

# 5 Ways of living

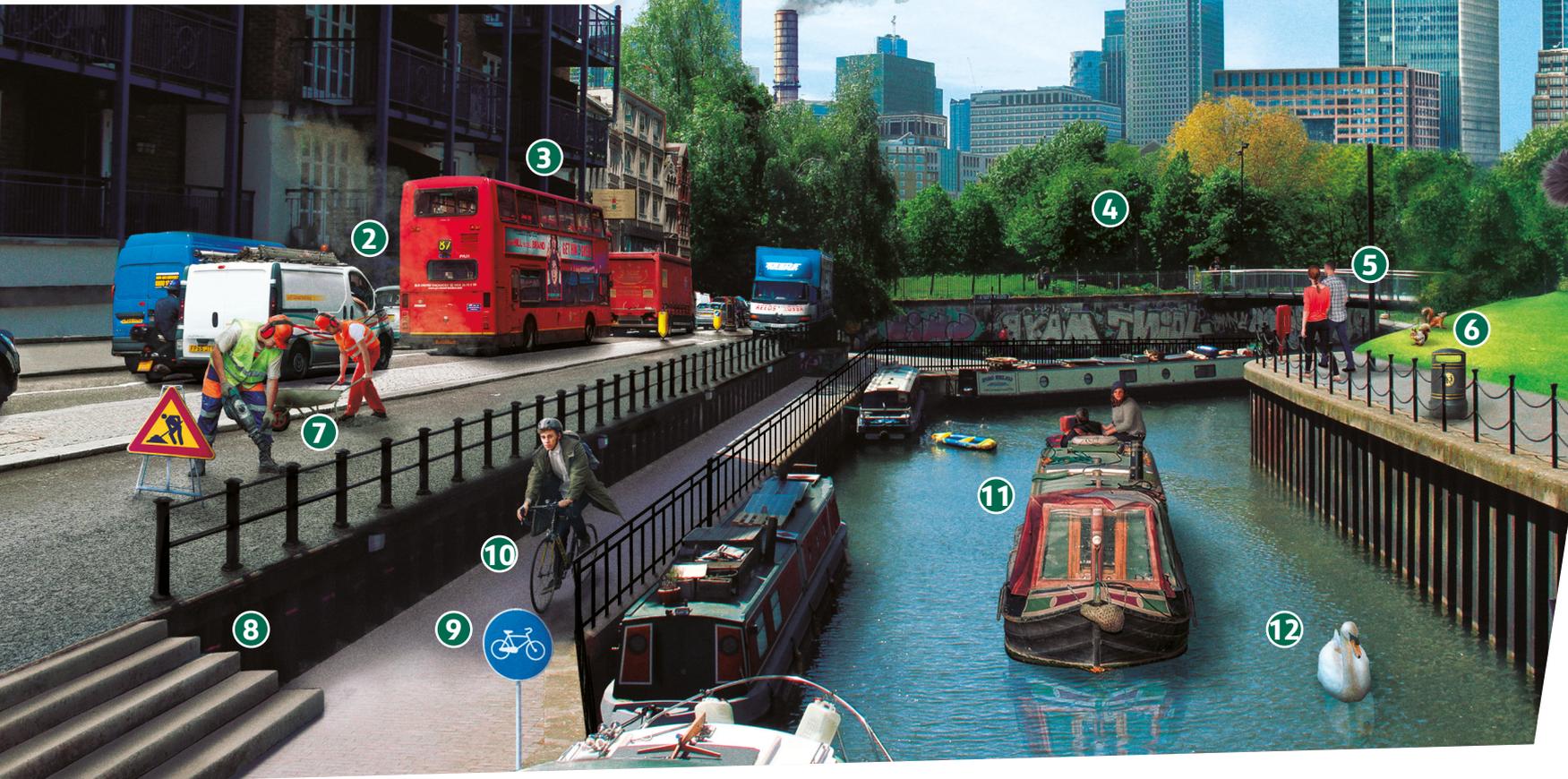
## Lesson 1 Vocabulary 1

### ✓ What do you know?

- 1 How do you travel to school every day?
- 2 What do you see, hear and smell on your journey?

### UNIT OBJECTIVES

- Talk about living in a city
- Describe places
- Read and write a short story
- Read an online article
- Give and respond to opinions



### 1 Match the words to the photos. Then listen, check and repeat.

- a public transport   b traffic jam   c pollution   d noise   e litter bin   f steps  
g cyclist   h canal boat   i cycle path   j pedestrians   k green space   l wildlife

### 2 Work in pairs. Categorise the words in Activity 1. There are two words that do not fit.

travel	people	nature	problems
cycle path			

### 3 Think. Answer the questions.

- 1 How is life in a city different from life in the countryside?
- 2 Where do you prefer to live? Why?

