 Our first stop is ...
- C** Work in pairs and write your city tour. Give the times, places and activities.
- D** Swap city tours with other pairs. Which tour do you like best?



GRAMMAR

1 A Complete the questions with *Is there* or *Are there*.

- 1 six desks in the room?
- 2 a bottle of water on the teacher's desk?
- 3 a chair near the door?
- 4 any windows?
- 5 a café in the building?
- 6 four people in the room?

B Match the answers (a–f) with the questions (1–6) in Ex 1A.

- a Yes, The coffee is great!
- b No, There are six.
- c Yes, and it's very light in the room.
- d No, There are four.
- e Yes, and a bag on it.
- f No,, but a glass of water.

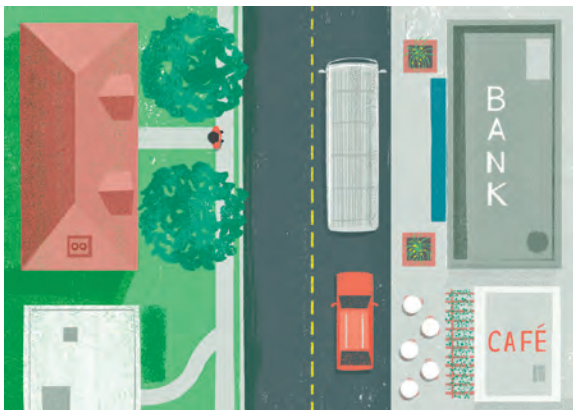
C Complete the answers in Ex 1B with *there is*/'s, *there are*, *there isn't* or *there aren't*.

D Work in pairs. Ask and answer the questions in Ex 1A about where you are now.

2 A Complete the prepositions.

- 1 The man is in fr___ of the house.
- 2 The car is be___ the bus.
- 3 The house is opp___ the bank.
- 4 The man is be___ the trees.
- 5 The café is ne__ t_ the bank.

B Look at the picture and write two true and two false sentences. Use the sentences in Ex 2A to help you.



C Work in pairs. Student A: Read one of your sentences from Ex 2B. Student B: Look at the picture and say if Student A's sentence is true or false.

VOCABULARY

3 A Complete the words. The number of letters in each word is in brackets.

Rooms and furniture	Places	Signs
armchair (8)	ai..... (7)	en..... (8)
la..... (4)	ho..... (8)	li..... (4)
sh..... (5)	ho..... (5)	st..... (6)
sh..... (6)	sc..... (6)	in.....
to..... (6)	sp.....	de..... (11,4)
	ce..... (6,6)	wa.....
		ou..... (3,3)

B Work in groups.

Student A: Say a heading from Ex 3A and a word.

Student B: Repeat the word and add a new word.

Student C: Repeat the first two words and add a new word.

A: Places: airport.

B: Airport, sports centre.

C: Airport, sports centre, hospital.

4 A Work in pairs and take turns. Say the words. How do you say the underlined sounds?

sofa museum shower television China Japan

B Learn and practise. Go to Sounds and Spelling.

▶ page 156 **SOUNDS AND SPELLING** voiced and unvoiced consonants (3): /s/ and /z/, /ʃ/ and /ʒ/, /tʃ/ and /dʒ/

5 A Choose the correct alternative.



This beautiful house is perfect for your summer holiday.

¹**There's / There** are three bedrooms and two bathrooms.

The kitchen ²**there's / has** a new fridge and cooker and a big

³**table / lamp** with six chairs – dinner for six! ⁴**There are /**

There's a big ⁵**living room / window** with two armchairs, a

sofa and a television. There's a garden ⁶**behind / between**

the house – great for kids – and all the shops are ⁷**in / near**

the house. You can walk to the post office, the ⁸**supermarket**

/ bookshop (fresh fish – yum!), the cinema, the museum and

the library. And the water is 100 metres from your front door!

Price: €900 per week.

B **R6.01** | Listen and check.

Lesson 6A

GRAMMAR | prepositions of place
 VOCABULARY | rooms and furniture
 PRONUNCIATION | sentence stress

VOCABULARY

rooms and furniture

1 A Complete the table with the words in the box.

armchair bath bathroom bed bedroom chair
 cooker door floor kitchen living room plant
 sofa table television toilet wall window

rooms / parts of a house	furniture / objects

B Select a word or phrase to fill the gaps.

- I usually sit on the and watch television.
 a fridge b shelf c sofa
- Is the milk in the?
 a fridge b toilet c cooker
- The has a toilet and shower.
 a kitchen b living room c bathroom
- Is my book on the?
 a shelf b window c lamp
- The garden has lots of beautiful
 a floors b plants c cookers
- My bedroom is very light – it has two big
 a walls b beds c windows
- Do you have a or a bath in your bathroom?
 a shower b cooker c sofa
- It's dark – could you turn on the please?
 a television b lamp c shelf

C Complete the text with the words in the box. There are two extra words.

armchair bed fridge garden
 kitchen lamp toilet wall

Great one-bedroom apartment in the city centre



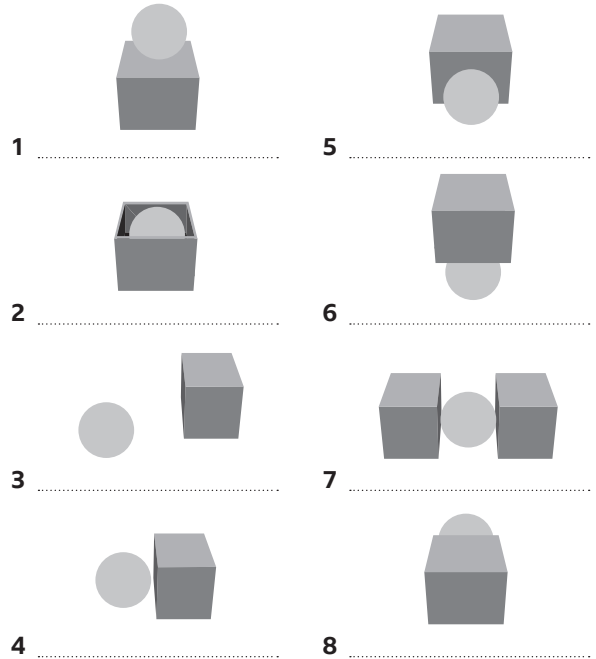
Small, beautiful apartment in the city centre. It has a lovely living room with a big sofa, an ¹ and a television. The ² has a cooker and a ³ The bedroom has a big ⁴, a chair and a table with a beautiful ⁵ on it. It doesn't have a ⁶, but it is near a great park.

D 6.01 | Listen and check your answers.

GRAMMAR

prepositions of place

2 A Write the prepositions of place.



B Choose the correct alternative.

- Chang lives **on** / **under** / **in** Canada.
- Are my keys **in** / **on** / **between** the shelf?
- My sister lives **near** / **under** / **in** my house.
- Our apartment is **in** / **on** / **behind** the 4th floor.
- The cat is **behind** / **between** / **in** the sofa.
- Carlos sits **next to** / **under** / **between** me in class.
- Mika is **in** / **between** / **on** Ana and Paola.
- In the photo, Saima is **in front of** / **in** / **between** Terry.

C 6.02 | Complete the conversation with the prepositions in the box. Then listen and check.


in (x3) in front near next on (x2) under

- A: Where do you live?
 B: I live ¹ Geneva, ² to the lake.
 A: Do you live ³ an apartment or a house?
 B: An apartment. It's ⁴ the 12th floor.
 A: Is it ⁵ your office?
 B: Yes, it's only ten minutes by bike. I live with two of my colleagues. Look, you can see them ⁶ this photo. That's Eun and that's Ed.
 A: Is that your cat ⁷ the floor ⁸ of Ed?
 B: Yes, that's Mochi. He usually sleeps ⁹ my bed and we can't see him!

PRONUNCIATION

3 A  **6.03** | sentence stress | Listen and underline the main stressed words.

- 1 It's under the window.
- 2 It's on the shelf.
- 3 It's next to the bath.
- 4 It's in front of you.
- 5 Is it between the chairs?
- 6 Is it near your house?
- 7 Is it behind the bed?
- 8 Is it in the fridge?

B  **6.03** | Listen again and check your answers.

READING


4 A Match the words (1–4) with the photos (A–D).

- | | |
|--------------|-------------|
| 1 riverboat | 3 castle |
| 2 lighthouse | 4 treehouse |



B Read the article. Which places from Ex 4A are mentioned?

⋮
← → ↻



Interesting homes

My house is interesting – it's an old lighthouse in Scotland, next to the sea. The kitchen is on the ground floor. It has a cooker, a fridge and a big table. The living room is on the first floor. It has a sofa, an armchair and a television. The bathroom is next to the living room. It's small, but it has a big bath under the window. My bedroom is on the top floor. It's my favourite room because you can see the sea from every window. I have a big garden with lots of plants.

Chris

I don't live in a house – I live on a boat in India. It's a river boat – it's small but it has everything! I have three rooms – a living room, a bedroom and a bathroom. The living room has a sofa, a small table, a fridge and a cooker. It doesn't have a television. My bedroom is next to the living room. It has my bed with a lamp and a radio on a shelf. The bathroom is very small. It has a toilet and a shower, but it doesn't have a bath. I don't have a garden, but I have plants in the living room.

Anushri

C Read the article again. Are the statements True (T) or False (F)?

- 1 Chris lives in Scotland.
- 2 He lives near a river.
- 3 His favourite room is his bathroom.
- 4 Anushri lives in Thailand.
- 5 She has three rooms.
- 6 She doesn't have a bathroom.

D Read the article again. Write **L** (lighthouse) or **R** (riverboat).

- 1 It has a big table in the kitchen.
- 2 It has a fridge in the living room.
- 3 It has a sofa and an armchair in the living room.
- 4 It doesn't have a television.
- 5 It has a big bath in the bathroom.
- 6 It has a lamp in the bedroom.
- 7 It doesn't have a garden.
- 8 It has plants in the living room.

E Cover the article. Complete the sentences with the correct preposition, then check your answers in the article.

- 1 Chris lives the sea.
- 2 His living room is the 1st floor.
- 3 The bath is the window.
- 4 Anushri lives India.
- 5 Her bedroom is the living room.
- 6 She has a radio a shelf in her bedroom.

Lesson 6B

GRAMMAR | *there is, there are*
 VOCABULARY | places in town (1)
 PRONUNCIATION | linking with *there*

VOCABULARY

places in town (1)

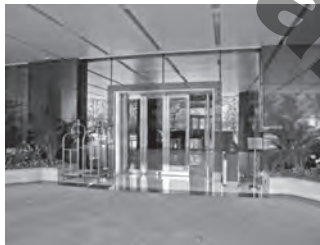
1 A Write the place in each photo.



1 4



2 5



3 6

B Choose the correct word to complete the sentences.

- We don't have any bread. Could you get some at the please?
 a cinema b supermarket c museum
- I want to send a letter. Where's the?
 a sports centre b train station c post office
- Can you take my books to the, please?
 a library b cinema c hospital
- Excuse me, where's the bus?
 a centre b station c pool
- I often watch films at the on Saturday evenings.
 a post office b airport c cinema
- My parents usually stay in an expensive on holiday.
 a hotel b museum c library
- Farah plays tennis at the on Thursdays.
 a post office b sports centre c library
- Ray is a doctor at a big in my town.
 a hospital b museum c supermarket

GRAMMAR

there is, there are

2 A Choose the correct alternative.

- There **is** / **are** two train stations in this city.
- There **isn't** / **aren't** a swimming pool at the hotel.
- Are there **some** / **any** museums in your town?
- There **is** / **are** a cinema near my house.
- A: Is there a hospital near your house?
 B: No, there **isn't** / **aren't**.
- Is** / **Are** there a post office?
- There **isn't** / **aren't** any hotels here.
- Are there **a** / **any** good schools here?

