

3 Where and when?

Unit goal: arrange to meet people

3.1

Goals: arrange to meet people

describe a street
 say where you are in a town

Core language:

VOCABULARY Features of streets: *café, shop, church, mosque; house, flat/apartment; car, taxi, bicycle; tree; street*
 Places in towns: *station, bus station, airport, cinema, café, restaurant, hotel, shop, church, flat (or apartment), house*
 at + place: *at the station, at a café ...*
 Plurals: *shops, cafés, trees, cars, etc.*
lots of
Where are you? I'm ...
 Adjectives: *busy, quiet, noisy, nice, beautiful*
GRAMMAR *there's / there are*

Streets

VOCABULARY Streets

- 1 a** *Presentation of features of streets.* Look at photos A–D. Read the words in the box and check that learners can say them. Ask which photo(s) they are in, using the photos to present them.

A cars, taxis, flats (or apartments), a mosque
B people, houses, a tree, a café, bicycles
C cars, a church, houses, people, shops
D people, shops

- b** *Singular and plural forms.* Ask learners to give the singular and plural forms of all the words in **1a** (e.g. *a car* → *cars*).

a car → *cars*
a taxi → *taxis*
a church → *churches*
a house → *houses*
a person → *people*
a shop → *shops*
a mosque → *mosques*
a flat (an apartment) → *flats (apartments)*
a tree → *trees*
a café → *cafés*
a bicycle → *bicycles*

Focus on the word *people* (= men, women, boys or girls). We say *one person*, *two people*.

- c** *Pronunciation.* Play recording 1.45 and practise saying the plural forms.

Language note

Point out the following features in passing, but don't go into too much detail at this point. Plural -s and -es endings are presented in Unit 5.

- *shops, flats, mosques* have the sound /s/ at the end
- *trees, cars, taxis, cafés* have the sound /z/ at the end
- *houses* has the sound /ɪz/: /'hauzɪz/
- *churches* adds -es and has the sound /ɪz/: /'tʃɜːtʃɪz/

Optional extra

Learners cover the words and ask and answer questions about the photos, e.g.
 – *What's this?* – *It's a shop.*
 Alternatively, you could bring in photos cut from magazines and use these to test the words.

GRAMMAR *there's / there are*

- 2 a** '*There's / there are*'. Play recording 1.46. Learners match the sentences with the photos.

1 C 2 A 3 B 4 D

Check that learners understand the meaning of *there's / there are*. If necessary, give other simple examples, e.g. *In this room there's a door, there are desks ...*

Practise saying the sentences. Focus on the stress, and the reduced vowel sounds in /ðeəzə/ and /ðeərə/.

Point out that we use *There's* (= *There is*) with singular nouns and *There are* with plural nouns.

- b** *Practice of 'there's / there are'.* Learners make sentences with *There's / There are* from the prompts.

1 There's 2 There are 3 There are 4 There are
5 There's 6 There's 7 There are 8 There are
9 There's

Present *lots of* (cars) using gestures.

LISTENING

- 3** *Presentation of adjectives.* Play recording 1.47. Ask which adjectives the speakers use and what they say.

A *It's noisy. It's a nice street.*
B *It's a very quiet street. There are nice cafés.*
C *It's a beautiful street.*
D *It's a noisy street. It's always busy.*

Check the meaning of the adjectives. To do this, give examples of parts of the town where you are, and ask *Is it quiet? Is it busy?*, etc. Check that learners can say /'bɪzi/, /'bjuːtɪfəl/, /'kwaɪət/.

SPEAKING and WRITING

- 4 a** *Practice making sentences.* Build up a description together of the street where you are now. Prompt by asking questions, e.g.

- *Is it quiet / noisy / busy?* (It's busy.)
- *There are ... what?* (Cars.)
- *What else?* (Lots of shops.)

If there isn't a street outside the class, choose any well-known street in the town.

- b** *Writing.* Learners write sentences about their own street. As they do this, go round and check.

 *Speaking.* Learners tell their partner about their street.

Round-up. Ask a few learners to tell you about their street and their partner's street.



You could use photocopiable activity 3A on the Teacher's DVD-ROM at this point.

Where are you?

