

# 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 Adeipitan 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 |

**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:**

- |                  |                  |                      |
|------------------|------------------|----------------------|
| <b>1</b> between | <b>2</b> in      | <b>3</b> in front of |
| <b>4</b> near    | <b>7</b> on      | <b>6</b> between     |
| <b>7</b> under   | <b>8</b> next to | <b>9</b> behind      |
| <b>10</b> 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:**

- |                 |                 |                   |
|-----------------|-----------------|-------------------|
| <b>2</b> near   | <b>3</b> in     | <b>4</b> on       |
| <b>5</b> next   | <b>6</b> on     | <b>7</b> under    |
| <b>8</b> behind | <b>9</b> on     | <b>10</b> between |
| <b>11</b> in    | <b>12</b> 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:**

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

**PRONUNCIATION**linking 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 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:

<b>A</b> car park	<b>B</b> exit	<b>C</b> cash machine
<b>D</b> sign	<b>E</b> building	<b>F</b> street
<b>G</b> bus stop	<b>H</b> entrance	<b>I</b> 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:**

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

- |                    |                    |
|--------------------|--------------------|
| <b>1</b> Are there | <b>4</b> Are there |
| <b>2</b> Is there  | <b>5</b> Is there  |
| <b>3</b> Is there  | <b>6</b> 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:**

<b>1</b> There are	<b>5</b> living room
<b>2</b> has	<b>6</b> behind
<b>3</b> table	<b>7</b> near
<b>4</b> There's	<b>8</b> 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.