B Complete the conversation with the correct form of *there is / are (not)*. Use contractions where possible.

- A: Do you like your new apartment?
 B: Yes, it's great! ¹..... a big kitchen, a living room and there ²..... two bedrooms.
 A: Is ³..... a garden?
 B: No, there ⁴....., but it's next to a park.
 A: Do you live in the town centre?
 B: Yes, it's great! ⁵..... a cinema, a museum and a library near me. There ⁶..... any sports centres, but ⁷..... a swimming pool.
 A: ⁸..... there a train station?
 B: No, there ⁹....., but ¹⁰..... a bus station.

C 6.04 | Listen and check your answers.

D The sentences below have a mistake. Choose the best option to correct the mistake.

- Is an airport five kilometres from my house.
 a There b There's c Are
- Are there a post office?
 a There are b There is c Is there
- A: Is there a swimming pool near the school?
 B: Yes, there are.
 a there's b is there c there is
- There aren't a libraries in the town centre.
 a any b some c no

PRONUNCIATION

3 A 6.05 | linking with *there* | Listen to the sentences and add links between the words when you hear them.

- There's a very good café.
- Are there any supermarkets near here?
- There isn't a park in the area.
- There are two museums.
- Is there a Thai restaurant?
- No, there isn't.

B 6.05 | Listen again and repeat the sentences.

LISTENING

4A **6.06** | Listen to three people talking about their towns. What do the speakers have in their towns? Match the speakers (1–3) with the photos (A–C).

- 1 Genevieve 2 Tomas 3 Liane



B **6.06** | Listen again. Choose the correct alternative.

Genevieve

- There is a **shopping centre / supermarket**.
- There isn't a **swimming pool / sports centre**.

Tomas

- There are two **hotels / restaurants**.
- There is a **library / cinema**.

Liane

- There are two **sports centres / hospitals**.
- There isn't a **train station / an airport**.

C **6.06** | Listen again. Are the statements True (T) or False (F)?

- There aren't any schools in Genevieve's town.
- Genevieve's favourite place is the park.
- Shops are important for Tomas.
- The Italian restaurant in Tomas's town is expensive.
- Liane's favourite restaurant is Turkish.
- There isn't a bus station in Liane's town.

WRITING

a post about your area

5A Read the travel guide. Match the headings (1–4) with the correct section (A–D).

- | | |
|------------------|------------------|
| 1 Places to stay | 3 Things to do |
| 2 Places to eat | 4 Places to shop |



Whitstable is a small town next to the sea in the south of England. It's about an hour by train from London and a great place to visit for the weekend!

- A** You can swim in the sea, walk on the beach and ride a bike to the old city of Canterbury about 30 minutes away.
- B** There are great places to eat in Whitstable. There are lovely cafés in the town centre and lots of fish restaurants near the sea. There are also very good Italian, Spanish and Thai restaurants.
- C** There are lots of small bookshops, clothes shops and gift shops. On Saturdays, there is a farmers' market in the town centre.
- D** There are lots of hotels and holiday apartments in Whitstable. Some of them are cheap and some of them are expensive.

B Choose the correct sentence (a–b). Pay attention to the commas.

- a** There are French British and Turkish cafés.

b There are French, British and Turkish cafés.
- a** There is a bus station, a train station, and an airport.

b There is a bus station, a train station and an airport.
- a** London is a great place to visit because it has everything.

b London is a great place to visit, because it has everything.

C Add commas to the sentences if necessary.

- Rome is great because there are lots of museums parks and shops.
- I like my town because there is lots to do.
- There isn't a cinema a sports centre or a swimming pool in my town.
- There is a supermarket and a shopping centre.

6A Write a travel guide about your town or city. First make notes about:

- | | |
|-----------------|------------------|
| • things to do | • places to shop |
| • places to eat | • places to stay |

B Write your travel guide. Use commas where necessary. Write 80–100 words.

Lesson 6C

HOW TO ... | ask where a place is

VOCABULARY | places in town (2); signs in buildings

PRONUNCIATION | weak forms with *to*, *of* and *the*

VOCABULARY

places in town (2)

1 Complete the text with the words in the box.

buildings bus stop car park
cash machine clock street

This is a photo of my town. This is the main ¹.....
You can see the shops and cafés. There are lots of
beautiful ²..... and a very old ³..... There's
a bank with a ⁴..... at one end of the street and
a ⁵..... at the other. There isn't a bus station but
there's a ⁶..... next to the car park.

signs in buildings

2 Select a word or phrase to fill the gaps.

1 A: Where's Room 201?

B: I don't know. Ask at the

a lift b information desk c car park

2 I don't have any money. Is there a near here?

a clock b cash machine c lift

3 A: What's the time?

B: Just a moment, there's a on my phone.

a bus stop b lift c clock

4 You can't go through that door – it's the exit, not the

a entrance b fire exit c stair

5 There isn't a lift, so we have to use the

a information desk b stairs c clock

6 A: Excuse me, is there a hospital near here?

B: Yes, it's ten minutes by bus. There's a
over there.

a building b school c bus stop

B 6.07 | Listen again and choose the correct alternative.

1 Jago is at the **train station / cinema**.

2 **Jago / Lily** is 30 minutes late.

3 The cinema is **10 / 15** minutes from the train station.

4 The bus stop is **next to / opposite** the train station entrance.

5 The bus stop is next to the **post office / library**.

6 The cinema is on the **first / second** floor of the shopping centre.

7 The cinema is **next to / opposite** the restaurant.

8 Lily is near the **information desk / lift**.

PRONUNCIATION

4A 6.08 | weak forms with *to*, *of* and *the* | Listen and underline the stressed words.

1 It's near the supermarket.

2 It's next to the sports centre.

3 It's to the right of the hospital.

4 I'm in front of the train station.

5 It's on the left of the library.

6 It's opposite the post office.

B 6.08 | Listen again and repeat the sentences. Pay attention to the weak forms of *the*, *of* and *to*.

SPEAKING

5A 6.09 | Complete the conversation with the words in the box. Then listen and check.

excuse far how know
near next opposite there

A: ¹..... me?

B: Yes?

A: Is there a library ²..... here?

B: Yes, ³..... is.

A: How ⁴..... is it?

B: About ten minutes from here.

A: ⁵..... do I get there?

B: Do you ⁶..... the museum?

A: Yes, I do.

B: It's ⁷..... the museum, ⁸..... to the post office.

A: Great, thank you.

B 6.10 | You are A in the conversation in Ex 5A. Listen and speak after the beep. Record the conversation if you can.

C Listen to your recording and compare it with the model in Ex 5A.

How to ...

ask where a place is

3A 6.07 | Listen to the conversation. Tick the places you hear.

- bus station
- bus stop
- cash machine
- cinema
- information desk
- library
- lift
- post office
- restaurant
- train station



Lesson 6D

GRAMMAR | *the*
 READING | 24 hours in ... Cairo

GRAMMAR

the

1 A Choose the correct alternative.

- Josué is from **a / the** big city in Brazil.
- A / The** Louvre is a museum in Paris.
- Do you have **a / the** sister?
- I usually have **a / the** sandwich for lunch.
- My birthday is on **a / the** 21st of September.
- Adem is **an / the** actor.
- What's **a / the** date today?
- My favourite room in my house is **a / the** kitchen.

B  The sentences below have a mistake. Choose the best option to correct the mistake.

- Kavita has two daughters and the son.
a an **b** a **c** any
- London is the capital of United Kingdom.
a an United Kingdom **b** the United Kingdom
c a United Kingdom
- I have some cat called Biggles.
a the **b** an **c** a
- Do you know an answer to question five?
a the **b** a **c** some

C Complete the blog with *a, an* or *the*.Where I live: Madrid   

Madrid is ¹..... capital of Spain. It is ²..... big city with lots of things to do. There are lots of museums – ³..... Prado Museum is very big and really interesting. There are beautiful streets and old buildings. ⁴..... Plaza Mayor is ⁵..... old square in the centre of Madrid – it's about 500 years old. There is also ⁶..... beautiful park with ⁷..... small lake called ⁸..... Retiro. You can go on ⁹..... boat on ¹⁰..... lake.

READING

2 A Read the travel guide. Match the photos (A–E) with the paragraphs (1–4). There is one extra photo.

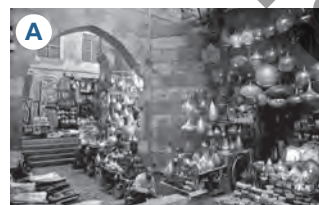
B Read the guide again. Are the statements True (T) or False (F)?

- There are two big Pyramids at Giza.
- The Sphinx has a lion's head.
- You can see a famous mask at the Museum.
- You can see the Pyramids from Al Azhar Park.
- Khan Al Khalili is a very big supermarket.

24 hours in ... **Cairo**

Cairo is the capital of Egypt. It is a beautiful city and there are lots of things to see and do. Here are some ideas of where to go if you only have one day in this lovely place.

- Get up early and take a taxi to the Pyramids at Giza. There are three big Pyramids (the Great Pyramids) and lots of small ones. They are over 4,500 years old. You can also see the Sphinx, a famous monument of a lion with a man's head. You don't have time to go in the Pyramids, but you can take great photos.
- Your next stop is the Egyptian Museum. It's very big – there are over a hundred rooms! There are lots of really interesting things here. You can see old paintings, clothes, money and, of course, the famous mask of King Tutankhamun.
- In the afternoon, take the bus to Al Azhar Park. Here you can walk through the gardens or sit by the lake and relax. From the park, you can see old parts of the city and the Citadel, a very important building in Cairo.
- Your last stop is Khan Al Khalili market, a very big street market. There are hundreds of small shops here. You can buy lots of different things, but our favourites are lamps and rugs. Stop for a cup of coffee and a cake at one of the cafés if you're hungry.