VOCABULARY Places in towns

- 1 a *Listening.* Learners read the conversations and listen to recording **1.48**. After each conversation, ask which picture it is.

1 D 2 A

Check that learners understand *See you soon* (= maybe 5–10 minutes) and *See you there* (= at the café).

- b 'at + place'. Look at the other pictures and ask where the people are.

B He's at a restaurant.
 C She's at the airport.
 E He's at the cinema.

Practise saying the expressions and focus on the stress pattern: /ət ðə steɪʃən/, /ət ði eəpɔ:t/, etc.

Language note

We often use *at* to say where we are in a town. We usually say *at the airport, at the cinema, at the station* (because we know which one it is, or there is only one), but *at a restaurant, at a café* (because there are lots of them).

Optional extra

Choose a picture and write on the board: *Are you ...?* Mime an action (e.g. drinking a cup of coffee, carrying a suitcase, looking at your watch). Learners guess which picture you chose by asking questions with *Are you (at a café)?* Then a learner chooses a picture and the others guess.

- 2 *Practice.* Look at the conversations in **1a** again and practise them with the class. Focus on the stress pattern in *Where are you?*, *See you soon*, *See you there*.

👥 Learners choose one of the places in the pictures and have a conversation.

It's near the station

READING

- 1 👤 / 👥 'in, near, next to'. Read the café reviews and find the three cafés on the map. At this point learners don't need to understand every word in the texts.

Dino's – 1
 Mike's – 5
 Café Metro – 9

Look at the diagram and present *next to* and *near*. Give a few other examples to make the meaning clear, e.g. point to two people in the class (ask *Is he next to Juan?* Or *Is he near Juan?*), or well-known places in your town. Emphasise that we say *next to* (two words), but we say *near* (one word).

Practise saying the expressions, focusing on the stress pattern:

– It's *next to* the cinema.
 – It's *near* the station.

Point out that we say *in* for streets:

– *in* King Street.
 – *in* Green Street.

Learners read the texts again and underline any new words (*expensive, ice cream, drinks, sandwiches, garden, cheap, usually*). Write them on the board and show their meaning using examples or gestures.

SPEAKING

- 2 a Learners read the conversation and guess what the people say.

- b Play recording **1.49** to check.

LIAM Hi. Where are you?
 ALEX I'm at Café Metro.
 LIAM Where's that?
 ALEX It's in King Street, near the bus station.
 LIAM OK, see you there.

- 3 *Speaking.* Look on p88. To demonstrate the pair work, choose a place on the map and have a conversation like in **2a** with one learner. Make up a name for the café, but don't say the number, e.g.

– Hi. Where are you?
 – I'm at Café Miro.
 – Where's that?
 – It's in New Street, next to the hotel.

Learners find the café on the map (3).

👥 Learners have similar conversations.

Round-up. A few pairs say the name of their café and where it is.

Classroom language: Your book

Goals: to understand simple instructions for using the Coursebook
 to identify words for using the Coursebook

Core language:

Verbs: *open, close, cover*
 Words for using the Coursebook: *sentence, picture, conversation, text, map, word, box, question, answer*

- 1 *Instructions.* Give the instructions and check that learners follow them (i.e. they should open their books, etc.). If necessary, show the meaning with gestures.

Learners write the words in their own language. In a single nationality class, check what learners are writing, or they can check with each other.

- 2 *Vocabulary for using the Coursebook.* Look at each word in turn and ask learners to find an example on pages 22 and 23. Present any words that learners don't know by showing an example on the page.

Optional extra

Learners could test each other in A/B pairs:
 A chooses a word, and says *Find a (question)*.
 B finds an example from other pages in the Coursebook.

3.2

Goal: arrange to meet people
 ask and say the time
 say what time of day you do things

Core language:

VOCABULARY Numbers: 20, 25, 30 ...
 Clock times: *five thirty, six fifteen, one o'clock ...*;
about, nearly
What's the time? It's ...
in the morning, afternoon, evening;
It's 5.30 in the (morning)
 at + time: at 11.00
 Verbs: *work, study, eat, drink (coffee), watch TV, have a shower, sleep, get up, go to bed*

What's the time?

VOCABULARY Numbers 20, 25, 30 ...

