

Unit Overview

Topic: Talking about places

In this unit students focus on talking about places. In the Conversation, students listen as Ana and Emi talk about a famous restaurant and the people they see there. They learn the rules for using “there is”, “there are”, and the future in How English Works. Students talk about travel plans in different Situations. In the Communication section, students talk about their hometowns. In English Out There, students discuss famous places.

Audio CD-2:

Vocabulary Preview
Conversation

CD 2 track 21
CD 2 track 22

Conversation questions (1-3)
How English Works (1-10)
Situations (1-5)

CD 2 track 23
CD 2 track 24
CD 2 track 25

Warm Up (books closed)


This activity will help the students activate vocabulary about describing places.

1. Greet students and introduce the warm up. T: *Hello, class. In this unit, we're going to talk about famous places.*
2. Bring in some travel brochures. Pass them around to students in groups of 2 or 3. Have them look over them briefly and decide which places they want to visit. T: *Which places do you want to visit?*
3. After students have had a few minutes to talk among themselves, call on a few students individually. T: *Which places do you want to visit? Collect the brochures to use again at the end of the unit.*

Unit Goals & Vocabulary Preview page 89

- 1 Read through the Unit Goals.
- 2 Introduce the vocabulary. T: *Let's look at*

some vocabulary for tourist activities, landmarks, and ways of describing places.

- 3  Read the words or play the audio. T: *First, let's look at some tourist activities.*
- 4 Provide simple definitions or mime the words or expressions if students are not familiar with any of the words. T: *Are there any words you do not know?*
- 5 Have students repeat the words. Emphasize the stressed syllables. T: *Repeat the words: see, go to, visit, etc.*
- 6 Elicit additional tourist activities. T: *Can anyone name other tourist activities?*
- 7 Have the students work with a partner to think of additional words. Allow 1 minute. Then have the pairs share their new items with the class.
- 8 Repeat Steps 3 through 7 for **Landmarks** and **Describing places**.

Vocabulary Preview: word stress and other examples

Tourist activities see go to visit explore walk take a tour	Landmarks museum temple garden park statue monument castle river hill	Describing places beautiful lovely exciting crowded calm peaceful historical famous
Other examples <i>write postcards</i> <i>take pictures</i>	Other examples <i>plaza</i> <i>square</i> <i>church</i>	Other examples <i>interesting</i> <i>fascinating</i> <i>boring</i> <i>dull</i>


Conversation page 90


This conversation focuses on places.

❶ Introduce the activity. Ask students questions about individual frames in the story.

T: *Now turn to page 90. Look at the illustrations. In Frame 1, where are Emi and Ana? [outside/in front of Ana's apartment building] Where are they in Frame 4? [a restaurant] What are they doing? [having lunch/having a meal/looking at people] How do they feel? [excited/happy]*

❷ Set up the situation before playing the audio. T: *Emi and Ana go to a famous restaurant and talk about the famous people they see. Let's listen.*

❸  Play the audio and ask students to follow along. T: *Listen to the conversation and read along. Play the audio twice. Ask the students to close their books as they listen a second time.*

❹  Play the Conversation questions in Step 2. Have students listen to the questions and circle the answers. T: *Now we're going to listen to questions about the conversation. Listen and circle the correct answers.*

Question 1: *Where are Emi and Ana going?*

Question 2: *Who do they see?*

Question 3: *Why is Emi excited?*

❺ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (c) to a restaurant (In Frame 1, Ana says, "There's a great restaurant in this area" and in Frame 2 she says, "We're going to have lunch there.")
2. (a) a famous person (In Frame 4, Emi says, "There's Tom Cruise.")
3. (c) There are many famous people. (In Frame 6, Emi says, "Wow. There are a lot of famous people here.")

Optional

Ask students a few open-ended questions about the conversation. T: *Do you think Emi often sees famous people? What about Ana? How often do you think Ana comes to this restaurant? What do you think will happen next?*

❻ Put the students into pairs. T: *Read the conversation aloud with your partner. Then switch roles.*

Practice Point

Have students show emotion and adapt the story to include famous people they admire.

