



5 PLACES

waterfront

townhouses

boat

canal

It is good people who make good places.

Anna Sewell

Boats on the Nyhavn canal in Copenhagen, Denmark.

Place (n) an area, location or a particular town, country or building
Synonyms: location (n), neighbourhood (n)

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

Boats on the Nyhavn canal in Copenhagen, Denmark.

The quote suggests that the feelings we have about places depend on the people that are there, not how the place looks. For example, the office you work in might be modern and look great, but if the people that work there aren't friendly, you won't like that place. The same is true of cities, houses, etc.

Anna Sewell (1820–1878) was a British author of the well-known children's book about a horse, *Black Beauty*. Sewell made it her goal to write about horses to help people see how this animal should be treated with kindness and respect.

OBJECTIVES

- describe a home
- describe a neighbourhood
- describe an interesting building
- ask for and give directions
- write a description of a place

Work with a partner. Discuss the questions.

- 1 Where do you live?
- 2 Look at the picture. Would you like to live there? Why/Why not?
- 3 What's your favourite city?

PLACES 41

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Ask students to look at the picture on the page and describe what they see. Ask students where they think the place might be and why. Ask what they think the buildings might be used for (e.g. *cafés*, *offices*, etc.). Ask students to share any experiences they have of visiting or living in an area like this. Elicit how the place is different from where the students live.

Ask students to read the questions at the bottom of the page. Check students understand the questions and write the following sentence stems on the board for students to use as prompts: *I live in ... ; I would / wouldn't like to live here because ... ; My favourite city is ... because ...*. Model the prompts by giving your own answers to the questions.

Students then discuss the three questions in pairs or small groups. Monitor and help with grammar and vocabulary as required. Encourage students to listen and ask follow-up questions to find out more. For whole-class feedback, ask two or three students to share their ideas.

WORKSHEETS

Lesson 5.1 There's no place like home

Adjectives to describe the appearance of things (W24)
there is/are (W25)

Lesson 5.2 My neighbourhood

Places in a town or city (W26)
can (W27)

Lesson 5.3 Amazing buildings

Adjectives to describe the appearance of things (W28)
Imperatives (W29)

5.1 There's no place like home

Describe a home

V rooms and furniture; prepositions of place

P /b/, /d/ and /g/

G there is/are

VOCABULARY

Rooms and furniture

A Work in pairs and discuss the questions.

- 1 Do you live in a house or flat?
- 2 Who do you live with?
- 3 How many rooms are there?
- 4 Where do you spend most of your time?

B Go to the **Vocabulary Hub** on page 148.

C SPEAK Work in pairs. Student A – imagine you are in a room in your house or flat. Describe what you can see. Student B – guess which room your partner is talking about.

A: I can see a TV and a lamp.

B: You're in the living room!

A: No, I'm in the bedroom!

PRONUNCIATION

/b/, /d/ and /g/

A The words below all begin with /b/, /d/ or /g/ sounds. Listen and repeat.

/b/	/d/	/g/
bedroom	dining	garden
bathroom	don't	go
brother	day	grow
because	do	give
ball	doctor	game
business	daughter	got

B Listen and write the words in the correct place in Exercise A.

C Listen, check and repeat.

LISTENING

A Work in pairs. Look at the pictures. Where would you prefer to stay on holiday? Why?

B Read the advert. What is it for? **It's an advert for a caravan on a beach in California which is available for a house swap.**

Houseswap

Laguna Beach, California, USA

Caravan on private beach near Los Angeles. Fantastic home right on the Pacific Ocean. Sleeps four. Close to Disneyland.

My dream swap: Italy, Greece, France, UK
Contact Luke Westman on +1 (213) 509 6995



C LISTEN FOR GIST Listen to Sadie talking to Luke about his house. Which sentence (1–3) best describes their conversation?

- 1 Sadie doesn't like the house.
- 2 Sadie and Luke agree to swap houses.
- 3 Sadie doesn't understand the house swap rules.

D LISTEN FOR KEY WORDS Listen again. Choose the correct words to complete the sentences.

- 1 Sadie is from the south of *France / England*.
- 2 Luke's caravan has got *two / three* beds.
- 3 Luke's caravan *has / hasn't* got a swimming pool.
- 4 Luke's caravan *has got four / hasn't got any* chairs.
- 5 Sadie *has / hasn't got* a house.

E SPEAK Work in pairs. What do you like about Luke's home? What don't you like?



5.1 There's no place like home

LEAD-IN

Show students a picture of your living room (or find a picture and pretend – maybe even a picture of somewhere large and expensive looking!). Elicit what kind of room it is (adding a label to the image) and what kind of things you do there (e.g. *watch TV, read books, play video games*, etc). Next, ask students what they can see in the room. Label any furniture that you elicit, adding the phonemes and drilling good pronunciation.