- 1 a** *Numbers.* Play recording **1.50**. Pause after each remark and ask learners to say the number they hear. Practise saying the numbers, focusing on the stress: *thir·ty, for·ty*, etc.
- b** Look at the numbers *15, 25, 35 ...*. Ask learners to say them. Write them (as words) on the board. Practise saying the words. Point out the difference in stress between *fif·teen* and *fif·ty*.

Alternative: Elicitation with books closed

Books closed. Write these numbers on the board and see if learners know them: *5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55*. Then open books and play recording **1.50**.

VOCABULARY Clock times

- 2 a** *Presentation of clock times.* Look at the pictures. Use it to present times:

A seven (seven o'clock)
B two thirty
C four fifteen.

Focus on the pronunciation and spelling of *o'clock*: /ə'klɒk/

Alternative: Presentation with books closed

Ask: *What's the time?* See if anyone understands and can answer. Use this to present:
 – the question *What's the time?*
 – simple forms for telling the time.

- b** Do some quick practice round the class. Use the exercise or write times on the board.

Option: Stronger classes

You could also present *half past, quarter past* and *quarter to*, but only if learners ask about these forms. Increasingly (with digital clock times) people say *eight fifteen, ten thirty*, etc.

LISTENING and SPEAKING

- 3 a** *Preparation for the listening.* Look at the pictures. Ask: *What can you see? Where are they?*

1 two men; in a swimming pool
2 a man and a woman; in the street
3 a man and a woman; in a flat or at home.

- b** *Listening.* Play recording **1.51**. Pause after each conversation asking: *What's the time?*

1 (about) 3 o'clock
2 5.15
3 (nearly) 7.30

- c** Read the words in the box, then play recording **1.51** again. After each conversation, establish which words learners heard.

1 about 2 Excuse me; thanks 3 nearly; late

Show the meaning of *about* and *nearly*, using the pictures in the margin or your own drawings on the board. Practise saying *It's about 3 o'clock*, focusing on the reduced vowels in /ə'baʊt/ and /ə'klɒk/.

Give examples to show the meaning of *late* (e.g. *The class is at 6.00. It's 6.15 now = I'm late.*)

To show how we use *excuse me* to start a conversation, go up to a learner and say *Excuse me ...*

Optional extra

 Learners practise the three conversations.

- 4** *Practice in asking the time.* Learners write down a time. To demonstrate, have a conversation with one learner. Begin: *Excuse me, what's the time?* Then have a second conversation. This time, write a time on the board and choose a learner to ask you the time. Reply using *about* or *nearly*.
 Learners ask each other the time and say the time they wrote down.

Conversation practice

You could do the conversation practice exercises on p117 at this point.

Morning, afternoon, evening

VOCABULARY morning, afternoon ...

- 1** *'Morning, afternoon, evening; day, night'*. Use the diagram to focus on the meaning of the words. Point out that:
 – a.m. = before 12.00 (= the morning)
 – p.m. = after 12.00 (= afternoon or evening)

Alternative: Presentation with books closed

To present the vocabulary, write on the board: *day, night*. Ask: *Is it day now, or night?* Then write on the board: *morning, afternoon, evening*. Ask: *What is it now? Morning, afternoon, or evening?*

- 2** *Verbs; 'in the (morning)'*. Look at the pictures and read the verbs and expressions. Learners repeat them. To introduce the activity, tell the class when you work. Then a few learners tell you when they work or study. Use this to teach *in the morning / afternoon / evening*.

 Learners say when they do the things in the pictures.

Round-up. Ask two or three learners when they do each activity.

- 3 *'It's 5.00 in the morning', etc.* Look at the map of time zones on p89. Establish what time it is where you are and write it on the board, e.g.
 – *It's 10 o'clock in the morning.*

Show the stress pattern:

– *It's tēn o'clock in the mōrning.*

Choose a place on the map. Ask:

– *Is it morning? Afternoon? Evening? Night?*
 – *What time is it?*

 *Speaking.* Learners choose three other cities and answer the questions. Alternatively, choose three cities and write them on the board. Discuss the answers together.

At 7.00

READING

- 1 a *'at' + time; verbs.* Present the verbs *go to bed, sleep, get up* (use the pictures and gestures to show the meaning).

Check that learners understand the meaning of *most people* (= 70–90%).

