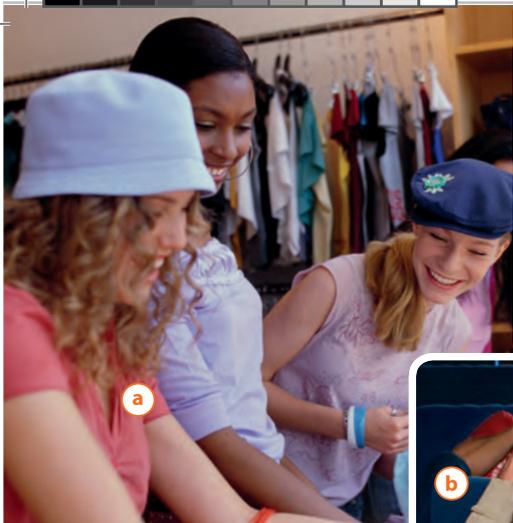


Module 4

- Talk about places and free time, and give directions.
- Read about where teenagers go, and a place to visit.
- Listen to a survey.
- Write a note with directions.
- Learn about adverbs of frequency, *there is/there are, some and any*.



Out and About

Get Ready

1 **Picture Dictionary** page 108. Find examples of the Key Words in the photos.

2.10 **Key Words:** Places

amusement park bowling alley cinema
disco ice rink Internet café museum
shop shopping centre skatepark
snack bar sports centre swimming pool
under-16s' club water park zoo

2.11 2 Listen to three dialogues. Where are the people?

3 Work in pairs. Ask and answer these questions.

- A** *Where do you go in your free time?*
B *I go to a bowling alley every weekend. It's great.*
- 1 Where do you go in your free time?
 - 2 Do you go with your parents or friends?
 - 3 Where are your favourite places in town?
 - 4 What places don't you like very much?

41

Get Ready

2.10 **Exercise 1**

- Students check the meaning of the Key Words in the Picture Dictionary.
- Point out that the main stress falls on the first word in the two-word phrases in the Key Words, e.g. *amusement park* with the exception of *under-sixteens*.

2.11 **Exercise 2**

Audioscript → end of notes

Answers

- 1 shopping centre
- 2 cinema
- 3 ice rink

Exercise 3

- Read the four questions with the class, eliciting one or two answers for each question. Students then work in pairs.
- After the pair activity, each student reports their partner's answers to questions 3 and 4 to the class. Check that students use the correct third person singular verb forms in their sentences, e.g. *His/Her favourite places are ... / He/She doesn't like ... very much.*

Extra

Students close their books. Write jumbled words on the board for students to sort into place names:

- 1 O Z O (*zoo*)
- 2 A K R P (*park*)
- 3 P O S H (*shop*)
- 4 M U M S E (*museum*)
- 5 N A M E I C (*cinema*)
- 6 P E A K S T A R K (*skatepark*)

Exercise 2 – Audioscript

One

Girl 1 I need to get a present for my mum's birthday.

Girl 2 What do you want to buy?

Girl 1 I'm not really sure.

Girl 2 The sweet shop is just over there. Does she like chocolate?

Girl 1 Mm, no, not very much.

Girl 2 Jewellery? What about a pair of earrings?

Girl 1 Great idea. Now where's the jewellery shop?

Girl 2 Upstairs on level 2, next to the bookshop.

Two

Girl So what do you want to see?

Boy I don't know.

Girl What about Screen 3?

Boy No, I don't like Leonardo DiCaprio much.

Girl Oh, I don't mind him. What about Screen 6?

Boy James Bond? No, he's a bit boring ... Maybe a comedy?

Girl Screen 4 ... Jim Carrey. He's funny.

Boy Yes, okay. How much are the tickets?

Three

Girl Come on.

Boy No, I can't do this.

Girl Yes, you can. Here, hold my hand.

Boy It's okay for you, you go to classes.

Girl Come on. Okay?

Boy Well, yeah, yeah, it's quite easy really ... ah!!

Girl Are you okay?

Boy Yeah, I'm okay. Wow, this ice is cold. Can we stop for a moment?

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 3 and 5)
More time: do the extra activities

Background

This lesson focuses on how five teenagers around the world spend their free time. They have not been chosen to specifically represent their country in any way and should therefore be seen as personal cases.

Warm-up

Extra

Start the lesson by revising vocabulary from page 41. Write two lists of words on the board for students to match:

- | | |
|-------------|-----------|
| 1 shopping | a) rink |
| 2 amusement | b) alley |
| 3 ice | c) centre |
| 4 sports | d) pool |
| 5 swimming | e) café |
| 6 Internet | f) centre |
| 7 bowling | g) park |

Answers:

1c/f) 2g) 3a) 4c/f) 5d) 6e) 7b)

Exercise 1

- If necessary, teach new vocabulary that students need to talk about their free time activities.

