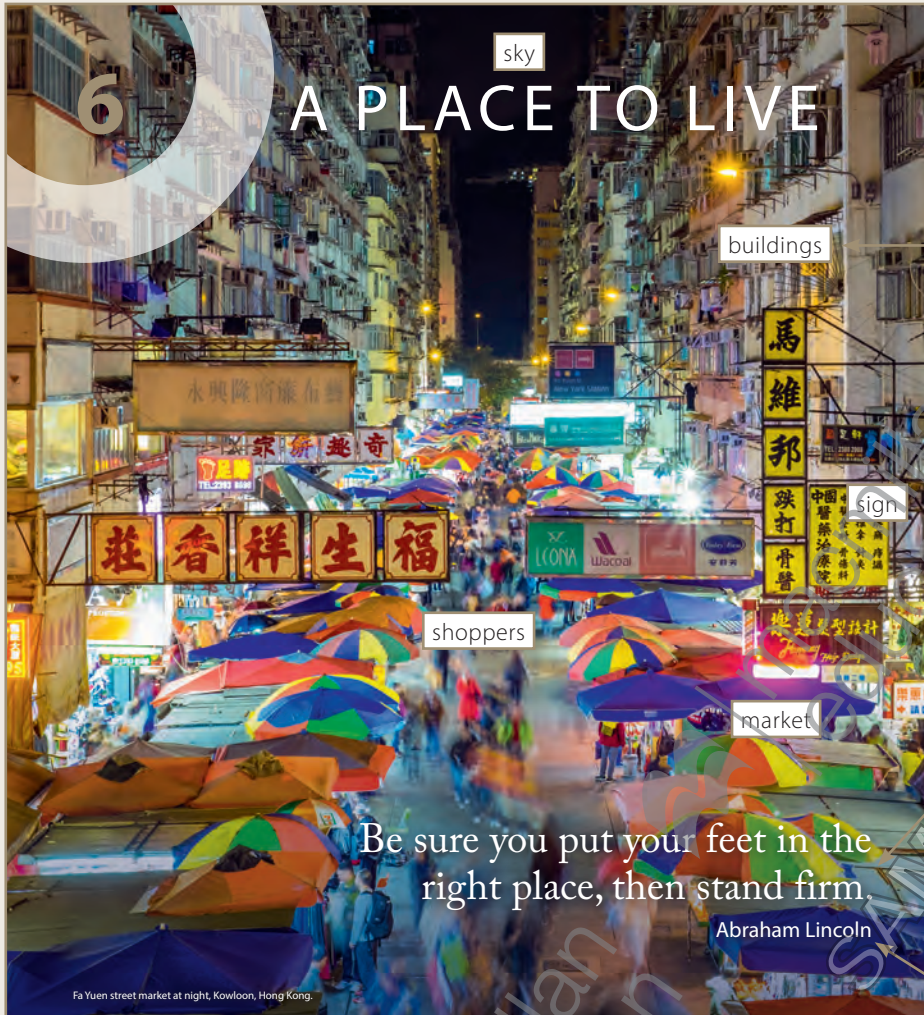


6 A place to live



6 A PLACE TO LIVE

buildings

Ask students to label the photo if you need time to set up the class.

sign

shoppers

market

A two-step approach is advisable, when standing up for beliefs, rights and ideas. First, be sure and think the situation through: put our 'feet in the right place'. Be convinced and convincing; we need to 'stand firm', confident in our position when talking with others who may not share our views.

Be sure you put your feet in the right place, then stand firm.

Abraham Lincoln

Abraham Lincoln (1809–1865) was the 16th president of the US. He was born into a hard-working family, fighting to get himself an education, and it was this drive and ambition which drove him to reach the highest office in the US.

- describe your town or city
- describe your home
- ask for and give directions
- write a review of a café

Work with a partner. Discuss the questions.

- 1 Where do you live?
- 2 Look at the picture. Is this a good place to live? Why/Why not?
- 3 Complete the sentence in your own words: *Life in a big city is ... because ...*

cheap dangerous difficult easy
expensive horrible nice safe

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Write *I live in* (your town/city), on the board. Write *Where do you live?* on the board and ask students to come up and write the answer as it applies to them. If you have a multinational class, you could display a map and mark the students' countries. Then draw students' attention to the picture and write on the board *Is this a good place to live?* Ask them to describe their thoughts on the picture and then to say whether they think it would be a good place to live or not. Ask them to share their ideas about the picture, making observations about specifics in the picture that would make it a good place to live or not. Ask several members of the class to get a broad range of views. Then ask them to think about where they live and if it is a good place to live or not. Share ideas as a whole class. Add ideas to the board so students

can use these for support and inspiration when discussing and answering the question *Life in a big city is ... because ...* Add all new ideas to the board.

WORKSHEETS

Lesson 6.1 Around town

Vocabulary: Places in a town (W19)

Grammar: *there is / there are; some and any* (W20)

Lesson 6.2 Choosing a home

Vocabulary: Furniture and rooms; Prepositions of place (W21)

Grammar: *is there / are there* question forms (W22)

V places in a town

G there is / there are; some and any

P there is / there are

VOCABULARY

Places in a town

A Match the places (1–10) with the words in the box. Then listen and check your answers.

art gallery café hotel market museum
park restaurant store station theater



1 station



6 café



2 hotel



7 market



3 theater



8 museum



4 store



9 park



5 restaurant



10 art gallery

B Listen and repeat.

6.1

C Complete the sentences with the names of places in a town.

- I sometimes go to the theater on the weekend to see a play.
- We usually buy fresh fruits and vegetables at the market.
- Let's visit the art gallery to see the paintings.
- We frequently visit the museum to learn about history.
- Let's go out to a restaurant for dinner tonight!
- We frequently stay in a hotel on vacation.
- I usually take my children to the park to play soccer.
- Let's go to a café for some coffee and ice cream!
- Suzanna frequently goes to the store to buy clothes or shoes.
- How far is it to the station? My train is at 3 pm.