Write on the board:

<i>at</i>	<i>11.00</i>
	<i>7.00 in the morning</i>

Alternative: Presentation with books closed

Tell the class: *At 11.00 in the evening I go to bed* (draw a bed and arrow on the board). Then *I sleep* (mime this). Then *at 7.00 in the morning I get up* (draw a bed and arrow). Write *go to bed, sleep* and *get up* on the board and practise saying them.

Ask the class: *What did I say?* Use this to present *at + time*. Write on the board: *I go to bed at 11.00 (in the evening)*.

- b Read the sentences and ask the class what number goes in the gap (*eight*).
- c *Reading.* Learners read the two texts and guess the times. Ask learners to suggest answers.
- d Play recording 1.52 to check.

Olga – 7; 9
Ben – 1; 7; 6

- 2 *Writing.* Learners write three sentences about themselves. As they do this, go round and check. A few strong learners read out their sentences to the class.
- Round-up.* Find out who sleeps the most, who gets up earliest, etc. Do this by asking *Who goes to bed at 9.00? At 10.00? At 11.00?*, etc.

Sounds and spelling: The letter a

Goal: to recognise and pronounce the letter a with the sounds /æ/, /ɑ:/ and /eɪ/

Core language:

Words from Units 1–3 with the letter a

- 1 *Common sounds with the letter 'a'.* Say the words or play recording 1.53. Focus on the three sounds:
 – /æ/ is a short sound, with the lips spread.
 – /ɑ:/ is a longer sound, with the mouth wider open.
 – /eɪ/ is a combination of /e/ and /ɪ/.
- 2 *Practice.* Play recording 1.54. Learners put the words in the correct group.

/æ/	/ɑ:/	/eɪ/
<i>map</i>	<i>afternoon</i>	<i>name</i>
<i>thanks</i>	<i>garden</i>	<i>station</i>
<i>has</i>		

- 3 Learners guess how to say the words. Play recording 1.55 to check. You could also tell the class what the words mean (they are all taught later in this book).

3.3

Goals: arrange to meet people

say when you are free
 say where and when to meet

Core language:

VOCABULARY Days: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow*
in, on, at

Days

VOCABULARY Days

- 1 a Write *today* and *tomorrow* on the board. (If necessary, show the meaning by writing today's date and say *This is today*) Ask: *What day is it?* (Tuesday). Write: *Today is Tuesday*. Do the same for *tomorrow*.
- b Read out the days or play recording 1.56. Learners repeat to practise pronunciation.
- Learners write the days in the correct order in the diary. Check the answers and write them on the board.

Note

The diary begins with Monday, which is usual in modern diaries in Britain. Make sure that learners know which day is which.

- c *Practice of days.* Say a day and ask learners to say the next one, e.g. *Wednesday* → *Thursday*.
 👤 Then learners practise in pairs, following 1–6.

Stronger classes
 Give more difficult sequences, e.g. *Monday, Wednesday ...*

LISTENING

- 2 a '(She's) free, busy, not here'. Look at Aki's diary and ask the questions.

She's free – Tuesday
She's busy – Monday
She's not here – Wednesday

Use this to present *free* (= she's not at the office, she's not at the cinema, she has time) and *busy* (= She's not free, she has no time).

- b 'on' + days. Play recording 1.57. Learners listen and fill the gaps.

1 on 2 on; on 3 on

Use this to present *on* with days. Write on the board:

<i>on</i>	<i>Monday</i> <i>Monday morning</i>
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Point out that we say simply *on Monday morning*, not 'on Monday in the morning'.

Optional extra

Ask a few learners round the class when they are free or busy on different days. Ask: *What about tomorrow evening?* *What about on Saturday morning?* *Are you free or busy?*

VOCABULARY in, on, at

- 3 a 'in, on, at'. Learners add words to the table. Use this to establish that:
 – we use *in* before *the morning*, *the evening*, etc.
 – we use *on* before days.
 – we use *at* before times.

<i>in the morning</i>	<i>on Wednesday</i>
<i>in the afternoon</i>	<i>on Thursday</i>
<i>on Wednesday morning</i>	<i>at six o'clock</i>
<i>on Thursday evening</i>	<i>at 9.30 in the evening</i>

- b Learners cover the table in 3a and add *in, on* or *at*.