GRAMMAR

1 Match the subject pronouns (1-7) with the object pronouns (a-g).

- | | |
|--------|--------|
| 1 I | a us |
| 2 you | b it |
| 3 he | c him |
| 4 she | d me |
| 5 it | e them |
| 6 we | f her |
| 7 they | g you |

2 Choose the correct word to complete the sentences.

- Can I call tomorrow?
a me b you c your
- love my job!
a She b Me c I
- My parents have lunch with once a month.
a us b we c I
- My brother's name is Paco. Do you know?
a he b her c him
- I never drink coffee. I don't like
a it b him c her
- My grandparents live in China. I visit every summer.
a they b them c him

3 Write sentences about Leonora and Hiro. Use the information in the table and *can* or *can't*.

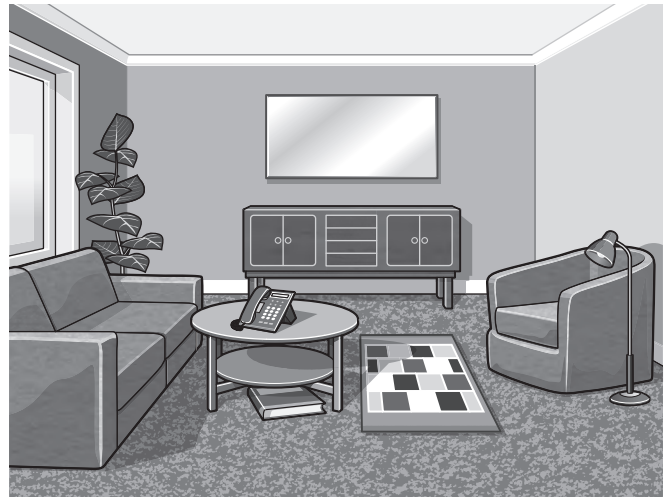
	Leonora	Hiro
swim five kilometres	✓	✗
play the guitar	✗	✓
drive a car	✓	✗
use chopsticks	✓	✓
play tennis	✗	✓
speak two languages	✓	✓

- Leonora can swim five kilometres. Hiro can't swim five kilometres.
-
-
-
-
-

4 Complete the sentences with the number word or ordinal word of the number in brackets.

- Jae has two cats. (2)
- Faye's birthday is on the of January. (11)
- We live on the floor. (10)
- It's the of December today. (1)
- There are train stations in my town. (4)
- This is my time in Mexico. (2)
- My birthday is on the of May. (3)
- Emre has jobs. (3)

5 Choose the correct option (a-c) to complete the sentences.



- The window is the sofa.
a between b behind c under
- The table is of the sofa.
a in front b behind c on
- The rug is the table and the armchair.
a opposite b between c under
- There's a book the table.
a in b on c under
- A phone is the table.
a next to b near c on
- There's a plant the window.
a behind b in c next to
- The armchair is the sofa.
a opposite b next to c between
- There's a lamp the armchair.
a near b on c in

6 Complete the description with the correct form of *there is / are (not)*. Use contractions where possible.

Lovely apartment, perfect for a weekend break.

- 1 two big bedrooms and a small bedroom. In the bathroom 2 a shower but 3 a bath.
4 a great kitchen with a fridge and a new cooker.
5 also a big table with eight chairs. In the living room, 6 a sofa, but 7 any armchairs.
There's a big balcony, but 8 a garden.

£150 per night

7 Complete the sentences with *a, an* or *the*.

- Great Wall of China is over 2,000 years old.
- David Hockney is famous British artist.
- It's two o'clock in afternoon.
- My wife is from USA.
- The museum is to left of the library.
- I'm from small city in Colombia.
- Wei's brother is actor.
- Your jacket is on sofa.

VOCABULARY

- 8A** Choose the correct alternative.
- I usually **get / take / call** coffee for my colleagues on Monday morning.
 - My manager is great. She always **thanks / says / helps** us for our work.
 - Chao often **sends / takes / helps** a two-hour lunch break.
 - I never **say / forget / call** my friends' birthdays.
 - My sister usually **helps / calls / thanks** me with my problems.
 - I **call / say / send** my grandfather every Sunday afternoon.
 - My neighbour is very friendly. He always **sends / says / thanks** 'hello' to me.
 - My friend Diya **calls / says / sends** me an email every week.

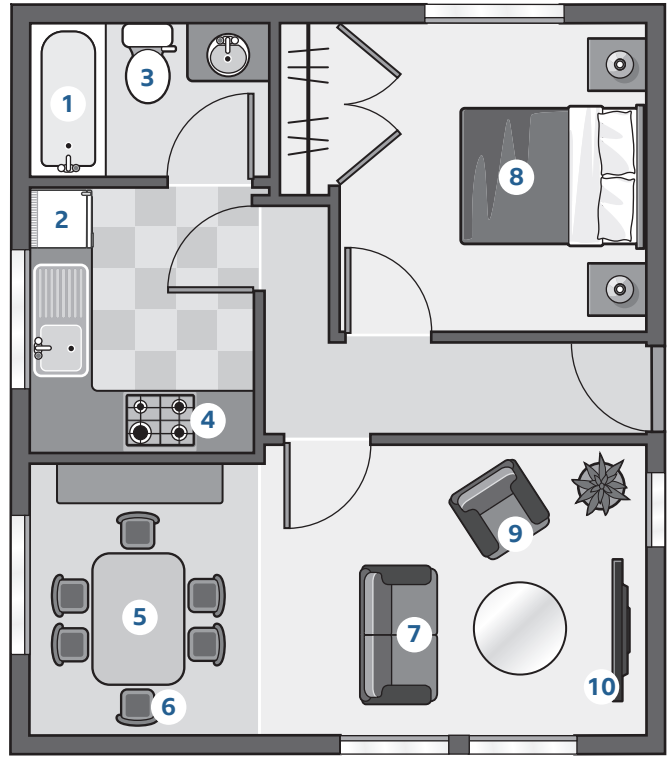
B Complete the phrases with the verbs in the box. There are two extra verbs.

dance drive play read remember paint
run sleep swim throw type use

- a picture
..... people
- tennis
..... football
- five kilometres
..... in the sea
- a computer
..... chopsticks
- salsa
..... the tango
- with your eyes closed
..... fast
- in the park
..... ten kilometres
- a book
..... a map
- people's names
..... your friend's birthday
- in a bed
..... on a bus

- 9** Complete the sentences with the opposite of the adjective in brackets.
- I get up very because I start work at six o'clock in the morning. (late)
 - The Grand Hotel is very It's £500 per night for a room! (cheap)
 - The supermarket isn't now – it's eleven o'clock at night. (closed)
 - I'm sorry, but you're The answer is 32. (right)

10 Write the furniture or parts of the house (1-10).



-
-
-
-
-
-
-
-
-
-

11 A Find eight places in a town in the word snake.

apollibraryhjschoolymuseummbchbanklaosupermarketcinemahospitaldbairport

B Complete the words in the conversation.

- A: Hello, are you new here?
 B: Yes, this is my first day. I'm Daniel.
 A: Welcome to Jones Design, Daniel! I'm Orla. So, this is the building. First, our office is on the third¹f..... There's a²l..... over there, next to the³i..... desk, or the⁴s..... are over there, on the left. There's a fire⁵e..... on every floor – look for the green signs. The café is on the second floor and there's a⁶c..... machine next to it.
 B: Great, thank you. Is there a car⁷p..... area?
 A: Yes. It's behind the office on 12th Street. There's also a bus⁸s..... opposite the entrance.

6 where?

Global Scale of English **LEARNING OBJECTIVES**

6A Lost

- **READING** | Read an article about lost things: rooms and furniture
- Say where things are: prepositions of place
- **Pronunciation:** sentence stress

GSE INFORMATION

VOCABULARY

10–29 Can use language related to furniture and decoration.

10–29 Can use language related to rooms and parts of a building.

READING

27 Can understand simple descriptions of places.

GRAMMAR

26 Can use basic prepositions of place with nouns and noun phrases.

SPEAKING

23 Can describe the position of something in a very basic way.

6B A great place to live

- **LISTENING** | Listen to people talking about their neighbourhood: places in town (1)
- Talk about your perfect town: *there is, there are*
- **Pronunciation:** linking with *there*
- Write a post about your area; use commas

GSE INFORMATION

VOCABULARY

10–29 Can use language related to public buildings and places.

LISTENING

27 Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly.

GRAMMAR

27 Can use 'there' + 'be' to express presence/absence.

SPEAKING

26 Can describe where they live.

25 Can ask and answer simple questions in areas of immediate need or on very familiar topics.

WRITING

27 Can write simple sentences about their family and where they live.

26 Can use basic punctuation (e.g. commas, full stops, question marks).

6C Where are you?

- **HOW TO ...** | ask where a place is: places in town (2); signs in buildings
- **Pronunciation:** weak forms with *to, of* and *the*

GSE INFORMATION

VOCABULARY

10–29 Can use language related to public buildings and places.

10–29 Can use language related to location and position.

27 Can understand short written notices, signs and instructions with visual support.

HOW TO ...

28 Can answer simple questions about the location of people or things in a limited way.

29 Can ask for simple directions, referring to a map or plan.

24 Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures.

26 Can use basic prepositions of place with nouns and noun phrases.

SPEAKING

26 Can understand simple directions from X to Y on foot or public transport.

6D The Travel Show

- **BBC PROGRAMME** | Understand a show about Ade Adepitan in Rome
- Talk about six hours in a city: *the*
- Describe a city tour

GSE INFORMATION

VIEW

30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

27 Can understand simple descriptions of places.

GRAMMAR

32 Can use the definite article to refer to a specific person, thing, or situation.

SPEAKING

28 Can answer simple questions about the location of people or things in a limited way.

WRITING

35 Can write a simple text containing key information, given a model.

▶ For full coverage of GSE Learning Objectives go to page 222.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 6A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Refer Ss to the question in the programme information box and put Ss in pairs to discuss it. When they have finished, ask a few Ss for their answers and have a brief class discussion if they are in different places or have different answers. If they are online, the discussion might be longer and more varied. When they are ready, play the video for Ss to watch and answer the questions in part 2.

ANSWERS:

Two speakers can see trees.

Two speakers can see books.

EXTRA IDEA If Ss want to watch the video again outside class, they can note how many speakers are outside and how many are inside (three of each), as well as other vocabulary.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 6

Online Digital Resources

Videoscript Unit 6 Opener: BBC Vlogs

6A Lost

GRAMMAR | prepositions of place

VOCABULARY | rooms and furniture

PRONUNCIATION | sentence stress

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to rooms and furniture and prepositions of place. The context is a reading about where to look for lost items at home. They also practise sentence stress. Ss then do a communicative activity where they ask and tell each other about lost items in pairs. The lesson ends with a speaking activity where they tell each other about their favourite room at home.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1:** Ask Ss to point at or show the different furniture in the room they are in.
- **Ex 3C:** Display the sentences and photo on your device and share your screen. Use the annotate function for Ss to take turns to match the places with the arrows in the photo.
- **Ex 7B:** Ss talk about the room they are in, in breakout rooms. If they are comfortable having cameras on, they can move around and show their furniture on their device.

Additional Materials

For Teachers:

Presentation Tool Lesson 6A

Photocopiable Activities 6A

Grammar Bank 6A

Vocabulary Bank 6A

For Students:

Online Practice 6A

Workbook 6A

TO START

When you come in the classroom, pretend that you have lost something and mime looking for it, then find it. Elicit or teach *lose* and *find*. Ask Ss if they sometimes lose things and what they do to find them. On the board, write the questions: *Do you usually lose things? What do you lose? How do you find them?* and ask pairs to discuss. Take brief feedback to see which items are usually lost. Tell Ss today's class is about losing things.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

rooms and furniture

1 You may want to preteach *furniture*, e.g. via the furniture in the classroom. You can show that we don't use it in the plural, i.e. it doesn't take an 's'. Refer Ss to the table and talk through how it is organised into rooms and furniture, then put them in pairs to put the words in the box in the correct column. Monitor and help with any new vocabulary. Fast finishers can extend the table. When they have finished, go through the answers and drill, marking stress on the multi-syllable words and inviting Ss to note this down.

EXTRA SUPPORT If your Ss are real beginners, draw a sketch of a house on the board and elicit the rooms, teaching the words *upstairs*, *downstairs*, *bedroom*, *bathroom*, *living room* and *kitchen*. Ask Ss what rooms are usually upstairs (e.g. *bedrooms*) and downstairs (e.g. *kitchen*). After this, move on to Ex 1 and complete it as a class.

EXTRA SUPPORT: DYSLEXIA Give dyslexic learners the words in a vertical list or provide them on separate slips of paper that they can move around.

