

# UNIT 5 HERE, THERE AND EVERYWHERE

The expression *here, there and everywhere* means *all over the world*. You can say that someone has travelled here, there and everywhere. It is also the title of a song by The Beatles.

## Unit plan

<b>Unit opener</b>	(SB p. 56)	20 min.
<b>Grammar:</b> <i>there is / there are</i> with <i>some, any, several, a lot of, many</i>	(SB p. 58)	40 min.
<b>Vocabulary:</b> places and attractions in a city	(SB p. 59)	25 min.
<b>Pronunciation:</b> compound nouns	(SB p. 59)	15 min.
<b>Reading:</b> for the main idea	(SB p. 60)	30 min.
<b>Listening:</b> to a news report	(SB p. 60)	30 min.
<b>Grammar:</b> the imperative	(SB p. 61)	40 min.
<b>Vocabulary:</b> locations and directions	(SB p. 62)	25 min.
<b>Speaking:</b> repeating directions to check understanding	(SB p. 63)	20 min.
<b>Writing:</b> an email to give directions	(SB p. 63)	20 min.
<b>LifeSkills:</b> establishing priorities (Self and Society)	(SB p. 64)	45 min.
• optional downloadable LifeSkills lesson (Work and Career)		45 min.
• optional downloadable LifeSkills lesson (Study and Learning)		45 min.
<b>Language wrap-up</b>	(SB p. 66)	15 min.
<b>Writing workshop:</b> writing an email to give directions	(SB p. 67)	20 min.
<b>Video and downloadable video worksheet</b>		45 min.

## Common European Framework: unit map

	Competence developed	CEF Reference (A1)
<b>Listening</b>	can understand information in a news report	Table 1; Table 2; Section 4.4.2.1
<b>Grammar</b>	can understand and use <i>there is / there are</i> can understand and use the imperative	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7, 6.4.7.8
<b>Vocabulary</b>	can describe places/attractions in a city can ask for and give directions	Table 1; Table 2; Section 4.4.3.1
<b>Pronunciation</b>	can correctly stress compound nouns	Section 5.2.1.4
<b>Reading</b>	can understand the main idea in a text	Section 4.4.2.2
<b>Speaking</b>	can ask for directions	Table 1; Table 2; Section 4.4.3.1
<b>Writing</b>	can respond to and write a short email	Table 2; Section 4.4.1.2; Section 4.4.3.4

## Recycling points

countries • ordinal numbers • possessive 's • asking for opinions • months

## Unit opener (p. 56)

### Lead-in

Ask students to look at the photo. Ask them to think about these questions: *What is the man doing? Where is he? Where is he going? How old is he?*

To get your students to think about the two skills being developed in this unit, ask them to look at the questions in the cogs.

### Reading: for the main idea

Ask students where they usually see written opinions (e.g. in newspaper articles, on internet blogs, etc). Ask them if they often read opinions and why or why not.

### Speaking: repeating directions to check understanding

Ask students when it is important to check information. Ask them to look through the unit and find out what type of information people are checking.

To get your students to think about the two skills being practised in this unit, ask the following questions:

### Listening: to a news report

Ask students if they listen to any of these types of news reports: national and international news, local news, news about cultural events, commentary about social, cultural and political issues.

### Writing: an email to give directions

Ask students why they usually write emails. Ask them to choose from this list: for work or study; to get information from a friend or company; to talk to friends or family; for another reason. Ask them to find the email in this unit and say what it is about.

Refer the students to the **LifeSkills** panel. Tell them that the topic of this unit's LifeSkills section is *Establishing priorities*. Ask them to work in pairs and discuss when they need to order things according to their importance and if they are good at this, and why or why not. Listen to their ideas as a class.

### A

- As the focus of this unit is geography and travel, begin by asking the students to tell you the names of any countries they know in English. Ask them to work in pairs and write down as many country names as they can in two minutes. Listen to their suggestions as a class. Note that many of the countries they suggest may have the same spelling as in their language, but the stress and pronunciation may be different.