D SPEAK Work in pairs. Which of these places do you go to in your town?

READING

A PREPARE TO READ Look at the pictures in *What's special about your home town?* Find these things in the pictures.

boat bridge building canal market

B READ FOR GIST Read *What's special about your home town?* Choose the best summary of the main idea.

- Only tourists enjoy Venice.
- Venice is a very difficult place to live.
- Life in Venice is interesting and fun.

C READ FOR GIST Which topics are in the forum post? Check (✓) the answers.

art food hotels jobs
 music schools transportation

D READ FOR DETAIL Are the sentences true (T) or false (F)?

- Venice is a modern city. **Some buildings are over 500 years old.** T/F
- Venice is a good city to see art. T/F
- There are hundreds of bridges in Venice. T/F
- There are a lot of cars and buses in the city center. **There aren't any.** T/F
- The writer takes a water taxi to work. **He/she walks to work every morning.** T/F

E SPEAK Work in groups. Answer the questions.

- Is Venice a good place to live, in your opinion? Why/Why not?
- Is Venice similar to or different from your home town or city?

What's special about YOUR HOME TOWN?

March 17, 6:57

Reply | Like

Highlighting = GRAMMAR Ex A answers

I live in Venice, in Italy. It's famous all over the world and **there are a lot of tourists. But it's an exciting place to live and work, too.** Ex B



6.1 Around town

LEAD-IN

Ask students to write down the name of their favorite place in town. Students then walk around, saying, e.g. *My favorite place is the Italian restaurant.* When they finish, write the places on the board. Which was the most popular?

VOCABULARY

- A** Focus students on the images and the words in the box, and elicit one answer as an example. Students match words and places individually, then check in pairs. Play the audio for them to check. Write the words up on the board and practice pronunciation; focus on the /a:r/ sound in *market, park* and *art*, the shortened sound of *restaurant*, the stress on the second syllable of *hotel* and the diphthong in *station (/eɪ/)* and *café (/eɪ/)*.
- B** Play the audio again while students listen and repeat.
- C** Read the first sentence and complete it for yourself, as an example. Then let students work in pairs to complete the exercise. Monitor and help as necessary. Go through the answers with the whole class. For the appropriate sentences (e.g. 1, 2, 4, etc), encourage students to make sentences with the same or a different adverb of frequency to describe how often they do each of these things.
- D** Tell the class your answer to the question, extending your answers by explaining why and when you go to the places (or why not). Students then discuss the question in pairs before reporting back to the whole class. Use the **Vocabulary Worksheet** on page W19 for extra practice.

READING

- A** Focus students on the photos of Venice and the words in the box. Give them time to match the words, then go through the answers, practicing pronunciation, especially the silent *u* in *building (/bɪldɪŋ/)*.
- B** Check that students understand the three options, and then remind students that reading for gist means not reading in detail; give them a time limit for the task (e.g. one minute) to reinforce this. Ask them to justify their choices before giving the answer.
- C** See if students can remember the topics from the first reading, then ask them to read the text again quickly. Check answers, asking students to identify the words that gave them the answers.
- D** Students work individually to answer the questions. Ask them to circle, underline or highlight the parts of the text that give the answers. Go through the answers with the whole class.
- E** Check that students understand the questions, then ask them to work in small groups of three or four to discuss them. Monitor, but try not to correct; encourage fluency rather than accuracy at this point. Note any common issues and deal with them after the speaking activity.

GRAMMAR HUB

6.1

there is / there are

	Singular	Plural
Positive	There is a bus stop. There's a bus stop.	There are a lot of boats.
Negative	There isn't an airport.	There aren't any buses.

- We use *there is/isn't* or *there are/aren't* to say that something exists (or doesn't exist). We can use *there is / there are* to describe different places or things in a house, town, etc.
There are a lot of flowers in the yard.
There's a bookstore in the center of town.
- We use *there is* with a singular noun and *there are* with a plural noun.
There's a bank in the city center.
There are bus stops on this street.
- We use *some* and *a lot of* with plural nouns in positive sentences.
There are some nice cafés in my neighborhood.
There are a lot of hotels in this city.
- We use *any* and *a lot of* with plural nouns in negative sentences.
There aren't any museums in my town.
There aren't a lot of tourists here.

	<i>some / a lot of / any</i>
Positive	There are some big buildings. There are a lot of museums.
Negative	There aren't any islands. There aren't a lot of stores.

Be careful!



- In sentences with more than one noun, the verb agrees with the first noun.
There's a hotel and a grocery store.
There are ten stores and a large hotel.
There's a park and two swimming pools.

6.1 Around town

GRAMMAR

- A Students work individually to find and underline examples. Do the first one together as a class to support students.
- B In pairs, students work out the rules. Monitor, referring students to examples rather than giving the answers. When everyone has finished, go through the answers, writing examples from the text on the board to illustrate the points. Check that everyone understands; practice some examples of positive and negative singular and plural nouns.
- C Direct students to the **Grammar Hub** (see below and TB42).
- D Ask students to read the example conversation; encourage them to notice the use of short forms. Then put them into pairs to talk. Monitor and note mistakes, and give feedback at the end; ask one or two students to say what there is/isn't/are/aren't to the class, and check if they all agree. Use the **Grammar Worksheet** on page W20 for extra practice.

PRONUNCIATION

- 6.2  A Write the first sentence on the board and read it out in two ways – first carefully, then more naturally. Elicit the differences in the way the words are connected, and draw a symbol to show the elisions and connected speech. Then play the audio while students listen and read.
- 6.2  B Replay the audio and ask students to repeat. Make sure they use the elisions and that they understand that this is a natural way to speak – it is not wrong or lazy!

SPEAKING

- A Check that students understand the headings in the table, then ask them to work individually to fill it in before checking answers with a partner.
- B With the same partner, students discuss the three questions and decide if they are true or false. Get feedback from the whole class.
- C In small groups of three or four, students discuss their town or city. Encourage fluent discussion including their opinions about the places and when and why they go or don't go there.

