

Unit Overview

Topic: Commands

In this unit students focus on describing places. In the Conversation, Luis talks about the place his parents are from. In How English Works students learn the rules for using articles, superlatives and questions with “what” and “which.” In Situations students practice talking about different places. In the Communication section, students talk about cities they like. In English Out There, students share their opinions about beautiful places.

Audio CD-2:

Vocabulary Preview	CD 2 track 21	Conversation questions (1-3)	CD 2 track 23
Conversation	CD 2 track 22	How English Works (1-10)	CD 2 track 24
		Situations (1-5)	CD 2 track 25

Warm Up (books closed)

This activity will help the students activate vocabulary and become familiar with describing places.


1. Greet students and introduce the warm up. T: *Hello, class. In this unit, we're going to describe places.*
2. Tell the students about your hometown or a favorite place. T: *My hometown is in the country. There's a forest and some mountains nearby. I think my hometown is just beautiful.*
3. Ask the students to describe their hometowns. T: *Can anyone describe his or her hometown for the class? Where is it located? Has anyone been there?*
4. As students describe their hometown, encourage the other students to ask questions. T: *Does anyone have any questions about his/her hometown? Raise your hand.*

Unit Goals & Vocabulary Preview page 89

- 1 Go over the Unit Goals with the students.
- 2 Introduce the vocabulary. T: *In this unit, we're going to talk about places.*

Vocabulary Preview: word stress and other examples

Countries	Other examples	Geographic features	Other examples	Cities
Japan	Thailand	mountain	sea	Tokyo
China	Italy	ocean	forest	Hong Kong
Korea	Spain	beach	bay	Beijing
Taiwan	Turkey	lake	cliffs	Taipei
Brazil		river		New York
Argentina		desert		London
Venezuela		hill		Sydney
Canada		stream		Paris
the United States				Madrid
Mexico				Other examples
Australia				Seoul
the United Kingdom				San Francisco

- 3  Read the words or play the audio. T: *First, let's look at some countries.*
- 4 Show students where these countries are located on a map if they are not familiar with any of them. T: *Are there any country names here you don't know?*
- 5 Have students repeat the words. Emphasize the stressed syllables. T: *Repeat the words: Japan, China, etc.*
- 6 Elicit additional country names. T: *Can anyone name other countries? (You might want to limit the geographic areas. For example, T: Does anyone know any other countries in South America?)*
- 7 Have the students work with a partner to think of other countries for 1 minute. Then have the pairs share their new items with the class.
- 8 Repeat Steps 3 through 7 for **Geographic features and Cities.**

Conversation page 90

This section provides model language for talking about places.

➊ 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 Kate and Luis? [in a bookstore] What is Luis doing in Frame 6? [showing Kate a map/showing Kate a book] In Frame 7, what kind of book are they looking at? [a guidebook/a guidebook of Mexico/a book about Mexico]*

➋ Set up the situation before playing the audio. T: *Kate asks Luis where his family is from. Luis shows her the city his parents are from on a map. Let's listen.*

➌ Play the audio and ask students to follow along with the conversation. 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.*

➍ Play the Conversation questions in Step 2. Have students listen to the questions and circle the answers in their books. T: *Listen to the questions and circle the answers.*

Question 1: *Where is Luis from?*

Question 2: *Where are Luis's parents from?*

Question 3: *What does Luis think of Colima?*

➎ Go over the answers with the students. T: *(Name), what did you circle for number 1?*

Answers

1. (c) San Francisco (In Frame 1, Luis says, "San Francisco. You know that!")
2. (a) Mexico (In Frame 2, Luis says, "Oh, my parents are from Mexico.")
3. (c) He thinks it's very beautiful. (In Frame 8, Luis says, "I think it's the most beautiful place on Earth!")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *How well do you think Kate knows Luis? Do you think Luis likes being asked about his family? What do you think they will talk about next?*

➏ Put the students into pairs to practice the conversation. T: *Read the conversation with your partner. Then, switch characters and read it again.*

Practice Point

As students practice, have them:

- Make a quick map to show Luis's hometown. Point to the map as you say the conversation.
- Practice again. Luis: Use your real hometown.