### Alternative

Another way of checking the spelling of countries in English is to present a list of them with all the vowels taken out, e.g. *Grmny* for *Germany*, *Jpn* for *Japan*, and ask the students to work together to spell them correctly.

- Refer the students to the **How to say it** box. Explain that we use *probably* when we are almost certain something is true but not absolutely certain. Encourage them to use the expressions in the box when talking about the pictures.
- Ask the students to look at the pictures. Elicit guesses for where they think the events in the pictures are.
- Ask students to give reasons for their answers.
- Ask the students which of the events they would like to attend and why.

### Answers

- A Mexico, Day of the Dead festival
- B USA, Cherry Blossom Festival in Washington
- C Italy, *Il Palio* horse race in Siena
- D Malaysia, harvest festival in Sabah

### Culture note

The Day of the Dead is a festival and a national holiday in Mexico. It takes place on 1<sup>st</sup> and 2<sup>nd</sup> November.

The *Il Palio* horse race is run around the *Piazza del Campo* in Siena, Italy, on 2<sup>nd</sup> July and 16<sup>th</sup> August. It is believed that the first race took place in 1656.

The Cherry Blossom Festival is a spring festival held in Washington DC, USA, to mark the anniversary of a gift of Japanese cherry trees from the mayor of Tokyo to the city of Washington in 1927.

The Sabah harvest festival begins on 1<sup>st</sup> May each year and traditionally celebrates the rice harvest.

### Extra: team game

Divide the class into teams of four. Ask the teams to write a list with the names of international capital cities. Put two teams together and ask each team to give the name of a capital city, and the other team has to name the corresponding country (e.g. *Madrid – Spain*). This is a good way of checking the students' knowledge of the pronunciation of countries and cities in English.

### B

- Elicit questions for asking for others' opinions (see p. 38) and write them on the board. Ask the students to repeat them chorally and individually, with the main stress in the correct place (e.g. *What do you think?*).
- Put the students into pairs or small groups. Read the instructions aloud and give the groups time to discuss their answers.
- Encourage the students to use the questions for asking for others' opinions when they are discussing their favourite things to do and places to visit (e.g. *A: I really like New York. What do you think? B: I agree. It's a fantastic city.*).
- Elicit some ideas from the class.

## Grammar: *there is / there are* with *some, any, several, a lot of, many* (p. 58)

### A

- Tell the students they are going to read about another festival. Ask them to look at the picture of the festival. Ask them what part of the world this could be and what might happen at the festival.
- Nominate a student to read aloud the three questions after the text.
- Ask the students to read the text individually and answer the questions. When the students finish the task, check the answers with the class.

#### Answers

- 1 Roswell, New Mexico
- 2 Planetarium shows, talks, a costume competition, a parade
- 3 No

### NOTICE!

- Read the questions aloud to the class.
- Put the students into pairs and ask them to answer the questions. Check the answers with the class.

#### Answers

- 1 things                      2 there's

### B

#### Function

- Give the students time to read the statements, and have them do the exercise individually.
- Ask the students to compare their answers in pairs before you check the answers with the class.

#### Answers

- 1 a    2 b

#### Form

- Ask the students to look back at the text in Ex. A and underline all of the examples of *there is* and *there are*.
- Elicit the negative forms (*there isn't / there aren't*) and the question forms (*Is there? / Are there?*).
- **Highlight** that *there is* can be contracted to *there's*, but *there are* does not normally contract.
- Ask the students to look at the **What's right?** box and say which sentence is correct. Remind them that *people* is plural, and therefore requires the plural form, so the first sentence is correct.
- Ask the students to fill in the gaps in the table using the correct affirmative, negative and question forms of *there is / there are*.
- **Highlight** that the pronunciation of *th* in *there is / there are* is /ð/. Take some time going over the pronunciation, emphasising that the tongue comes out slightly between the front teeth,

- and the sound is voiced (i.e. if they touch their throat while making the sound, they can feel their vocal cords vibrating).
- Nominate students to say the answers.