1  Listen and read. Do Sophie's cousins like living on a canal boat? Why / Why not?

**S:** Hi, Mateo! I've just visited my aunt and uncle in London. Did I tell you they live on a canal boat?

**M:** No. That's cool! Why do they live there?

**S:** **There's too much noise** in the city centre and **there are too many people**. They prefer to be close to the river and wildlife.

**M:** How big is their boat?

**S:** It's got two bedrooms, a bathroom, a kitchen and a living room.

**M:** It sounds big!

**S:** My cousins don't think so. They say **there isn't enough space**. They have to share a bedroom, so they think **there aren't enough rooms**!

**M:** But they can move around and see different places all the time. I think it sounds great!



It's 'How we live' month!

2 Look at the examples in bold in the dialogue. Think and decide. 

1 We use *too much* or *too many* when there is **more** / **less** of something than we want.

2 We use *isn't/aren't enough* when there is **more** / **less** of something than we want.

3  Listen and follow. Then make your own sentences.

Grammar reference, p.122

*too much / too many and not enough (+ noun)*

There	is are	too	much many	<b>noise.</b> <b>people.</b> <b>wildlife.</b>
	isn't aren't	enough		<b>litter bins.</b> <b>cycle paths.</b> <b>pollution.</b>

**Look**

Answer with *too much*, *too many*, *isn't enough* or *aren't enough*.

1 We use these words with countable nouns (e.g. *people*, *rooms*).

2 We use these words with uncountable nouns (e.g. *noise*, *space*).

4   **Talk Partners** Play a card game in pairs. 

Go to Activity Book, p.137

There isn't enough wildlife in my town. We need more green space.





## Before you read

- 1 Think and discuss. Imagine you have to move to a new city or country. How do you feel about ...
  - 1 leaving your friends and community?
  - 2 making new friends and becoming part of a new community?
- 2  5.4 Look at the title of the story and the pictures. What do you think happens in the story? Read and check. 

# Everyone's a WINNER



- 1 One day, Abiola had to leave his country very suddenly and move to London. His family couldn't stay there anymore because it was too dangerous.

'I'm scared about going to a new school and making new friends,' Abiola told his mother.

'It's OK to feel scared,' said his mother. 'But don't worry. I'm **excited about** being part of a new community and I'm sure we'll make new friends quickly.'

- 2 Soon it was Abiola's first day at school. He walked into his new classroom alone.

'There are too many children,' thought Abiola. 'And there's too much noise.'

The first few days passed quickly and his classmates were all friendly. But Abiola felt **different from** the others - he had different traditions and a different language.

'I'm not happy,' he told his mother. 'I haven't made any new friends yet. The other children aren't **interested in** me and I feel nervous about talking to them.'

- 3 Then one day, the teacher organised a game for the class. 'I've hidden a box of treasure in the playground,' she said. 'The first person to find it can bring it here and open it. Ready, steady, go!'

Everyone ran past Abiola and out of the door. Soon the children came back into the classroom. Carla was carrying the box of treasure and smiling. Everyone else looked unhappy.

'Oh, dear!' said the teacher. 'You all look so sad! Can anyone suggest another way of playing the game?'

'I can,' said Abiola. 'Our teacher will hide the box again. We all have to hold hands. When she says "Ready, steady, go!", we have to find the treasure together.'



- 4 The game started and the children ran around the playground, holding hands and looking for the treasure. Everyone laughed and had fun. When they found the box, they sat down and opened it together. Inside they found 20 strips of coloured paper – one for each child in the class.

'What is it?' they asked the teacher.

'Everyone choose a piece of paper and fold it,' said the teacher. 'Now join all your strips of paper together.'

'It's a paper chain!' laughed Carla. 'It was a good idea to share this treasure. Well done, Abiola!'

- 5 'In my country, there is an idea called "ubuntu",' Abiola told them. 'It means that you should include everyone. My mother always says to me, "How can I be happy if someone in my community is unhappy?"'

Abiola's classmates asked lots of questions about 'ubuntu' and other traditions in his country.

'Let's not forget that we're all connected,' said the teacher as Abiola and his new friends hung the paper chain around the classroom.



### After you read

- 3  Read paragraph 5 again. Answer the questions. 

- 1 What ideas are repeated in this paragraph?
- 2 What is the main thing the writer wants us to know?
  - a 'Ubuntu' is a custom Abiola knows a lot about.
  - b Abiola is happy at his new school.
  - c It's important to include everyone.