➐ Have students practice again using the substitution words. T: *Now replace the words in red. Look at the replacement words at the bottom of the page.*

➑ Walk around the classroom, helping students as necessary.

➒ As a follow-up, you can ask several pairs of students to say the conversation from memory.


Culture Notes

- Nearly all Americans are "from" somewhere because many Americans are immigrants. Americans often ask each other where they're from, that is, the country, culture, or place of origin. This could mean where they themselves come from or where their family or ancestors come from.
- Luis describes his family's hometown as "the most beautiful place on Earth." People often exaggerate like this when they speak about personal topics.

How English Works page 91

This section introduces articles, superlatives, and questions with “what” and “which”.

Checking Students Knowledge

- 1 Have students fill in the blanks.
- 2  Play the audio.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Articles

- 4 Say the example. T: *It's near the ocean.*
T: *Can you find this statement in the Conversation? (Frame 7)*
- 5 Write on the board: **The Rocky Mountains are in the western U.S.**
T: *Why do we use “the” instead of “nothing” in front of “Rocky Mountains”?* **Underline: the.**
Say the rule.

- 6 Give the class some more examples.
- 7 Go through the rest of the Rule and the More about it: **using “a.”**

Grammar Point 2: Superlatives

- 8 Say the example. T: *It's the most beautiful place on Earth!*
T: *Can you find this statement in the Conversation? (Frame 8)*
- 9 Write on the board:
Our school is the biggest in the city.
T: *What is the superlative in this sentence?*
Underline: the biggest. T: *What is a superlative?* Say the rule.
- 10 Add your own examples.
- 11 Go through the rest of the Rule.

Grammar Point 3: Questions with “what” and “which”

- 12 Say the example. T: *Which city in Mexico are they from?*
- 13 Write on the board:
There are 3 movies. Which movie do you want to see? What city in the U.S. do you like the best?
T: *When do we use “which”? When do we use “what”?* **Underline: which and what.** Say the rule.
- 14 Ask students a few “which” or “what” questions.
- 15 Go through the rest of the Rule and the More about it.

Using the Grammar

- 16 Ask students some personal questions.

- questions with articles:
T: *Do you live in a big city or a small town?*
What's a famous landmark on your city?
- questions with superlatives:
T: *What's the most beautiful place in your city?*
- questions with “what” and “which”:
T: *What's the tallest mountain in the world?*
Which city has a larger population, Bangkok or Sydney?

Grammar Guide

Grammar Point 1: Articles are placed before nouns to show how general (“a”) or specific (“the”) the noun is. One rule for articles is to use “the” before names of regions, oceans, mountain ranges, and famous landmarks, but not before countries, continents, or cities.

Grammar Point 2: For superlatives with 2-syllable adjectives, use “the” + adjective + “est.” (ex.: the strongest) For 2-syllable adjectives ending in “y”, use “the” + adjective + “-iest.” (ex.: the prettiest) For other adjectives, use “the most” or “the least” + adjective. (ex.: the least enjoyable)

Grammar Point 3: You can use “what” with superlative questions. (ex.: What's the best place to eat?) You can use “which” or “which one” when there are only a few choices. (ex.: Which of these 3 airlines do you prefer?)

Refer the students to Grammar Table 13.

Answers

1. **The** Rocky Mountains are in the western U.S.
2. You need **an** English dictionary for this class.
3. Our school is the **biggest** in the city.
4. Sunset is the **most** beautiful time of day.
5. Mt. Everest is the tallest mountain **in** the world.
6. Tokyo is **one** of the most crowded cities in Asia.
7. **What** city in the U.S. do you like the best?
8. There are 3 movies at the Plaza Theatre. **Which** movie do you want to see?
9. **Why** is Sydney your favorite city?
10. I like Sydney **because** it's so sunny.

Situations page 92

This activity focuses on places.