#### Answers

Affirmative	Negative	Questions
There is / There's	There isn't	Is there
There's / There is	There aren't	Are there
There are	There aren't	
There are		
There are		

### C

- Ask the students to read the statements.
- Ask them to do this exercise individually and then to compare their answers in pairs. Encourage the students to discuss any differences in their answers.
- Check the answers with the class. Remind the students that we use *any* in questions and negatives (items 1, 2 and 5), and we never use *any* in affirmative sentences.
- Ask the students what helped them select the correct form of *there is / there are* (if the noun is singular, use *there is*, and if it is plural, use *there are*).

#### Answers

- |          |           |       |            |
|----------|-----------|-------|------------|
| 1 aren't | 3 is      | 5 any | 7 a        |
| 2 Are    | 4 several | 6 are | 8 a lot of |

### Extra: grammar practice

Ask the students to correct the errors in these sentences. There is one error in each sentence.

- 1 Is there any festivals in your city?
- 2 There aren't some carnivals in this region.
- 3 There is a lot of cultural events here.
- 4 There isn't any airport in our city.

#### Answers

- |                 |              |
|-----------------|--------------|
| 1 Are there     | 3 There are  |
| 2 any carnivals | 4 an airport |

### D

- Ask the students to read the model dialogue.
- Do another similar example with the class. Choose a local festival that the students will know – or use one of the festivals from earlier in this unit – and give a brief description, using *there is* and *there are*. Have the class guess the festival.
- Give the students time to think of a festival and make some notes about what happens during the festival. Remind them to use *there is* and *there are*.
- Put the students into pairs to complete the task. While pairs work, monitor and check the students are using the correct forms of the verb *be* with *there*.

▶ Workbook p. 28, Section 1

## Vocabulary: places and attractions in a city (p. 59)

### A 25

- Ask the students to look at the picture, and elicit that the information is about a Chinese New Year festival and parade.
- Ask the students to look at the map. Use the icons to help with the meanings of unfamiliar vocabulary.
- Tell the students they will hear a guide for visitors to the festival. Explain that they should listen and circle the places on the map that the speaker mentions.
- Play the recording once and check progress. Play the recording again, if necessary. Check the answers with the class.

### Audioscript

Hello and welcome to our phone guide for this year's Chinese New Year festival. There is a lot for everyone to enjoy. Between January 23<sup>rd</sup> and 28<sup>th</sup> there's a special exhibition of Chinese paintings at the art gallery on Park Street. There are special events at the zoo for children under 10 and Chinese dancers and musicians in the park every day at 11 am. Chinese food is available from special stalls in the shopping centre at weekends. Please note that there are special buses which leave hourly from the bus station ...

### Answers

art gallery, zoo, park, shopping centre, bus station

### B

- Read the instructions and the question in item 1 aloud.
- Ask the students to read the model dialogue.
- Put the students into pairs to answer the first question. Encourage the students to use both affirmative and negative forms of *there is / there are* when talking about their town, e.g. *There is a park. There aren't any art galleries.*
- When the students finish, elicit the answers from the class.
- Read the instructions for item 2.
- Ask the students to read the model dialogue.
- Ask the students to work in pairs again and list as many other places in their town as possible. Give them time to ask questions about unknown vocabulary. You can expect the students to mention possible cognates or loan words, such as *bank, supermarket, hotel* and *museum*.
- Write new words on the board, marking the stress, and ask the students to copy the words into their notebooks.

▶ Workbook pp. 28–29, Section 2

## Pronunciation: compound nouns (p. 59)

### A 26

- See the Student's Book page for the **audioscript**.
- Explain that compound nouns are words with two parts – two nouns that together form one phrase. Point out the examples.
- Play the recording once and ask the students to underline the stressed word in each pair. Check the answers with the class.
- To reinforce the stress on the first noun in the compound, get the students to say the stressed noun more loudly than the other nouns. Also point out that in the first words with more than one syllable, the stress is on the first syllable (*science*, *shopping*, *chocolate*).

