

Speaking • Asking and saying where places are

Aim

Ask and say where places are.

THINK!

Read the question with the class and elicit responses from individual students. Encourage students to talk about their own experiences of asking for information in towns and cities they have visited.

ANSWERS

Students' own answers.

Exercise 1 1-18

Allow students time to read through the gapped dialogue. Play the video or audio for students to watch or listen and complete the dialogue. Play the video or audio again for students to check their answers. Check answers with the class, then ask the question to the class and elicit the answer.

ANSWERS

- 1 Are we near
 - 2 the bus station
 - 3 any shops
 - 4 five minutes
- No, they aren't.

Exercise 2 1-18

Play the audio or video again. Tell students to listen carefully for the pronunciation and intonation. You could pause after some of the sentences and questions for students to repeat. Students work in pairs to practise the dialogue.

ANSWERS

Students' own answers.

Exercise 3

Read the study strategy with the class then read through the key phrases. Ask students to find the key phrases in the dialogue, and check they understand everything. Students practise the key phrases in pairs. With **weaker classes**, when they close their books, write some key words on the board to help them remember the phrases, e.g. *Excuse, near, far*. See who managed to remember all the phrases.

ANSWERS

Students' own answers.

1 SPEAKING • Asking and saying where places are

I can ask and say where places are.

THINK! You are a tourist in a new town. Where do you look for information and directions?

Woman Excuse me. ¹..... the bus station here?
Chris Erm ... have you got a map? Yes, look, we're here and ²..... is in North Street.
Woman Oh, OK. How far is it from here?
Chris It's about ten minutes on foot.
Woman Right, thanks. And are there ³..... around here?
Chris No, but there are some shops in the high street. That's ⁴..... by bus from here.
Woman That's great. Thanks for your help.
Chris You're welcome.



- 1 Complete the dialogue with the phrases in the box. Then watch or listen and check. Are Chris and the woman from the same town?

any shops the bus station
Are we near five minutes

- 2 Watch or listen again. Then practise the dialogue in pairs.

- 3 Read the Study Strategy and follow the instructions.

STUDY STRATEGY

Learning the Key Phrases

It's a good idea to practise the Key Phrases, so that you can remember them.

- Practise the Key Phrases with a partner.
- Close your book and try to write them. How many can you remember?

KEY PHRASES

Asking and saying where places are

- A Excuse me. Are we near ... here?
B Yes, look, we're here.
A How far is it / the ... from here?
B It's about ... minutes on foot / by bus.
A Thanks for your help.
B You're welcome.

- 4 Work in pairs. Practise mini-dialogues with *How far ... ?* and places 1–4.

- 1 the bus station 3 the cinema
- 2 the market 4 the next town

Excuse me. How far is the bus station from here?

It's about ten minutes on foot.

Thanks for your help.

You're welcome.

- 5 **USE IT!** Work in pairs. Look at the situation and prepare a new dialogue. Use the dialogue in exercise 1 to help you.

Student A

You are a newcomer in your town or city. You want to go to the market. You are outside your school. Ask Student B where the market is.

Student B

Tell Student A where the market is.

20 Towns and cities

Optional activity: Language focus

With books closed, write these gapped sentences on the board.

- 1 How far is the school ____ here?
- 2 It's about ten minutes ____ foot.
- 3 Are there any shops ____ here?
- 4 It's five minutes ____ bus.
- 5 Thanks ____ your help.

Students work in pairs to complete the sentences with the correct prepositions. Check answers with the class.

ANSWERS

1 from 2 on 3 around 4 by 5 for

Exercise 4

Ask two confident students to read out the example mini-dialogue. Students work in pairs to practise more mini-dialogues. With **weaker classes**, allow students time to prepare the dialogues before they practise. With **stronger classes**, students can go straight into the spoken practice. Ask some pairs to perform one of their dialogues for the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students work in pairs to prepare a new dialogue. With **stronger classes**, you could teach some more phrases for giving directions, e.g. *Turn left / right, Go straight on*. Students swap roles and practise again.

ANSWERS

Students' own answers.

More practice

Student book page 35

Practice Kit