VOCABULARY

- A** Model the activity for students. Tell a student to ask you Questions 1–4. Reply and give extra information. Ask the student to repeat back what you said, using full sentences. In pairs, students then discuss the questions. For whole-class feedback, ask individual students to report back on what their partners said (e.g. *She lives in a flat. She ...*).
- B** Direct students to the **Vocabulary Hub** on page 148. Give them time to complete Exercises A–B alone before checking answers in pairs.
- C** Go through the model with students. Then give your own example and encourage students to guess the room you are describing. In pairs, students play the game. Use the **Vocabulary Worksheet** on W24 for extra practice.

PRONUNCIATION

- 5.1** **A** Go through the task instructions. Elicit the sound of the phonemic symbols listed in the column headings. Point out that the /b/ sound is made by making a sound with the lips touching. Play the recording and ask students to repeat the words.

- 5.2** **B** Read through the task instructions. Play the recording for students to write the words in the correct columns. Play the recording again if required.

- 5.3** **C** Play the recording for students to listen and check. Play the recording again, pausing after each section, for them to repeat the words.

LISTENING

- A** Focus students on the three pictures at the bottom of the page. Tell the class which place you would prefer to stay on holiday and why. Students then tell each other where they would prefer to stay. For whole-class feedback, hold a vote on the best place.
- B** Students read through the advert for the house swap. Elicit the type of home in the picture (*a caravan*). Ask students if they have ever stayed in a caravan on holiday. Explain that a *house swap* is when two people live in each other's homes for a short time.
- 5.4** **C** Go through the instructions and the three sentences with students. Play the recording for students to choose the best sentence. Check answers as a class.
- 5.4** **D** Allow time for students to read through the five sentences and recall or predict the answers in pairs. Play the recording for students to listen and check.
- E** Put students into pairs to discuss the questions. Monitor, helping with new vocabulary as appropriate. Give feedback as a class, encouraging students to explain their answers.

AUDIOSCRIPT

5.4

Listening, Exercise C, page 173

S = Sadie L = Luke

- S:** Hello? Is this Luke Westman?
L: This is Luke speaking.
S: My name's Sadie Parfitt. I'm calling about your beach house.
L: Sure! Where are you from?
Ex D Q1 S: I'm from the south of England.
L: OK, that's great.
S: Err ... yes. So, are there any beds in your house?
Ex D Q2 L: Beds? Yes, there are. There are two beds. There's a bed in the bedroom and another bed opposite the kitchen.
S: Very good. And is there a cooker?
L: Yes, there's a cooker. It's in the kitchen. There's a fridge, a coffee machine and a washing machine, too.
S: I see. Is there a swimming pool?
L: Yeah, sure there is. It's huge ... It's called the Pacific Ocean!

- S:** Sorry? There is a swimming pool?
L: No, ma'am. It's a joke. It's the ocean. No, there isn't a swimming pool.
Ex D Q3 S: Ah! Yes, a joke. Lovely. So, is there a garden?
L: A garden? No, there isn't a garden – there's a beach. It's a caravan by the beach.
S: A caravan? The advert said a 'fantastic home' ...
L: It IS a fantastic home!
S: OK ... Well, are there any chairs in the dining room?
L: No, there aren't any chairs. It's a dining area, not a dining room. There's a table, and four people can sit at the table, but there aren't any chairs.
Ex D Q4 S: I see.
L: So, tell me about your house. How many bedrooms are there?
Ex D Q5 S: My house? Oh, I don't have a house.
L: But ... this is a house swap. We swap houses. You stay in my house and I stay in your house ...
Ex C S: No, sorry, I don't have a house. So when can I stay in your caravan?
L: OK, ma'am. Thank you for calling. Goodbye now. Thanks.

5.1 There's no place like home

GRAMMAR

- A** Ask students to read the three parts of Luke and Sadie's conversation. Highlight that these are from the recording which students have just listened to. Students then complete the table with *is* or *are*. Check answers as a class by writing the complete sentences on the board.
- B** Direct students to the **Grammar Hub** on page 130 (see below). Read the examples and go through the rules and Exercises A and B with the class.
- C** In pairs, students discuss their homes using the vocabulary in the box. Monitor and assist as required. Use the **Grammar Worksheet** on W25 for extra practice.

VOCABULARY

Model the exercise by asking *Where's the coffee machine?* Elicit the answer (*It's next to the kitchen sink.*) Point out that *next to* is a preposition of place. We use prepositions of place to say where things are.

Give students time to complete the exercise alone before checking with a partner. Give feedback as a class.

