

# 8

# Sightseeing

- Goals**
- Identifying and describing locations in a city
  - Understanding directions

## Warm-up Activity

1. Explain that students are to make a short list of popular travel places in their city or country. These places should be ones that children, young adults, or families might visit.
2. Ask students to work in pairs to make a list of *five* places.
3. Elicit answers as a class and write the answers on the board.
4. Write the following vocabulary on the board: *across from, close to, between, beside, opposite, in front of.*
5. Ask students where these places are. Elicit locations of the places, encouraging students to use the vocabulary on the board.

## Task 1A

1. Ask students to quickly read the brochure. Elicit what type of brochure it is. (*a travel brochure about Hong Kong, listing different hotels*)
2. Explain that students need to match each of the hotels to one of the statements below.
3. Ask students to read the brochure and statements. Assist with any problems students have with vocabulary and meaning.
4. Ask students to write the name of a hotel in each of the spaces.
5. Elicit students' answers as a class. Encourage students to match synonyms between the brochure and statements. (*i.e. shopping center – shopping complex(es); movie theaters – cinemas*)

**Answers:** 1. Conrad Hong Kong 2. Mandarin Oriental 3. Park Lane 4. Eaton Hotel Hong Kong 5. Garden View–YWCA

### Language Note

Movie theater and cinema are synonymous in meaning: movie theater is more common in American English, whereas cinema is used more often in British English. As Hong Kong was a British colony, British English is predominately used there, thus cinema appears in the brochure.

## Task 1B (🔊 please turn to p. 146 for audioscript)

1. Explain that students will hear a conversation between two people, deciding on which hotel they should stay at.
2. Play the CD and ask students to write the name of the hotel they decide to try in the space.
3. Elicit reasons why they decided to try that hotel. (*convenient to take the subway, not too expensive*)

**Answer:** Eaton Hotel (Hong Kong)

### Quiz!

1. Ask students to read the quiz questions and guess what the answers are. Students should write their answers in their books. Encourage weaker students to work together.
2. Ask students to check their answers with other students in the class.
3. Check students' answers as a class.


**Answers:** 1. Hong Kong Dollar 2. MTR (Mass Transit Railway) 3. The Peak Tram

### Cultural Note

The Peak Tram, in operation since 1888, operates on Hong Kong Island and runs from the Central district to Victoria Peak, via the mid-levels. It covers a distance of 1.4 kilometers, a height distance of 400 meters, with the steepest gradient at 27° to the horizon. An average of 11,000 people (both residents and tourists) ride the tram every day.


### Extension Activity

1. Select a building close to your classroom. Ask students to listen as you describe its location in a variety of ways, using the prepositions and language featured in this unit.
2. Ask students to work in pairs, and think of a building close to the classroom. Encourage students to think of a variety of ways to describe its location.
3. In groups, ask students to take turns in giving their descriptions. Students should not say the name of the building, but use the pronoun "it."
4. Ask other students to guess the building from the descriptions.

**Task 2A**  please turn to p. 146–147 for audioscript)

1. Ask students to look at the pictures and decide what type of place or activity is depicted in each one.
2. Explain that students will hear six conversations about people asking for advice about things to do or see in Hong Kong. Students need to listen and decide which picture matches with each conversation.
3. Play the CD and ask students to write the correct letter in each space.
4. Check students' answers as a class.

**Answers:** 1. *d* 2. *c* 3. *f* 4. *e* 5. *a* 6. *b*

**Task 2B**  please turn to p. 146–147 for audioscript)

1. Explain that students need to listen for the place they are advised to go to.
2. Ask students to read through the choices. Assist with any problems students have with vocabulary.
3. Play the CD again, and ask students to listen and circle the correct answer.
4. Check students' answers as a class.

**Answers:** 1. *b* 2. *c* 3. *a* 4. *c* 5. *b* 6. *b*

**Listen for This!**

1. Explain that a speaker uses *got it* when he or she understands something.
2. Play the CD and ask students to: identify the speaker who uses the phrase, and what she understands. (*the woman in the 3rd conversation / She understands the location of Judgment AD.*)
3. Ask students to think of short exchanges using *got it*. Ask pairs to say their exchanges for the class.