- ❶ Ask a few questions about the illustrations to get students warmed up. T: *Let's look at the illustrations. In Frame 1, where are the boys? [in a dorm room] Who is the man on the left in Frame 2? [a game show host] In Frame 3, what are the women doing? [talking on the phone] Where are the people in Frame 4? [in an airplane] Look at Frame 5. Where are they? [in the mountains/ at the top of a mountain]*
- ❷ Put students into pairs and have them fill in the missing parts of the conversations. T: *Now work with your partner and fill in the blanks with the correct words.*
- ❸ Allow several minutes for students to fill in all the blanks and then ask if there are any questions.
- ❹ Have the students practice the conversations together orally. T: *Now, say the conversations with your partner.*

Everyday Expressions

Write these expressions on the board.

Students who finish early can practice again, using the expressions as substitutions.

Frame 1: *It's the most beautiful country in Europe.* = *It's one of the most beautiful countries in Europe.*

Frame 2: *What's the highest mountain in the world?* = *What's the highest mountain in Asia?*

What's the longest river in the world? = *What's the longest river in South America?*


Frame 3: *How do you like living in Florida?* = *What's it like living in Florida?*

Sounds nice. = *Sounds wonderful.*

Frame 4: *What city in Japan do you like best?* = *Which Japanese city do you like best?*

Frame 5: *We did it!* = *We made it!*

I can't believe it. = *It's unbelievable.*

- ❺ Have students switch roles and read the conversations again.
- ❻  Play the audio. T: *Now let's listen to the conversations. Check your answers.*
- ❼ Then have students cover the words and try to have the conversations again. T: *Now, cover the words. Try to have the conversations without looking at the words.*
- ❽ Go on to Frame 6. T: *Now look at Frame 6.*

Ask your partner about his or her favorite places.

- ❾ Ask students to share their conversations. T: *(Name), what is your partner's favorite place? What is yours?*

Extension for Frame 6

Ask students to choose 1 of the following situations and create a dialogue.

Situation 1: *Describe your hometown to a pen pal. (It has a... It's the most...)*

Situation 2: *Tell a travel agent where you want to go on your next trip. (I want to go to a place with...)*

After students have created their own dialogues, have volunteers present their dialogues to the class.

Answers

1. A: *Where are you going on your home-stay?*
B: *Ireland. It's the most beautiful country in Europe.*
A: *Why do you think so?*
B: *I like it because it's so green.*
2. A: *What's the highest mountain in the world?*
B: *I think it's Mt. Everest.*
A: *What's the longest river in the world?*
B: *Umm... the Amazon River.*
A: *You're absolutely right! Congratulations!*
3. A: *How do you like living in Florida?*
B: *It's fabulous! The beaches are the most beautiful in the world.*
A: *Sounds nice. Can you see the Atlantic Ocean from your house?*
B: *We sure can.*
4. A: *What city in Japan do you like the best?*
B: *Beppu. It's in the south of Japan.*
A: *What's it like there?*
B: *It's a beautiful town near the coast. It has the best hot springs in the country.*
5. A: *We did it! We climbed the highest mountain in South America!*
B: *Yeah. I can't believe it. This is the most wonderful view in the world!*

Communication page 93

In this activity, students talk about cities they like.

❶ Warm up: Bring in some photographs of landscapes and cities (magazine pictures will do) and ask the class about them as you hold them up. T: *Look at this picture. Where do you think it is? Do you want to visit this place? Why or why not?*

❷ Put students into pairs and introduce the main activity. T: *Look at the top of page 93. Work with your partner. Think of 5 cities you both like and write the names. Hold your book up and show students where to write the names of the cities.*

❸ Explain Step 2. T: *Now point to 2 cities. Your partner will say a sentence with superlatives about each city. You can model an example for the class by pointing to 2 cities and prompting a student through a sentence about each one, or saying a sentence about each one yourself.*

❹ Choose 2 students to model the example. T: *(Names), would you read the example together? Make sure students understand the activity. T: Any questions? Great, now talk to your partner about the cities.*

❺ Walk around the room, helping as necessary.