SPEAKING

- A** Show images of different holiday homes around the world. Ask students to guess which your favourite is. Then ask students to imagine where their perfect holiday home would be.
- B** Give model answers for each question in the planning stage by talking about your imaginary holiday home from Exercise A. Students then work through the steps individually, making notes on their answers.
- C** Students prepare an advert for a house swap. Refer students to the example advert on page 42, and highlight the type of layout and language used.
- D** Put students into groups. Ask them to read each other's adverts and ask follow-up questions about the house (e.g. *Is it near a city?*). Students then decide who they would like to swap with. For whole-class feedback, ask each group to share their decisions with the rest of the class.

Extra activity

Ask students to write house swap adverts for their own homes. Monitor and help with any challenging language. Then, stick the adverts up around the class and ask students to choose one to stay in.

GRAMMAR HUB

5.1 there is/are

	Positive	Negative
Singular	There's a washing machine in the kitchen.	There isn't a TV in the living room.
Plural	There are four chairs in the dining room.	There aren't any cushions on the sofa.

	Question	Short answers	
Singular	Is there a microwave in the kitchen?	Yes, there is.	No, there isn't.
Plural	Are there any tomatoes in the fridge?	Yes, there are.	No, there aren't.

- We use *there is / there are* to say that something exists and talk about position.

There's a coffee machine in the kitchen.
There are more plates in the cupboard.

- We use *any* in negative sentences and questions with plural nouns and uncountable nouns.

There aren't any plates in the cupboard.
Is there any milk in the fridge?

Be careful!

- In a list of nouns, we use *there is* when the first is singular.
There is a coffee maker, two cups and three plates on the table.
- In a list of nouns, we use *there are* when the first is plural.
There are two cups, three plates and a coffee maker on the table.

5.1 there is/are

A Complete the sentences with *is* or *are*.

- 1 Is there a microwave in the kitchen?
- 2 There is / 's a mirror in the bathroom.
- 3 There are / 're some eggs in the fridge.
- 4 There are / 're some people here to see you.
- 5 Are there any bedrooms upstairs?
- 6 Is there a coffee machine?

B Use the prompts to write questions and short answers.

- 1 plates / in the cupboard
Are there any plates in the cupboard? (?) No, there aren't. (-)
- 2 dishwasher / in the kitchen
Is there a dishwasher in the kitchen? (?) Yes, there is. (+)
- 3 swimming pool / in the garden
Is there a swimming pool in the garden? (?) No, there isn't. (-)
- 4 tomatoes / in the fridge
Are there any tomatoes in the fridge? (?) No, there aren't. (-)
- 5 TV / in the bedroom
Is there a TV in the bedroom? (?) No, there isn't. (-)
- 6 socks / in that drawer
Are there any socks in that drawer? (?) Yes, there are. (+)

➤ Go back to page 43.

GRAMMAR

there is/are

A WORK IT OUT Read three parts of Luke and Sadie's conversation. Complete the table using the conversation as an example.

1

Sadie: Er ... yes. So, are there any beds in your house?

Luke: Beds? Yes, there are. There are two beds. There's a bed in the bedroom and another bed opposite the kitchen.

2

Sadie: I see. Is there a swimming pool?

Luke: ... No, there isn't a swimming pool.

3

Sadie: OK ... Well, are there any chairs in the dining room?

Luke: No, there aren't any chairs.

there is/are		
	Singular	Plural
Positive +	There ¹ <u>is</u> a dining room.	There ² <u>are</u> two bathrooms.
Negative -	There ³ <u>isn't</u> a TV.	There ⁴ <u>aren't</u> any plants.
Questions ?	⁵ <u>Is there</u> a washing machine?	⁶ <u>Are there</u> any chairs?

some and any

We use *some* in positive sentences with plural nouns.

We use *any* in questions and negative sentences with plural nouns.

A: *Are there any armchairs?*

B: *No, there aren't any armchairs, but there are some chairs.*

B Go to the **Grammar Hub** on page 130.

C SPEAK Work in pairs. Ask your partner about their home using some of the words in the box.

armchair bath coffee machine cupboard
fridge lamp plant shower sink sofa
table TV washing machine window

A: *Are there any lamps in your living room?*

B: *No, there aren't. But there is a lamp in the bedroom.
Is there a washing machine in your kitchen?*

A: *Yes, there is.*

VOCABULARY

Prepositions of place

Look at the pictures of Luke's caravan. Match sentences (1–5) to objects (a–e).



- d 1 They're **in** the small cupboard **near** the coffee machine.
c 2 They're **behind** the lamp.
b 3 It's **under** the window, **between** the plant and the wall.
e 4 They're **on** the small table, **opposite** the sofa.
a 5 It's **next to** the kitchen sink.
a coffee machine d keys
b bed e TV and DVD player
c books

SPEAKING

A Imagine you have a holiday home. Where is it?

B PLAN Write notes about your holiday home. Think about these questions:

- What type of home is it?
- How many rooms are there?
- Does it have a big or small kitchen?
- Is there a garden or swimming pool?

C PREPARE Write an advert for a house swap.