Reading and Listening



Exercise 2

Answers → student page

10 Free Time

Warm-up

- What do you do in your free time? Tell the class.

I read magazines and play computer games.

Reading and Listening



- Listen and complete the text with the verbs in the box.

do drink go go have
look ride surf visit watch

The screenshot shows a forum post on 'teenfocus.net'. The title is 'Where do you hang out in your free time?' with 5 comments. The post contains three entries from teenagers: Amy (13, Scotland), Juanita (12, Mexico), and Adam (14, Poland). A sidebar titled 'older posts' shows Maddie (13, New Zealand) and James (14, Canada) also discussing their free time activities.

- Read the text again and write the correct names.

Who ...

- stays at home after school? Adam
- says teenagers make problems in a local place? Juanita
- has a lot of places to go to in their free time? Maddie
- says the cost of going out is a problem? Amy
- spends time with their family at weekends? Adam and Maddie
- doesn't leave the area around his house? James

42



Extra

If the nationalities of your students are represented in the text, then ask if they think the description is typical of a teenager from their country or not. If they are not represented, then ask them what they think would be the typical activities for their country.

Exercise 3

Answers → student page

Grammar: Adverbs (1)

Exercise 4

- When checking answers, point out the position of the adverb before the main verb in the sentence, e.g. *I always play basketball.* (The position of adverbs with the verb *to be* is introduced in Exercise 8.)
- Draw students' attention to the percentage related to each adverb. Check students' comprehension by asking them to translate the sentences into their L1.

Answers

2 usually 3 often 4 sometimes
5 hardly ever 6 never

Grammar: Adverbs (1)

4 Complete the table with words from the text.

Adverbs of frequency	
100%	On Saturdays, I ¹ <u>always</u> play basketball.
80%	I ² _____ go to the shopping centre after school.
60%	I ³ _____ watch DVDs at home.
30%	We ⁴ _____ go to the cinema at weekends.
5%	I ⁵ _____ go out after school.
0%	We ⁶ _____ go shopping on Sundays.

Practice

5 Use the words to make sentences. Are the sentences true (T) or false (F) for you?

- arrives / always / my friend / late
- sometimes / computer games / I / play
- usually / with my friends / I / on Saturdays / go out
- go / often / to the cinema / my parents
- my friends / me / hardly ever / phone
- I / never / my room / tidy

Your Turn

6 Think about your answers to this questionnaire. Then look at your score on page 111.

Are you an outdoor or indoor person?

How often ...

- do you go for a walk?
a) never b) hardly ever c) sometimes d) often
- do you stay in all weekend and play computer games?
a) often b) sometimes c) hardly ever d) never
- do you try a new sport?
a) never b) hardly ever c) sometimes d) often
- do you go camping?
a) never b) hardly ever c) sometimes d) often
- do you stay in all day and watch DVDs?
a) often b) sometimes c) hardly ever d) never
- do you stay in and tidy your room?
a) often b) sometimes c) hardly ever d) never

7 Work in pairs. Compare your answers. *I hardly ever go for a walk. What about you?*

8 Look at the Sentence Builder.

Sentence Builder

	usually	go to the shopping centre.
I	always	play basketball with my friends.
	am	usually at home on Sundays.
The park	is	always full of 16-year-olds.

9 Use the words in the boxes and adverbs of frequency to write sentences.

*My friends never listen to classical music.
Teenagers are usually into fashion.*

**My friends
Teenagers
Swiss people
Jamaican athletes
Italian people**

**make nice food.
sing opera.
listen to classical music.
write poems.
run marathons.**

**are late for school.
are very tidy.
are good skiers.
are into fashion.
are interested in sport.**

10 Work in pairs or groups. Read your sentences. Do you agree?

- A *Swiss people are often good skiers.*
B *That's true but Canadians are usually good skiers, too.*

TIMEOUT! ▶ Page 93, Exercise 10

Exercise 7

- After the pair activity, each student tells the class two things about their partner, e.g. *(Maria) sometimes goes for a walk. She often plays computer games.*

Exercise 8

- Read the sentences with students. Point out that the adverb comes after the verb *to be*.
- Ask students to look back at the text in Exercise 2 and find sentences with the verb *to be* and an adverb, e.g. *It's always full of students. I'm usually at home on Sundays. I'm always in my bedroom.*

Exercise 9

- Read the words in the boxes with students. Elicit two or three more example sentences.
- Tell students to write eight-ten sentences.

Exercise 10

- Check that students know how to respond if they agree with their partner, (e.g. *That's true.*) or if they are not sure (e.g. *I don't know. Perhaps it's true.*).