### Answers

*science* museum, *shopping* centre, *chocolate* factory, *art* gallery.

We stress the first word in compound nouns.

### B

- Read the instructions to the class. Then nominate students to read the example compound nouns aloud. Correct the pronunciation as needed.
- Put the students into pairs to think of new nouns using the prompts. Monitor while the students are working, and offer help as needed.
- To check answers, ask for volunteers to write their words on the board. Ask the students to copy any new words into their vocabulary notebooks.

### Possible answers

art museum, maritime museum; bus station, police station, petrol station; shoe factory, phone factory

### Extra: more compound nouns

Elicit some other possible compound nouns related to towns and cities which the students may suggest or ask you about: *post office, football stadium, swimming pool, sports centre, taxi rank*. Have the class repeat the words after you, making sure they place the stress on the first word in each pair.

### C

- Put the students into pairs to write sentences using the compound nouns from Ex. A and Ex. B. Remind them to use *there's* and *there are* in their sentences.
- Students read their sentences aloud to each other.
- Nominate some pairs to read their sentences aloud to the class. Correct any errors in the use of *there's* and *there are* and in the stress pattern of the compound nouns they use.



## Reading: for the main idea (p. 60)

### Lead-in

- Ask the students to read the information in the skills panel.
- Emphasise that when they are trying to identify the main topic of a text, they do not need to read and understand every word, but they can often run their eyes quickly over a text to find the main topic from key vocabulary items (both words and phrases) in the text.

### A

- Read the instructions and topic options to the class. Check that the students understand the word *neighbourhood* (the area where you live, the area around your house).
- Ask the students to read the three texts as quickly as possible. Give them a time limit of no more than two minutes to read all three texts and then ask them to close their books.
- Ask the students to discuss the answer in pairs. Then check the answer with the class.

### Answer

a

### B

- Read the instructions to the class. Make sure the students understand that they need to decide if each person's attitude towards their neighbourhood is positive or negative. Explain that the people say both positive and negative things about where they live, but the students should try to understand the person's general feeling about the place.
- This is an opportunity to practise reading for the main idea, so once again, give the students a time limit of one minute to complete the task.
- When the students finish, check the answers with the class.
- Ask the students what helped them decide whether the people had a positive or negative attitude towards their neighbourhoods (e.g. key words like *friendly*, *boring*, *busy*, *noisy*, *great*, *fantastic*).

### Answers

Emile: positive   Melissa: negative   Carlos: positive

### Extra: reading practice

- 1 Where does Emile live? (Paris)
- 2 Where does Melissa live? (Singapore)
- 3 Why doesn't she like it? (It's noisy and there's lots of traffic.)
- 4 Where does Carlos live? (Montevideo)
- 5 Is Carlos's neighbourhood big? (No)

### Culture note

Singapore is a city state, situated on a group of islands off the southern tip of Malaysia. It has a population of approximately 5.3 million and has the third highest per capita income in the world after Luxembourg and Qatar.

### Extra: making a list

Ask the students to make a list of the things there are in each of the three neighbourhoods (e.g. Emile: several shops, several cafés, a stadium). Tell the students to give you their answers using *there is* and *there are*, and correct any mistakes in their use of these words.

### C

- Put the students into pairs. Read the instructions aloud and give the students time to prepare for the task. Ask them to make a list of the places in their neighbourhood, and what they like or dislike about it. Encourage them to use as many of the new words from this unit as they can.
- Monitor while the pairs work, giving help with spelling and vocabulary.
- When the students finish, nominate several students to share their ideas with the class.

▶ Workbook p. 29, Section 3



## Listening: to a news report (p. 60)

### Lead-in

Ask the students for examples of famous festivals around the world (e.g. *Mardi Gras* in New Orleans, *Carnaval* in Rio, etc). Ask the students to work in pairs and discuss what festivals take place in their town, city or region. Elicit some ideas from the class, and write the names of some of the festivals on the board.