1 on Friday 2 on Friday morning 3 in the morning
 4 on Tuesday evening 5 at 4 o'clock 6 in the evening
 7 on Saturday afternoon 8 at 3.30

Alternative: Practice with books closed

Say the words in 3b (or others of your own) but don't say the preposition. Learners add *in, on* or *at*.

SPEAKING

- 4 👤 Give each learner a letter, A or B. A learners look at their diary page on p89. B learners look at their diary page on p95. They ask questions to find out when they are both free.
Round-up. Ask pairs when they are both free (on Monday afternoon).

Target activity: Arrange to meet people

Goal: Arrange to meet people

Core language:

- TASK VOCABULARY Suggestions
 3.1 VOCABULARY Places in towns
 3.2 VOCABULARY The time
 3.3 VOCABULARY *in, on, at*

TASK VOCABULARY Let's meet ...

- 1 a Read the notes, then play recording 1.58. Ask which note is correct.

Friday, 12.30
Café Metro

- b Look at what Ling says. Use this to focus on:
 – *Let's meet ...* (demonstrate or use gestures to show the meaning of *meet*).
 – *How about ...?* (= *Is ... OK?*).
 If necessary, give other examples to make the meaning clear.

Note

If you can use the learners' own language, you could tell them that these are useful ways to make a *suggestion*.

👤 / 👤 Learners add Clare's replies. Go through the answers together by listening to recording 1.58.

- 1 *Tomorrow – no, I'm busy tomorrow. Friday I'm free.*
 2 *Café Metro – where's that?*
 3 *Oh, I know, yes. OK, fine. What time?*
 4 *Great. See you then.*

- 2 Read through the expressions together and practise saying them. Focus on the stress pattern and the /ə/ sound in /ət/, /təmbrəʊ/.
 To demonstrate, have a few short conversations with two or three learners, as in the examples.
 👤 Learners have short conversations, taking it in turns to start.

TASK

- 3 *Preparation for exercise 4.* To show what to do, tell the class that you want to meet someone. Write a possible time and place on the board, e.g. *bus station – Saturday afternoon*. Learners note down a place and time of their own on a piece of paper.
 4 a *Speaking.* To demonstrate the pair work, choose one learner and have a conversation:
 – find out if he's / she's free.
 – suggest a place and say where it is.
 – arrange a different day or time if necessary.
 Alternatively, two strong learners improvise a conversation in front of the class.
 👤 Learners have conversations. They could have a second conversation with a different partner.
 b *Round-up.* A few learners tell you where they will meet and when.

Language note

Learners haven't yet learned to talk about the future with *will*, but at this stage they can simply answer with an expression or use the present, e.g.
 – *Where will you meet?*
 – *At the Hotel Monopol, on Friday evening, at 8.30. (or We meet at ...)*
 You could also write the expression *We'll meet ...* on the board for learners to use as a set expression.

Conversation reference

You could do the conversation practice exercises on p117 at this point.

Keyword at

Goals: say where people are
 read text messages

Core language:

at the + place
at home, at work, at school

1 a Learners look at A–F and say where the people are.

A at the airport B at work C at the shops
 D at the cinema E at school F at home

b Learners write the expressions.

<i>at the</i> + noun	<i>at</i> + noun
<i>at the airport</i>	<i>at school</i>
<i>at the shops</i>	<i>at work</i>
<i>at the cinema</i>	<i>at home</i>

Point out that:

- to talk about places we know in a town, we usually say *at the ...*. You could also give other examples: *at the swimming pool, at the station, at the bus station, at the theatre.*
- *at school, at work, at home* are fixed expressions – we don't use *the*.

2 *Writing.* Give a few examples about yourself, e.g.
 – *My son is at school just now.*
 – *My friend works in an office, so she's at work now.*

Learners write one or two sentences about their friends or family. Then they read out their sentences.

3 *Writing.* Look at the text messages on p95. Use them to teach the words *text* or *text message* (or *SMS*) and *mobile phone*. Point out that in texts, people often leave out small words like *at, in, the*.

Look at text messages A–D and ask learners to add words to make them complete sentences. Write them on the board.