- Emi: show your excitement as you speak.
- Ana: try to calm Emi down.
- Change the name of the famous person in the restaurant. Add a new name at the end of the conversation.
- Add a third character. Continue the conversation. Pretend the famous person comes to your table.

❼ Have the students say the conversation again, using the substitution words in red at the bottom of the page.

❽ Walk around the classroom, helping students as necessary.

❾ Have the students close their books. Ask some pairs of students to say the conversation. Students can paraphrase. They don't have to say the exact words.


Culture Notes

- Most major cities have restaurants or clubs where you can often see famous people, especially entertainers.
- Ana says, "Shh!" (Frame 4) to Emi. This means she wants Emi to talk quietly so that she doesn't disturb the other customers.
- Emi says, "Oh, my gosh!" to show surprise. This is more acceptable than saying, "Oh, my God!" Most people consider "Oh, my God!" to be inappropriate.

How English Works page 91

This activity introduces students to different uses of “there.”

Checking students knowledge

- 1 Have students read the examples and the rules and ask them to fill in the blanks.
- 2  Play the audio.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: “There is” for introducing

4 Say the example. T: *There’s a famous restaurant in this area.*

T: *Can you find a statement like this in the Conversation? (Frame 1: There’s a great restaurant in this area.)*

5 Write on the board: *There’s a famous park in my city.*

Underline There’s. T: *We use “there’s” to introduce something.*

6 Read through the rest of the Rule and More about it.

Grammar Point 2: “There is” for pointing

7 Say the example. T: *There’s Tom Cruise.*

Ask: *Can you find this statement in the Conversation? (Frame 4)*

Can you find another statement like this? (Frame 8: Look. There’s...)

8 Say the rule. T: *We can also use “there” to point to something or someone. Give some examples with objects and people in the classroom: Point out the Rule in More about it. Give an example: T: (Name of restaurant) is my favorite place for lunch. I go there often.*

Grammar Point 3: “Going to” for future

9 Say the example. T: *We’re going to have lunch there.*

Ask: *Can you find this sentence in the Conversation? (Frame 2)*

10 Say the rule. T: *There are several ways to talk about future activities. Write these sentences on the board.*

We are having a party tomorrow.

We will have a party tomorrow.

We’re going to have a party tomorrow.

Ask students what the tense is for the first sentence (present continuous). Show students how to make questions forms with sentences 2 and 3 (Will we have a party tomorrow? Are we going to have a party

tomorrow?) And also short answers. (Yes, we will. No, we won’t. Yes, we are. No, we aren’t.)

- 11 Introduce contractions: I’ll, He’ll, She’ll, etc.
- 12 Review the information presented in the Rule and More about it sections.

Using the grammar

13 Ask students some questions.

- about nearby places

T: *Is there a (park/grocery store) near here?*

Is there a restroom in this building?

- about hidden objects

T: *I’m looking for my purse. Can anybody help me find it? (There it is!)*

- about future plans

T: *What are you going to do (this weekend, next summer, after class)?*

Grammar Guide

Grammar Point 1: *There is* and *There are* are used to mention something for the first time. *It is* is used to refer to something already mentioned.

Grammar Point 2: “There’s” or “There are” can also be used as a pointing expression to show the location of something. “There” can also be used to refer to a place that has been mentioned.

Grammar Point 3: Both “be going to + Verb” and “will + Verb” can be used to show a future action. “Be going to” is used more often for general plans and decisions. “Will” is used more often to announce a decision or show an intention or promise.

Refer the students to Grammar Tables 16, 17, and 18 on page 118 in the Student Book.

Answers

1. There’s a great restaurant near here.
2. There are some famous people in this restaurant.
3. Is there a restroom in this building?
4. No, there aren’t.
5. Oh, there are my keys!
6. Go to Chris’s office. He’s there now.
7. I’m going to have a party next week.
8. Let’s go to Enrico’s.
9. Oh, I’ll give you my umbrella.
10. I’ll be there at 5 o’clock.

Situations page 92

This activity focuses on travel plans.