Extra

Students work individually, writing one or two silly sentences using words from Exercise 9, e.g. *Jamaican athletes always sing opera.* In turn, students tell the class one of their sentences. The class can see how many different sentences they have made.

TIMEOUT! ▶ Page 93, Exercise 10

Photocopiable activity 13, Teacher's Resources MultiROM

Practice

Exercise 5

- Do one or two sentences with the class before students complete the exercise, working individually.
- Ask students to change their false sentences into true sentences, e.g. *My parents hardly ever go to the cinema.*

Answers

- My friend always arrives late.
- I sometimes play computer games.
- I usually go out with my friends on Saturdays.
- My parents often go to the cinema.
- My friends hardly ever phone me.
- I never tidy my room.

Your Turn

Exercise 6

- Give students time to read and answer the questionnaire and look at their scores.
- As a class, students discuss whether they agree with the opinions in the answers. They may think of other activities which they do regularly which are not represented by the questionnaire and which might change their result.

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 3, 6 and 8)
More time: do the extra activities

Background

The Jorvik Viking Centre opened in 1984 on the site of the ancient city of Jorvik in the north of England. Visitors travel through a recreation of the sights, sounds and even smells of Viking York showing markets, streets, houses and even a toilet. Visit www.jorvik-viking-centre.co.uk for more information.

Warm-up

Exercise 1

- Before reading the text, ask students to look at the photos and describe what they can see.

Answers

1a) 2d) 3b) 4c)

Exercise 2

- Read the sentences in the Word Builder with the class, then look at the information in Exercise 1 and point out similar phrases, e.g. *get in* (one of our famous 'time cars'), *listen to* (a description of their life).

Exercise 3

Answers → student page

Reading and Listening



Exercise 4

- Give students time to read the four sentences before they read and listen to the conversation.
- Explain or encourage students to guess the meaning of any new words.

Answers → student page

11 A Trip Back in Time

Warm-up

- Read the information and match the photos with the correct part of the text.

JORVIK
VIKING CENTRE

Travel back in time 1000 years

- Find out about life in Viking times. Get in one of our famous 'time cars' and travel round a reconstruction of the Viking City of Jorvik.
- See Viking life and people – at work, in the market and at home. Listen to a description of their life and hear their language – Old Norse. Talk to one of our Viking guides, put on a viking costume and find out the answers to your questions.
- Visit our new interactive gallery and exciting exhibitions. Sit down and listen to the story of the original archaeological dig.
- Buy a souvenir from our fantastic shop.

- Look at the Word Builder.

Word Builder

Find out about life in Viking times.
Talk to one of our Viking guides.

- Complete the sentences with these verbs from the text.

find out get in listen to
~~put on~~ sit down talk to

- Put on your coat. It's cold.
- Please get in the car now.
- Sit down at the table and finish your lunch.
- Can I talk to you about my homework?
- Use a dictionary to find out the meaning of this word.
- Listen to the interview and answer the questions.

Grammar: there is/there are with some and any

Exercise 5

- Check students understand that we use *some* in affirmative statements and *any* in negative statements and questions.
- Ask students to look again at the dialogue in Exercise 4 to find and read aloud more sentences containing *some* or *any*.

Answers → student page

Practice

Exercise 6

Answers → student page



Exercise 7

Audioscript → end of notes

- Give students time to read through the list of places before they listen to the recording.

Answers → student page

Reading and Listening

2.13 **4** Read and listen to the conversation. Are these sentences true (T) or false (F)?

- 1 F You can park your car at Jorvik.
- 2 T People with walking difficulties can visit Jorvik.
- 3 F You can have a snack and a drink at Jorvik.
- 4 F It's hard to find a place for lunch near Jorvik.

A Good morning, can I help you?
B Yes, please. I'd like some information about Jorvik Viking Centre. What activities are there?

A Well, there's the tour of the Viking city – that's very popular. And there are some exhibitions of Viking life and an interactive gallery.

B Great. I want to visit with a big group. Are there any parking spaces at Jorvik?

A No, there aren't any parking spaces at the centre but there's a car park five minutes away.

B Good. And is there a lift for visitors with wheelchairs?

A Yes, there is. And there's wheelchair access to all parts of the centre.

B Great. One more question. Is there a restaurant?

A No, there isn't a restaurant but there are lots of places to eat near Jorvik.

B Okay, thanks for your help.

A You're welcome.

Grammar: *there is/there are* with *some* and *any*

5 Read the dialogue again and complete the table with *some* or *any*.

Affirmative	
There's a car park five minutes away.	
There are ¹ <u>some</u> exhibitions of Viking life.	
Negative	
There isn't a restaurant.	
There aren't ² <u>any</u> parking spaces at the centre.	
Yes/No Questions	Short Answers
Is there a lift?	Yes, there is . No, there isn't .
Are there ³ <u>any</u> parking spaces?	Yes, there are . No, there aren't .
Wh- Questions	
What activities are there ?	

