

4 | IN THE CITY

Objectives

FUNCTIONS	talking about places in a town/city; giving directions; buying in a shop
GRAMMAR	<i>there is / there are; some / any</i> ; imperatives
VOCABULARY	places in a town/city; prepositions of place; numbers 100+; prices

Student's Book page 38–39

READING

- 1 Ask the class, using L1 if necessary: *Have you ever been on holiday to a foreign country?* If so, ask: *Where did you go? What did you see?* Ask students: *What famous places do tourists visit in your country?* Make a list on the board. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say a famous square, and nominate a student to point to the correct photo on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to check and agree or disagree with the answers. Refer back to the list of famous places in their country. Ask: *Is there a famous square/palace/tower/statue?*

Answers

2 A 3 C 4 B

- 2 **SPEAKING** Students work with a partner to complete the exercise. Point out the use of *I think ...* in the example and encourage them to answer in full sentences.

Answers

- A The Eiffel Tower, Paris
- B The Statue of Liberty, New York
- C The Alhambra Palace, Granada
- D The Plaza Garibaldi, Mexico City

- 3 **1.41** Tell students they are going to read and listen to a brochure about a park called *Window of the World*. Play the audio while students listen and answer the question. Tell them not to worry if they don't understand every word, but to focus on listening out for the places in the photos. Ask students to compare answers with a partner before whole-class feedback.

Answer

the Eiffel Tower and the Statue of Liberty

- 4 Before asking students to read the brochure more carefully and decide if the sentences are true or false, check/clarify: *models, train station, restaurant, take a ride*. Read the questions, and do the first one with students as an example. Students read the text again. Tell them to underline key information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined. Ask students to correct the false sentences.

Answers

- 1 F – There are models of famous places from around the world.
- 2 T
- 3 T
- 4 F – You have to take a taxi or a bus from the train station to get to the park.
- 5 T

- 5 **SPEAKING** Divide the class into pairs or small groups for students to ask and answer the questions. Draw students' attention to the use of *Would you like ...?* to ask about an imaginary situation. Give further examples to clarify if necessary. Write *I would like to see ...* on the IWB and ask students to use the phrase in their answers. Listen to some of their ideas in open class as feedback.

Optional extension

If your students have access to the Internet, look at the list of places you can see at *Window of the World*. Divide the class into small groups and assign each group one of the models they can see there. Ask students to research the place (preferably on English language websites) and make sentences to describe it. Write these sentence stems on the board for students to complete:

You can ...

There is a ...

There are ...

Monitor and help with any questions. When students have gathered information, ask the groups to present what they have found to the class.

THINK VALUES

My town/city

- 1 Read the two questions with students and check/clarify: *most interesting*, *visitor*. Ask students to work individually and answer the questions.
- 2 **SPEAKING** Students write the two lists, then compare their lists with a partner's. To make this more communicative, ask students to rank the places in order of interest within each list. Listen to some of their ideas in open class as feedback. Write two lists on the IWB and try to come to agreement on which places are the most interesting.
- 3 Working in small groups, students discuss the two questions. Look at the sample sentence and point out the use of *because* to introduce a reason. Encourage students to make similar sentences in their answers.
- 4 **SPEAKING** Form new groups to include one member of each of the groups in Exercise 3. Ask students to compare their ideas and try to reach agreement on which places to put in *Window of the World*.


Optional extension

Set up a role play in which Student A is a visitor to your city and Student B is explaining which are the most interesting places to visit. Students discuss which places to visit and why. They could then change pairs and Student B could take the role of visitor with their new partner.

Student's Book page 40–41

VOCABULARY

Places in a town/city

- 1  1.42 With books closed, elicit names of places in towns that students know in English. If you have access to the Internet, show a map of your local city centre on the IWB. Point to different places on the map and ask: *What is this?* Write the words on the board. Now ask students to open their books and look at the pictures and the list of words. Go through the example in open class. Working in pairs, students complete the exercise. Play the audio for students to check their answers. Say the words for students to repeat and check pronunciation.

Answers

1 train station 2 bank 3 restaurant 4 museum
5 library 6 post office 7 supermarket 8 chemist's

- 2 This exercise introduces a variety of verbs and the present simple for the first time in the book. Read through the sentences with students and go through the example. Check understanding of the verbs and point out the order of subject + verb + object. Students work in pairs to complete the exercise.

Mixed-ability

Stronger students can cover the pictures and words in Exercise 1 and complete the sentences before looking back to check their answers.