D SPEAK Work in groups. Read each other's adverts. Ask questions and decide who you want to swap with.

🗨️ Describe a home



beach house

V places in a town or city

G can

P weak forms: *can/can't*

VOCABULARY

Places in a town or city

A SPEAK Work in pairs. Which of the sentences (1–3) best describes you?

- 1 I like quiet areas away from the centre of the city.
- 2 I like busy areas in the city, with lots of people and shops.
- 3 I don't like the city. I like small towns and the countryside.

B Work in pairs. Look at the pictures. Which of the places in the box can you see?

café cinema gym hospital library market
museum park shops supermarket theatre

Possible answers: park; café/restaurant; museum/shops

C Go to the **Vocabulary Hub** on **page 148**.

D SPEAK Work in pairs. Which of the places in Exercise B or in the Vocabulary are there in your neighbourhood? Which would you like to have?

In my neighbourhood, there's a supermarket, but there aren't any small shops.

READING

A READ FOR GIST Read the comments in the *Chicago Expat Forum*. Who is Grace and what is her problem?

B READ FOR SPECIFIC INFORMATION Read the comments again and answer the questions.

1 Where is Grace from?
She's from the Philippines.

2 Where is Grace's new job?
Her new job is in the University Hospital in Hyde Park, Chicago.

3 Which two places can she go to in Jackson Park?
She can go to the tennis courts and the science museum.

4 What does Grace like doing?
She likes reading and keeping fit.

5 Where is the gym?
The gym is near the hospital.

6 How far is Hyde Park from the centre of Chicago?
Hyde Park is 20 minutes from the centre of Chicago.

C SPEAK Work in pairs. Do you think Hyde Park is a good place for Grace to live? Why/Why not?



Chicago Expats

amazinggrace26: Hi, people of Chicago! My name's Grace. I'm 26 and I'm a nurse in the Philippines. I have a new job at the University Hospital in Hyde Park, and I'm a bit nervous because this is my first time abroad. Can you tell me something about the neighbourhood? What is there to do in Hyde Park? I like warm weather, and my hobbies are reading and keeping fit.

Yesterday, 08:39 Reply | Like

Marco: Hi Grace. I work at the University Hospital, too. There are a lot of things you can do in Hyde Park. There are some good restaurants and cafés, and Jackson Park nearby is really nice. Can you play tennis? There are some very good tennis courts in Jackson Park. There's even a science museum there, too!

Yesterday, 12:21 Reply | Like

amazinggrace26: Thanks, Marco. It sounds great. I can't play tennis, but I'd like to learn! And the museum sounds fantastic! Is there a gym at the hospital? I like to swim and keep fit.

Yesterday, 15:05 Reply | Like

Marco: There isn't a gym at the hospital, but there is one very close to it. And it's cheap for people who work at the hospital 😊

Yesterday, 17:12 Reply | Like

helen264: Hi, Grace. Hyde Park is nice, but for me, it can be boring. I prefer the city centre – it's only 20 minutes away. You can go to the theatre, shops and cinemas. Sorry, but I can't promise you good weather! Chicago is often cold!

Today, 09:45 Reply | Like

amazinggrace26: Thanks for your advice, @Helen264. I feel really excited about Chicago now!

Glossary

expat (n) someone who lives in a country that is not their own



5.2 My neighbourhood

LEAD-IN

Show a picture of a busy city. Ask students to name what they can see and list the type of things found in a city. Build up a list on the board. Ask students to work in small groups to decide on the three most important things for a city to have (e.g. *good public transport, a cinema, lots of shops and cafés*).

VOCABULARY

- A** In pairs, students read through the sentences and decide which one best describes them. Check answers as a class.
- B** If you did the Lead-in, ask students to also think about the words you listed on the board. Students then say which places they can see in the photos. If possible, display the photos to the whole class. Check the pronunciation of the words, drilling and repeating as required. Make sure students stress the correct syllable of each word (e.g. *cinema, hospital, library, market, museum, supermarket, theatre*). Point out the correct pronunciation of *gym* /dʒɪm/.
- C** Direct students to the **Vocabulary Hub** on page 148. Give them time to complete the exercise alone before checking answers in pairs. As a class, model and drill the correct word stress for each place.
- D** Go through the task and example answer with students. Then give your own model answer for students to hear. Ask students to repeat back what you have in your neighbourhood, what you don't have and what you would like. In pairs, students discuss the questions. For whole-class feedback, ask students to report back what they discussed. Use the **Vocabulary Worksheet** on W26 for extra practice.

READING

- A** Focus students on the forum. Explain that a *forum* is a type of website where different people can post ideas and opinions. Ask students if they use a forum, and what kind of ideas they can see there. Give students one minute to read the comments and find out who Grace is, and what her problem is. Check answer as a class.
- She's a nurse from the Philippines. She's nervous about moving to a new country.*
- B** Give students time to read Questions 1–6. Then give them up to three minutes to read the comments in more detail and answer the questions. Allow students to compare answers in pairs before checking answers as a class.
- C** In pairs, students discuss the questions. For whole-class feedback, ask students to share their opinions.