Extra activity

Tell the class that the area where the English class is located is going to be the site for a new building. Elicit the names of different places from the lesson (e.g. *grocery store, café, hotel, market*, etc) and write them on the board. Ask students to work individually in choosing three of these places they think should be built. Students then work in small groups, sharing their top three. Together the group should decide on their top three overall. Then regroup the students. Students work together in their new groups discussing and choosing their number one choice. Share the number one choice from each group and add them to the board. Take a whole-class vote for which place should be built in the area. Throughout, encourage the students to explain and justify their choices.

GRAMMAR HUB

6.1

There is / There are

A Choose the correct options to complete the sentences.

- 1 There aren't some / any cars in Venice.
- 2 There are a lot of / any water taxis.
- 3 There 's / are 350 boats (called 'gondolas') in Venice.
- 4 There are about 400 boatmen but there 's / are only one woman!
- 5 There are a / some narrow streets in Venice. One street is only 53 centimeters wide!
- 6 There are some / any very old buildings in Venice – the Palazzo Grimani Museum is more than 500 years old!

B Complete the description with *there is/there isn't* or *there are/aren't*.

I live in a small town and ¹ there aren't a lot of restaurants. ² There's / There is one small café where you can get tea and coffee or juice. ³ There aren't a lot of things to do in my town – it's very boring really – but ⁴ there's / there is a nice park. I usually play soccer there with my friends on Saturdays. It's a very small place, so ⁵ there aren't any art galleries and ⁶ there isn't a museum. You have to go to the city to find those, but ⁷ there are two small stores. ⁸ There's / There is a train station and that's very important for me and my friends because we get the train into the city. In the city, ⁹ there's / there is a big shopping mall and we go there to buy clothes.

C Complete the sentences with the correct form of the noun in parentheses. Add *a* or *an* if necessary.

- | | |
|---|--|
| 1 There are a lot of <u>flowers</u> (flower) in our yard. | 5 There's <u>a fridge</u> (fridge) in the kitchen. |
| 2 There's a TV and <u>a computer</u> (computer). | 6 There isn't <u>an apple tree</u> (apple tree) in the backyard. |
| 3 There aren't any <u>books</u> (book) on the bookshelf. | 7 There aren't a lot of <u>plants</u> (plant) on the balcony. |
| 4 There are ten <u>chairs</u> (chair) and a big table. | 8 There are some <u>cushions</u> (cushion) on the floor. |

► Go back to page 43.

GRAMMAR

there is / there are; some and any

- A** Read the post again. Underline examples of *there is*, *there are*, *some* and *any*.
- B WORK IT OUT** Complete the table using the examples in Exercise A to help you.

there is / there are; some and any		
	Singular	Plural
Positive +	There 1 <u>is a</u> really good café.	There 2 <u>are</u> over 400 bridges.
Negative -	There 3 <u>isn't a</u> really large grocery store..	There 4 <u>aren't any</u> cars.
Some and a lot of	We use <i>some</i> and <i>a lot of</i> with ⁵ <i>singular</i> / <i>plural</i> nouns. <i>Some</i> means a ⁶ <i>small</i> / <i>big</i> number. <i>A lot of</i> means a ⁷ <i>small</i> / <i>big</i> number. We usually use them in ⁸ <i>positive</i> / <i>negative</i> sentences.	
Any	We use <i>any</i> in ⁹ <i>negative</i> / <i>positive</i> sentences and in questions.	

- C** Go to the **Grammar Hub** on page 108.
- D SPEAK** Work in pairs. Talk about places near where you are. Use *there is* or *there are* and the words in the box.

art gallery cafés hotel museum restaurants stores

- A:** *There's an art gallery near the school, but there isn't a museum.*
- B:** *There are cafés near the school, but there aren't any restaurants.*

Venice is a city with a lot of history – I love it! **Ex D Q1**
There are some buildings that are over 500 years old!
 Venice is great for art. **There are** museums and art **Ex D Q2**
 galleries everywhere. **There are** over 400 bridges in **Ex D Q3**
 Venice. Why? Because **there are** a lot of canals! **There**
aren't any cars in this area, but **there's** a train station
 outside the city center. **There aren't any** buses in the **Ex D Q4**
 center either – people go to work by water taxi! **There**
isn't a really large grocery store, but **there's** a great
 market with a lot of fresh fruits and vegetables.



market

Ex D Q5
 I walk to work every morning and look at the buildings and the canals and the bridges. They're amazing! **There's** a really good café near my home. They make great coffee and fresh sandwiches and I eat breakfast there every morning when I go to work. I think Venice is a great place to live!



PRONUNCIATION

there is / there are

- A** Read and listen to the examples.
- 1 There's a restaurant. 3 There are some stores.
 2 There's a grocery store. 4 There are some hotels.
- B** Listen and repeat the sentences in Exercise A.

SPEAKING

PLAN Write the names of places in the chart. Use the words from the Vocabulary section on page 42.

Everyday life	Weekend fun	Food and drink
market	art gallery	café
park	hotel	restaurant
station	museum	
store	theater	

- B PREPARE** Work in pairs. Are these sentences true or false about your town?
- 1 There are a lot of parks in my town and there's a museum.
 2 There aren't any theaters, but there's an art gallery.
 3 There's a large grocery store and there are also a lot of small stores.
- C DISCUSS** Work in groups. Talk about places in your town.
There are a lot of parks in my city. There's a big park near the river and I usually go there with my friends on the weekend.