Answers

1 park 2 restaurant 3 post office 4 train station
5 chemist's 6 museum 7 library

Language note

Chemist's has an apostrophe 's at the end to refer to the *chemists' shop*. Other shops which follow a similar pattern are *newsagent's* and *butcher's*.

Optional extension

Divide the class into pairs for this memory exercise. Students take turns to say one of the sentence stems in Exercise 2 for their partner to complete. They could follow this with a spelling test, with students taking it in turns to say the name of a place for their partner to spell.

Workbook page 39

GRAMMAR

there is / there are

- 1 Students complete the sentences individually, then check back in the brochure on page 39. They compare answers in pairs before checking as a class. While students are completing the sentences, copy the table with the different forms of *there is* and *there are* onto the board with the gaps. Students work individually to complete the table and compare answers in pairs before checking with the whole class and completing the table on the board. Elicit the rules with check questions: *Which verb form do we use with singular nouns? (is) Which do we use with plural nouns? (are).*

Answers

1 is 2 Are 3 aren't

Table

1 is 2 Is 3 are 4 aren't 5 Are

- 2 Read through the instructions and the example in open class. Clarify that students should answer according to the symbol at the end of each sentence (+, – or ?). Students work with a partner to complete the sentences. During whole-class feedback, make sure students are reading the full sentence and use this opportunity to check pronunciation and intonation.

Answers

1 There aren't
2 Is there
3 There is
4 There aren't
5 Are there



Be aware of common errors related to *there is/are*, go to Get it right on Student's Book page 123.

some / any

- 3 Students complete the sentences individually before checking back in the brochure on page 39. Let them compare answers with a partner before checking as a class.

Answers

1 any 2 any 3 some

Students complete the rule with a partner before a whole-class check. Point out that we use *some* to refer to an indefinite number and *any* when we don't know the number or when there are none. Give further examples to clarify this use of *some* and *any*, e.g. *There are some books in the cupboard. There aren't any pens on the table.* Ask students to work with a partner and think of one example of each type of sentence of their own.

Rule

1 some 2 any

- 4 If you're short on time, set this exercise for homework. Students choose the correct option in each sentence. Check answers in open class.

Answers

1 any 2 any 3 some

Fast finishers

Ask students to write the information in sentences 1–3 in other forms, e.g. making a positive sentence (Q 3) into a negative sentence and then a question.

- 5 **SPEAKING** Read through the instructions and example with students and give a further example of your own to get them started. Students think of a city and answer their partner's questions using *there is / there are* and *some/any*. Monitor and encourage students to speak fluently by not interrupting unless errors impede communication. Make a note of any repeated errors to refer to during feedback.

Mixed-ability

Give weaker students a few minutes to write down their sentences before pairing up students to complete the activity.

Workbook page 36 and page 123

VOCABULARY**Prepositions of place**

- 1 As a warm-up and to introduce prepositions of place, produce an object of your choice (students of all ages seem to enjoy doing this with a soft toy) and place it on the desk. Ask: *Where's Teddy?* And elicit: *Teddy is on the table.* Put Teddy in different places to elicit other prepositions, e.g. *next to, behind, in front of.* Don't worry if students do not know some of the prepositions, as they will see them in the exercise.

Now ask students to open their books. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the picture with students. Point to some of the places covered in the Vocabulary section on page 40 and ask individual students to name them (e.g. *What's this? It's the park.*). Look at the prepositions and ask students to work with a partner to complete the sentences. Check answers as a whole class. Ask individuals to come to the front of the class to point to the answers.

Answers

1 behind
2 opposite / in front of
3 next to
4 between
5 opposite / in front of

Fast finishers

Ask students to write sentences about objects in the classroom using prepositions, e.g. *My pen is between my book and my bag.*



Be aware of common errors related to prepositions of place, go to Get it right on Student's Book page 123.

Workbook page 39

LISTENING

- 1 1.43 As a lead-in, ask students to work with a partner and draw a simple map of the local shopping centre. Nominate a volunteer to draw the map on the board and elicit the position of shops from the rest of the class. Tell students they are going to hear three people asking for directions. Play the audio, pausing after each dialogue for students to mark the places on the map on page 41. Remind them that there are five white labels on the map, but only three places. Students compare answers with a partner before a whole-class check.

Answers

A museum C chemist's E shopping centre

Audio Script Track 1.43

1

Woman Excuse me?

Man Yes, can I help you?

Woman Is there a chemist's near here?

Man Yes, there's a chemist's in King Street. Go up here, turn left and the chemist's is next to the bank.

Woman Next to the bank?

Man That's right. And it's opposite the library.

Woman That's great. Thank you.

Man No problem.