Practice

6 Complete the sentences about Jorvik with *is*, *isn't*, *are*, *some* or *any*.

- 1 There are exhibitions of Viking life.
- 2 Is there a restaurant? No, there isn't.
- 3 There aren't any parking spaces.
- 4 Are there any guides? Yes, there are.
- 5 There are some great souvenirs in the shop.
- 6 There isn't a restaurant.
- 7 There is a lift.

2.14 **7** Listen to a survey. Put ticks (✓) or crosses (X) in the boxes.

Town survey

What places are there in your area?
Put a tick (✓) or cross (X) in each box.

<input checked="" type="checkbox"/> amusement park	<input checked="" type="checkbox"/> ice rink
<input checked="" type="checkbox"/> cinemas	<input checked="" type="checkbox"/> under-16s' club
<input checked="" type="checkbox"/> shops	<input checked="" type="checkbox"/> park
<input checked="" type="checkbox"/> sports centre	<input checked="" type="checkbox"/> snack bars
<input checked="" type="checkbox"/> bowling alley	

8 Now write sentences about the places in Exercise 7.

There isn't an amusement park.

Your Turn

9 Work in pairs. Ask and answer questions about your partner's town/city.

- A** *Is there an ice rink in your town?*
- B** *No, there isn't.*
- A** *Are there any good shops?*
- B** *Yes, there are.*

Fact or Fiction?

There are many descendants of Vikings in the area around London.

Answer on page 111.

TIMEOUT! ▶ Page 94, Exercise 11

Extra

Write questions on the board for students to answer as they listen to the recording again: 1 *Does the boy go to the sports centre?* (No, he doesn't.) 2 *Where's the park?* (In front of the boy's house.) 3 *Where does the boy go with his friends at the weekend?* (To the shopping centre/ snack bar/cinema.)

Exercise 8

Answers

There are some cinemas. There are some shops. There is a sports centre. There isn't a bowling alley. There isn't an ice rink. There isn't an under-16s' club. There is a park. There are some snack bars.

Your Turn

Exercise 9

- Elicit two or three more questions before students work in pairs asking and answering about their town or city.

Extra

Students think about some good places they know and then tell the class, e.g. *There are some fantastic shops in ... / There's a great zoo in ...*

Fact or Fiction?

• Background

Although there are not many descendants from the Vikings in the area around London, a recent study showed that in various other areas in the north of the United Kingdom (including Liverpool and the Orkney Islands) there are a large number of people with Viking ancestry.

Exercise 7 – Audioscript

Woman Excuse me? Can I ask you some questions about your area?

Boy Okay.

Woman Is there an amusement park near you?

Boy An amusement park? No, there isn't.

Woman Are there any cinemas?

Boy Yeah, the ABC cinemas are in the shopping centre.

Woman Right, so there are cinemas and shops. Is there a sports centre?

Boy Yeah, there's a big sports centre next to the shopping centre. But I don't go there.

Woman Are there any other places for sport ... a bowling alley or an ice rink?

Boy No, there isn't a bowling alley or ice rink, not near here.

Woman Are there any under-16s' clubs, you know, and places for young people to go?

Boy No, we haven't got an under-16s' club round here.

Woman And a park?

Boy Oh, yeah, there's a big park in front of my house.

Woman And where do you go with your friends at the weekend?

Boy Well, we go to the shopping centre ... and snack bars, you know, for a burger or pizza and chips. And sometimes we go to the cinema.

Woman Okay, that's all. Thanks very much.

Boy No problem!

TIMEOUT! ▶ Page 94, Exercise 11

Photocopiable activity 14, Teacher's Resources MultiROM

This Unit

Short of time: set some of the exercises for homework (e.g. Your Challenge, Exercise 3) and shorten the discussion in Exercise 1

More time: do the extra activities

Background

Last weekend the group were at an adventure park. This week they meet in the centre of York, a city founded in 71 AD by the Romans. York is halfway between London and Edinburgh and is a major tourist destination, partly due to the Jorvik Viking Centre but also because of York Minster (pictured top), one of the largest Gothic cathedrals in Europe. The friends ask Laura for her opinion of their city and then Emily gives a passer-by directions to the railway station.

Warm-up

2.15 Exercise 1

- Students check the meaning of the Key Words in the Picture Dictionary.
- Check pronunciation and spelling of words that are similar in students' L1 and in English.

Exercise 2

- Look at the key to the symbols on the map with students. Ask students which of the symbols they have seen on maps of cities in their country.
- Elicit one or two more sentences from the class before students work in pairs.

12 Going Out

Warm-up

- Picture Dictionary page 108. Look at the Key Words. What words are similar in your language?