○ Describe your town or city

6.2 Choosing a home

Describe your home

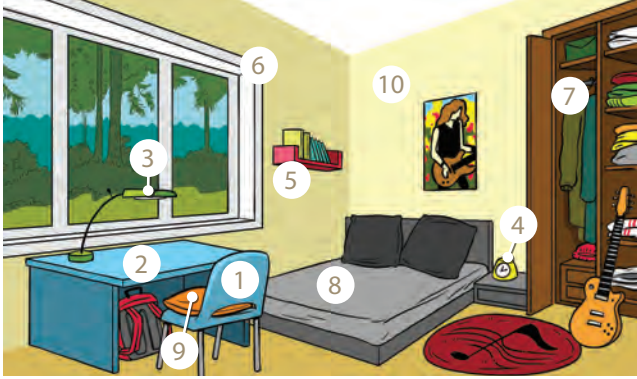
- V furniture and rooms; prepositions of place
- G is there / are there question forms

- S predicting
- P vowel sounds: /ʌ/ and /e/

VOCABULARY

Furniture and rooms

A Look at the picture. What kind of person do you think lives here? **The person who lives here is probably a musician or music student because of the guitar and the poster of a guitarist.**



B Complete the description with the words in the box.

bed bookshelf chair clock closet
cushion desk lamp wall window

The ¹ chair and the ² desk are blue. The ³ lamp is green. The ⁴ clock is yellow. The ⁵ bookshelf is red. The ⁶ window is big. The ⁷ closet is brown. The ⁸ bed is gray. The ⁹ cushion is orange. The ¹⁰ wall is light yellow.

C Listen and check your answers to Exercise B.

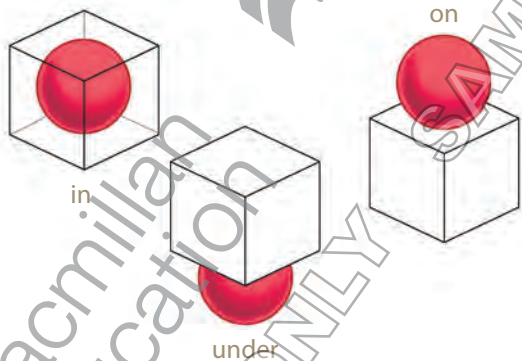
6.3

D Go to the Vocabulary Hub on page 124.

E SPEAK Work in pairs. What furniture do you have in your room at home or your classroom?

Prepositions of place

A Look at the picture in Vocabulary Exercise A again. Complete the description below using *in*, *on* or *under*.



There's a desk and a chair ¹ in the room. There's a lamp ² on the desk. There are clothes ³ in the closet. There are books ⁴ on the bookshelf. There's a small table next to the bed. There's a clock ⁵ on the table. There's a cushion ⁶ on the chair. There's a bag ⁷ under the desk. There's a picture ⁸ on the wall.

B Listen to a description of the room. Find four differences between the picture opposite and the description you hear.

6.4

C SPEAK Work in pairs. Look at the picture again. Describe the location of one thing. Say the object your partner is describing.

A: It's on the desk.

B: Is it the lamp?

D Student A – Go to the Communication Hub on page 128.
Student B – Go to the Communication Hub on page 132.

LISTENING

A PREPARE TO LISTEN Read the information about a studio apartment and answer the questions.

- 1 Where is the studio? **central Manhattan**
- 2 What is near the studio? **bus stop, grocery store**
- 3 How can you get more information? **call the agency**

NYC RENTALS Studio for rent in central Manhattan. Close to a bus stop and a grocery store. Must see! Call for an appointment. **646-755-8318**

Predicting

Before you listen, try to think about which topics will be in the conversation. Predicting helps to make the information easier to understand.

B PREDICT Look at the form in Exercise D. Check (✓) the topics that you think you will hear in the conversation.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> location | <input type="checkbox"/> neighbors | <input checked="" type="checkbox"/> number of rooms |
| <input type="checkbox"/> pets | <input checked="" type="checkbox"/> money | <input checked="" type="checkbox"/> stores |
| | <input checked="" type="checkbox"/> size | |

C LISTEN FOR GIST Listen to the conversation and check your answers to Exercise B. Does the man decide to rent the apartment? **No, he doesn't.**

6.5

D LISTEN FOR DETAIL Listen to the conversation again. Complete the form with the correct information.

6.5

STUDIO FOR RENT

Address: 25B East 23rd Street

Time to bus stop: 10 minutes

Furniture:

- | | | |
|--|---|---|
| <input type="checkbox"/> desk | <input type="checkbox"/> chair | <input checked="" type="checkbox"/> bookshelf |
| <input checked="" type="checkbox"/> lamp | <input type="checkbox"/> closet | <input type="checkbox"/> couch |
| <input type="checkbox"/> armchair | <input checked="" type="checkbox"/> bed | |

Window with view of park

Bathroom: **yes/no** Kitchen: **yes/no**

Price per month: \$2,000

E LISTEN FOR DETAIL Listen again. Why doesn't the man like the room? **There's no kitchen or bathtub and it's too expensive.**

6.5

6.2 Choosing a home

LEAD-IN

Bring some magazine pictures of stylish homes in. Put them around the class. Get students to walk around and say which ones they like and don't like. Then take a whole-class vote on the favorite home/room.

VOCABULARY

Furniture and rooms

- A** Focus students on the picture. Get their ideas of who lives there and write them on the board. Ask if they like the room and why/why not.
- B** Students work individually to complete the exercise, then check in pairs. Don't help until students have completed the exercise – it is important that they try to find the answers by eliminating the ones they know in order to develop autonomy and linguistic awareness.
- C** Play the audio while students listen and repeat. Focus them on the difficult pronunciations, e.g. the z sound and the following schwa in *closet* /'klazət/, the schwa in *cushion* /'kʊʃ(ə)n/ and the final sound in *window* /'wɪndəʊ/.
- D** Direct students to the **Vocabulary Hub** (see TB97).
- E** Talk briefly about your room at home as an example, then students work in pairs to discuss their own rooms. Monitor but don't overcorrect – encourage fluency and extended speaking turns. At the end, ask one or two students to describe their partner's room.

Prepositions of place

- A** Pre-teach the three prepositions using an object and placing it in various places in relation to a table, for example. Then students work individually to complete the exercise before checking in pairs. Go through the answers with the whole class.