A *Meet me at the airport at 7.00.*
 B *Are you at home tomorrow?*
 C *See you at school on Wednesday!*
 D *Let's meet at (the) Cinema Rex on Saturday at 7.30.*

3.4 Explore speaking

Goals: respond to questions
 say you're not sure

Core language:

be short answers; *I don't know*; *I'm not sure*.

1 a *Short answers (verb 'be');* 'I don't know'; 'I'm not sure'. Look at the pictures and ask learners what answers are possible.

1 Yes, it is.; No, it's not.; I don't know.; I'm not sure.
 2 Yes, I am.; No, I'm not.; I don't know.; I'm not sure.
 3 Yes, he is.; No, he's not.; I don't know.; I'm not sure.

Point out that:

- in the answer, we say *yes* or *no*, then repeat the form of the verb *be*: *Is he ...?* → *Yes, he is.*
- in negative answers, we add *not*.

Present *I don't know* and *I'm not sure*, using gestures to make the meaning clear.

Practise saying the short answers, checking that learners pronounce them with the correct stress: *Yes, I am. No, I'm not*, etc.

b Play recording 1.59, pausing after each conversation to check the answers.

1 Yes, it is. / No, it's not.
 2 Yes, I am. / I don't know. No, I'm not.
 3 I'm not sure. Yes, he is. / No, he's not.

Language note

The negative of *I'm* is *I'm not*. In all other persons, there are two possible forms: *you're not* or *you aren't*, *he's not* or *he isn't*, etc.
 In this unit we introduce only *he's not*, *it's not*, etc., as it is the simpler form.

c To practise, ask each question to one or two learners and get a variety of answers.

Alternatively, learners could ask and answer the questions in pairs.

2 a *Practice of short answers.* Look at each question in turn and ask learners what answers are possible.

1 Yes, it is. / No, it's not. / I don't know. / I'm not sure.
 2 Yes, I am. / No, I'm not.
 3 Yes, they are. / No, they're not. / I don't know. / I'm not sure.
 4 Yes, she is. / No, she's not. / I don't know. / I'm not sure.
 5 Yes, it is. / No, it's not. / I don't know. / I'm not sure.
 6 Yes, it is. / I don't know. / I'm not sure.

b Learners ask and answer the questions.

3 a *Practice.* Look at 1. Elicit possible questions:
 – *Are you from the USA?*
 – *Is Hilary Clinton from the USA?*

Learners write questions. Go round and check.

b In turn, learners read out their questions. Other learners answer them.



You could use photocopiable activity 3B on the Teacher's DVD-ROM at this point.

Across cultures: Shops

Goals: to give practice in reading short texts
 to sensitise learners to customs in different
 countries and cultures

Core language:

Adjectives: *open, closed*

Countries: *Egypt, Japan, Greece*

- 1 a *Reading for factual information.* Give time for learners to read the texts. First they should try to guess the unknown words, then let them use a dictionary.
- b Learners write the country or countries next to the sentences. If they finish early, pairs could check their answers together.

2 *Greece* 3 *Egypt, Greece* 4 *Egypt*
 5 *Egypt, Greece, Japan* 6 *Japan*

- 2 *Writing.* To prepare for the writing, draw attention to these expressions, and write them on the board:
- *Most shops ...*
 - *Some shops ...*
 - *Many people ...*

In single nationality classes, ask learners to suggest a few things they might say.

Learners write a few sentences about their own country. As they do this, go round and check.

A few learners read out their sentences. Ask other learners if they agree.

Alternatives

1 *Mixed nationality classes*

Learners from the same country could work together in pairs or groups. At the end, read out what they have written and see if other learners can guess the country.

2 *Learners from Egypt, Greece or Japan*

Learners could either write about another country they know, or about cafés and restaurants in their country.

Look again

VOCABULARY

- 1 *Similar words.* To show what to do, ask learners to find another word that goes with *café*. Write it on the board (*restaurant*).

 Learners find other pairs of words and write them.

<i>station – airport</i>	<i>quiet – busy</i>
<i>near – in</i>	<i>open – closed</i>
<i>car – taxi</i>	<i>school – university</i>
<i>church – mosque</i>	<i>day – night</i>
<i>afternoon – morning</i>	

- 2 a *Sentences.* Working alone, learners write sentences. Possible answers:

1 *There's a café near the station.*
 2 *I live near the school.*
 3 *The supermarket is closed in the afternoon.*

- b Learners read out their sentences.