EXTRA SUPPORT: TEACHER Ss may have come across different vocabulary, so, if necessary, point out that we can say *living room* or *sitting room*, and *sofa* or *couch*. There are no significant differences in meaning or use. An *armchair* is similar to a *sofa*, but for one person. The stress on *television* is either *television* or *television*. Most people just say *TV*. *Shelf* has an unusual plural – *shelves* – common to a few words that end with the /f/ sound (e.g. *wife*, *knife*, *roof*, etc.).

ANSWERS:

rooms: *bathroom*, *bedroom*, *kitchen*, *living room*

furniture: *armchair*, *bed*, *chair*, *desk*, *shelf*, *sofa*, *table*, *television*

2A Read the questions with the class, then ask Ss to discuss in pairs. Point out that they should look for the items in the table in Ex 1. When they have finished, elicit their answers and correct any mispronunciations. Be prepared to name other items Ss are interested in.

ANSWERS:

- 1** a living room
2 armchair, chair, desk, shelf, sofa, table

B In their pairs, Ss list any other words for rooms or furniture they know. Refer them to the Vocabulary Bank on page 134 to check their ideas.

▶ page 134 **VOCABULARY BANK** rooms and furniture

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1A Ss match the words (1–5) with the photos (A–E) individually, then check in pairs. When they have finished, elicit the answers.

ANSWERS:


- 1** D **2** C **3** E **4** B **5** A


B Ask Ss to identify the furniture and parts of rooms (1–18) in the photos (a–r). They should work individually then check in pairs. Go through the answers as a class.

EXTRA SUPPORT: DYSLEXIA Encourage Ss to cover the words they are not working on each time they make a match to help them focus.

ANSWERS:

- 1** d **2** r **3** o **4** h **5** j **6** l
7 k **8** f **9** n **10** a **11** g **12** p
13 e **14** i **15** c **16** q **17** b **18** m

C  **VB6.01** | Play the recording. Ask Ss to look at the furniture and parts of rooms in the photos (a–r), listen and repeat.

D  **VB6.02** | Play the recording. Ask Ss to listen to the furniture and say the room it belongs in.

ANSWERS:

- 1** living room **3** bedroom
2 kitchen **4** bathroom

VB

AUDIOSCRIPT VB6.02

- 1 armchair, sofa, television
- 2 cooker, fridge, chair, table, shelf
- 3 bed, lamp, window
- 4 bath, shower, toilet


2A Put Ss in A/B pairs. Ask them to cover the words in Exs 1A and 1B and to focus on the photos. Look at the example together, then ask Ss to take turns to say a colour and identify items of that colour in the photos.

EXTRA SUPPORT With weaker classes, first elicit a list of colours to the board. Refer them back to the Vocabulary Bank on page 128 if necessary. Then put Ss in pairs to complete Ex 2A.

B Keep Ss in their A/B pairs. Student As name the furniture in a room of their choice and Student Bs identify the room. Then they change.

EXTRA IDEA: DIGITAL Ss could show a picture of a room in their home or use pictures found online and work with a partner to name the room and the furniture they can see.

FUTURE SKILLS | Self-management

C  Read the Future Skills box with the class. If possible, bring some sticky notes to the classroom and ask Ss to write labels for some of the furniture there. Elicit other things Ss could use sticky notes to label (e.g. items on their desk at home or work, inside their car if they have one, food in their fridge or cupboard, etc.)

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

3A Give an example yourself, e.g. 'I usually lose my keys. I look in the kitchen and the living room. I usually find them in the kitchen.' Put Ss in pairs to discuss the questions. After a few minutes take brief feedback and write the things on the board.

EXTRA SUPPORT: TEACHER As Ss haven't studied the prepositions yet, Ss' answers to questions 2 and 3 will be limited. Don't worry too much about accuracy in the feedback. The main aim here is to get Ss thinking about the topic and give them a reason for reading the article.

B Give Ss one minute to read the introduction and compare it to the items they thought of in Ex 3A, question 1. When they have finished, elicit answers and tick off the items on the board to see how many of the things in the article they mentioned. Have a brief class discussion.

C Tell Ss they'll now read the article and they should match the places named (1–8) in the article with the arrows (A–H) in the main photo. Ask them to compare in pairs then go through the answers. Use gesture and examples to further clarify the meaning of the prepositions if necessary.

ANSWERS:

1 H 2 D 3 B 4 C 5 G 6 A 7 F 8 E

D Give an example yourself, e.g. 'I never lose my car keys. I always leave them near the door. I sometimes lose my umbrella or gloves at work.' Ask Ss to discuss in pairs for a few minutes and take brief feedback on the most common places to lose things.

GRAMMAR**prepositions of place**

4A Look at the example with the class, then ask Ss to find the rest of the prepositions. Tell them to focus just on the list in the article, i.e. 1–8. Point out that there are seven more prepositions, a total of eight different ones. If necessary, elicit that a preposition of place describes where something is in relation to something else. Check answers with the class. Write them on the board.

EXTRA SUPPORT: DYSLEXIA Tell Ss to focus on the numbered items one by one and cover up the others as they read, to help them focus. Pair Ss with a partner who can read each numbered item aloud.

EXTRA SUPPORT: TEACHER If Ss ask or if you feel it is relevant here, you can point out the use of the article *the* (e.g. 'Look between the cushions on the sofa.') to talk about one thing (or set of things) that both the writer and reader know (i.e. the writer is talking about the sofa they know / are sure the reader has). This will be the grammar focus in Lesson 6D.

ANSWERS:

under, behind, in, between, on, next to, near, in front of

B The Grammar Bank on page 112 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 112 **GRAMMAR BANK**

This focuses on the meaning and use of prepositions of place. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the phrases with *on* and *in*.

- 1** This exercise checks Ss understand the meaning of the prepositions. Do the first one as an example with the class. Ss then continue to choose the correct alternatives alone, then check in pairs. Check answers with the class and discuss where there are any doubts.

EXTRA SUPPORT: TEACHER Ss may confuse *near* and *next to* (numbers 4 and 8). Explain that *near* is more general, *next to* means 'by the side'. Ss may also tend to confuse *in* and *on*. Point out with examples that *in* is generally 3D ('inside') where *on* is 2D ('surface'). (Note that *opposite* is not taught until Lesson 6C.)

ANSWERS:

- | | | |
|------------------|------------------|----------------------|
| 1 between | 2 in | 3 in front of |
| 4 near | 7 on | 6 between |
| 7 under | 8 next to | 9 behind |
| 10 in | | |

- 2** This exercise requires Ss to distinguish the prepositions in context. Ss complete the conversations alone, then check in pairs. Check answers with the class.


EXTRA SUPPORT: DYSLEXIA Dyslexic learners can find this type of exercise, with several options to choose from, difficult. In this case, remove the extra word from each set and provide the words in a vertical list to place alongside the sentences.

ANSWERS:

- | | | |
|-----------------|-----------------|-------------------|
| 2 near | 3 in | 4 on |
| 5 next | 6 on | 7 under |
| 8 behind | 9 on | 10 between |
| 11 in | 12 front | |

EXTRA IDEA When you have checked the answers, Ss can practise the conversations in pairs, taking turns at both roles. Stronger classes can try again without looking at their books.

PRONUNCIATION**sentence stress**


- 5A**  **6.01** | Ss listen and write the sentences. Pause the recording between each sentence so that Ss have time to write, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time difficult. In this case, give Ss the sentences and ask them to listen and track the text with their finger. A further challenge could be set by giving the completed sentences cut up and asking Ss to listen and put them in order.

ANSWERS:

See Ex 5B.

EXTRA IDEA You could point out the use of *the* here when there's only one of something that we both know about (e.g. *in the picture, it's on the table, next to the teacher* [there's only one of you!]). (See Extra Support: Teacher in Ex 4A.)

- B**  **6.01** | Look at the example with the class, then ask Ss to listen and identify the stressed words in the sentences they wrote in Ex 5A. Play the recording again, then ask Ss to compare answers. When you check answers with the class, ask Ss to repeat each sentence. Play the recording again if Ss would like to hear it.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find underlining difficult because text is unstable visually. In this case, tell Ss to highlight in a different way, e.g. by using a coloured highlighter pen or drawing a dot on top of the stressed words.

ANSWERS AND AUDIOSCRIPT:

- | | |
|---|---|
| 1 It's <u>under</u> the <u>bed</u> . | 5 Is it <u>in</u> your <u>bag</u> ? |
| 2 It's <u>near</u> the <u>window</u> . | 6 Is it <u>between</u> the <u>beds</u> ? |
| 3 It's <u>behind</u> the <u>door</u> . | 7 Is it <u>next</u> to the <u>sofa</u> ? |
| 4 Is it <u>on</u> the <u>table</u> ? | 8 It's <u>in</u> <u>front</u> of you. |

- C** Demonstrate the activity, e.g. by pointing to your phone on your desk, asking, 'Where's my phone?' and inviting answers. Put Ss in pairs to practise asking *Where's my ... ?* questions and answering, using the photo of the room and the arrows (A–H). Ask Ss to change roles after a few turns. Monitor and check Ss are stressing the questions and answers correctly, and using *the* appropriately, and when they have finished drill remedially if necessary.

EXTRA IDEA Ss revise desk objects (from Lesson 3B), and ask each other about these, (e.g. ‘Where’s your pen?’) and give answers. To make it extra challenging, they could arrange things on their desks before they start, putting their phone under a book, etc.

SPEAKING

6 Put Ss in A/B pairs and refer them to the relevant pages. Explain that they have the same picture, but Student A knows where some things are and Student B knows where the other things are, so they need to ask each other.

Give Ss time to look at their picture and think about what they can see. Remind them to use *the* if there is only one of something (e.g. ‘It’s on the table.’). Make sure they don’t show each other their pictures (they could sit face-to-face to help with this). When they are ready, ask a stronger pair to demonstrate, then they can start. Student As ask first and Student Bs answer. Then Student B asks their questions. When they have finished, they can show each other their pictures and check they have understood each other correctly.

7A Draw a simple line drawing of a room and furniture. It doesn’t need to be real but should be very simple so that Ss know you are not expecting fantastic artwork! Tell Ss about the room and what’s in it, e.g. ‘This is my favourite room, it’s the kitchen. It’s got a table and four chairs ...’. Now ask Ss to draw their own room. Allow time for this and move around, helping with any unusual vocabulary they need.

B Put Ss in pairs to tell each other about the room they have drawn. When they have finished, ask which room most people chose and have a show of hands.

EXTRA IDEA: DIGITAL Ask Ss to take a picture of a room at home and show this on their device in class. If it’s not appropriate or they are not comfortable showing their home, Ss can find a picture online and talk about that instead.

TO FINISH

Write the following sentence beginnings on the board and ask Ss to look back over the lesson to complete them.

In this lesson, I like ...

I need more practice of ...

I have a question about ...

Put Ss in pairs to share their ideas and then have a whole class discussion.

6B A great place to live

GRAMMAR | *there is, there are*

VOCABULARY | places in town (1)

PRONUNCIATION | linking with *there*

LESSON OVERVIEW

In this lesson, Ss learn *there is* and *there are* to describe facilities in town. They also learn vocabulary for buildings and places. The context is a listening where they hear neighbours talking about what’s in the area. This leads into the grammar, where Ss also practise linking, and a speaking activity where Ss talk about their idea of a perfect town. The lesson ends with a writing activity where they describe their area.

Online Teaching

If you’re teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Display the photos on your device and share your screen. Ask Ss to share their ideas in the chat, then open up to a whole class discussion.
- **Ex 5C:** Put Ss in pairs in breakout rooms. Visit each room quickly to ensure they are on track, then monitor one or two rooms more closely for language, making a note to visit different Ss next time.
- **Ex 6A:** Use a collaborative document for Ss to share their ideas in breakout rooms. They can take a screenshot of this, then come back to the main room and report back.