- B** Play the audio while students listen and look at the picture. Ask if they noticed any differences but don't confirm them yet. Tell the students there are four differences, then play the audio again. Check answers.

In the picture, there's only one chair; the lamp is on the desk (not on the table next to the bed); the clock is next to the bed (not under it); there's only one picture on the wall.

- C** Demonstrate with one or two examples from the picture, then put students into pairs to take turns describing and guessing. Monitor without interrupting too much.
- D** Students go to the **Communication Hub** (see TB97). Use the **Vocabulary Worksheet** on page W21 for extra practice.

LISTENING

- A** Give students time to read the questions, then focus the students on the advertisement to answer them. Check answers.
- B** Students predict the topics they will hear – help with vocabulary if necessary. Ask for ideas but do not confirm them at this point.
- C** Play the audio while students listen and check. Ask if the man decides to rent the apartment, and ask how they know. Play the audio again stopping at the relevant places to check the answers.
- D** See if students can remember any information while they go through the form, then play the audio again while they complete the information.
- E** Play the audio again while students listen for the answer to the question. Check the answer, repeating the audio if necessary.

AUDIO SCRIPT

6.4

Vocabulary, Exercise B M = Martin

M: Hi everyone, my name's Martin and I'm looking for someone to rent my room. As you can see, there's a desk and two chairs. There's a big closet. You can put your clothes in there. There's a bookshelf. All my books are on it right now. There's a small table with a lamp on it next to the bed. Oops, my clock is under the bed. Sorry about that! Those are a couple of my pictures on the wall. And there's a window with a nice view of the yard. All this for 200 dollars a month!

6.5

Listening, Exercise C R = Realtor M = Man

R: Hi! This is New York City Rentals. How can I help you?
M: Hello. I'd like some information about the studio for rent on East 23rd Street.


- Ex D R:** Sure! No problem. Let's see. That's number 25B, the studio? What would you like to know?
M: Are there any buses on that street?
R: Yes, there are. It's about a 10-minute walk to the bus stop.
M: OK. Are there any stores nearby?
R: Yes, there are. There's a grocery store on the corner and there are a lot of restaurants nearby.
M: Is there a living room and a bedroom?
R: No, it's a studio. There's only one room.
M: Oh, I see. What about the furniture? What's in the room? Are there any chairs?
Ex D R: No, there aren't. There are some bookshelves, a lamp and a bed. That's all. It's a small studio ...
M: There's no desk and no chair. Hmm. Is there a large window?
Ex D R: Yes, there's a large window with a view of the park.
M: Is there a bathroom?
Ex D R: Yes, there is. There's a small bathroom with a shower, but no bathtub.
M: Is there a kitchen?
R: No, there isn't. It's just one room!
Ex C M: No kitchen and no bathtub, and you want \$2,000 a month! You must be joking!

6.2 Choosing a home

GRAMMAR

A–D Students complete the exercises. Direct students to the **Grammar Hub** (see below). Check answers as a class. Use the **Grammar Worksheet** on page W22 for extra practice.

PRONUNCIATION

 A–C Play the audio while students complete the exercises. Check answers as a class.

6.6;
6.7;
6.8

SPEAKING HUB

A Give students time to read the instructions to the task. Demonstrate one or two examples on the board of the questions that students are going to ask. Then direct students to the **Communication Hub** (see TB97). You could put all Student As and Bs together to prepare in groups.

B–D Put students into A and B pairs to complete the task. Monitor and note examples of language for feedback. Discuss feedback as a class.

GRAMMAR HUB

6.2

is there / are there question forms

	Question	Positive short answer	Negative short answer
Singular	Is there a dresser?	Yes, there is.	No, there isn't.
Plural	Are there cushions?	Yes, there are.	No, there aren't.

	Question
a lot of	Are there a lot of books?
any	Are there any chairs?

• We use *Is there ...?* or *Are there ...?* to ask about different places and objects.

Is there a library in town?

Are there cushions on the couch?

• We use *Is there ...?* with a singular noun and *Are there ...?* with a plural noun.

Is there a bathtub in the bathroom?

Are there pictures on the wall?

• We can use *a lot of* and *any* in questions about plural nouns.

Are there a lot of books on the bookshelf?

Are there any cups in the kitchen?

Be careful!

• We use *there is* not *there's* in a positive short answer.

Yes, there is. NOT *Yes, there's.*

6.2

Is there / Are there question forms

A Complete the questions with *Is* or *Are*.

1 Is there a bookcase in your bedroom?

2 Is there a big window?

3 Are there two beds in your bedroom?

4 Are there a lot of cushions on your couch?

5 Are there any photos on the walls?

6 Is there a TV in your bedroom?

7 Is there a desk by the window?

8 Are there a lot of things under your bed?

B Answer the questions in Exercise A.

1 Yes, there is.

2 No, there isn't.

3 Yes, there are.

4 No, there aren't.

5 Yes, there are.

6 No, there isn't.

7 Yes, there is.

8 No, there aren't.

C Use the prompts to create questions using *Is there* and *Are there*.

1 a lot of / cabinets / kitchen
Are there a lot of cabinets in the kitchen?

2 a lamp / desk
Is there a lamp on the desk?

3 any / books / bookshelf
Are there any books on the bookshelf?

4 clock / wall
Is there a clock on the wall?

5 cups / coffee table
Are there cups on the coffee table?

6 any / mirrors / bathroom
Are there any mirrors in the bathroom?

7 blue cushions / couch
Are there blue cushions on the couch?

8 rug / bedroom floor
Is there a rug on the bedroom floor?

➤ Go back to page 45.

GRAMMAR

is there / are there question forms

A Complete the sentences with the correct form of *be* and the words in the box.

a bathroom (✓) buses (✓) chairs (X) a kitchen (X)

- Is there a bathroom?
Yes, there is.
- Are there any buses?
Yes, there are.
- Is there a kitchen?
No, there isn't.
- Are there any chairs?
No, there aren't.