### Identify the main idea

Identifying the main idea in a whole story can be difficult. To develop this skill, start with the main idea in one paragraph.

- look for words and ideas that are repeated, e.g. *go to a new school / be part of a new community*.
- ask yourself: What is the main thing the writer wants me to know here?  
E.g. *Abiola is scared about starting a new life in a new country.*

### Say how you feel and why

#### 4 Read and discuss.

- 1 Which people in the story said this? Why did they feel this way?
 

a 'I'm scared.'	b 'I'm excited.'	c 'I'm not happy.'	d 'I feel nervous.'
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- 2 When was the last time you had each feeling (a–d) above? Why did you feel that way?
- 3 Why is it important to tell other people how you feel?
- 4 Who can listen to you and help you when you aren't feeling very positive?





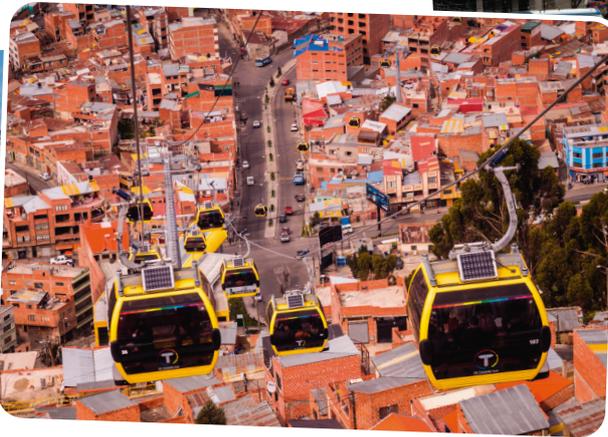
1 Match the words to the photos. Then listen, check and repeat.

- a polluted    b crowded    c noisy    d quiet    e unusual    f safe



2 Look at the photos below and answer the questions. Then listen and check your ideas.

- Which part of the world do you think this city is in? Why?
- Which adjectives in Activity 1 do you think describe this city?
- What is unusual about this city?



3 Listen again. Number phrases a-f in the order you hear them.

explanations	reasons
a Let me explain ...	d The reason for this is ...
b The main problem was ...	e Since they couldn't ... they ...
c That's because of ...	f ... in order to ...

**Listen for reasons and explanations**

Listen for phrases that the speaker uses to introduce a reason or an explanation, e.g. *Let me explain ...*, *The main problem was ....* This will help you follow more easily.

4 Listen again and choose the correct option.

- La Paz is over 2,500 / 3,500 metres above sea level.
- It has a population of about two / three million.
- The cable car system opened in 2014 / 2015.
- It takes 20 / 90 minutes to get to the city centre by cable car.
- A maximum of 10 / 20 people travel in each cable car.

5 Discuss in pairs. What does Pedro think of the cable car? Do you agree with him? Why / Why not?

## 1 Listen and read. Why can't Lucia and Amit walk to school?

- L:** Look, Amit! My grandfather sent me this old photo of my city.
- A:** Wow! It looks so quiet!
- L:** I know. These days there are too many people and traffic jams. **It's too crowded** and **too noisy**.
- A:** It looks like there was a lot more green space before.
- L:** Yes, **the city isn't green enough now**. There are a few parks but **they aren't big enough**.
- A:** It's the same in my city. There's too much traffic – **it isn't safe enough** for pedestrians. When my grandfather was a child, he walked to school every day.
- L:** But it's too dangerous to do that now.
- A:** I know. And **my school isn't near enough**.
- L:** And the air is too polluted.
- A:** But they're beautiful cities apart from that!



## 2 Look at the examples in bold in the dialogue. Think and decide.

- We use *too* + adjective to describe something **negative** / **positive**.
- We use *not* + adjective + *enough* to mean **more** / **less** than necessary.

## 3 Listen and follow. Then make your own sentences.

Grammar reference, p.122

### too and not enough (+ adjective)

It	<b>is</b>	too	<b>noisy.</b>
My city	<b>are</b>		<b>crowded.</b>
This place			<b>polluted.</b>
The cars	<b>isn't</b>	<b>quiet</b>	
The streets	<b>aren't</b>	<b>safe</b>	enough.
		<b>clean</b>	

### Look

Think and choose.

- We use *too* + adjective / noun.
- We use *not enough* + adjective / *not* + adjective + *enough*.

## 4 Work in pairs. Ask and answer the questions. Think of as many excuses as possible.

polluted   near   far   hot   cold   difficult   late   heavy   noisy   quiet   tired

- Why don't you walk to school?
- Why don't you go to the park?
- Why don't you swim in the sea?
- Why can't you do the homework?
- Why don't you go to bed now?