2

Man Excuse me?
 Woman Yes?
 Man Where's the museum?
 Woman: The museum? OK. Walk down this street, and go past the supermarket.
 Man OK.
 Woman The museum is there – on the corner of Green Street.
 Man Is it far from here?
 Woman No, only five minutes.
 Man OK, thank you. Have a nice day!

3

Man Excuse me – can I get a bus here to the shopping centre?
 Woman Oh, don't take a bus – the shopping centre's only two minutes from here.
 Man Really? OK. But how do I get there?
 Woman Just go along this street and take the second road on the left.
 Man Second on the left. Great.
 Woman That's right. Don't take the first left, that's wrong. Second left, and then it's easy! It's opposite a restaurant.
 Man Well, thanks a lot.
 Woman No problem. Don't mention it.

- 2 1.43 Before you play the audio again, give students the opportunity to complete the sentences with the details they remember from the first listening and check ideas in pairs. Play the audio again while students check their answers. Students compare answers with a partner before a whole-class check.

Mixed-ability

Ask stronger students to make a note of any phrases used on the audio to give directions. Transfer any examples to the board after whole-class feedback.

Answers

1 next to 2 the corner of 3 opposite

GRAMMAR

Imperatives

- 1 Read through the instructions and the sentences from the audio. Students work with a partner to complete the sentences. Check answers as a class.

Answers

1 Go 2 Turn 3 Don't

Complete the rule together. Point out that the imperative stays the same whether you are speaking to one person or many people.

Language note

The imperative can sound rude in some circumstances, so we often precede or follow the imperative with *please* or other polite terms.

Rule

don't

- 2 Ask students which of the imperatives are negative (*Don't open.*, *Don't look.*). Students work individually to match the parts of the sentences then compare answers with a partner before whole-class feedback. During feedback, say the sentences for students to repeat and check pronunciation.

Answers

1 d 2 a 3 f 4 c 5 e

Optional extension

A fun way to practise imperatives is to play Simon Says. Say an imperative for students to follow, preceding it with *Simon Says* (e.g. *Simon Says stand up.* *Simon Says sit down.*). If you do not precede your imperative with *Simon Says*, students must NOT do the action. If they do, they are out of the game. They are also out if they do the wrong thing (e.g. they lift their left hand when you tell them to lift their right hand). Continue until only one student is left.

Fast finishers

Ask students to write some of the imperatives a teacher uses in class, e.g. *Listen!* *Speak English.*

Workbook page 37 and page 123

FUNCTIONS

Giving directions

- 1 **SPEAKING** Before attempting this activity, remind students of different phrases used for giving directions by eliciting these and making a list on the board. Use hand signals and diagrams to help you elicit the phrases. Read through the instructions and example in open class. Students work with a partner. Student B gives directions to different places on the map. Monitor and check that students are using phrases correctly. Listen to some examples in open class as feedback.
- 2 **SPEAKING** Students repeat the exercise with Student A giving directions for Student B. Listen to some examples in open class as feedback.

Student's Book page 42–43

READING

- 1 1.44 As a warm-up, ask students to work with a partner to imagine they are standing in their local town centre. Students make a list of the English words needed to name the places and shops they can see. Encourage them to use prepositions of place to describe where things are. Listen to some of their answers in open class and make a list of the places on the board. Look at the names of places A–E with students and elicit sentences like those in Vocabulary Exercise 2 on page 40. Ask: *What do you do at a chemist's?* (You buy medicine at a chemist's.) Check/clarify: *return, change, come back.* Play the audio.

Students listen to the dialogues and complete the exercise. Tell them not to worry about the gaps at this stage. Students check answers with a partner before a whole-class check.

Answers

1 E 2 C 3 A

- 2 Students work with a partner to complete the dialogues with the words and phrases. They then compare answers with a partner before a whole-class check. During feedback, ask students to repeat phrases and expressions and check their pronunciation. Point out the use of *please* and *thank you* in the first dialogue. Draw attention to the adjectives and the use of *really* in the second dialogue. There is a lot of informal language (*Hi, OK, Oh, right!, Wow, bye*) in the final dialogue.

Answers

- 1 How much
- 2 are they
- 3 take
- 4 Can I
- 5 a nice day


- 3 **SPEAKING** Students work in pairs and practise the dialogues. Monitor and help with pronunciation. Encourage students to focus on intonation and to show enthusiasm where appropriate. Listen to some examples from volunteers as feedback.

Mixed-ability

Stronger students can practise the dialogues a couple of times, then take it in turns to close their books and attempt to complete the dialogue without looking at the text.