B WORK IT OUT Choose the correct options to complete the rules. Use the examples in Exercise A to help you.

is there / are there question forms

To make *yes/no* questions, we put *is* or *are* ¹*before* / *after* *there*.
We use *any* in questions with ²*singular* / *plural* nouns.
We ³*use* / *don't use* the contracted form of *there is* (*there's*) in short answers.

C Go to the **Grammar Hub** on page 108.

D SPEAK Work in pairs. Ask your partner about their room at home. Use the words in the box.

books bookshelf clock cushions
desk lamp pictures window

- A: Are there any books in your room?
B: Yes, there are a lot of books. They're on a bookshelf.

PRONUNCIATION

Vowel sounds: /ʌ/ and /e/

- 6.6** **A** Listen to the sounds /ʌ/ and /e/.
/ʌ/ rug /e/ bed
- 6.7** **B** Listen and **circle** the words with the same vowel sound as the word in bold.
- /ʌ/ rug
son run song some love blog
 - /e/ bed
get clean red sad bread head
- 6.8** **C** Listen and **circle** the word you hear.
- There's a **bag** / bug on the floor.
 - This is a **bad room** / bedroom.
 - Is there a **pen** / pan in the kitchen?
 - Be careful with that **cut** / cat!

SPEAKING HUB

A PREPARE You want to rent a room from your partner. Student A – Stay on this page. Student B – Go to the **Communication Hub** on page 130. Read the description of what you need. Write five questions to ask your partner.

- a desk Is there a desk?
chairs Are there any chairs?
a lamp Is there a lamp?
a TV Is there a TV?
near a bus stop or train station Is there a bus stop or train station nearby?
near a grocery store Is it near a grocery store?

B DISCUSS Ask your partner questions about their room. Find out if it is the right place for you.

- A: Can I ask about the room for rent?
B: Yes, of course. How can I help you?
A: Is it near a bus stop?
B: No, it isn't. But there's a train station ten minutes away.

C REPEAT Answer your partner's questions. Use the information in the advertisement.

Your room:



- Comfortable room in quiet area.
- Near museums, theaters and restaurants.
- Large window with view of the street.
- Bed, table, chair and lamp included.
- Free internet included.

\$200
per week

D REPORT Tell the class about the room.

I like / don't like my partner's room because ...

Describe your home

COMPREHENSION

A Watch the video. Are the sentences true (T) or false (F)? Correct the false sentences.

- Gaby wants to take photos in the park. (T) F
- Sam gives directions to the park. (T) (F)
The three customers give directions.
- Newton Green park is near Sam's Café. (T) F
- The three men in the café are friends. (T) (F)
They don't know each other.
- Gaby asks her phone for directions. (T) F

B Watch the video and match the locations of the park (a, b or c) with the three men (1, 2 and 3).

Man 1 c



Man 2 a



Man 3 b



USEFUL PHRASES

A Who says it? Sam, Man 1, Man 2 or Man 3?

- Yes, it's very near. Man 1
- OK everybody, let's just relax. Sam
- You're both wrong. Man 3
- Yes, calm down! Man 3
- I'm not sure. Sam

B Complete the conversation with useful phrases from Exercise A.

- Gaby: Is there a park near here?
 Sam: A park ... 1 I'm not sure.
 Man 1: Actually, there is a park near here. Newton Green.
 Gaby: Newton Green.
 Man 1: 2 Yes, it's very near. Go out of the café, turn left, then cross the road, then turn right.
 Man 2: No, no, no. Go out of the café, turn left and cross the road. But then, turn left, not right.
 Man 1: No, it's right.
 Man 2: No, it's left.
 Man 1: Right.
 Man 2: Left.
 Sam: 3 OK everybody, let's just relax.
 Man 3: 4 Yeah, calm down!
 5 You're both wrong.

C 00:24–01:21 Watch part of the video again and check your answers.

6.3 Left or right?

LEAD-IN

Ask students to name any local parks or outdoor spaces in the area near your English class. Add simple question-word questions to the board, e.g. *Where is it? When do you go there? Why? Who with? What do you do there?* Students interview each other about how they use the park. Share feedback as a whole class.

COMPREHENSION

- A** ▶ Allow time for students to read through the sentences, then play the video. Students work together to decide if the sentences are true and correct the false sentences.
- B** ▶ Review the appearances of the men, eliciting differences (e.g. length and color of hair and beard). Allow time for students to discuss the task before watching the video, to see if they can recall the answers. Then play the video again. Check answers as a class.

USEFUL PHRASES

- A** Model the useful phrases for the students with natural and appropriate intonation and stress. Students discuss the phrases with a partner and decide who says which. Check answers as a whole class.
- B** Students work together to complete the conversation with the useful phrases from Exercise A.
- C** ▶ 00:24–01:21 Play the section of the video again for students to check their answers to Exercise B.

Extra activity

Students read the extract of the dialogue together. Encourage them to play around and experiment with intonation and tone of voice. They could try performing it to sound very angry or very sarcastic. Ask if this feels different to how they normally speak.

VIDEO SCRIPT

**S = Sam G = Gaby DG1 = Direction giver 1
DG2 = Direction giver 2 DG3 = Direction giver 3
P = Phone**

- S:** Ah, are you a photographer?
G: Yes! Well, sometimes. Is there a park near here? I want to take some photos today.
S: A park? I'm not sure.
DG1: Actually, there is a park near here. Newton Green.
G: Newton Green.
DG1: Yes, it's very near. Go out of the café, turn left, then cross the road, then turn right.
DG2: No, no, no. Go out of the café, turn left and cross the road. But then, turn left, not right.
DG1: No, it's right.
DG2: No, it's left.
DG1: Right.
DG2: Left.
S: OK, everybody. Let's just relax.
DG3: Yeah, calm down. You're both wrong.
DG2: Excuse me?