① Ask some questions about the illustrations to get the students warmed up. T: *Let's look at the illustrations. In Frame 1, what is the woman doing? [packing her suitcase] Where are the people in Frame 2? [at/at a theater/at a club] In Frame 3, what are the women doing? [talking on the phone] Where are the girls in Frame 4? [at a cafeteria/at school] Look at Frame 5. Where are the people? [at home/in the living room]*

② Put students into pairs and have them fill in the missing parts of the conversations.

③ Allow some time for students to fill in all the blanks and then ask if there are any questions.

④ Have the students practice the conversations together orally. T: *Now, practice the conversations with your partner.*

Everyday Expressions

Write these expressions on the board. Students who finish early can practice the dialogues with these substitutions.

Frame 1: When are you coming back? =
When are you going to be back?

Frame 2: Yes, it sure is. = Yes, that's her.
Of course. = What do you expect?


Frame 3: Guess what? = You won't believe this!
Okay. = Sounds good.

Frame 4: How long are you going to stay? =
How long will you be there?

I'm so excited. = I'm really excited.

Frame 5: It's so hot and crowded! = It's too
hot and there are so many people!

⑤ Have students switch A-B roles and read the conversations again. T: *Now switch roles and say the conversations again.*

⑥  Play the audio and have students check their answers. T: *Now we'll listen to the conversations. Listen and check your answers.*

⑦ After students have corrected their conversations, have them cover the words and try to have the same conversations again. T: *Now, cover all the words. Try to have the conversations without looking at the words.*

⑧ After students have practiced all 5 conversations, have them ask their partners about a famous city. T: *Now look at number 6.*

Ask your partner about a famous city.

⑨ Ask students what their partners said.

T: *(Name), what city did your partner talk about? What famous places are there in that city? What famous city did you choose?*

Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

Situation 1: *You are making plans for the summer with your friends or family. Choose one place to visit and three things to see there.*

Situation 2: *You are going to (name of a country) to meet your pen pal. Plan what you will do and see.*

Students can write out their dialogues if they wish. Have volunteers stand up and present their dialogues to the class.

Answers

1. A: Are there a lot of people in Tokyo?

B: Yes, there are.

A: When are you coming back?

B: Next Sunday. I'll bring you a nice present!

2. A: Is that Susan Steele?

B: Yes, it sure is.

A: And look, there's Bert Melbourne.

B: I know!

B: There are a lot of famous actors here.

A: Of course. This is Los Angeles!

3. A: I love Hong Kong! There are so many things to see and do.

B: Guess what? I'm going to be in Hong Kong next week.

A: Great! Let's meet for dinner.

B: Okay. I'll call you next week.

4. A: Where are you going on your home-stay?

B: I'm going to New Zealand.

A: How long are you going to stay?

B: A whole year. I'm so excited.

A: I'm going to miss you.

5. A: Let's stay at Waikiki Beach.

B: No. It's so hot and crowded!

A: But there are so many exciting things to do.

B: No. Let's go someplace quiet, just you and me.

Communication page 93

In this activity, students talk about their hometown.

❶ Warm up: If you can, bring in a picture of your hometown or a city you really like. If you don't have one, bring in a picture of a town, suburb, or city from a magazine. Tell the class about it as you hold it up. T: *This is my hometown, (Name). There are (farms, shopping districts, homes with big yards) in my hometown.* Ask students to identify other things in the picture. T: *What else is there?*

❷ Introduce the main activity. T: *Look at the top of page 93. Write the name of your hometown. (Give them a moment to do this.) Look at the words and phrases. (Show students the list.) Make a check next to the things your hometown has. You may want to read through the list with the class, explaining any words the students don't know.*

❸ Explain Part 2. T: *Now ask your partner "is there" and "are there" questions about his or her hometown. Remind students that they can use their own ideas as well as the words and phrases from the list.*

❹ Choose 2 students to model the example. T: *(Names), would you read the example together before we begin?*

❺ Check that students understand what to do and begin the activity. T: *Great, now talk to your partner about your hometowns.*

❻ Walk around the room, helping students form questions with "is there" and "are there".