VOCABULARY

Numbers 100+

- 1  1.45 Have a quick revision of numbers. Go round the class (quickly!) counting (1, 2, 3 ...). Do the same in twos (2, 4, 6 ...), and in threes (3, 6, 9 ...). Finally, go round counting in tens. This will hopefully elicit numbers over 100. Write an example on the board in both number and word form. Give students a minute to match the numbers and the words. Allow students to compare their answers with a partner before playing the audio to check. Read the Look! box together, then say the numbers for students to repeat and check pronunciation. Point out the weak pronunciation of *and*.

Answers

1 h 2 e 3 c 4 a 5 f 6 b 7 g

- 2  1.46 Play the audio while students complete the exercise. Pause between each number for students to write the number in figures (e.g. 180). Students compare answers with a partner before a whole-class check. Ask students to work with a partner and write the numbers in word form (e.g. *one hundred and eighty*). Check answers in open class.

Answers

- 1 180 / a/one hundred and eighty
- 2 195 / a/one hundred and ninety-five
- 3 380 / three hundred and eighty
- 4 700 / seven hundred
- 5 750 / seven hundred and fifty
- 6 1,400 / one thousand four hundred

Optional extension

Ask each student to write five numbers over 100 in word form on a piece of paper. Working with a partner, students exchange papers and have one minute to remember the numbers. They then have one minute to write as many of their partner's numbers as they can in word form. Who can remember the most? If students enjoy the activity, repeat with different partners.

Fast finishers

Ask students to test themselves by writing five numbers between 100 and 1,000 in number form, then writing them in word form.


Workbook page 39

PRONUNCIATION

For pronunciation practice of word stress in numbers, go to Student's Book page 120.


VOCABULARY

Prices

- 1  1.49 Ask students to close their books. Write the symbols \$, £ and € on the board and elicit the names (dollar, pound and euro). Write the names next to the symbols on the board. Ask students to open their books. Read the Look! box together and then ask individual students to say the prices. Play the audio so they can check their answers. During whole-class feedback, say the prices for students to repeat together.

Language note

Prices are said in various ways. For example, for £2.50, the correct usage is *two pounds fifty*. However, it is also common to hear the colloquial forms *two pound fifty* and simply *two fifty*.

- 2  1.50 Give students a minute to look at the prices. Play the audio while students put the prices in the correct order. Students compare answers with a partner before a whole-class check. During feedback, emphasise the different pronunciation of *fifteen* (with the stress on the second syllable) and *fifty* (with the stress on the first syllable). Remind students that other numbers follow the same pattern (*13/30, 14/40, etc.*).

Answer

A 3 B 1 C 6 D 5 E 2 F 4

Optional extension

Ask students to work individually and write down five prices, using all three currencies. Students exchange notebooks with a partner and take turns to say the prices. Students can use a watch or stopwatch on a mobile phone to do this activity against the clock and see who can say the five prices the quickest.

- 3 **SPEAKING** Divide students into AB pairs. Students turn to page 127 or page 128 and read through the sample questions and answers. Students ask and answer questions about the items. Listen to some examples in open class as feedback.

Workbook page 39

FUNCTIONS

Buying in a shop

- 1 Ask students to close their books. In open class, ask: *Can you remember where the three dialogues on page 42 took place?* (at a train station; in a shoe shop; in a bookshop) *Can you remember any phrases used in the dialogues?* Write some examples on the board. Now with books open, tell students they are going to read some phrases from a dialogue between a customer (the person who buys something) and an assistant (the person who works in the shop). Ask students to read through the phrases and clarify any problems. Students work with a partner to complete the exercise. Check answers.

Answers

1 A 2 C 3 C 4 A 5 A 6 C

- 2 Give students a minute or two to read through the dialogue. Students work with a partner to complete the dialogue. With weaker students, clarify that A is the shop assistant and B is the customer.

Answers

B 6 B 3 B 2 A 5 A 4

Mixed-ability

Stronger students can cover the phrases in Exercise 1 and attempt to complete the dialogue from memory.

- 3 **1.51** Play the audio while students check their answers to Exercise 2. Tell students to listen out for the intonation of the questions. Go over the answers in open class, saying the expressions for students to repeat together. Students practise the dialogue in pairs. Monitor and check that students are saying the prices correctly.

Audio Script Track 1.51

Woman Hi there. Can I help you?
Boy Hello. Yes, please. Have you got any music magazines?
Woman Sure. There's this one here, and there's also this one.
Boy Great. How much are they?
Woman This one's £3.95, and the other one is £3.50.
Boy OK – I'll take them.
Woman Great. That's £7.45, please.
Boy OK, Here you are. £10.00.
Woman Thank you. And here's your change – £2.55.
Boy Thanks. Bye!