Extra activity

Put students into pairs. Ask them to think of a list of things they like and don't like about the area your school is in. Next, put the pairs into small groups. Tell them they need to agree on three changes they would make to the area. Monitor and help with any new or challenging vocabulary. Give feedback as a class, encouraging students to explain their ideas. Focus on communication of ideas, rather than accuracy here.

METHODOLOGY HUB by Jim Scrivener

Reading round the class

Readers can be read outside class or can be used in 'quiet reading' class time. Some teachers use them in class for reading aloud, with different students reading short sections one after the other. This reading aloud 'round the class' is something many of us recall from our schooldays. Why might this popular technique not be effective?

Obviously a fluent reader with the ability to inject life and feeling into the reading is a wonderful bonus. Most students, however, do not fit this description, and round-the-class reading tends to be a slow, tedious turn-off rather than a rouser of enthusiasm.

Here are some alternatives to try:

- You read;
- You read narrative, but students read character dialogue;
- You (having read the chapter yourself before class) tell the story in your own words, without notes, in the most spell-binding way you can; later, you get students to do the same with other bits;
- Students read to each other in small groups or pairs, stopping, changing, discussing and helping each other whenever they want to;
- Students read silently, then, without discussion, act out, improvising a scene based on what happened;
- Students silently speed-read a chapter (say in two minutes) then report back, discussing, comparing, etc before silently reading it more carefully.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: City streets

Use this activity to revise the vocabulary section on page 44. Say this to your students:

I've got a list of 19 things you can see on a city street. In two teams, take turns to guess the things on my list and score a point every time you get one correct.

bicycle, bus stop, car, cinema, dog, graffiti, lamppost, library, litter, lorry, motorbike, phone box, pigeon, post box, rubbish bin, signpost, traffic lights, tree, taxi

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: My neighbourhood

Use this activity to practise prepositions of place and the vocabulary from this lesson:

In pairs, find out who's got the best access to shops, amenities and transport links where they live, e.g. *There's a café on the corner of my street. Around the corner there's a post office. It's about a two minute walk to the nearest bus stop ...*

While students are talking, draw a simple map on the board with at least five different places or buildings (e.g. a supermarket, park, etc). Include street names.

In pairs, decide where to put these places.

bakery, car park, café, bus stop, newsagent, restaurant, chemist, corner shop

Form a group with another pair. Don't show them your map. Ask and answer questions about your maps to find any similarities.

5.2 My neighbourhood

GRAMMAR

- A** Write the sentences on the board. Read through them with the class. Then ask students to complete the rules. Allow time for students to compare answers in pairs. Then check answers as a class.
- B** Direct students to the **Grammar Hub** on page 130 (see below). Read the examples and go through the rules with the class.
- C** Go through the task. Model the example with a stronger student, with the student asking you the question. Point out the use of *but* to extend the response and the use of another question to give the other person a chance to speak. Put students into pairs to ask and answer the questions about what they can do. For whole-class feedback, find out how many students in the class can do each of the things listed. Use the **Grammar Worksheet** on W26 for extra practice.

PRONUNCIATION

- 5.5** **A** Play the recording, pausing after each sentence. Put students in pairs and give them time to say what they noticed about the pronunciation of *can* and *can't*, before checking answers as a class.

The pronunciation of *can* changes. *Can* in questions and positive sentences is usually weak. We say /kən/. *Can* in short answers is strong. We say /kæn/. *Can't* doesn't change. We say /kɑ:nt/.



- B** Play the recording again for students to repeat the sentences. Note that in British English, there is a clear change in vowel sound between *can* and *can't*. However, in both British and US English, there is a clear difference in stress between positive and negative sentences (e.g. *I can swim* vs *I can't swim*). If you have a particularly strong class, you can also highlight that weak forms of *can* often link with the pronoun before it (i.e. *I can* sounds like /'aɪkən/, *She can* sounds like /'ʃi:kən/, *He can* sounds like /'hi:kən/, *You can* sounds like /ju:kən/, *They can* sounds like /ðeɪkən/, *We can* sounds like /wi:kən/).

SPEAKING

- A** Go through the instructions with students. Allow time for them to read the questions alone, numbering them in order of importance. Students then compare their ideas in pairs. Encourage them to explain their answers. Monitor and encourage students to ask follow-up questions such as *Why?* and *Why not?*
- B** Students make notes individually on what people can do in their neighbourhoods.
- C** Put students into pairs with someone they haven't yet worked with in this lesson. Ask them to describe their own area to their partner.
- D** In pairs, students ask and answer questions to find out more about each other's neighbourhoods. For whole-class feedback, ask students to say if they want to move to their partner's neighbourhood and to explain why.