2.15 Key Words: Places

bank car park church hospital hotel
police station post office railway station
river theatre tourist information

- Work in pairs. Find examples of the places from the Key Words on the map.

There is a car park in square A1.

Reading and Listening

- 2.16 Read and listen to the dialogue. Are the sentences true (T) or false (F)?

- Laura doesn't like York very much.
- The group want to go shopping.
- Emily helps a tourist.
- A girl gives them directions.

Jake So, Laura, what do you think of York?

Laura The history of the city is amazing.

Emily Well, this street is called The Shambles. It's a shopping street now but it's hundreds of years old.

Jake Laura is interested in history, so what about Jorvik?

Laura Jorvik? What's that?

Jake It's a Viking centre. You travel back 1000 years to Viking times.

...

Woman Excuse me? Can you tell me how to get to the railway station, please?

Emily Yes, sure. Go out of the Viking Centre and turn left into Coppergate. Cross the river into Bridge Street. Then turn right into George Hudson Street.

Woman George Hudson Street?

Emily Yes, that's right. Go past a car park into Rougier Street. Turn left and go down Station Road and the station is on the right.

Woman On the right?

Emily Yes, you can't miss it. It's opposite Station Road.

Woman Thanks very much.

Emily You're welcome.

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Reading and Listening

2.16 Exercise 3

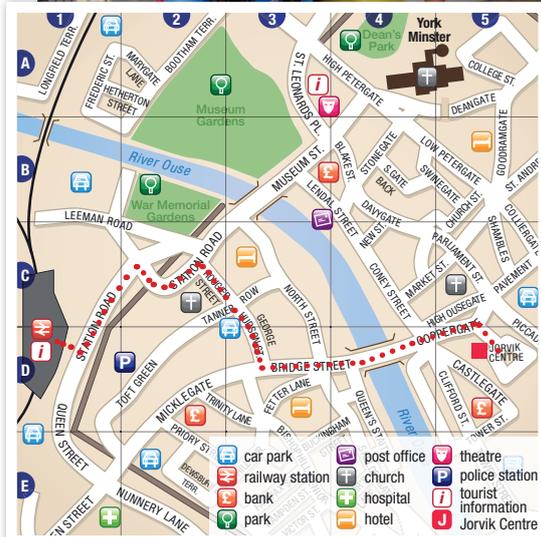
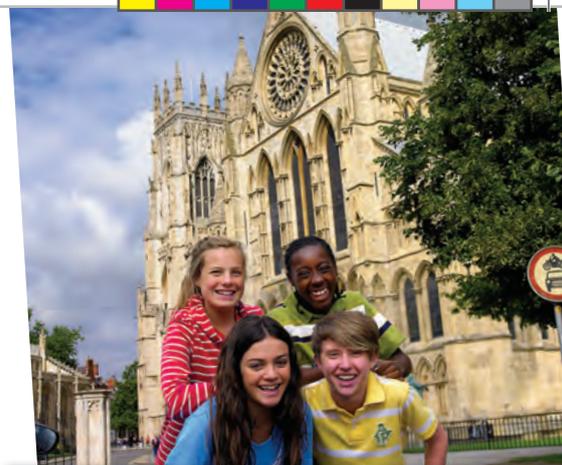
- Give students time to read through the four sentences before they read and listen to the dialogues.

Answers → student page

2.17 Exercise 4

- Students check the meaning of the Key Words in the Picture Dictionary.

Answers → student page



Extra

Ask students to look again at the last section of the dialogue in Exercise 3 (starting with Woman: *Can you tell me how to get to the railway station, please?*). In pairs, students practise reading this section aloud, taking turns in the two parts.



4 **Picture Dictionary** page 109. Look at the underlined Key Words in Exercise 3. Draw the woman's route on the map.

2.17 **Key Words:** Directions

cross go down go out of go past
on the corner on the left/right opposite
turn right/left

Speaking

5 Read the Key Expressions.

Key Expressions:
Asking for and giving directions

- A Can you tell me how to get to the bank, please?
- B Yes, sure. Go down this street and it's opposite the railway station.
- A The railway station?
- B Yes. You can't miss it.
- A Thanks very much.
- B You're welcome.

6 Work in pairs. Use the map of York. Use the Key Expressions and Key Words to give your partner directions from the railway station to another place on the map.

Go out of the station, go down Station Road ...

Your Challenge

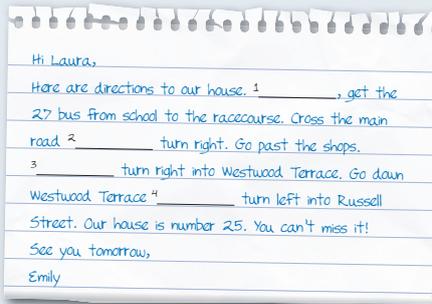
Writing: A note with directions

1 Look at the Sentence Builder.

Sentence Builder

First, go out of the shopping centre.
Go down Park Avenue **and then** turn right.
Go down Green Road to the shops. **Then** cross the road.