- DG1:** What?
DG3: Look, don't cross the road. Go out of the café and turn left. Then go straight on. The park is on your left.
G: So, I go out of the café and turn left.
DG3: But don't cross the road.
DG1: No, cross the road, but then turn right.
DG2: Turn left.
DG3: I'm afraid you're both wrong.
DG1: How dare you!
DG2: I don't know who you think you are ...
DG1: I'm enjoying my tea here and suddenly you're Mr. Left or Mr. Right.
DG2: Sorry, who do you think you are?
DG3: It doesn't matter who I am, I know the way to the park. You clearly don't.
DG2: I have lived around here for 20 years!
S: Good luck!
DG2: Well, I don't think you do either.
DG3: It's going from here to the park! You hardly know the way to park, do you?
G: OK, phone. Directions to Newton Green, please.
P: Turn right.

TEACHING IDEA

by David Seymour
and Maria Popova

Vocabulary: City streets

Use this activity to review the Vocabulary section. Say this to your students:

I have a list of 21 things you can see on a city street, apart from stores and other buildings. In two teams, take turns guessing the things on my list and score a point every time you get one correct.

bicycle, bus stop, car, dog, drain, garbage can, graffiti, mailbox, motorcycle, pedestrian, pigeon, street lights, street performer, street signs, taxi, traffic lights, trash, tree, truck

METHODOLOGY HUB

by Jim Scrivener

Individuals and groups: Motivation

Many learners have strong external reasons why they want to study (to pass an exam, to enter college, to get a promotion, to please their parents, etc). This is usually called external motivation. Others may be studying just for rewards within the work itself (the fun of learning, setting oneself a personal challenge, etc) usually referred to as internal motivation. In either case, the strength of their motivation will be a factor

in determining how seriously they approach the work, how much time they set aside for it, how hard they push themselves, etc. You may see this reflected in things such as how often homework is done, how thoroughly new items are reviewed between classes, how 'tuned in' students are during class times. A frequent cause of difficulties within classes is when there is a significant mismatch of motivation levels among the course participants, e.g. some students who desperately need to pass an exam next month alongside others who want a relaxed chance to chat and play games in their new language.

6.3 Left or right?

FUNCTIONAL LANGUAGE

- A** Look through the symbols with students, concept checking the meaning of each one with gesture and questions. Students then complete the phrases with the words in the box. Elicit answers from the class. Clarify and practice the pronunciation of *straight* (/streɪt/) and the linking heard in *straight ahead* (i.e. *straight_ahed* /streɪ təhed/).
- B** Students work alone at first to use the map to complete the directions. Allow time for students to compare their answers with a partner, adjusting as necessary. Then check answers as a whole class.

PRONUNCIATION

- A** Review the conversation and elicit the meaning of the underline (*stressed syllables*). Students listen to the conversation and follow along in their books.
- B** Model the conversation with a student for the rest of the class. Highlight the stressed syllables and show how the other syllables are reduced in volume, length and vowel clarity. Students then work in pairs to repeat the conversation. Monitor and encourage natural, appropriate stress.
- C** Ask students to change pairs and practice the conversation again with new partners.

SPEAKING

- A** Read through the task with students, and go through the example. Students then work in pairs to take turns asking for and giving directions from Sam's Café. Monitor and write a note about language use for feedback afterward. Help students problem-solve any issues with language at the end of this stage to prepare them for the next exercise.
- B** Students work in threes to write a conversation. Read through the instructions for each student to ensure each is clear about his or her role. Students then practice their conversations. Monitor and encourage appropriate stress on key information words. Also encourage students to work toward saying their part of the conversation rather than reading it from the page.
- C** Students then perform their conversations for the whole class. Students decide which conversation was the best.

Extra activity

Students work in pairs to prepare directions to a place near the location of your English class. Students then give the directions to the class without saying what the destination is. The rest of the class must guess.

METHODOLOGY HUB by Jim Scrivener

Classroom activities: Planning an activity

The basic building block of a lesson is the activity or task. We'll define this fairly broadly as 'something that learners do that involves them using or working with language to achieve some specific outcome'. The outcome may reflect a 'real-world' outcome (e.g. learners role-play buying train tickets at the station) or it may be a purely 'for-the-purposes-of-learning' outcome (e.g. learners fill in the blanks in 12 sentences with present perfect verbs). By this definition, all of the following are activities or tasks.

- Learners do a grammar exercise individually then compare answers with each other in order to better understand how a particular item of language is formed.
- Learners listen to a recorded conversation in order to answer some questions (in order to become better listeners).
- Learners write a formal letter requesting information about a product.
- Learners discuss and write some questions in order to make a questionnaire about people's eating habits.
- Learners read a newspaper article to prepare for a discussion.
- Learners play a vocabulary game in order to help learn words connected with cars and transportation.
- Learners repeat a number of sentences you say in order to improve their pronunciation of them.
- Learners role-play a store scene where a customer has a complaint.

Some things that happen in the classroom are not tasks.

For example, picture a room where the teacher has started spontaneously discussing in a lengthy or convoluted manner the formation of passive voice sentences. What are students doing that has an outcome? Arguably, there is an implied task, namely, that students should 'listen and understand', but by not being explicit, there is a real danger that learners are not genuinely engaged in anything much at all.

This is a basic, important and frequently overlooked consideration when planning a lesson. As far as possible, make sure that your learners have some specific thing to do, whatever the stage of the lesson. Traditional lesson planning has tended to see the lesson as a series of things that the teacher does. By turning it around and focusing much more on what the students do, we are likely to think more about the actual learning that might arise and create a lesson that is more genuinely useful. (And if you plan everything in terms of what the students will do, you might find you worry less about what the teacher has to do!) Even for stages when you are 'presenting' language, be clear to yourself what it is that students are supposed to be doing and what outcome it is leading to. Think of a complete lesson as being a coherent sequence of such learner-targeted tasks.