Optional

Wrap up with a few questions. T: *(Name), what town are you from? Is anyone else from this town? What is it like? What about your partner? What kinds of things are there in his or her hometown?*

Bonus

❼ Put the students into pairs and introduce the activity. T: *Look at the questions on the bottom of page 93. (Hold up your book and point to the questions.) Ask your partner the questions. Answer with 3 ideas.*

❽ Model an example for the class. Have a student read the first question. Answer with your own ideas. T: *After class I'm going to have a cup of coffee, I'm going to meet a*

friend, and I'm going to have dinner. You can continue to model the answers or ask 1 or 2 students the remaining questions.

❾ Check to make sure students understand the activity. T: *Any questions?*

❿ Have the class start the activity. T: *Great. Now ask your partner the questions.*

⓫ Wrap up the activity with a few questions. T: *(Name), what are you going to do after class? What are you going to do this weekend? What about your partner? Who else is going to (study, see a movie, go to a party) this weekend?*

Optional

You can take an informal poll of what students are going to do after class, over the weekend, and on their next vacation. Make a simple chart of the results on the board.

Communication extension

1. Put the students into groups of 7-10 students and tell them they are going to create a town.
2. Groups should work together to name their town and make a list of what their town has. They should come up with 1 sentence per student in their group.
3. After groups are finished making their lists, have the groups tell the rest of the class about their town. Write the name of the towns on the board as the groups make their presentations.
4. When all groups have presented their towns, vote for the best town.

Optional

Instead of voting for the best town, have students come up with various categories and vote on each. Examples: best place to live, best place to visit, freshest air, most beautiful, etc.

Extension Writing Activity

1. Write several sentences about the city or town you would most like to visit. (example: I would like to visit... It has ...)
2. Write a few sentences describing a special place you have been to. (I went to... It ...)

English Out There page 94

This activity encourages students to learn more about famous places.

① Warm up: Ask the students to name some of the wonders of the world or other famous landmarks. T: *Can anyone name a famous landmark? You can write the students' responses on the board.* T: *Have you seen any of these places? Would you like to?*

② Introduce the activity. T: *Now look at the pictures on page 94. Can you match the names to the places?*

③ Students can do the matching activity alone, or you can lead the class through it.

④ Put students into pairs. T: *Now, talk to your partner about famous places near you. Where are they? Why are they famous?*

⑤ Walk around the room, offering help as needed.

Optional

Ask students to describe a famous place to the class. The class will guess what it is.

T: *Who wants to describe a famous place? Where is it? Don't say the name. We'll try to guess what it is.*

Out There homework

⑥ Read instructions for the homework assignment. T: *Look at the bottom of page 94. Read the homework instructions.*

⑦ Give students ideas of how to find specific places online. T: *Page 111 lists websites about famous places. (Have students turn to page 111 for a moment and look at the sites listed.) You can use one of these sites or find your own.*

⑧ Explain how the homework will be presented in a later class. T: *Be sure to bring a photo to the next class. We'll describe the places to each other.*

Encourage students to find out more about a place they've heard of, and encourage them to discover at least one new place. T: *Find information about a place you know, and then find information about a new place.*

Out There follow up (next class)

If you have assigned the homework:

⑨ Have students bring the photo to class.

⑩ Have students put their pictures on the wall. Allow students a few minutes to walk around and look at the pictures

⑪ Have each student say 3 things about the place they researched.

⑫ If you have a large class, you might want to put students into groups of 6-8. Students can show each other their pictures and take turns describing the places. You can walk around the class, helping as needed.

If you haven't assigned the homework:

1. Find and print some photos of different famous places. Tape them to the walls of the class. As students come in, have them walk around and look at the photos.
2. Put students into groups of 8-10 and have each student describe one of the places. Have the other students guess the place.

English in the Real World

Here are some ways of using the ideas in this unit outside of class:

With another student or a native speaker

Talk about some of the cities you have visited.

Take it further

Use the Internet or a travel agency to learn more about a place you want to visit.

In the Computer Lab

Page 111 lists websites that provide pictures and information about famous places.

1. Students can click on the name of a famous place, or they can search by clicking on "search" and entering the name of a city.
2. Students will find photos, maps, or information about famous places.