2 Complete Emily's note to Laura with *first*, *then* or *and then*.



3 Think of a place near your school. Write a note to a friend and give him/her directions – but don't say the place!

Go out of school and then turn ...

4 Work in pairs. Read each other's note. What place are the directions to?

Your Challenge

Writing: A note with directions

Exercise 1

- Explain that the linking words in the Sentence Builder can be used when giving spoken or written directions, but they are especially useful when writing directions.
- Point out that *and then* is not used at the beginning of a sentence but that *then* can be used at the beginning or in the middle.

Exercise 2

Answers

- 1 First 2 then/and then
- 3 Then 4 then/and then

Exercise 3

- Revise vocabulary of places in a school, e.g. library, science laboratory, staff room, cafeteria, playground, toilets, gym, art/music/computer room.
- Check students' notes. Point out any errors for them to correct.

Exercise 4

- If pairs disagree about the directions, help them to make the directions clearer.

Extra

Some students read out their notes to the class. The other students listen and say what place the directions are to.

TIMEOUT! ▶ Page 94, Exercise 12



TIMEOUT! ▶ Page 94, Exercise 12

Speaking

Exercise 5

- Point out the use of the checking question (*The railway station?*) to make sure that you have understood the directions correctly.
- Elicit one or two more dialogues from the class before students work in pairs reading parts A and B aloud.

Exercise 6

- Tell students not to worry about the pronunciation of the English street names on the map.
- Give the class some example directions to follow on the map and check that students arrive at the correct place.
- Give students time to work out directions to two or three places on the map before they work in pairs.



Across Cultures 2

Warm-up

Exercise 1

- Read the questions with the class and check that students understand the vocabulary before they work in pairs.

Reading

2.18 Exercise 2

- Tell students not to worry about understanding every word in the texts but to focus on answering questions 1, 2 and 3 from Exercise 1.
- When checking answers, ask students why it isn't as easy to answer questions 2 and 3 for Emma as for the other two students (Answer: Because she doesn't go to a conventional school.)
- Students do not need to worry about the pronunciation of names in the texts. The phonemic transcription is provided here for you. Marguerite Laure /mɑ:ge'ri:t lɔ:/, Cameroon /kæmə'ru:n/, Fonseca /fɒn'sekə/, Guadalajara /gwɑ:dælə'hæræ/.

Answers

Marguerite: 1 ten 2 six
3 an hour and a half
Jonathan: 1 nine 2 seven
3 two or three hours
Emma: 1 eight 2 one lesson over the Internet, sometimes video lessons, sometimes her teacher visits her, she studies at home
3 she studies for five or six hours at home (but this may not all be homework)

Exercise 3

- Check that students understand the meaning of any new words in the texts.

Answers → student page

Across Cultures 2

Warm-up

- 1 Work in pairs. Answer the questions.
- How many subjects do you do at school?
 - How many different lessons do you have every day?
 - How many hours of homework do you do every day?
 - How often do you have exams?
 - How often do you do sport or PE (physical education)?
 - Do you use computers or the Internet at school?

Reading

- 2.18 2 Read about the people. Answer questions (1–3) from Exercise 1 for each person.
- Marguerite does ten subjects

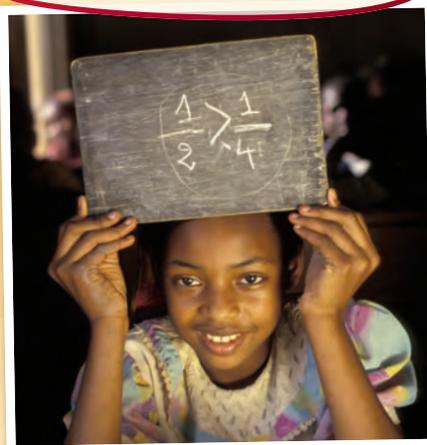
3 Read the texts again.

Who ...

- doesn't go to school? *Emma*
- has lessons in the afternoons? *Jonathan*
- studies three languages? *Marguerite*
- likes history? *Jonathan*
- does 2–3 hours of homework? *Jonathan*
- starts school at 7.30? *Marguerite*
- has lessons over the Internet? *Emma*
- goes to sports camps? *Emma*

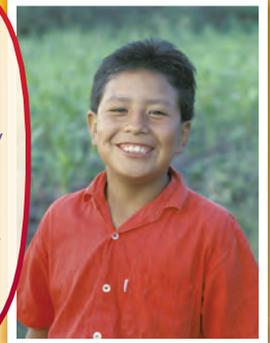
School Life

Marguerite Laure is from Cameroon. She gets up at five thirty and walks two kilometres to school. She has six lessons every day. She starts school at half past seven and she finishes at half past three. In the evening, Marguerite helps her mother at home, works in the fields and does her homework for an hour and a half. She studies ten subjects including three languages, French, English and German.