### A 27

- Read the instructions aloud. Ask the students if they have heard of the festival of *La Tomatina*. If they have heard about it, ask them what they know about it.
- Ask them to look at the picture and tell you what they think the festival is about.
- Give the students time to read the sentences and options. Emphasise that they are listening for the name of the city and the month when the festival takes place.
- Remind them not to worry if they don't understand every word they hear. Explain that they have worked on listening for specific information in earlier units, and that they should apply this same skill here.
- Play the recording once. Ask the students to compare their answers in pairs. Play the recording again, if necessary. Check the answers with the class.

## Culture note

The festival of *La Tomatina* is in honour of Buñol's patron saints. The tomato fight has been a tradition in the town since the late 1940s, although no one is sure how it began. There are theories that it began as a local food fight, or as the result of an overturned lorry carrying tomatoes, but the most popular belief is that disgruntled townspeople attacked city councillors with the vegetables during a celebration.

### Audioscript

Now, everyone likes a food fight. In the town of Buñol, they have perhaps the biggest food fight in the world. Buñol is near Valencia in Spain. They have a tomato festival called *La Tomatina*. It happens in August and everyone in the town throws tomatoes. About 30,000 people enjoy this festival every year.

### Answers

1 a 2 b

### B 28

- Tell the students that they will hear a radio interview. The interviewer is named Mary Turner, and she is in Buñol at the festival. Make sure the students understand all the vocabulary in the sentences, especially *throw*.
- Give the students time to read through the sentences, and elicit some predictions from the class.
- Play the recording once and ask the students to just listen. Then play it again and ask the students to mark their answers.
- Ask the students to compare their answers in pairs. Then check the answers with the class.

### Audioscript

**Presenter:** We sent our reporter, Mary Turner, to Buñol to learn more about the festival.

**Reporter:** Right now, there are more than 30,000 people here in Buñol, with people from Britain, Germany and other countries. That's because today is the day of *La Tomatina*, the tomato festival. I want to ask local people about the festival. Excuse me ...

**Spanish Man:** Yes?

**R:** I'm from Channel Ten news. Are you from Buñol?

**Sp Man:** Yes. I live here.

**R:** What happens in *La Tomatina*?

**Sp Man:** Well, everyone goes to the main square to have breakfast. At 11 o'clock, everyone starts throwing tomatoes at each other.

**R:** And how long does it last?

**Sp Man:** We throw the tomatoes for about two hours. The whole town is red at the end!

**R:** And why do you do it?

**Sp Man:** I don't know! It's just for fun!

### Answers

1 a 2 a 3 b 4 c

## C

- Draw the students' attention to the example sentences. Elicit additional adjectives to complete the first sentence and write the students' ideas on the board (e.g. *I think they're boring; I think they're great*).
- Read the instructions aloud. Have a group discussion.
- Undertake a class survey to find out what the majority think of the festival. Find out which students like festivals, and which ones they like.

## Grammar: the imperative (p. 61)

### Lead-in

Elicit some positive things students can do if they want to learn English well (e.g. *speak only English in class, watch English films, do their homework*) and write them on the board. Then ask them to tell you things they *shouldn't* do if they want to learn English well (e.g. *Don't speak your language in class*).

### A 29

- See the Student's Book page for the **audioscript**.
- Explain the task. Ask the students to read the sentence beginnings and the different possible endings first.
- Play the recording once. Check progress and, if necessary, play the recording again.
- Check the answers with the class. For item 2, point out that Martina mentions both the street where the bank is located (*It's on the High Street*) and how to get there (*turn left into River Street*).

### Answers

1 a 2 c

### NOTICE!

- Ask the students to read the statements and the different possible answers fully first.
- Ask them to look at the underlined words in the conversation and choose the best answers. Check the answers with the class.

### Answers

1 b 2 a

## B

### Form and function

- Ask students to read the examples of affirmative and negative imperatives in the table.
- Ask them to choose the correct options in the Form and Function sections.
- When they have written a further example in each column, check the answers with the class.