Why don't you walk to school?

My bag's too heavy. And the school isn't near enough.





# SCHOOL LIFE AROUND THE WORLD

[HOME](#) [ARTICLES](#) [NEWS](#)

## Next lesson: Cleaning?

How do you feel if your parents tell you to clean your room? Probably not very happy and you finish it quickly so you can do something more fun. But can you imagine your teachers at school telling you to Hoover the classroom floor or clean the windows? In Japan, cleaning your school is not unusual. In fact, it's completely normal. And it's an important part of all children's school education.



### What do the children do?

Japanese schools have cleaners, so children don't do *all* the cleaning. But at a typical school, children do around 20 minutes of cleaning every day. Each class is responsible for cleaning their own classroom and two other places in the school – for example, the hallway and the library. Children also do other things like serving lunch and washing up. Some schools also organise a 'neighbourhood clean-up' three times a year, when children clean the streets and pick up litter in the neighbourhood around the school.

### What do teachers and children think about it?

Perhaps you think this all sounds too boring and like too much work. But most pupils in Japan really enjoy their cleaning time because they like doing things together. And their teachers think it teaches children to work in groups and cooperate.

But what about very young children? What if you aren't old enough to do the cleaning? Well, in Japan, everyone is old enough to help! Even the youngest children take part, working with the older children. Teachers think older students need to experience helping younger children, and younger children need older role models.

### Before you read

#### 1 Look at the photos and answer the questions.

- 1 Where are the children? What are they doing?
- 2 How do the photos make you feel? Why?
- 3 What questions do you have about what you can see in the photos?

#### 2 Read the article and check your ideas in Activity 1. Does the text answer your questions? If yes, tell a partner the answers.

### Identify the effects of images

The images in a text can make you feel certain things, e.g. surprise, sadness, anger. They can also make us ask questions. Before you read a text ...

- identify how the images make you feel and why.
- think about what questions you have about what you can see. Then look for the answers as you read the text.



### What are the benefits?

You could say that children go to school to learn, not to clean. But Japanese teachers believe there are several benefits. Firstly, if you know you have to clean often, you'll look after your surroundings and you won't make so much mess. Secondly, if your classroom is clean and tidy, you'll work better. Thirdly, when children clean together, they learn to work as a team and to help each other. Finally, and most importantly, children learn how to become responsible members of their community. They grow up to become citizens who think about and respect others. And that is definitely a good thing!



### Leave a comment

Add a comment

Post

### After you read

#### 3 What's your opinion of these statements? Think and discuss.

- 1 Children do around 20 minutes of cleaning every day.
- 2 Children also do other things like serving lunch and washing up.
- 3 Children clean the streets and pick up litter in the neighbourhood.
- 4 Even the youngest children take part.

I think this is a good / bad idea because ...

#### 4 Think and discuss. Give reasons for your answers.

- 1 Which information in the article surprised you the most?
- 2 Do you agree that cleaning your school can help you become a better citizen?



How do different people contribute to your school community?  
Are there any ways you could help more?



1 Look and think. What are the children doing? What is the connection between the photos?



2 5.10 Watch three friends discussing young people in the community. Check your ideas in Activity 1.

3 5.10 Watch again. Who says these phrases: Sam, Jon or Olivia?

- 1 I think that young people like us can make a real difference in the community.
- 2 I agree. My class picks up litter in the park once a month.
- 3 I think that everyone can do something to help.
- 4 I know what you mean, but I haven't really got time.
- 5 Sorry, but I don't agree. You only need to find half an hour once a week.



4 Match phrases 1-5 to their uses (a-c).

**Give and respond to opinions**

- 1 I agree.
- 2 I know what you mean, but ...
- 3 Exactly!
- 4 I (don't) think that ...
- 5 Sorry, but I don't agree.

- a give an opinion
- b agree
- c disagree

**Show respect for others' opinions**

If you disagree with someone's opinion, let them finish talking first, then express yourself in a calm and polite way:

*Sorry, but I don't agree.*  
*I know what you mean, but I think ...*

Go to Activity Book, p.66, Activities 1 & 2

5 Plan your conversation.

Go to Activity Book, p.66

6 **Team Time** Work in groups. Take turns to practise your conversation. Use phrases from Activity 4 and show respect for your friends' opinions.

I don't think young people should have to do chores at home. It's more important to spend time on schoolwork.

Sorry, but I don't agree. I think that it's important to help at home.

7 **Reflect.** Discuss your conversation with your group.