### Task 3A

1. Write the following on the board: E \_ G \_ \_ S \_ \_
2. Ask students to guess what the word is.  
(*English*)
3. Explain that the words and phrases are all prepositions of place. Students need to fill in the missing letters to complete the words and phrases.
4. Ask students to fill in the missing letters and check their answers with a partner.

**Answers:** 1. *in front of* 2. *behind* 3. *beside*  
4. *across from* 5. *opposite* 6. *in* 7. *next to*  
8. *between* 9. *close to* 10. *on the other side of*

### Task 3B please turn to p. 147 for audioscript)

1. Explain that students will hear five people giving directions. Students need to listen and decide if the statements are true or false.
2. Ask students to read the statements and underline the prepositions of place used in each one.
3. Play the CD and ask students to listen and circle true or false.
4. Check students' answers as a class.

**Answers:** 1. *FALSE* 2. *TRUE* 3. *TRUE*  
4. *FALSE* 5. *TRUE*

### Grammar Focus

1. Explain that prepositions of place are used to describe the location of one place in relation to another.
2. Ask students to read the examples and identify which places are being described.  
(*one/Park Place Hotel; the mall/the street*)
3. Ask students to make a list of prepositions that have the same meaning. (see Language Note)
4. Ask students to make a list of stores, and other places they commonly visit, near to the school. Write these places on the board.
5. Ask students to describe where these places are in relation to each other.

### Language Note

There are several examples of prepositions of location which are very similar in meaning, for example, *across from/opposite*, *close to/near*, *in the middle of/between*, *next to/beside/by*, *in front of/before*.

### Task 4A please turn to p. 147 for audioscript)

1. Write the following questions on the board:  
*Can you speak English? / What languages do you speak?*
  2. Explain that different questions in English will have different intonation. Draw an up arrow and a down arrow below the questions.
  3. Say the sentences. Ask students which question has a rising intonation (point to up arrow), and which has a falling intonation (point to falling arrow).
  4. Ask students to read the questions in the book. Encourage students to predict whether the intonation is rising or falling for each question.
  5. Play the CD and ask students to circle *RISE* or *FALL*.
  6. Check students' answers as a class.
- Answers:** 1. *RISE* 2. *FALL* 3. *RISE*  
4. *FALL* 5. *FALL* 6. *RISE*

### Task 4B please turn to p. 147 for audioscript)


Play the CD again and ask students to practice saying the questions.

### Language Note

Yes/no questions normally end with a rising intonation. *Wh-* questions normally end with a falling intonation, very much like regular sentences.


### Extension Activity

1. Ask students to make up *five* (yes/no and wh-) questions related to locations and directions.
2. Ask them to practice with a partner, paying attention to the intonation they use in the questions.

**Task 5A**  please turn to p. 147–148 for audioscript)

1. Ask students to look at the picture and describe what they see. (*A map of part of Hong Kong’s Kowloon district. Eight tourist places are pictured in the photos.*)
2. Explain that students will hear a tour guide from Hong Kong, and need to write the *six* places she talks about in the spaces (in the order they hear them.)
3. Play the CD and ask students to write their answers in the spaces.

- Answers:** 1. *Peninsula Hotel: located between the YMCA Salisbury Hotel and the Sheraton Hotel on Salisbury Road*
2. *Space Museum: across the street from the Peninsula Hotel and between the Hong Kong Cultural Centre and Salisbury Gardens*
3. *Museum of History: in Kowloon Park on Nathan Road*
4. *Knutsford Terrace: located near the Miramar Hotel, just off Nathan Road*
5. *Bird Market: close to the Grand Tower Hotel and Mong Kok subway station*
6. *Temple Street Night Market: next to the Tin Hau Temple, close to Yau Ma Tei MTR station*

**Task 5B**  please turn to p. 147–148 for audioscript)

1. Explain that students need to identify the location of the six places the tour guide talks about.
2. Ask students to look at the letters on the map.
3. Play the CD and ask students to write the letter of the location of each place in the space.
4. Check students’ answers to Task 5A and 5B as a class.