GRAMMAR HUB

5.2 can

	Positive	Negative
I/you/he/she/ it/we/they	She can swim .	She can't swim .

- We use *can* to about ability and what is possible.
- In the negative, we can also say *cannot*.
She can't swim. OR She cannot swim.

	Question	Short answers	
I/you/he/she/ it/we/they	Can we go to the cinema?	Yes, you can .	No, you can't .

Be careful!

He can sing. NOT He cans sing. NOT He can to sing.

5.2 can

- A** Complete the sentences with *can* or *can't*.

- 1 I'm sorry. I **can't** come on Saturday. I have to work.
- 2 **Can** you open the window, please? It's very hot in here.
- 3 She's not here I'm afraid. **Can** I take a message?
- 4 She **can't** come out tonight, because she doesn't have any money.
- 5 I **can** speak Japanese, but not write it.
- 6 We **can't** buy it now. The shop is closed.

- B** Use the prompts to write sentences with *can*.

- 1 I / play / the guitar
I can play the guitar.
- 2 they / leave / work / whenever they want
They can leave work whenever they want.
- 3 she / speak / Arabic / ?
Can she speak Arabic?
- 4 where / I / buy / washing powder / ?
Where can I buy washing powder?
- 5 I / stay / at yours / tonight / ?
Can I stay at yours tonight?

➤ Go back to page 45.

GRAMMAR

can

A WORK IT OUT Read the sentences from the *Chicago Expat Forum*. Then choose the correct words to complete the rules.

Can you play tennis? ... it can be boring.
You can go to the theatre ... I can't play tennis ...

can

- 1 We use *can* to talk about ability and possibility / the past.
- 2 In positive and negative sentences, *can* comes before / after the main verb.
- 3 We use the infinitive with / without to after *can*.
- 4 We use / don't use questions that start with *Do ...?*
- 5 We add / don't add -s in the third person.

B Go to the **Grammar Hub** on page 130.

C SPEAK Work in pairs. Ask each other questions starting with *Can you ...?* Use the ideas below to help you.

- arrive at work when you want
- go to the cinema in your neighbourhood
- play a musical instrument
- play tennis
- speak another language
- swim
- work from home

A: Can you arrive at work when you want?

B: I don't work, but I can usually arrive at university when I want. Can you play football?

PRONUNCIATION

Weak forms: *can/can't*

A Listen and read. What do you notice about the pronunciation of *can* and *can't*?

- 1 Can you speak another language?
- 2 Yes, I can. I can speak Italian fluently.
- 3 No, I can't. I'm not very good at languages.
- 4 I can speak a bit of French, but I can't speak it very well.

B Listen again and repeat the sentences. Copy the pronunciation of *can* and *can't*.

SPEAKING

A PREPARE Imagine you want to move to a new neighbourhood. Work with a partner to rank questions (a–g) from 1 (very important) to 8 (not important).

- a What are the people like? _____
- b Are there any good schools? _____
- c What's the weather like? _____
- d How far is it from the airport? _____
- e What's in the city centre? _____
- f Are there any good shops? _____
- g Is there a train station? _____

A: It's important for me to be close to my family and friends.

B: Yes, that's a good point. And public transport is important to me.

B ORGANISE What can you do in your neighbourhood? Make notes.

C SPEAK Work in pairs. Imagine your partner is interested in moving to your neighbourhood. Describe it to them, explaining what is good and bad about the area.

There are a lot of shops, but there aren't any parks.

D SPEAK Ask questions about your partner's neighbourhood. Decide if you want to move there.



 Describe a neighbourhood

5.3 Amazing buildings

Describe an interesting building

- G** imperatives
- V** adjectives to describe the appearance of things
- P** word stress: adjectives
- S** reading for specific information

READING

A Look at the famous buildings (1–5) in *The world's most interesting buildings*. What do you know about them? Do you know where they are?

B READ FOR GIST Read *The world's most interesting buildings*. Match pictures (1–5) with paragraphs (a–d). There is one picture you do not need.



C Read the article again. In which building(s) can you do these things? Use the information in the box to help you.

Reading for specific information

- Read the text quickly and look for keywords that help you find the information you're looking for.
- For example, if you want to know about prices or times, look for numbers. Then read around them to find the information.

- 1 have lunch Dancing House
- 2 see art Niteroi Contemporary Art Museum
- 3 swim Casa do Penedo or 'Stone House'
- 4 work Dancing House
- 5 live Piet Blom's Cube Houses

D SPEAK Work in pairs. Which building is your favourite? Which building don't you like? Why?