## Answers

### Form

1 is not 2 don't

### Function

give instructions or directions

## Extra: grammar practice

To consolidate the rules for forming the imperative and negative imperative, play a quick game. Ask the students to stand up. Give instructions like these using the imperative and negative imperative: *Sit down. Stand up again. Don't sit down. Look at the board. Look at your neighbour. Sit down. Don't stand up. Don't look at the board. Stand up. Look at your book.* Students will get further practice in Ex. D.

## C

- Do one example with the class to illustrate the activity. Write these words on the board: *this street ahead on straight go*. Tell the students the words are in the wrong order and elicit the correct order from the class – *Go straight ahead on this street*.
- Ask the students to do the exercise individually. Tell them to use the examples in Ex. A and Ex. B to help them complete the task.
- Ask the students to compare their answers in pairs. Check the answers with the class.

## Answers

- 1 Turn left onto Baker Street.
- 2 Listen to this song.
- 3 Read the instructions.
- 4 Don't look at the answers.
- 5 Buy two tickets for the concert.
- 6 Don't open your book.

## D

- Put the students into groups of three or four.
- If possible, ask them to stand up and use the whole space of the classroom.
- The students take it in turns to give instructions and the other students in their group follow the instructions.

## Extra: homework

Ask the students to write a list of *do's* and *don'ts* for tourists visiting their country. Ask them to use imperatives to write at least five tips for things visitors should do and things they shouldn't do, e.g. *Drive on the right! Don't smoke in restaurants.*

▶ Workbook p. 30, Section 4

## Vocabulary: locations and directions (p. 62)

### Lead-in

Check that the students understand the words *left* and *right*. Ask questions such as, *Who is sitting on Simona's right? Who is sitting on Damian's left?* This will also give you an opportunity to review possessive 's.

## A

- Tell the students they are going to learn some useful language for getting around a city.
- Read the instructions to the class. Clarify that they are matching the sentences to the pictures.
- Ask the students to work individually. Monitor while the students are working, offering help as needed.
- Ask the students to compare answers in pairs, explaining their choices. Then check the answers with the class.
- **Highlight** that we use expressions like *the first street on the left, the second street on the right*, etc. Briefly review some basic ordinal numbers (*first, second, third, fourth, fifth*).

## Answers

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

## Alternative

Ask the students to cover the sentences in their Student's Book, and tell them to just look at the pictures. Have them work in pairs or as a whole class and try to write the accompanying sentences for each picture. Then have them uncover the directions in the book and match them.

## B

- Read the instructions to the class.
- Ask the students to look at the **How to say it** box. Explain that these are polite ways of asking for directions. Ask the students to repeat the expressions, using words for places and attractions in a city (e.g. *How do I get to the bus station?; Excuse me, where is the art gallery?; Is there a bank near here?; Turn left onto Park Street; Turn right at Lindum Avenue.*).
- **Highlight** that we say, *Take the first/second street ...* and not *\*Go the first street ...*
- Put the students into pairs to complete the task. Monitor while the students are working.
- When the pairs finish, listen to a few conversations from the class.
- Note any errors in the directions and write them on the board. Ask the class to correct the mistakes.

### Extra: giving directions

Ask the students to work in pairs and tell each other how to get from the school to their home. If they live a long way from the school, they can include instructions like *Take bus 47 to ...*

### Extra: definitions game

Divide the class into two teams. Ask one student from each team to come to the front of the classroom and sit with their backs to the board. Write a word on the board behind them. This can either be a word from this lesson or a word from earlier in the unit. Nominate one team to describe the word. They must not say the actual word, but can use synonyms, define its meaning, give an opposite, or even give rhyming words (e.g. *it sounds like 'night'; it's the opposite of 'left' – right*). The two students at the front then have to guess the word. The first student who guesses correctly wins the point for his or her team. Ask the other students in each team to take turns coming to the front, and alternate which team tries to describe the word.