**Answers:** 1. *e* 2. *f* 3. *d* 4. *c* 5. *a* 6. *b*

**Test Hint!**

1. Explain that often an answer is quite long, and students could waste valuable time writing an answer—while the speaker continues speaking, and perhaps gives the next answer.
2. Explain that students should first write notes *while* listening, and then write the complete answer in the spaces *after* the speaker has finished.

**Extension Activity**

1. In pairs, or small groups, ask students to write a short description of one place in your city. Each pair/group should have a different location.
2. Collect the descriptions, and string them together to create one long description similar to the tour guide’s description.
3. Ask the class to listen and identify the places and their locations as you read them.

**Task 6A** (🔊 please turn to p. 148 for audioscript)

1. Explain that students will hear a series of questions and answers. There are three answers given for each question. Students need to listen and choose the best answer.
2. Play the CD and ask students to listen and circle the letter of the best answer.
3. Check students' answers as a class. Discuss any problems that students have by writing down the three answers given. Play the CD again if necessary.

**Answers:** 1. b 2. c 3. a 4. b 5. c

**Task 6B** (🔊 please turn to p. 148 for audioscript)

1. Ask students to listen again and write down each of the questions. Play the CD again.
2. Check students' answers as a class. Write the answers (questions) on the board.
3. Ask students to work with a partner and ask and answer the questions.
4. Encourage students to give their own personal answers to these questions with a partner. Demonstrate by giving your own answer to two or three questions.

**Answers:** 1. *Is there a park near your home?*  
2. *Do you take the bus to class every day?*  
3. *Do you know the way to the train station?*  
4. *Can you walk to the subway station from here?*  
5. *Are there any good restaurants around here?*

**Task 7A** (🔊 please turn to p. 148 for audioscript)

1. Explain that students will listen to two people talking about locations of places in Hong Kong. Students need to listen for the words that the speakers use that are missing from the dialog.
2. Encourage students to read through the dialog and predict what kind of words might be possible in each of the blank spaces.
3. Play the CD and ask students to listen and write the missing words in the spaces.
4. Check students' answers as a class.

**Answers:** *really like, close to, across from, behind, got it*

**Speaking Hint!**

1. Explain that the phrases can be used to say how certain you are about locations:  
*I don't know where that is. (0%)*  
*I think I know where that is. (50%)*  
*I know where that is. (100%)*
2. Ask students to underline the three phrases in the dialog and identify what the speaker (*that*) was referring to. (Miramar, Kowloon Park, Temple Street Night Market)
3. Encourage students to focus on the grammar used in these indirect phrases. A common error is: *I don't know where is that.*

### **Task 7B**

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1. Explain that in this practical speaking activity, students should imagine they are describing some places they like to go to with friends, and the locations of these places.
2. Ask students to write down three places they like to go with friends. Ask students to write down two things to describe the location of each place. This could be a road/street, a train/subway station, or nearby landmark of some sort.
3. Explain that students will ask and answer questions about the locations of these places with a partner. Students should listen and write down the information they hear.
4. Explain that the students' conversations will be similar to the dialog in Task 7A. Students may also find the expressions in the Useful Expressions box useful.
5. Read through the Useful Expressions and ask students to repeat after you.
6. Ask students to describe their places to a partner.
7. Elicit from students some of the most commonly chosen places (i.e. more than two or three students chose the same place) and write the descriptions of the locations on the board. Compare them to see if there are any differences.

### **Task 7C**

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1. Explain that the questions are similar to those found in many English speaking tests. Students should be able to answer these questions clearly and confidently.
2. Ask students read the questions and think of how they will answer. Weaker students should write down their answers next to the questions.
3. Ask students to work with a partner and ask and answer the questions. Change partners to extend the activity and give students more speaking practice.
4. Encourage students to try to give longer responses by giving another piece of information.

Please turn to page 120, *In Focus*—extra cultural information for students discussing as a class.