Additional Materials

For Teachers:

Presentation Tool Lesson 6B

Photocopiable Activities 6B

Grammar Bank 6B

Vocabulary Bank 6B

Writing Bank 6B

For Students:

Online Practice 6B

Workbook 6B

TO START

Elicit or teach *neighbours* (= the people who live in the next house/apartment). Write it on the board and tell Ss about your home and neighbours, e.g. 'I live in a house in ... I like my neighbours. They're friendly. We sometimes have coffee.' Ask Ss to talk in pairs about where they live and their neighbours. When they have finished, take brief feedback and tell Ss that in this lesson they'll be talking about where they live (i.e. their neighbourhood/area).

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

places in town (1)

1 A Refer Ss to the photos, then put them in pairs to discuss the questions. (Check understanding of *neighbours* if you didn't cover it in the To start activity.) When they have finished, ask a few Ss to share their answers with the class and have a general discussion.

POSSIBLE ANSWERS:

- A on the street, neighbours
- B in a garden, friends (or family)
- C on a roof, friends

B Read the list with the class, checking that Ss can pronounce the words, and elicit what *other things* could be (e.g. transport links, safe area, theatre, hospital) then ask Ss to discuss in pairs. Check answers with the whole class and see if people agree.

EXTRA: ALTERNATIVE IDEA You could set up the activity slightly differently by asking Ss to make a list of features in a town, and elicit these to the board, introducing any features from Ex 1B that Ss haven't mentioned. Depending on your Ss' age and interests these could be hospital / medical centre, transport links / train station, etc. Then ask Ss to tick three that are important and cross three that are not important to them. Then start the speaking activity in Ex 1B, with pairs discussing what is important to them in the place where they live.

2 A Ss work together in pairs to identify people and places in the list in Ex 1B. As they do this, monitor for pronunciation and correct as needed. Go through the answers as a class and categorise them on the board. Drill and highlight word stress. Point out that some words are given as plural (e.g. parks) and it is a good idea to record all new vocabulary in singular form unless it is always plural.

EXTRA SUPPORT Ss sometimes have difficulty with words that are similar in their language. Point out the soft /s/ in *cinema*. Note the stress in *restaurant*: if Ss pronounce it with three syllables, it's a good idea to break this down into two syllables for them ('res' – 'tront') and practise this. A *café* is a place, not a drink.

EXTRA IDEA Stronger classes and fast finishers can add more town-related words to each category (people and places).

ANSWERS:

people: *friends*, family, neighbours

places: *supermarket*, (other) shops, parks, schools, cinema, sports centre, restaurants, cafés

B Look at the list of places on the board from Ex 2A. Elicit a further place (e.g. hospital). Ask pairs to write more places and give them a time frame of three minutes, then refer them to the Vocabulary Bank on page 135 to check their ideas.

▶ page 135 **VOCABULARY BANK** places in town (1)

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.


1 A Ss match the places (1–14) with the photos (A–N) individually, then check in pairs. Check answers with the class.

EXTRA CHALLENGE Before they do Ex 1A, ask Ss to cover the words and see how many places they can name.


EXTRA SUPPORT: DYSLEXIA Covering the words they are not currently matching with a photo will help dyslexic learners focus.

ANSWERS:

1 F 2 G 3 J 4 E 5 K 6 D 7 I
8 A 9 L 10 B 11 M 12 H 13 N 14 C

B  **VB6.03** | Refer Ss to the photos. Explain that they are focusing on the sound of the words rather than the spelling. Play the recording and pause for them to repeat chorally. Do further individual drills as needed.

C Check Ss recall what the circles in the patterns represent (syllables, with large circles representing the stress). Look at the examples with the class and elicit an example for patterns 3 and 4. Then ask Ss to match the words with the correct pattern. Put Ss in pairs to say the words and help each other. Don't check the answers yet.

D  **VB6.04** | Play the recording for Ss to listen and check. Confirm the answers as a class.

ANSWERS:


- 1 school
- 2 airport
- 3 hotel
- 4 bus station, cinema, hospital, library, post office, sports centre, swimming pool, train station
- 5 museum
- 6 shopping centre, supermarket

2A Put Ss in pairs. Ask a stronger pair to demonstrate the activity. Monitor and offer help where necessary.

B Ss stay in their pairs and share and compare their ideas. When they have finished, ask a few pairs if they had similar answers. Remind them to use *We both ...* when they talk about things that are the same.

EXTRA SUPPORT You could write the sentence starters on the board: *I often go to ... I never go to ...* and ask weaker classes to complete the sentences, then tell each other.

LISTENING

3A  **6.02** | Explain that Ss will listen to two people talking and they need to note two places: where they are now and where they go at the end. Play the recording and ask Ss to discuss the questions in pairs. Play the recording again if Ss are unsure. Go through the answers.

EXTRA SUPPORT: TEACHER Ss are sometimes anxious about listening and not understanding every word and this creates a further barrier to their understanding. Point out to Ss that it's not necessary or even possible to understand everything. The task is there to provide a focus for Ss to understand the key information.

ANSWERS:


They are near their homes. They go to Debbie's apartment for coffee.

 **AUDIOSCRIPT 6.02**

S = Soraya D = Debbie

- S: Excuse me.
 D: Hi. Yes, can I help?
 S: Yes, I'm new here.
 D: New?
 S: Yes, I have a new job in the area. I live in an apartment in this building.

- D: Oh, so we're neighbours! I'm Debbie.
 S: I'm Soraya. Nice to meet you.
 D: Nice to meet you!
 S: Can I ask you some questions about the area?
 D: Sure.
 S: Are there any shops near here?
 D: Yes, there are some great shops. There's a big supermarket. There are two cafés. And a nice Italian restaurant.
 S: That's good.
 D: And there's a very good school. But that's not important for you.
 S: No, but it's interesting. Good for a family, I mean. Erm, can I ask ... Is there a swimming pool? I swim every day.
 D: No, there isn't a swimming pool in the area ... but there's one about three kilometres from here.
 S: That's OK. And is there a park? I run at the weekends.
 D: Yes, there is.
 S: That's great. Well, thank you for all that.
 D: No problem. Are you free now?
 S: Yes.
 D: Come and have a coffee. I live in apartment seventeen.
 S: OK, great. Thanks.

B  **6.02** | Explain that Ss will now listen again for more detail. Refer them to the list in Ex 1B and ask them to note which things are talked about. Play the recording. Ss can compare in pairs, then go through the answers as a class.

EXTRA SUPPORT: DYSLEXIA Give Ss a vertical list of the places in Ex 1B, with each place on a new line, and they can tick or highlight the places they hear rather than writing.

ANSWERS:

shops, supermarket, cafés, restaurant, school, park

GRAMMAR

there is, there are

4A Explain that you will now use the listening to look at some grammar. Ask Ss to use the words in the box to complete the sentences. Check answers with the class and write them on the board. Leave the sentences on the board for later.

EXTRA SUPPORT: DYSLEXIA Adapt the exercise to make it simpler for dyslexic learners to process. Provide two alternatives for each gap, one correct and one distractor.

EXTRA: ALTERNATIVE IDEA For classes that would benefit from extra listening practice, play Audio 6.03 to the class to check the answers. Write the sentences on the board (for use in Ex 5A).

ANSWERS:

- | | | |
|---------|-------|---------|
| 1 Are | 2 are | 3 's |
| 4 isn't | 5 Is | 6 there |

B The Grammar Bank on page 113 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 113 **GRAMMAR BANK**

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use of *some* and *any*.

- 1** This focuses on the form and use of *there is* and *there are*. Remind Ss to use the notes to help them complete the conversations, and then check in pairs. Check answers with the class and write them on the board to check correct spelling and punctuation. If you have time, pairs can read the conversations together.

EXTRA SUPPORT: DYSLEXIA Provide the words for each conversation separately, to reduce the amount of information Ss have to process at any one time. It would also be helpful to provide them in a vertical list rather than arranged horizontally as in the box.

ANSWERS:

- | | |
|----------------|-------------|
| 1 is there | 6 is there |
| 2 there isn't | 7 there are |
| 3 there's | 8 is there |
| 4 are there | 9 there's |
| 5 there aren't | 10 is |

- 2** This focuses on the positive and negative forms of *there is* and *there are*. Read the example with the class. Remind Ss that we need *there's* and *there isn't* for singular and *there are* and *there aren't* for plurals. Then ask Ss to write the rest of the sentences alone, and then check in pairs. Check answers with the class and write them on the board. Ask individual Ss to read sentences aloud to practise pronunciation.

EXTRA SUPPORT With weaker classes, you may want to go over both the singular and plural positive and negative forms (*there's a / there are some, there isn't a / there aren't any*) and write these up on the board as a support.

EXTRA SUPPORT: DYSLEXIA Reduce the amount of writing for Ss with dyslexia by providing the sentence endings so they can focus on the correct form of *there is* and *there are*, e.g. ... *some cinema tickets*.

ANSWERS:

- 2 There's a ring.
- 3 There are two children in the photos.
- 4 There are some glasses.
- 5 There aren't any keys.
- 6 There's a music book.
- 7 There's an English–Spanish dictionary.
- 8 There isn't a phone.

PRONUNCIATIONlinking with *there*

- 5A** ▶▶ 6.03 | Refer Ss to the completed sentences from Ex 4A. Ss listen and draw the links between *there* or *there's* and other words in the sentences. Play the first one to demonstrate, then play the rest, pausing the recording after each one for Ss to draw the lines. When they have finished, ask Ss to compare. Then check answers and add the links to the sentences on the board from Ex 4A. Point out to Ss that linking happens in speech, when we are talking at a normal speed, between a consonant and vowel sound, or when a consonant is repeated. It is completely correct and not a sign of laziness! When speech is very slow, linking is not so likely.

EXTRA SUPPORT: TEACHER Awareness of linking is important because even if Ss themselves speak slowly and carefully at the moment, they need to get used to hearing natural speech and aim at producing it.

ANSWERS:

- 2 There _are two cafés.
- 3 There's _a very good school.
- 4 There _isn't a swimming pool in the area.
- 5 Is there _a park?
- 6 Yes, there _is.

- B** ▶▶ 6.03 | Play the recording again for Ss to listen and repeat.

- C** Read the instruction and look at the example with the class. Point out the links. Then demonstrate the activity with a stronger student. Point out that we say *Is there a ... ?* when there is likely to be just one (e.g. a library, a post office) and *Are there any ... ?* when there could be more than one (e.g. shops, cafés). Remind Ss of the two short answers (*Yes, there is/are.* and *No, there isn't/aren't.*), then put them in pairs to ask and answer. Circulate to encourage and help with linking where necessary. When they have finished, ask a few pairs to report back on what their partner told them.

EXTRA IDEA To ensure that Ss are able to use all the vocabulary seen, you could provide a map of a local area with places marked or a list of places ticked and crossed. Ss use this information to ask and answer.

SPEAKING

6A Read through the whole task (steps 1–4) with the class to check they understand. Before they start, tell Ss to copy the diagram into their notebooks.

- 1 Focus on the list of roles and check Ss understand *couple* (two people in a relationship) and *retired* (not working because you are older). Have a general discussion about what the people with different profiles need (e.g. Ss from cultures where dog owning is not usual may not realise that dogs require walking daily). Put Ss in pairs to choose the role they prefer. They don't need to select a role that is similar to their real-life profile.