▶ Workbook p. 31, Section 5

### Answers

- 1 first right, left onto Post Street
- 2 Fort Street, straight ahead, take the second left, third left

### B

- Tell the students they will now practise asking for and giving directions to places in their own town or city.
- Read the instructions to the class, and ask the students to read the model conversation.
- Encourage the students to use *Excuse me* at the beginning of their conversation and *How do I get to ...?* to ask for directions.
- Put the students into pairs to complete the task. When both students have asked for and given directions, elicit a few examples from the class.

### Extra activity: asking for and giving directions

Ask the students to look at the map in Vocabulary, B, on p. 62 and choose a starting point and a destination (e.g. from the art gallery to the zoo). Ask the students to work in pairs and take turns asking for and giving directions. Encourage them to repeat some of the directions to check understanding. When the pairs finish, elicit a few examples from the class.

▶ Workbook p. 31, Section 6

## Speaking: repeating directions to check understanding (p. 63)

### Lead-in

- Ask the students a simple question about the school, such as: *Teacher: Where is the school cafeteria? Students: It's next to the library. Teacher: Next to the library. OK. Thanks.* Tell them that repeating key information like this, and adding *OK*, is a good way of checking the information.
- Nominate a student to read the information in the skills aloud for the class.
- Emphasise that when we repeat information like this to check we have heard correctly, we often say it slowly to confirm understanding.

### A 30

- See the Student's Book page for the **audioscript**.
- Tell the students they are going to hear two conversations. In each conversation, people are asking for directions.
- Play the recording and ask the students to underline the places where the speaker repeats the directions. Check the answers with the class.
- Put the students into pairs to practise the two conversations. Ask them to do this twice, swapping the roles of A and B, so that they get the maximum exposure to the language in the conversations.

## Writing: an email to give directions (p. 63)

### A

- Draw the students' attention to the question *What does Avril need?*
- Give the students time to read the text individually and look for the answer.
- Ask the students to compare their answers in pairs. Then elicit the answer from the class.

### Answer

She needs directions from the bus station to the art gallery.

### B

- Ask the students to look at the **How to say it** box. Point out that we use *Hi* in informal emails. The expression *Don't get lost!* is friendly and informal. Encourage the students to use as many of these expressions as they can in their email responses.
- Monitor while the students are writing, giving help as needed.
- When the students finish writing, ask them to share their emails in small groups.



## Alternative

You can give the writing task as homework and check it in the next class.

▶ **Workbook**  
p. 32, Listen and write  
p. 33, Down time

## LifeSkills: establishing priorities (p. 64)

**Step 1:** Understand the criteria. (Ex. A)

**Step 2:** List the options. (Ex. B, Ex. C)

**Step 3:** Order the options according to the criteria. (Ex. D, Ex. E)

### Lead-in

- Read the target skill aloud and **highlight** the three-step strategy to develop the skill. Check that the students understand all the vocabulary.
- Relate each exercise in the LifeSkills section to the relevant stage in the three-step strategy before you ask the students to begin the exercise (e.g. *The aim of this exercise is to understand criteria. This is Step 1 in the three-step strategy.*).
- Tell the students that this section of the unit will help them with organising information by establishing priorities.
- Ask the students when they need to prioritise (put things in order of importance) in their lives. Elicit one or two ideas from them. Possible answers include *When we have a lot of homework, but we also want to go out with friends, and so on.*

### A

- Read the instructions to the class, and ask the students to read the five statements. Make sure they understand the meaning of *spend* (use money to pay for things).
- Ask the students to read the text and decide which two of the five statements are Danny's main criteria. Check the answers with the class.
- Emphasise that this email has helped the students understand the criteria in the process of establishing priorities: Danny is in the city for just one day and has £40 to spend.

### Answers

a and c

### B

- Before you ask the students to work in pairs and discuss the questions, tell them to look at the expressions in the **How to say it** box. Check that they understand the meaning of *free* (you don't pay anything for something that is free).
- Make sure the students are familiar with the local value of £40. If you are not sure, check in the newspaper or on the internet.