❻ After students have finished, have them ask each other “why” questions. T: *Now ask your partner why he or she likes each city.*

❼ Model the example or have 2 students model it.

❽ Wrap up with a few questions. T: *(Name), what is your favorite city? Why? Does anyone like Paris the most? Has anyone been there? What foreign cities have you been to?*

Bonus

❾ Put students in pairs and introduce the activity. T: *Now talk about the city we are in right now. Write down the 3 best things about this city and the 3 worst things.*

❿ Walk around the room as students discuss the city.

⓫ After a few minutes, stop the activity and have students compare with 2 more students. T: *Now find another pair of students and compare your answers. Do you agree? Why or why not? Check to make sure students know*

what to do. T: *Do you understand the directions?*

⓬ Wrap up the activity with a few questions. T: *What are the best things about this city? What are the worst things? Is there anything we can do to make this city better?*

Communication Expansion

1. After students have written down 5 city names, have them walk around the classroom and compare cities with other students.
2. Allow students to carry their books. As they meet each other, have them ask about the cities on their list. Then have them comment using superlatives. (example: Seoul is the most interesting city on your list.)
3. After several minutes, put students into groups of 8-10 and have them create a list of all of their cities. Ask each group to order their cities by one of the words in the book (least rainy to rainiest, warmest to coldest, etc.).
4. Have groups write their lists on the board and have the other groups guess what sort order each list is in.

Extension Writing Activity

1. Write 3 or 4 short sentences describing what you would like to change about your hometown.
2. Write 3 or 4 sentences about a city you want to visit.

English Out There page 94

In this activity, students describe places they think are beautiful.

❶ **Warm up:** Ask the students to name some famous landmarks. *T: What are some of the most interesting places in of the world? [example: the Egyptian pyramids] How about some other famous landmarks? [example: the Eiffel Tower]*

❷ **Introduce the activity.** *T: Now look at the photographs at the top of page 94. Which of these places are beautiful to you? Why?*

❸ **Point to each picture in turn and ask students what they think of it.** *T: Do you think this place is beautiful? How does it make you feel? Would you like to visit it?*

❹ **Put students into pairs.** *T: Talk to your partner about the most beautiful places in your country. Describe 2 places to each other. Check to make sure students understand what to do. T: Any questions?*

❺ **Walk around the room, offering help as needed.**

❻ **End by asking students to describe a place in their country to the class.** *T: Who can describe a beautiful place to the class? Can anyone guess where this place is?*

Out There Homework

❷ **Read through the instructions for the homework assignment.**

❸ **Give students ideas of how to find specific places online.** *T: Page 111 has a list of websites that will help you find places. You can use these sites, or you can find a site on your own.*

❹ **Explain how the homework will be presented in a later class.** *T: Bring your picture and description to the next class so we can share them.*

In the Computer Lab

Page 111 lists geography sites that offer maps, articles, and adventure information.

1. Students can click on a featured article, an interesting topic (for example “adventure”, “maps”, or “countries and regions”), or on “search”.
2. If students click on a topic, they can browse for interesting articles, activities, or sites about that topic. If stu-

dents click on “search”, they can type the name of a city in the search box.

3. Encourage students to explore different aspects of geography. You might ask them to explore places on 3 continents, for example. Or, ask them to find 3 interesting facts about one place. *T: Have fun exploring the sites. Try to find places on 3 continents. Or, find 3 different facts about one place.*

Out There Follow Up (Next Class)

If you have assigned the homework:

❶ **Have students bring the photo and their description to class.** Put students into groups of 8-10.

❷ **Have students put all of their pictures in the center of their group and then have students describe the picture they brought in.** The other students should try to guess the place.

❸ **Then have each group vote to choose the most beautiful place from among the pictures they have.**

If you haven't assigned the homework:

1. Find and print some photos of different places. Tape them to the walls of the class. As students come in, have them walk around and look at the photos.
2. Have the class vote on the most beautiful place.

English in the Real World

Here are some ways students can use the ideas in this unit outside of class:

With another student or a native speaker

Research a famous place. Then, meet and exchange information with each other.

Take it further

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