EXTRA: ALTERNATIVE IDEA As an alternative to Ss deciding their roles for themselves, you could divide the different profiles among Ss, with groups working on different ones. When they have finished steps 1–4, they should present their plans to each other and explain their reasoning (as in Ex 6B). This will involve more speaking.

- 2 When they have decided, ask Ss to discuss and agree six places that their role is likely to need. Look at the example together and show how the negative version is formed: *I don't think ... is important*. Highlight that we usually make the verb *think* negative rather than using a negative *be*, i.e. *I don't think ... is ...* NOT *I think ... isn't ...*. Encourage them to give reasons. Move around during the discussion and prompt as needed.
- 3 Refer Ss to the diagram they have copied into their notebooks. They should use this for this part of the activity. Model the activity by completing a version of the diagram on the board to illustrate (e.g. *young couple with a dog – near home: park, shops, café; 3–4 kilometres from home: supermarket, sports centre, restaurants*). Leave this on the board and tell Ss to discuss in their pairs where to place the places they have chosen, bearing in mind the role they have. Draw their attention to the examples in steps 3 and 4 giving useful language for the discussion parts of the task. Show how these can be generalised for more examples by writing just the first part on the board and asking Ss for continuations: *What things can we put ... ? Where can we ... ? I think Put*
- 4 Ask Ss to decide where to add 'family' and 'friends' to the diagram. You could also add these to the model diagram you presented earlier.

- B Put pairs of Ss into groups of four or six and ask them to take turns to present the perfect town for the role they chose. Listening Ss should ask questions. Refer them to the example conversation for useful language they can use and circulate as they discuss to monitor and support.

EXTRA SUPPORT Weaker classes may benefit from time to prepare what they are going to say. Pairs can make notes and practise their presentation together before giving it to others. They can also spend time writing questions.

- C Ss compare their diagrams in their groups and talk about what they like about each town. In feedback, ask what is the same or similar in both/all the group's diagrams.

EXTRA IDEA If you can, put the diagrams up on the wall so that all Ss can see them. Ask Ss to move around and look at them, commenting on similarities. When they have finished, ask the class which towns they liked and why.

WRITING

write a post about your area; use commas

- 7A Explain that Ss will prepare to write about their own area. Refer them to the beginning of the post and the example question. Ask them to write two questions to ask for more information about Ealing. Elicit their questions and write them on the board.

- B Refer Ss to the Writing Bank on page 90.

▶ page 90 **WRITING BANK**

- 1A Tell Ss they can now see the full post. Give them two minutes to read it quickly and see if they find the answers to their questions. Take brief feedback.

EXTRA SUPPORT: DYSLEXIA For dyslexic learners, record the post before the class or read it aloud. While Ss listen, they should read silently / track the text with their finger.

- B Explain that the words and phrases in the box are what the numbered paragraphs in the post talk about. They are 'topics'. Ss need to read again and choose the correct topic or description for each numbered paragraph. Two of the topics in the box are not needed. If you think it's necessary, you could read paragraph 1 with the class and then elicit the correct topic (places to buy food). Give Ss five minutes to read alone and then discuss their ideas in pairs. Go through the answers.

WB

WB EXTRA SUPPORT: DYSLEXIA For Ss with dyslexia, remove the distraction of the two extra topics (cafés and schools). Write the four topics in a vertical list and encourage Ss to mask the sections of the page they are not working on to avoid distraction.

ANSWERS:

- 1 places to buy food 3 people
2 sport/exercise 4 transport

2A Refer Ss to the two pairs of sentences, to read and choose the correct one in each pair. Elicit or teach the words *comma* and *list*.

ANSWERS:

1b and 2a are correct.

B Referring to the two correct sentences, ask Ss to choose the correct words to complete the rules. Go through the answers.

EXTRA SUPPORT: TEACHER You (and even some Ss) may follow the rule of the 'Oxford comma' (also known as a 'serial comma'), where a comma is placed after the penultimate item in a list (i.e. before *and* or *or*). This is used less and less these days, and we do not cover it here. It is not wrong, so if Ss use it, there's no need to correct.

ANSWERS:

- 1 use 2 don't use 3 don't use

3A Refer Ss to Ex 1B and ask them to choose three topics from the box to write about. For this activity they can either write about the area where they live now or their home town.

B Refer Ss to the sentences to rewrite and complete in their notebooks to start off their own posts. They should aim for 30–50 words. Stronger Ss can be encouraged to write more. Move around and support, pointing out where a comma should or should not be used if necessary.

EXTRA IDEA After Ss write their posts, and before they share them for content, you might have pairs check each other's posts for use of commas, or you may wish to check this yourself.

C Put Ss in pairs to swap posts and then ask questions. If time allows, they can swap with more than one partner.

EXTRA IDEA: DIGITAL Create an online noticeboard where Ss can post their texts, adding photos if possible, and with the opportunity to write comments or questions on the other Ss' work.

TO FINISH

Tell Ss about a place that you know (e.g. somewhere you have been on holiday, where you were born, etc.) and why you like it or don't like it (e.g. 'Liverpool is a city in the north of England. There are many different shops in the centre, a famous art gallery and lots of museums. There is also a big park near the city centre. I like it because there are a lot of things to do.'). Put Ss in groups to describe a place they know to each other. When they have finished, ask them to report back to the class.

6C Where are you?

HOW TO ... | ask where a place is

VOCABULARY | places in town (2); signs in buildings

PRONUNCIATION | weak forms with *to*, *of* and *the*

LESSON OVERVIEW

In this lesson, Ss learn more vocabulary related to places in a town. They also learn functional language for asking for and giving directions, as well as practise the weak forms of small words in directions. The context is a situation where people ask and tell each other about the location of buildings. The lesson ends with a speaking activity where Ss roleplay giving simple directions in pairs.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** In the main room, share the photo of the train station on your screen and ask Ss to name the country. They can write their answers in the chat then come together as class to compare.
- **Ex 4A:** Display the sentences on your device and share your screen. Enable annotations and ask individual Ss to mark stressed words on the shared screen.
- **Ex 6A:** Ss work with their partner in breakout rooms.

Additional Materials

For Teachers:

Presentation Tool Lesson 6C
Photocopiable Activity 6C
Grammar Bank 6C
Vocabulary Bank 6C

For Students:

Online Practice 6C
Workbook 6C

TO START

Write these questions on the board: *How do you find a new place? Do you use your phone, a map or ask someone? Why?* Put Ss in small groups to discuss the questions. Tell them today they'll learn about asking for directions.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

places in town (2)

1 A Refer Ss to the photo of the train station. Write a suggested sentence structure on the board, (e.g. *I think this is ... because ...*). Put them in pairs to discuss the question. When they have finished, elicit their ideas and have a brief class discussion.

ANSWER:

The photo shows Bremen station in Germany.

B Focus attention on the words in the box. Ask Ss to identify these in the pictures (A–I) and point out that one word is not in the pictures. Ss can compare in pairs, then check the answers with the class. Drill pronunciation.

EXTRA SUPPORT: DYSLEXIA Encourage Ss to read the places in the box one at a time, covering over the others to help them focus. Once they have identified the thing in a picture (or not), they move on to the next word.

EXTRA SUPPORT: TEACHER It's a good idea to drill countable nouns with the article *a/an*, so *a cash machine*, *an exit*. Remind Ss that we use *an* before words starting with a vowel sound. Point out the silent letters: *u* in *building* and *g* in *sign*.

ANSWERS:

A car park	B exit	C cash machine
D sign	E building	F street
G bus stop	H entrance	I clock

'seat' is not in the pictures.

C Ss discuss the question in pairs. When they have finished, ask pairs what they see, eliciting answers from different Ss for them to compare. Pay attention to the pronunciation of the vocabulary in the box and drill as needed.

D Ss can draw signs they know, as they may not know what they are called. They discuss what the signs mean. When Ss have finished, refer them to the Vocabulary Bank on page 136 to check their ideas.

EXTRA: ALTERNATIVE IDEA Teach the shapes: *circle*, *triangle* and *rectangle*; and revise colours: *red*, *blue*, *yellow*, etc. Ask Ss to work in pairs, taking turns with one drawing and describing a sign (e.g. 'It's a circle, it's red with a white line.') and the other saying or guessing what it means (e.g. 'It means don't go in.').

VB ▶ page 136 **VOCABULARY BANK** signs in buildings

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Ss work in pairs to identify the signs. Don't check the answers yet.

B Ask Ss to match the words and phrases (1–10) with the signs (A–J). They should compare in pairs, then go through the answers as a class.

EXTRA SUPPORT: DYSLEXIA Encourage Ss to cover the words they are not currently working on to help reduce distraction.

ANSWERS:

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

C ▶ **VB6.05** | Play the recording. Ask Ss to look at the signs, listen and repeat.

D Put Ss in pairs to discuss which signs in Ex 1A they can see where. Point out any signs in the room. Move around and listen. When they have finished, take brief class feedback.

ANSWERS:

1 entrance, hospital, parking area, school
2 fire exit, lift, stairs, the first floor
3 exit/way out, fire exit, information desk (sometimes), lift, stairs, the first floor
4 exit/way out, fire exit, information desk, lift, stairs, the first floor

How to ... ask where a place is

2 A Ask Ss what kind of messages they can see (text / instant messages) and who they are from (Marta in white and Rob in blue). Then ask them to look at the messages and identify what Rob's problem is. Discuss this as a class.

ANSWER:

Rob doesn't know where the sports centre is.

B Focus attention on the map. Give Ss a few minutes to look at it in pairs, look at the places that are labelled (e.g. post office) and identify the sign for the bus stop. Then ask them to match the sentences (1–5) with the places and things on the map individually, then check in pairs. Check answers as a class.

ANSWERS:

3 bus stop 4 8 5 6

C Elicit which word, or words, in the first sentence tells us the position of the cinema in relation to the supermarket (*opposite*). Tell Ss this is a preposition. Ask them to identify the prepositions in the other sentences and point out that these can be a group of words, rather than just one word. Note that *opposite*, in particular, will be new to Ss.

EXTRA SUPPORT If you feel Ss need more support with the prepositions presented here, first introduce the terms *to the left/right* and *opposite / in front of* by referring to classroom furniture and Ss. (e.g. 'The door's opposite the window. John is to the right of Gabi.' etc.). Clarify that *in front of* suggests less distance and *opposite* suggests face-to-face. You could contrast the example of people in a queue (*in front of*) with two shops on a street (*opposite*) to underline this.

ANSWERS:

1 opposite 4 to the right of
2 to the right of 5 to the left of
3 in front of

EXTRA IDEA For further practice, put Ss in pairs. Looking at the map, Ss ask each other 'Where's number 3?', 'Where's the cinema?', etc. and answer using prepositions.

3 A ▶ **6.04** | Focus attention on the map again. Explain that Rob is going to ask for directions. Ss should listen and identify the sports centre and the two bookshops (they are three of the numbers on the map). To do this, Ss will also need to refer back to the content of the messages in Ex 2A. Play the recording, then ask Ss to discuss in pairs and then go through the answers. Write them on the board. If you have an active board / projector, label them on the map.

ANSWERS:

1 place 4 2 places 2, 7

AUDIOSCRIPT 6.04**R = Rob W = woman M = Marta****Conversation 1**

R: Excuse me?

W: Yes?

R: I'm lost. Is there a sports centre near here?

W: Yes, it's next to the cinema. Can you see the cinema? Over there?

R: Oh yes. I can see it.

W: The sports centre is to the left of the cinema. It's a big building. You can't miss it.