- 3 *Places.* Learners decide what places the signs show.

A *station* B *airport* C *restaurant* D *café*
 E *hotel* F *church* G *mosque* H *bus station*

- 4 *Prepositions.* Learners add prepositions to the table.

1 *at* 2 *at* 3 *in* 4 *near* 5 *next* 6 *to* 7 *at* 8 *in* 9 *on*

SPELLING

- 5 *Vowels.* Check that learners understand what vowels are (a, e, i, o, u). Learners add the vowels. Write the answers on the board.

1 *Let's meet at the cinema.*
 2 *My brother is nearly thirteen.*
 3 *There's a very good café near the station.*

CAN YOU REMEMBER? Unit 2

- 6 *Nouns.* Ask learners to suggest possible nouns to replace the highlighted words. Possible answers:

1 *sister, mother, father, friend, husband, son, daughter ...*
 2 *café, restaurant, supermarket, hotel ...*
 3 *teacher, student, manager ...*
 4 *sons, daughters, boys, girls*

- 7 To demonstrate, choose someone from your family and say three things about them. The class guesses who it is.

Learners choose someone in their family and write sentences.

 In turn, they read out their sentences and try to guess the person.

Round-up. A few learners read out their sentences. The others guess who the person is.

GRAMMAR

there's / there are. Read through the table.

Alternative: Presentation with books closed

Write on the board:

_____ a *café*. _____ *two cafés*.
 _____ a *shop*. _____ *lots of shops*.

Ask learners to complete the gaps with *There's* or *There are*.

- 8 Learners correct the mistakes.

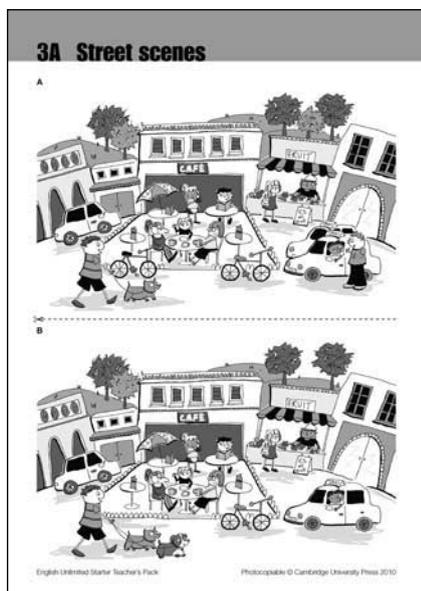
1 *There are two restaurants in our street.*
 2 *There is (There's) a good café in this street.*
 3 *There are lots of taxis at the airport.*
 4 *Is there a mosque near the university?*

Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few more examples of the language they have learned in each section (or asking learners to tell you). Then they circle a number on each line.

Unit 3 Extra activities on the Teacher's toolkit

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.



3A Street scenes

Activity type: Speaking – Spot the difference – Pairs

Aim: To practise describing a street

Language: Streets; *there's / there are* – Coursebook p22 – Vocabulary and Grammar

Preparation: Make one copy of the worksheet for each pair of learners and cut it into A and B pictures along the dotted line.

Time: 15 minutes



3B Short-answer snap

Activity type: Speaking – Snap – Pairs

Aims:

To practise responding to questions with short answers

Language: Responding to questions – Coursebook p28

Preparation: Make one copy of the worksheet for each pair of learners. Cut along the dotted lines into a set of 32 cards.

Time: 15 minutes

Unit 3 Self-study Pack

In the Workbook

Unit 3 of the *English Unlimited Starter Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills, and a whole page of tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Streets; Places in towns; Clock times; Days; *in, on, at; Let's meet ...*
- **Grammar:** *there's / there are*
- **Time out:** Streets puzzle
- **Explore writing:** Joining ideas: *he, she, it, they, there*
- **DVD-ROM Extra:** *Let's meet for coffee.*

On the DVD-ROM

Unit 3 of the *English Unlimited Starter Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Your book
- **Sounds and spelling:** The letter *a*
- **Explore speaking:** Respond to questions
- **Video:** *Let's meet for coffee.*