GABY



SAM



LUCY

FUNCTIONAL LANGUAGE

Asking for and giving directions

A Complete the phrases with the words in the box.

Cross Go left near on out there Turn

Asking for directions

Is ¹ there a park ² near here?

Giving directions

Go ³ out of the café.



Turn ⁴ left.



⁵ Turn right.



⁶ Cross the street.



⁷ Go straight ahead.



The park is ⁸ on your left.



B Look at the map of the town in the Speaking section. Complete the correct directions to go from Sam's Café to Newton Green.

Go ¹ out of the café and turn

² right. Then turn ³ right

and go ⁴ straight ahead. Then turn

⁵ left and then turn ⁶ right.

The park is on your ⁷ left.

B Work in pairs. Listen again and repeat the conversation. Copy the stress.

6.9

C SPEAK Work in pairs. Practice the conversation in Exercise A.

SPEAKING

A PREPARE Work in pairs. Take turns asking for and giving directions from Sam's Café. Use the map below.

A: Is there a movie theater near here?

B: Yes. Go out of Sam's Café and turn left. Then turn left and then left again. The movie theater is on your left.



B PRACTICE Work in groups of three. Write and practice a conversation. Use the map above or use a local map. Include three or more useful phrases.

Student A

- Ask for directions to a place on the map.

Student B

- Give wrong directions.

Student C

- Disagree and give the correct directions.

C PRESENT Perform your conversation for the class. Which conversation is the best?

PRONUNCIATION

A Listen to the conversation and notice how the underlined words are stressed.

6.9

James: Is there a restaurant near here?

Sarah: Yes. Go out of the café and turn right. Then turn right and go straight ahead. Then turn right again and then turn left. The restaurant is on your left.

James: So, I go out of the café and turn right.

Sarah: Yes. Then turn right and go straight ahead.

James: Then turn right again and then left and the restaurant is on my left. Perfect.

🗨️ Ask for and give directions

6 Writing

Write a review of a café

W using because


A Work in pairs. Describe the picture. Use the words in the box to help you.

chair floor lamp table wall window

B Read the text. Why did the writer write it?

a to ask people to visit the café
b to say what he thinks about the café
 c to tell the story of his visit to the café

Amazing hot chocolate! ★★★★★
 I love this café because it's modern and clean. There are really cool chairs and tables. The hot chocolate is excellent, but it's a little expensive! It's usually very busy and I sometimes wait 20 minutes or more for my hot chocolate. There's free internet so it's the perfect place to read your emails and text messages.



C Read the text again. What are the positive and negative things about the café?

Positive	Negative

Using because
 We use *because* to give reasons and answer the question *why?*
 I love this café **because** it's modern and clean.

D **SPEAK** Work in pairs. What is your opinion of this café?

WRITING

A **PREPARE** Think of a café that you like or don't like. Complete the table with your reasons.

Like	Dislike

B **WRITE** Write a short review of your café. Use the review in Exercise B as a model.

C **PRESENT** Read your review to your partner. Listen to your partner. When they finish ask questions for more information.

Write a review of a café

Answers

Positive
 It's modern and clean.
 There are really cool chairs and tables.
 The hot chocolate is excellent.
 There's free internet.

Negative
 The hot chocolate is expensive.
 It's usually busy.

Refer students to the review as a model for the writing task.

Students can swap reviews and edit their partner's writing.

Unit 6 Review

GRAMMAR

A Choose the correct options to complete the sentences.

- There's / **There are** three theaters in my town.
- Are there** / There are any art galleries?
- There aren't any stores / park.
- There's** / Is there a new café near my home.

5 A: Is there a market?
B: Yes, **there is** / there's.

B Complete the conversation with the correct form of *there is* or *there are*.

Aya: Please tell me about your new apartment.
 1 **Is there** a living room?
Kay: Yes, 2 **there is** a living room.
 3 **There are** also two bedrooms.
Aya: 4 **Are there** any stores nearby?
Kay: No, 5 **there aren't**. But
 6 **there's** a large grocery store near the station.

VOCABULARY

A Complete the words to describe places in a town.

- I always buy fresh food at the m **a r k e t**.
- My friends sometimes play soccer in the p **a r k**.
- They usually stay in a h **o t e l** when they go on vacation.
- I go to the s **t a t i o n** every morning at 8 am to get the train.
- We sometimes eat dinner at a **e s t a u r a n t** near our house.

B Complete the sentences with prepositions of place and words for furniture.

There are two chairs and a desk in this room. There's a cushion
 1 **on** one chair. There's a bag **under** the other chair. There's a 2 **lamp/clock** and a 3 **clock/lamp** on the desk. There are books on the 4 **bookshelf**. There's a mirror 5 **on** the wall. There are some clothes in the 6 **closet**. There's a small 7 **rug** on the floor.



48 A PLACE TO LIVE

LEAD-IN

Write the names of local cafés on pieces of paper. Give one to each student. They each say three facts about their café, and the others guess. This can be a competition; the person who guesses first 'gets' the café, and the person with the most cafés wins.

WRITING

- A** Students take turns describing the picture; they could use three words each from the box, or they could both describe it.
- B** Students read the options first, then the text. Check the answer, making sure students identify the reasons for their choice in the text.
- C** Do one example first, e.g. *clean* – *positive*. Then students work individually to complete the task before checking in pairs and then with the whole class. Focus students on the *Using because* box, then check understanding and use by asking

questions about the text, e.g. *Why is it a good place to read emails? Because there's free internet.*

- D** Students work in pairs. Encourage them to use *because* when giving reasons; you could demonstrate briefly first, if necessary.

WRITING TASK

- A** Students prepare individually. Encourage them to choose different cafés.
- B** While students write, monitor and help if necessary; refer them to the model answer rather than giving help directly.
- C** Students read their reviews to a partner, then answer questions about it. When students finish, you could ask them to walk around and do the same with other partners, and/or display their work on a board and read each other's. As an extra authentic activity, they could choose a café to meet in, if appropriate.