R: Thanks a lot.

W: No problem.

Conversation 2

M: Hi Rob, where are you?

R: I'm in front of the bookshop. It's closed.

M: Yes, sorry. It closes at five.

R: Where are **you**?

M: I'm in another bookshop in the shopping centre.

R: Where's the shopping centre?

M: It's opposite the post office.

R: Oh, yes, I can see the entrance.

M: OK. Go in the main entrance and the bookshop is on the right.

R: On the right.

M: Yes, it's opposite the shoe shop.

R: OK. See you in a minute.

M: Wait. I'm on the first floor.

R: OK.

M: You can take the lift or there are some stairs.

R: OK, see you in a minute!

M: OK. See you.

- B** **6.05** | Focus attention on the sentences. Explain that these are extracts from the conversations just heard and that Ss should try and complete them in pairs. Move around the class and monitor. When they have finished, play the recording for Ss to listen and check individually before allowing time for them to pair check. Then go through the answers as a class.

EXTRA SUPPORT If you feel your Ss will find this too difficult, write the missing words, jumbled, on the board for them to choose from. You might decide to add this support when monitoring if they are struggling or getting a lot wrong. When checking the answers, you may need to play the recording a second time in sections.

ANSWERS:

- 1** there, next **2** left **3** Where, opposite
4 on **5** on, get

- C** The Grammar Bank on page 114 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 114 GRAMMAR BANK

This focuses on the form of phrases for asking about and saying where places are. Read the notes with the class or give them a few minutes to read alone, then ask for any questions they have.

- 1** Refer Ss to the map, then ask them to choose the correct prepositions to complete the sentences alone, then check in pairs. Check answers with the class. Ask Ss to read each answer aloud so you can work on pronunciation.

ANSWERS:

- | | | |
|----------------------|------------------|-----------------------|
| 2 left | 3 next to | 4 opposite |
| 5 in front of | 6 near | 7 opposite |
| 8 near | 9 right | 10 in front of |
| 11 near | 12 left | |

- 2** Point out the example and explain that all the examples of mistakes are grammatical (i.e. missing words, extra words, word order, incorrect words), not spelling. Ss find the rest of the mistakes alone, then check in pairs. Monitor and advise them to use the notes to help them. When they have finished, check answers with the class. If you have time, Ss can practise reading the conversations.

EXTRA SUPPORT Spotting mistakes can be quite difficult for dyslexic and beginner literacy learners. Here, you could adapt the exercise to give the correct and a wrong alternative in each case. Ss choose which one is correct.

ANSWERS:


(Only the sentences where there is a mistake are given.)

- 1** A: How far is **it**?
 B: It's next **to** the bank and it's opposite **to** the cinema.
- 2** A: ... Are any there **there any** toilets...
 B: Yes. **There They're** near the lift.
 A: How **do** I get to the lift?
 A: Where **are** the stairs?

EXTRA CHALLENGE If you think they can do it, ask Ss to change some of the places and directions when they practise the conversations in pairs.

PRONUNCIATION

weak forms with *to*, *of* and *the*



- 4A**  **6.06** | Tell Ss that they should listen and identify the stressed word or words in each sentence. Elicit the kinds of words that are usually stressed (e.g. nouns, verbs). Ask Ss to read the sentences before they listen so the task is easier. Ss listen and underline the stressed words, then check in pairs. Check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia might find listening, reading and underlining at the same time a challenge. For this activity, tell them to simply listen for the stress in the sentences to see if they can identify where it falls.

ANSWERS:

- 1 It's next to the cinema.
- 2 It's opposite the sports centre.
- 3 It's to the left of the supermarket.
- 4 It's on the right.
- 5 I'm in front of the bookshop.

EXTRA SUPPORT: TEACHER The focus in Ex 4A is on the stressed words rather than the weak forms so that Ss can then recognise the reason for the weak forms in Ex 4B. As well as reminding Ss that stressed words are words that carry meaning, you could also tell Ss that stressed words are spaced evenly when we speak, like a metronome. This means that the words between stressed words become squashed into the same amount of time.

- B**  **6.06** | Remind Ss of the weak sound /ə/. Play the recording and ask Ss to notice the weak sounds.
- C**  **6.06** | Play the recording again and pause for Ss to listen and repeat. Show the rhythm of the sentence with your hand and conduct them.

EXTRA IDEA You could use backchain drilling to practise the sentences, e.g. ... *cinema*., ... *the cinema*., ... *next to the cinema*., *It's next to the cinema*.

SPEAKING

- 5** Put Ss in A/B pairs and refer them to the relevant pages. Explain that they have the same map, but Student A knows where some places are and Student B knows where the other places are. They shouldn't show each other their maps but need to ask each other and write the names on their map where they have a blank space. Give them a few minutes to look at their map, then ask them to start. They take turns to ask about their places, with Student As asking first. Move around and listen, reminding them not to look at each other's maps. When they have finished, ask pairs to show each other their maps and check they have labelled them correctly.
- 6A** Refer Ss to the flow chart. Elicit the first question, then put Ss in pairs to work out the remaining questions and answers. When they have finished, elicit the conversation by asking pairs to read across the class and build it up on the board.

EXTRA SUPPORT: DYSLEXIA It would be helpful to pair dyslexic learners with stronger Ss for this task. Dyslexic learners will also be better able to process the information if the conversation is presented as a single column of dialogue.

ANSWERS:

- A: Excuse me?
B: Yes?
A: Is there a good café near here?
B: Yes, there is. There's a good Turkish café.
A: How far is it?
B: About ten minutes.
A: How do I get there?
B: Do you know the post office?
A: Yes, I do.
B: The Turkish café is opposite the post office.
A: Thank you.

EXTRA SUPPORT: TEACHER If you add the conversation to the board, it's a useful reference. However, Ss are likely to read from it in Ex 6B. If you don't want them to do so, then rub it out (possibly leaving a few key words) or use a screen to cover the words.

- B** Refer the pairs to the flow chart to practise the conversation using the prompts. When they have finished, they can change roles. Move around and listen to how they manage the phrases and weak forms.

7A Give Ss a minute or two to prepare individually. They choose two places from the list.

B Put Ss in pairs to take turns asking about their places and giving their directions. The listening student should draw a sketch map to show where each place they ask about is.

C Ask Ss to show the map they have drawn to their partner and check if it is correct.

EXTRA: HOW TO ... Ask Ss to work in small groups and describe a room in their home, saying where the furniture is using prepositions of place. Refer them to the Vocabulary Bank for support as needed. The listening partner can ask questions and draw a plan if they enjoyed that aspect of the last activity.

TO FINISH

Write on the board:

What do you think of English pronunciation?

What is difficult for you? How can you improve?

and ask Ss to discuss. Have a general discussion.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

6D BBC Entertainment

The Travel Show

GRAMMAR | *the*

SPEAKING | talk about six hours in a city

WRITING | describe a city tour

LESSON OVERVIEW

In this lesson, Ss learn the form and use of the definite article *the*. The context is an extract from a BBC travel show where the presenter visits Rome for six hours. Ss also learn phrases to talk about a city tour. They then listen to somebody talk about their city and do a speaking activity where they practise talking about a city they know. The lesson ends with a writing activity where Ss describe a city tour.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Share your screen and have a whole class discussion about the photo. Ss can contribute verbally or, if a very large group, use the chat.
- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 3A:** Display the exercise on a shared screen and enable the annotate function so that Ss can add their answers.
- **Ex 4A:** Put Ss in pairs in breakout rooms to complete this activity. Try and visit each breakout room briefly to listen in.

Additional Materials

For Teachers:

Presentation Tool Lesson 6D

Online Digital Resources

Grammar Bank 6D

Videoscript 6D: BBC Entertainment

For Students:

Online Practice 6D

Workbook 6D

TO START

Show pictures of cities including Rome and Paris, as well as other cities relevant to Ss. Ask Ss in pairs to identify the cities and say which adjective(s) suit them. Provide a list of these on the board, e.g. *romantic, fun, expensive, interesting, beautiful, lovely*). The last three adjectives appear later in the lesson, so are worth teaching at this point. When they have finished, discuss as a class. Tell Ss today's lesson is about talking about cities.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Ask Ss to identify the place in pairs and name any other tourist attractions in Rome they know. When they have finished, collect answers and write them on the board.

EXTRA SUPPORT Some classes may not have this cultural knowledge. If you think your Ss will have few ideas, you can skip this stage or provide some names of attractions for them (there is a list in the programme information).

ANSWER:

The photo shows the Colosseum.

B Refer Ss to the programme information. Check that Ss understand *tour guide* (person who leads you around tourist attractions) and *local* (from the area). Put them in pairs to read it and check the names of the attractions mentioned. When they have finished, go through the answers and tick the names of attractions they listed in Ex 1A off on the board.

EXTRA SUPPORT: DYSLEXIA Read the programme information aloud, record it before the lesson or have another student read it with a dyslexic learner to support them.

C Refer Ss to the sentences (1–4). Explain that they should read the programme information again and choose the sentence that is correct. When they have finished, ask pairs to compare then elicit the answer. Point out that the key word for sentence 4 is *local*.

ANSWER:

Sentence 4 is correct.

EXTRA IDEA Ss could correct the other three sentences according to the programme information (Ade has six hours, not seven. He goes by bus, not by car. He has five places to visit, not six.).

VIEW

2 A ▶ Ask Ss to watch the video clip and decide which tourist attraction they like best. They don't need to write. After viewing they can compare with a partner and then have a whole class show of hands to see which attraction is the most popular.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

B Ask Ss to match each sentence with an attraction from the video clip, then check their answers in pairs. Don't check answers with the whole class yet.

EXTRA SUPPORT: DYSLEXIA Provide the names of the attractions on slips of paper for Ss to place alongside the sentences and choose from.

C ▶ Play the video clip, pausing as needed, then ask pairs to compare again before going through the answers.

ANSWERS:

2 the Palatine Hill 4 the Trevi Fountain
3 the Mouth of Truth 5 the Colosseum

GRAMMAR

the

3 A Ask Ss to complete the sentences from the video clip with *a* or *the*, then check in pairs. If you're short of time, you could do this exercise together as a class. Check answers with the class. You could elicit Ss' ideas about why we use *the* when the answers are complete.

ANSWERS:

1 a 2 the, a 3 The 4 a, the

B The Grammar Bank on page 115 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 115 **GRAMMAR BANK**

Check understanding of the notes with the class, and especially focus on the difference between *the*, where there is only one, and *a*, where we are speaking more generally, e.g. *Can I see the doctor?* (there is only one doctor) vs. *Can I see a doctor?* (there is more than one doctor, and I don't mind who I see).

1 Look at the example with the class and discuss why *the* is used (there is only one kitchen). Check that Ss remember when we use *a* and when we use *an*, then ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board. Drill phrases.

ANSWERS:

2 an 3 the 4 the 5 an 6 the
7 a 8 the 9 a 10 the

- 2** This exercise focuses on correct usage. Ss should find three places where *a*, *an* or *the* is missing in each conversation. They can work alone, then check in pairs. Check answers with the class. Ask pairs to read out the conversations across the class. Ss could then practise the corrected conversations in pairs, taking turns at both roles.

EXTRA SUPPORT With weaker classes, first identify the places where an article is needed, then ask Ss to work in pairs and decide which one. This would also support dyslexic learners.

ANSWERS:

(Only the parts of the conversations where articles have been added are given.)