TRAIN TO THINK

Exploring numbers

- 1 As this is a mathematical problem, students may naturally start using their own language to solve it. Encourage them to speak in English in order to practise numbers and prices. To help students discuss this problem in English, write two simple sums on the board, e.g.:

$£1.20 + £1.50 = £2.70$. Elicit or explain that we say *one twenty and one fifty is two seventy*. Write another sum to show *minus*, e.g. *two seventy minus one fifty is one twenty* ($£2.70 - £1.50 = £1.20$), drawing attention to the underlined words.

Check/clarify: *spend*. Ask students to read the paragraph and answer the question. Ask: *Who can do it first? Can anyone do it without using a pen and paper?* Students compare their answers with a partner before a whole-class check.

Answers

Susan: £7.00
Ian: £6.00
George: £2.00

- 2 Students compete against the rest of the class to complete the sum. When they have an answer, they must explain how they found it to the class.

Answers

Susan gives George £2
Ian gives George £1

Optional extension

Divide the class into groups of three. Students take it in turns to give each other sums using prices. The other two students have to race to be first to get the correct answer, for which they get one point. This can also be played as a whole-class competition, with you giving the sums and students competing to be first to get the answer.

Student's Book page 44–45

CULTURE

Parks around the world

- 1 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Zoom in on the photos at the top of the page, or if not using an IWB, ask students to cover the text at the bottom of the page. Say: *a dragon*, and nominate a student to point to the correct picture on the IWB. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to agree or disagree with the answers.

Answers

Photo 1: a lake

Photo 2: a dragon


Photo 3: feed

Photo 4: mountains, sea

Photo 6: cherry trees

Optional extension

For additional vocabulary practice, give students two minutes to look in their dictionaries and find words to describe other things in the photos. Divide the class into small groups and ask them to take it in turns to say a word (e.g. *steps*). The other groups have to be first to say which photo the thing appears in (Photo 2).

- 2  1.52 Before students attempt this exercise, brainstorm the names of countries and write any answers on the board. Try to elicit some of the country names in the text on page 44, if possible. Play the audio while students read and match the photos with the texts. Check answers.

Answers

A 5 B 4 C 2 D 6 E 3

- 3 Give students a minute or two to read through the sentences and circle the key information that they need to look out for (e.g. *museums* in sentence 1). Go through the example in open class. Students complete the activity. Tell them to underline information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined.

Answers

1 F 2 A 3 B 4 E 5 A

WRITING

A brochure for your town / city

- 1 Read through the question and check/clarify: *view* and *countryside*. Students read the brochure and find the four things mentioned. They compare answers with a partner, pointing out their answers in the brochure.

Suggested answers

shops
cafés
restaurants
fantastic countryside views
footballers' houses
train service to Manchester

- 2 Students work together to find adjectives in the brochure. Remind students that adjectives go before a noun. Check answers in open class. Ask students to work with a partner and think about things in their own town that could be described with the adjectives. Listen to some of their ideas and praise good usage of the adjectives.

Answers

small
pretty
great
lovely
fantastic
excellent
brilliant
famous

- 3 Read through the instructions in open class. Give students time to plan and draft notes about their own town or city. This can be done individually or as a collaborative activity. Suggest that they can use Paul's brochure as a model.
- 4 The writing task can be set as homework or completed in class. When students have completed their brochures, display them on the walls of the classroom so students can read each other's work. Have a show of hands to vote on the best brochure.

Student's Book page 46–47

CAMBRIDGE ENGLISH: Towards Key

THINK EXAMS

READING AND WRITING

1 Part 6: Word completion

Answers

1 museum
2 bank
3 park
4 supermarket
5 restaurant

2 Part 1: Matching

Answers

1 D 2 C 3 A 4 F 5 B

TEST YOURSELF UNITS 3 & 4

1 VOCABULARY

Answers

1 sofa 2 kitchen 3 cooker 4 on the corner of
5 bathroom 6 wife 7 garage 8 library
9 opposite 10 grandfather

2 GRAMMAR

Answers

1 there 2 that 3 those 4 any 5 some 6 my

3

Answers

1 There is a really big supermarket in town.
2 Do you like my new phone?
3 I don't like these shoes.
4 Don't open the window – it's cold in here!
5 That's Jack's bike.
6 Come and play at our house.

4 FUNCTIONAL LANGUAGE

Answers

1 help, How much, take
2 Where, next, turn, opposite