The world's most interesting buildings

What happens when you mix buildings and art? Read on and find out! This week's topic in *Architecture Online* is the world's most interesting and original buildings. These are our favourite buildings. Tell us which ones you like.

a This **strange** building isn't falling down! It's the Dancing House, in Prague, Czech Republic. It's **funny!** There are **offices in the building**, and there's a restaurant on the **top floor**. **Look** at how many windows there are! Some people don't like the Dancing House because it's next to a lot of old buildings in a historic part of the city on a busy road. They think it's **terrible**.

b These yellow and white buildings that look like trees are Piet Blom's Cube Houses in Rotterdam, the Netherlands. They are **tall** and **beautiful**. The living rooms are downstairs and the bedrooms are on the **top floor**. Some houses have a garden on the roof.

c This **amazing** house looks very **old**, but it isn't. In fact, it's only 40 years old. It's *Casa do Penedo*, or 'Stone House' in Portugal. The **small** house sits between four **big rocks**. There's a **swimming pool in one of the rocks**. You can visit the house because it's a local history museum.

d This is the Niterói Contemporary Art Museum in Rio de Janeiro, Brazil. It's an art gallery and a museum. The building is next to a beach and has views of Rio and the Sugarloaf Mountain. The museum is very popular with tourists. We think this **modern** building is **cool**.



5.3 Amazing buildings

LEAD-IN

Show images of interesting buildings in your local area, city or country. Ask students questions about each one (e.g. *Where is it? Do you know it? Do you like it? Why? / Why not?*). Hold a class vote on the students' favourite building.

READING

A If possible, display the images of the buildings to the whole class. Ask students what they can see in each picture. Find out what they know about the buildings and where they are. Do not confirm answers at this point.

B Go through the task with students. Give students up to two minutes to look through *The world's most interesting buildings* and match pictures with the paragraphs. Highlight that there are five pictures, but only four paragraphs, so there is one extra picture. Check answers as a class.

1 no matching paragraph

C Write *have lunch* on the board. Put students into pairs to quickly look at the pictures and predict which buildings they can have lunch in. Do not confirm any answers at this point. Then go through the box on reading for specific information. Ask students what words or phrases to look for, connected with lunch. Elicit ideas such as *food, restaurants*, etc.

Tell students that they need to scan the article, looking for words related to the idea of having lunch. This means that they don't need to read every word. Instead, they should be looking quickly through the article, until they find the specific information they need.

Give students one minute to find the paragraph which has information about having lunch. Check answer as a class. Explain that the information is in *Paragraph a*, and the answer is *the Dancing House*. Elicit what information helped them to decide (... *there's a restaurant on the top floor*).

Give students up to three minutes to complete the rest of the activity. Students compare answers in pairs. Check answers as a class.

D Put students into pairs to discuss the questions. For whole-class feedback, find out which building is students' favourite.

Extra activity

Put students into groups and give them time to research other interesting buildings around the world. Ask them to make notes about what the building is called, what it's used for and why they think it's interesting. Next, ask groups to report back to the class, adding any new or interesting vocabulary to the board.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: People and places

Use this activity to revise the vocabulary section on page 47:

Work in two groups, A and B. I'm going to say some nouns. Group A, shout out a positive adjective for each one. Group B, shout out a negative one, e.g. *rock star*. A – *famous*. B – *rude*.
house, baby, shirt, river, dog, tree, hair, shopping centre, car, shoe, girl, flower, park, street, town, litter

In pairs, think of a place you both know. Student A, write a positive description of the place. Student B, write a negative one. Compare your descriptions.

METHODOLOGY HUB by Jim Scrivener

Approaches to reading

Reading to oneself (as opposed to reading aloud) is, like listening, a 'receptive' skill, and similar teaching procedures can be used to help learners.

The most obvious differences are to do with the fact that people read at different speeds and in different ways. Whereas as a recording takes a definite length of time to play through, in a reading activity, individuals can control the speed they work at and what they're looking at.

Difficulties when reading a foreign language

What are your own main problems when trying to read a text in a language you don't know very well?

Maybe:

I don't know enough vocabulary.

I need the dictionary all the time.

It's very slow – it takes ages just to get through a few sentences.

I often get to the stage where I understand all the individual words, but the whole thing eludes me completely.

Because it's slow, the pleasure or interest in the subject matter is soon lost.

Many learners approach reading texts expecting to read them thoroughly and to stop only when they have understood every word. Clearly, there is value in this way of improving their vocabulary and their understanding of grammar, but, as with listening, this kind of approach does not necessarily make them into better readers, because this plodding, word-by-word approach is not the way that we most often do our reading in real life. In order to make students better readers, we need first of all to raise their awareness that it's not always essential to understand every word and that practising some different reading techniques in English may be very useful to them. And if their basic strategy is to read solely and ponderously, then a good first strategy could be to help them learn to read fast; not worrying about understanding every word; not, perhaps, even understanding most words; but still achieving a specific and useful goal.