- 1** B: It's **an** old town in Maryland in **the** USA.
2 A: ... on **the** fifth of June?
B: ... at 8.00 in **the** morning ... 6.00 in **the** evening.
3 A: Is there **a** bookshop near here?
B: Yes, it's to **the** left of **the** exit.
4 B: Is it in **the** kitchen?
B: Look in **the** living room.
A: ... in front of **the** television.

EXTRA IDEA: DIGITAL Ss record one of the conversations in pairs. They listen back to their recording and comment on their pronunciation. If time, they can record a second conversation and upload to a sharing site.

SPEAKING**talk about six hours in a city**

- 4A** Put Ss in same nationality pairs where possible. Ask them to choose a city and make a list of attractions that could be seen in six hours.

EXTRA SUPPORT If you have a class that doesn't have much world experience, Ss can research a city that interests them online.

- B**  **6.07** | Refer Ss to the photos of places and pronounce the names for them. Ask them to listen and identify the order that they are mentioned. They can write the letters in order in their notebooks. Play the recording, ask Ss to compare answers and play it again if needed, then check the answers.

ANSWERS:

The correct order is D, B, A, C, E.

 **AUDIOSCRIPT 6.07**

OK, so you have six hours to see Paris. Where can you go? Well, there are a lot of beautiful places in Paris, but you can't go to all of them. Not in six hours.

First, I think it's a good idea to buy a bus ticket. There are tourist buses. They go to the important tourist attractions.


So here is my plan for Paris in six hours. Your first stop is the Eiffel Tower. The Eiffel Tower is over a hundred and thirty years old. You don't have time to climb it, but you can take some great photos.

Next you can take the bus again and go over the River Seine. The Seine is my favourite river in the world. It's really beautiful.

Next the bus goes to the Arc de Triomphe. The Arc is a very famous monument in the centre of Paris. You don't have time to stop here, but you can stop near the Tuileries Gardens. The gardens are lovely at all times of the year and you can have a coffee or lunch in a café in the park.

You can walk from the gardens to my favourite museum, the Musée d'Orsay. The Musée d'Orsay is a very famous museum. Here you can see pictures by famous artists, for example Vincent van Gogh and Claude Monet.

There are a lot of other interesting places, but you only have six hours!

- C**  **6.07** | Refer Ss to the Key phrases and give them a minute or two to read through and ask any questions. Play the recording again and ask Ss to identify which alternatives in bold in the Key phrases they hear. Ask Ss to compare answers, then play it again. Go through the answers and drill any phrases that Ss are unsure of.

EXTRA SUPPORT: DYSLEXIA Read the Key phrases with the class to help Ss identify what they need to listen for. This would also be useful for weaker classes.

ANSWERS:

- 1** bus
2 first
3 climb it
4 take some great photos
5 Next
6 lovely
7 famous
8 pictures by famous artists

- 5A** Put Ss in the same pairs as for Ex 4A. Ask them to practise talking about their tour, including the Key phrases. Move around the class and help Ss. They shouldn't write a script, just notes they can refer to.

- B** Put Ss with another pair, ideally one who has planned a tour of another city. Ask each pair to describe their tour, including the Key phrases, and then each pair chooses their favourite place on the tour they have heard about. They can repeat this a few times, circulating and talking to different pairs. When they have finished, ask each pair to decide which city they'd like to visit.

WRITING

describe a city tour

- 6A** Explain that Ss should read the tour information and identify the places that are not on Yvette's tour in Ex 4B. Give them two or three minutes, then check the answer. Ask Ss which tour they prefer and why.

EXTRA SUPPORT: DYSLEXIA You could record the tour information before the class for Ss with dyslexia to listen to on their personal devices or read it to the class. If you prerecord it, Ss can listen again for Ex 6B.

ANSWERS:

the Pont Neuf, the Louvre Museum (*a typical Paris restaurant is also possible*)

- B** Look at the example with the class and ask Ss to read the tour information again and find three more phrases that help order it. Go through the answers as a class.

ANSWERS:

Our second stop is Next, Finally,

- C** Put Ss in pairs to write their city tour. They can use the same city as before or choose a new one. They should use the text in Ex 6A as a model, aiming to write 60–80 words. They could add photos or maps.

EXTRA IDEA: DIGITAL Ss record the information about their city tour, taking the role of a tour guide. If they wish, they can share this on a video sharing platform and others can view it and comment.

- D** When they have finished, ask Ss to swap their tour information with other pairs and choose the one they like best.

EXTRA: ALTERNATIVE IDEA If your classroom space allows Ss to move around, number the itineraries, stick them around the room and ask Ss to move around and read them. They should note the number of the one they like best, or the top three if you have a large class. When they have finished, see which tours are the most popular.

TO FINISH

Put Ss in new pairs to discuss if they like going on guided tours when they visit another place or if they prefer to explore alone.

6 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. It also includes a link to the Sounds and Spelling section for this unit, which focuses on voiced and unvoiced consonants: /s/ and /z/, /ʃ/ and /ʒ/; and /tʃ/ and /dʒ/. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 1B, 1C, 2A, 2B, 3A and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ask Ss to write their answers in the chat. Wait until everyone has completed every question before confirming the answers.
- **Ex 1D:** You can have Ss ask questions in the main room or in breakout rooms, pointing and referring to their surroundings.
- **Ex 5A:** Display the text on your device and share the screen. Ask individual Ss to annotate it, then play the recording before correcting on screen.

Additional Materials

For Teachers:

Sounds and Spelling 6
Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 6 (Grammar: prepositions of place, *there is, there are, the*; Vocabulary: rooms and furniture, places in town, signs in buildings; How to ... ask where a place is). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1A** Ss complete the questions alone, then check in pairs. Check answers with the class and write them on the board.

ANSWERS:

- | | |
|-------------|-------------|
| 1 Are there | 4 Are there |
| 2 Is there | 5 Is there |
| 3 Is there | 6 Are there |

B Ask Ss to match the answers (a–f) with the questions (1–6) in Ex 1A, ignoring the gaps for the moment. Do an example together to demonstrate how you want Ss to do this, getting them to write the number and letter in their notebooks (e.g. 1 d), then ask them to continue. Check the answers with the class and record them on the board.

EXTRA SUPPORT: DYSLEXIA Provide the questions and answers in two columns, side by side, to help make the connections clearer.

ANSWERS:

1 d 2 f 3 e 4 c 5 a 6 b

C Ss should now complete the answers in Ex 1B with a form of *there is* or *there are*. Put them in pairs to compare their answers. When they have finished, check the answers. If time allows, ask pairs to repeat the questions and answers.

ANSWERS:

a there is	d there aren't
b there aren't	e there is, there's
c there are	f there isn't, there's

D Put Ss in pairs to take turns to ask the questions in Ex 1A and to give their own answers.

2A Ss complete the prepositions alone then compare in pairs. When they have finished, elicit answers and write the words on the board.

EXTRA SUPPORT For weaker classes, you could provide the sets of missing letters, jumbled, on the board. For maximum support, provide the letters with the item number.

EXTRA SUPPORT The incomplete words will be challenging for dyslexic and beginner literacy Ss. You could provide two possible alternatives for each, for them to choose from (e.g. 1 *frunt/front*). Present these in a vertical list that Ss can hold alongside the beginning of the words if possible, or if not you can write them on the board.

ANSWERS:

1 front	2 behind	3 opposite
4 between	5 next to	

B Refer Ss to the picture. Ask Ss to look at the sentences in Ex 2A and identify the different people and things being referred to. Then write the following sentences on the board to show how they can make false sentences using the sentences in Ex 2A as models, e.g. *The man is behind the house., The car is in front of the house.* Ask Ss to work alone. Monitor and discretely check their sentences.

C Refer Ss to the picture in Ex 2B again. Demonstrate the activity by saying a sentence and asking Ss to say 'True' or 'False', according to what they can see. Then put Ss in A/B pairs to continue, with Student As reading one of their sentences and Student Bs looking at the picture and saying if it is true or false. They then continue alternating roles until they have read all their sentences. Move around and listen to their pronunciation. Give some feedback on how they did by drilling problem words or further clarifying prepositions.

EXTRA CHALLENGE You can extend this by getting Ss to choose another picture from the book and write more true/false sentences about that picture, and then to repeat the activity described in Ex 2C with those sentences.

VOCABULARY

3A Ask Ss to complete the words alone, then check in pairs. If they struggle, they can refer back to Lessons 6A–C and the Vocabulary Bank to help. Go through the answers as a class.

EXTRA SUPPORT The incomplete words may be challenging for dyslexic and beginner literacy Ss. You could provide the complete words in a different order for each category in a vertical list for them to refer to while doing the activity. Encourage Ss to mask the parts of the exercise they are not working on to avoid distraction.

ANSWERS:

Rooms and furniture: *armchair*, lamp, shelf, shower, toilet

Places: airport, hospital, hotel, school, sports centre

Signs: entrance, lift, stairs, information desk, way out

B Read the example with the class, then put Ss in groups of three for the activity. Ask a stronger group to demonstrate, then ask groups to continue. They should continue until they can't think of any more words in the group. The last to finish can start again with a new group. Stronger classes should be able to do the activity without looking at the lists. If you allow Ss to refer to their books to do the activity, ask them to do it again, this time with the lists covered.

EXTRA: ALTERNATIVE IDEA Do this activity as a team game with groups taking turns to add a word to each category (they can use words that are not in Ex 3A as long as they are correct). Part of the game is remembering the words that have gone before in the correct order.

EXTRA IDEA Stronger classes can add more words to each group.

4A Read the instruction to the class, then ask Ss to say the words in pairs. When they have finished, check answers with the class and focus on the underlined sounds.

EXTRA: ALTERNATIVE IDEA If you are short of time, write the words on the board and complete this as a whole class activity.

EXTRA SUPPORT: TEACHER The answers are here in phonetic symbols for the teacher's benefit. Ss are not expected to know the symbols, though they have met /s/ and /z/ before. You can simply get them to say the words and evaluate how well they can pronounce the sounds.

ANSWERS:

sofa /s/ museum /z/ shower /ʃ/
television /ʒ/ China /tʃ/ Japan /dʒ/

B Refer Ss to Sounds and Spelling on page 156.


▶ page 156 **SOUNDS AND SPELLING** voiced and unvoiced consonants (3): /s/ and /z/, /ʃ/ and /ʒ/, /tʃ/ and /dʒ/

The Sounds and Spelling section can be used to help with particular problems. You might want to select the sections or even particular sounds that are most useful for your Ss. The vocabulary used in each section comes from the current unit or previous units.

▶ **SOUNDS AND SPELLING TEACHER'S NOTES** page 214

5A Refer Ss to the text and explain that it's advertising a house to rent. Ask them to work alone, read the text and choose the correct alternatives, then compare in pairs. Don't check the answers yet.

EXTRA SUPPORT: DYSLEXIA You could record the text before the class, or read it out, including the alternatives, for Ss to listen as they read. Encourage Ss to cover the sentences they are not working on to help concentrate their focus when reading and selecting the correct alternatives.

B  **R6.01** | Play the recording for Ss to correct their answers. Go through the answers as a class.

EXTRA: ALTERNATIVE IDEA Provide a correct version to pairs and ask one to read it to the other as they check their answers. They then swap roles.

ANSWERS:

1 There are	5 living room
2 has	6 behind
3 table	7 near
4 There's	8 supermarket

TO FINISH

Write on the board: *What do you remember most from this unit?* Ask Ss to write three specific things they remember (e.g. signs in buildings; when we use *the*). When they have finished, ask Ss to compare in pairs and look back at the unit.