- Put the students into pairs to complete the task. Monitor while the students are working, and offer help with ideas as needed.
- Explain that this is the second important step when establishing criteria. After we have understood the criteria, we list the available options.

## Extra: it's free

Have the class brainstorm a list of interesting things tourists can do for free in their city.

### C

- Ask the students to work in the same pairs. Ask them to look at their list of attractions from Ex. B and decide on the five most suitable ones. Remind them that they have to conform to Danny's criteria (money and time).
- When the students finish, ask them to rank the five attractions they have chosen in order of importance from 1 (most suitable) to 5 (least suitable). Emphasise that ordering the options according to Danny's criteria is the last important step when establishing priorities.

### D

- Give the students time to write their responses. This exercise can either be done individually or in pairs as a collaborative writing task.
- **Highlight** the framework of the response and point out that they need to fill in the gaps with appropriate suggestions.
- Encourage the students to try to use all five suggestions from Ex. C and to write the reasons, too. Monitor while the students are working. Give help where needed, and point out any grammatical errors in their writing, especially in the use of imperatives.

### E

- Put the students into groups of four or five.
- Ask the students to share their responses to Danny with their group and decide which ones make the best use of his budget and time.
- Nominate a few students to read their options to the class.

## REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Work and Career** and **Study and Learning** where the skill of *Establishing priorities* would be useful.
- Elicit the following ideas: prioritise tasks at work or university assignments according to urgency (deadlines) or according to importance, prioritise a task with a deadline over a meeting that can wait, etc.

## Language wrap-up (p. 66)

See notes on p. 9.

## 1 Vocabulary

### Answers

#### A

- 1 art gallery                      3 science museum,  
2 shopping centre              4 police station

#### B

- 1 on/in, over, science museum, next to  
2 police station, opposite

## 2 Grammar

### Answers

- 1 is                      4 don't                      7 Don't                      9 a lot of  
2 lots of                      5 are                      8 many                      10 are  
3 are                      6 stay

### Culture note

The Alhambra, built in the 14<sup>th</sup> century, is a palace and fortress in Granada, Spain.

The palace was once the residence of the Muslim rulers of Granada. Today, the Alhambra is one of Spain's major tourist attractions and is an example of the country's Islamic architecture.

Antigua is a city in central Guatemala. It is known for its beautiful Spanish architecture, as well as the well-preserved ruins of several colonial churches.

Ko Samui is a tropical island in the south of Thailand. It is Thailand's third largest island, and it is known for its beautiful beaches and coral reefs.

### Answers

- 1 Hey, Hi                      3 Thanks  
2 How do I get there?      4 imperative

#### C

- Put students into pairs and ask them to write an email to their partner asking for directions to his/her house.
- Tell students to refer back to the first email in Ex. A for guidance.
- Monitor while they are writing and give help if necessary.

#### D

- Ask students to write a response to their partner's email.
- Encourage them to look back at the second email in Ex. A for help if necessary.
- Ask some pairs to read their emails and responses aloud to the class.

### How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to swap their writing with a partner and check each other's writing. They should answer the question with *Yes* or *No*.
- If the answer to the question is *Yes*, they can tick the green circle. If the answer is *No*, they tick the amber circle or the red circle. Reassure students that if their partner ticks the amber or red circle, they can get extra feedback from you if they feel it is necessary.

## Writing workshop: writing an email to give directions (p.67)

#### A

- Ask the students to read the emails carefully and answer the questions. Check the answers with the class.

### Answers

- 1 To ask for directions to Callum's house.  
To give directions to Callum's house.  
2 Informal. Use of exclamation marks and informal words such as *Hey, Hi, Thanks* and *See you there*.  
3 Student's own answer (Possible answer: clear, and detailed).

#### B

- Check the students understand the task.
- Ask them to look at the emails again and find the correct answers.
- Ask them to compare answers in pairs. Check the answers with the class.