- 1 Read the short story. How does Magda feel at the beginning and at the end of the story?

What are some positive effects of immigration?



## Same or different?

It was Magda's first week in her new school and the next day was 'show-and-tell' day.

'I'm worried,' Magda told her mother. 'What can I show? I'm too different from everyone in my class.'

'Your show-and-tell can be about differences,' her mother said, and they prepared Magda's presentation together.

The next day at school, it was time for show-and-tell.

'I'm a bit nervous,' Magda told the class. 'I don't think my English is good enough.' She started to show photos of things from her old life in Poland – her house, her garden, her best friend and her city. Everyone was interested and asked lots of questions.

'I love your garden!' said Harry. 'Is your city crowded and noisy like ours?'

'How do you say "best friend" in Polish?' asked Julia.

When Magda got home, she ran to her mother.

'I'm happy, Mum!' she said. 'We're different, but we're also the same!'



- 2 Read the story again and answer the questions.

- 1 At the beginning of the story, which two people talk? What do they talk about?
- 2 After Magda's presentation, who asks her questions? What do they ask about?
- 3 At the end of the story, who talks and what does she say?

### Use direct speech

Short stories often have direct speech. We use direct speech to ...

- 1 show how a character feels (using 'I' statements):  
*'I'm worried,' Magda told her mother.*
- 2 make the story more interesting and real:  
*'How do you say "best friend" in Polish?' asked Julia.*

Start a new line for each new speaker and put the direct speech in quotation marks ('...').

- 3 Find examples of features 1 and 2 from the box in the story.

- 4  Plan and write a short story.

Go to Activity Book, p.67

What do you know now?

Think about Unit 5.

Go to Activity Book, p.70

# Review



How do you say this in your language?  
Is the verb form the same?  
*I've just found the map.*

- 1 Work in pairs. Imagine you're getting ready for a holiday. Look at the checklists. Make sentences with *just*, *already* and *not yet*.

✓ = just    ✓✓ = already    ✗ = not yet

Holiday checklists	
Me	My mum
pack the binoculars ✓✓	book windsurfing lessons ✗
pack the sun cream ✗	call tourist information ✓✓
find my sleeping bag ✗	take the rubbish out ✓
pack my walking boots ✓	turn off the cooker ✗
feed the cat ✗	check the map ✓✓



I've already packed the binoculars.

My mum hasn't booked windsurfing lessons yet.

- 2 Work in pairs. Ask questions with the prompts. Answer using *too*, *too much*, *too many* and *not enough*.



- |                            |                             |                                   |
|----------------------------|-----------------------------|-----------------------------------|
| 1 try / windsurfing?       | windy ( <i>not enough</i> ) | people in sea ( <i>too many</i> ) |
| 2 put up / tent?           | difficult ( <i>too</i> )    | ropes ( <i>not enough</i> )       |
| 3 ride / along cycle path? | crowded ( <i>too</i> )      | pedestrians ( <i>too many</i> )   |
| 4 visit / town centre?     | noise ( <i>too much</i> )   | green space ( <i>not enough</i> ) |
| 5 climb / mountain?        | steep ( <i>too</i> )        | snow ( <i>too much</i> )          |

Have you tried windsurfing yet?

No, I haven't. It isn't windy enough. And there are too many people in the sea.

**Exam tip: Speaking, Part 1**

- Listen carefully for the question word. Think about the answer you need to give for different question words: *What ...? Which ...? Where ...? Who ...? When ...? How ...? Do you ...?*
- Try to answer with more than one word. Give a short reason or example.

**1**  **R3.1** Listen to an exam question and three different answers. Match the answers (1–3) to the examiner’s comments (a–c).

- |            |   |
|------------|---|
| 1 Answer 1 | a The pupil does not answer the question. |
| 2 Answer 2 | b The pupil gives a good answer.          |
| 3 Answer 3 | c The pupil’s answer is too short.        |

**2**  Work in pairs, A and B. Take turns to ask and answer the questions.

- A**
- Where do you come from?
  - How old are you?

**Now let’s talk about your city / town.**

- What do you like about your city / town?
- Do you think there’s enough green space?
- What kind of public transport have you got there?
- Do you think there’s too much pollution?



- B**
- Where do you come from?
  - How old are you?

**Now let’s talk about outdoor activities.**

- Do you like outdoor activities?
- What outdoor activities can you do in your city / town?
- Which ones have you already tried?
- Which ones have you not tried yet?

**3**  Work in pairs. Discuss the answers you gave in Activity 2.

- 1 Did you answer the questions?
- 2 Did you give enough information?
- 3 Did you use correct grammar and vocabulary?