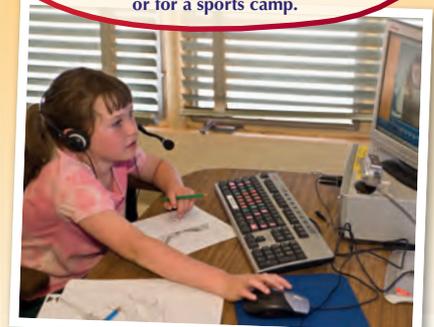


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Jonathan Fonseca is from Guadalajara in Mexico. In his school, some students go to school in the morning and some students in the afternoon. Jonathan goes to school in the afternoon. Every day, he has seven lessons, from two o'clock to eight o'clock. In the morning, he does his homework for two or three hours and then visits friends. On school days, he arrives home at ten o'clock at night. Jonathan does nine subjects and his favourite subject is history.



Emma Lane doesn't go to school. Her school, 'The School of the Air', is in Alice Springs in central Australia and she lives on a farm 800 kilometres away! Emma studies eight subjects and is in a 'class' of ten students. Every day, she has one thirty-minute lesson over the Internet and sometimes she has video lessons. She studies at home for five or six hours a day and she emails her homework to her teacher. Emma's teacher sometimes flies to her farm and meets her. Emma sometimes goes to Alice Springs for classes or for a sports camp.



Listening

2.19 Exercise 4

Audioscript → end of notes

Answers → student page

2.20 Exercise 5

- Read through the phrases (1–4) in the list with students before they listen to the recording again.

Answers

- IT (information technology)
- PE (physical education)
- English, French, science
- maths, geography

2.21 Exercise 6

- When speaking English at a natural pace, words such as articles, prepositions and modal verbs often almost disappear. This exercise helps students become aware of these words.
- Students listen and repeat the sentences, paying particular attention to the unstressed words.

2.22 Exercise 7

- Check that students can hear the difference in length between the two vowels.



Listening

2.19 **4** Listen to Mark's description of his school day. Complete his timetable.

Monday		T
9.00	Registration	
9.15	¹ <u>English</u>	
10.05	² <u>IT</u>	
10.50	Break	
11.10	³ <u>French</u>	
12.00	⁴ <u>maths</u>	
12.45	Lunch	
13.55	⁵ <u>science</u>	
14.25	⁶ <u>physical education</u>	
15.15	⁷ <u>geography</u>	
16.00	School ends	

2.20 **5** Listen again. What subjects does Mark like? Complete the list.

- Great – he loves it: _____
- Good – he likes it: _____
- Okay – he doesn't mind them: _____
- Terrible – he hates them: _____

2.21 **6** Listen closely. Work in pairs. Say the words in the sentences. Then listen and repeat the complete sentences.

- A** Well **B** Mondays
A are **B** horrible

- Well, Mondays are horrible.
- I get the school bus at eight fifteen.
- It arrives at school at about ten to nine.
- My first class is English.
- I can talk to my friends about the weekend.

2.22 **7** **Pronunciation** Listen to the two sounds.
1 /ɪ/ this, it 2 /i:/ these, eat

2.23 **8** Listen to these words. What are the sounds of the underlined letters – 1 or 2?

teacher exam people evening
 history Internet read meet English
 think cinema magazine finish
 repeat email weekend

PROJECT

Work in groups. Write a timetable for your ideal school day (minimum seven lessons). Think about these things:

- important subjects: maths/your language/English
- breaks/lunch/sports and PE
- textbooks, computers, the Internet, CDs/DVDs

Our Ideal School Day

10.00	start school - have breakfast with friends in cafe
10.30	first lesson - music (electric guitar class)
11.30	second lesson - English (on the Internet)

Exercise 4 – Audioscript

Man So Mark, tell me about your typical Monday.

Mark Well, Mondays are horrible. I get up at half past seven.

Man I see. And how do you go to school?

Mark I get the school bus at 8.15. It arrives at school at about ten to nine.

Man So what do you do first?

Mark Well, at nine we've got registration. Mm ... my first class is English. It's okay and I like the teacher. My second class is IT – information technology. It's my favourite subject – I love computers, you know. Then at ten to eleven there's a break. I can talk to my friends about the weekend.

Man Okay, what lessons have you got after the break?

Mark Well, my third class is French. That's okay. Then the fourth class is maths. I hate maths and I'm terrible.

Man What about lunch?

Mark Lunch is at 12.45. The food's not very good so I have sandwiches. Then I play football with my friends for half an hour.

Man What about afternoon classes?

Mark The fifth lesson of the day is science. That's okay. The sixth class is physical education. I like that. Then the seventh class is geography. I really hate geography.

Man What time do classes finish?

Mark Lessons finish at 4 o'clock but my bus goes at 4.30. I usually play football or do some homework.

Man Okay, thanks a lot Mark.

Mark Not at all.

2.23 Exercise 8

Answers

Sound 1: exam, history, Internet, English, think, cinema, finish

Sound 2: teacher, people, evening, read, meet, magazine, repeat, email, weekend

Extra

After completing the pronunciation exercises try the following tongue-twister with your group:

In the evenings, Peter meets sixteen thin people in the Internet café, eats chicken and chips and drinks milk.

PROJECT

- Read the instructions and example timetable with students. Check that students understand what to do.
- Point out that the timetable is for one day. If students wish, they can decide the content of a lesson, e.g. *music (history of pop music)*.
- Check students' timetables and point out any language errors for them to correct.

Language Check

Exercises 1 and 2

Answers → student page

Exercise 3

Answers

- 11 She never tidies her room.
- 12 He usually meets his friends on Friday.
- 13 We sometimes go swimming.
- 14 He always has a piano class on Saturday.
- 15 She hardly ever visits her grandmother.
- 16 We often play football.

Exercises 4 and 5

Answers → student page



Feedback

- Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
- Students look at the table to see which sections in the Students' Book they need to look at again.
- Give students time in class or at home to do Language Check 4 of the Workbook.

Study Help: Classroom Language 2

- Revise the Classroom Language students practised in Study Corner 3 for asking questions about the pronunciation and spelling of words.
- Read the example dialogue with students. Point out the use of *Can ...?* to ask permission and the use of *I'm sorry, I haven't got one.* to refuse permission.

Study Corner 4

Language Check

1 Where do you do these things? Write the places.

- 1 You watch films at the c i n e m a.
- 2 You have a snack in a s n a c k b a r.
- 3 You skate at an i c e r i n k.
- 4 You play sports at a s p o r t s c e n t r e.
- 5 You buy things at a s h o p p i n g c e n t r e.

2 Complete the sentences with the words in the box.

down on out to to

- 6 How can I find out the number of his house?
- 7 I usually talk to my friends on Skype.
- 8 Don't put a jumper on – it's 20 degrees.
- 9 Sit down and do your homework, please.
- 10 I usually listen to music on my MP3 player.

Vocabulary / 10

3 Order the words in the sentences.

- 11 tidies / never / her / room / she
- 12 his / friends / he / on Friday / usually / meets
- 13 go / we / swimming / sometimes
- 14 has / piano class / always / he / a / on / Saturday
- 15 her / ever / hardly / visits / she / grandmother
- 16 play / often / we / football

4 Complete the letter with *is, are, isn't, aren't, some or any*.

Dear Miriam,
I'm your new pen friend. I live in Middleton. It's a really small village. There are ¹⁷ some shops and there ¹⁸ is a pub. But there ¹⁹ aren't ²⁰ any places for young people – there ²¹ isn't a cinema! Write and tell me about your town. Is there a cinema? ²² Are there any places for young people?
Write soon.
Clare

Grammar / 12

5 Complete the directions to the hotel with the words in the box.

cross down left miss opposite
out past turn

- Go ²³ out of the station and turn ²⁴ left. Go ²⁵ down Market Street and ²⁶ cross the bridge. Go ²⁷ past the cinema and then ²⁸ turn right. The hotel is ²⁹ opposite the bank – you can't ³⁰ miss it!

Key Expressions / 8

Feedback



- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Check where you made mistakes.

Wrong answers:	Look again at:
1–5	Get Ready – Key Words
6–10	Unit 11 – Word Builder
11–16	Unit 10 – Grammar
17–22	Unit 11 – Grammar
23–30	Unit 12 – Key Words/ Expressions

- Now do the exercises in Language Check 4 of the Workbook.

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Study Help: Classroom Language 2

Ask for permission in English.

Andrea Can I close the window?

Jenny Yes, of course.

Dave Can I use your dictionary?

Alan I'm sorry, I haven't got one.

- Work in pairs. Take turns to ask your partner for permission.

- use your calculator
- use your mobile phone
- use your pen
- see your homework
- open the window

- Read through the other requests with students before they work in pairs. Elicit suggestions for granting and refusing permission, e.g. *I haven't got one.* (for the calculator, pen and mobile phone), *I haven't got it.* (for homework), *I'm sorry, I don't want it open.* *I'm cold.* (for the window).

Module 4 test,
Teacher's Resources MultiROM