5.3 Amazing buildings

GRAMMAR

- A** Give students instructions using imperatives (e.g. *stand up, sit down, open your books, look over there*, etc). Ask students to read the examples in Exercise A and complete the first rule together. Then put students into pairs and give them time to complete the rules before checking together as a class.
- B** Give students one minute to scan the article and find another example of the imperative. Check answer as a whole class.
- C** Direct students to the **Grammar Hub** on page 130 (see below). Read the examples and go through the rules with the class. If you didn't do so earlier, point out that we don't use a subject with imperatives (i.e. we don't use *you*).
- D** Check the meaning of the verbs in the box. Students then work in pairs to make imperative sentences. The person listening should respond by completing the requested action. Have whole-class feedback with students instructing you with their imperative sentences and you responding by completing the actions. Use the **Grammar Worksheet** on W28 for extra practice.

VOCABULARY

- A** Read through the task with students and do the first example together (*interesting*). Make sure students understand the meaning of positive and negative by writing plus (+) and minus (-) symbols on the board. Explain that *neutral* means that a word has no positive or negative feeling.




Students work alone to complete the task and then compare their ideas with a partner. Check answers as a class by writing the words on the board in the form of a table.
- B** Students match the adjectives with their opposites. Again, write the answers on the board in the table you have drawn.

- C** Model the example answer and ask students to identify the adjectives (*new, big, modern*). Ask if the description is positive, negative or neutral (*positive*).

If you did the Lead-in at the start of the lesson, show one of the buildings again and describe it using some of the adjectives from Exercises A and B. Again, ask students what adjectives you used and if the description was positive, negative or neutral.

In pairs, students describe buildings they know. Monitor, assist and encourage as appropriate. Use the **Vocabulary Worksheet** on W29 for extra practice.

PRONUNCIATION

-  **A** Play the recording. Students repeat the words. Focus students on the stress patterns in the table, and explain that stressed syllables tend to be a little longer and louder than unstressed syllables.
-  **B** In pairs, students complete the table. Encourage them to say the words out loud so that they can identify the number of syllables and the stress pattern. Play the recording for students to check their answers. Play it again if necessary.
-  **C** Play the recording again. Students listen and repeat the words, focusing on producing the correct word stress.

SPEAKING HUB

- A** Direct students to the **Communication Hub** on page 154 for further practice of describing buildings.
- B** In pairs, students discuss the questions. Monitor and encourage students to ask follow-up questions to find out more.
- C** For whole-class feedback on the discussion, hold a short class debate, and then a vote, on the most interesting building.

GRAMMAR HUB

5.3 Imperatives

- We use imperatives to tell someone to do something.
Phone me later.
Look at this website.
Give me your phone.
Open your books to page 23.
- We can use *please* to make imperatives more polite.
Please ask at reception.
- We use *don't* to tell someone not to do something.
Don't walk in the park at night.

Be careful!

Give me your phone. NOT ~~To give me your phone.~~

5.3 Imperatives

A Complete the sentences with the verbs in the box.

close drink drive play talk read sit

- 1 Don't **play** football on the grass.
- 2 **Close** the door behind you.
- 3 **Drive** on the left.
- 4 Don't **talk** in the library.
- 5 Don't **drink** the water.
- 6 **Read** this – it's really interesting!
- 7 Please **sit** down!

B Match the verbs (1–6) with the phrases (a–f) to make imperative sentences.

- | | | |
|-----------|---|--------------------------------------|
| 1 Go | a | me more about amazing buildings. |
| 2 Tell | b | the window. It's hot. |
| 3 Learn | c | the gardens on the roof. |
| 4 Look at | d | your shoes off please. |
| 5 Open | e | some Portuguese words before you go. |
| 6 Take | f | away. |

➤ Go back to page 47.

GRAMMAR

Imperatives

A WORK IT OUT Look at the sentences from *The world's most interesting buildings*. Then choose the correct words to complete the rules.

Read on and find out!

Tell us which ones you like.

Imperatives

- 1 We use imperatives when we want to tell someone to do something / talk about the future.
- 2 We use the infinitive with to / without to to make imperatives.
- 3 We can / can't use *please* with imperatives.

B Find and underline one more imperative in *The world's most interesting buildings*.

Look at how many windows there are! (Para a)

C Go to the **Grammar Hub** on **page 130**

D SPEAK Work in pairs. Use the verbs in the box to make imperative sentences. Remember to say *please*.

give lend sit down spell stand up tell write

Stand up, please.



VOCABULARY

Adjectives to describe the appearance of things

A Look at the adjectives in **bold** in *The world's most interesting buildings*. Which are positive? Which are negative? Which are neutral?

Positive: amazing, beautiful, cool, interesting, funny

Negative: strange, terrible

Neutral: tall, big, small, modern, old

B Match adjectives (1–5) with their opposites (a–e).

- | | | |
|---------------|---|------------|
| 1 beautiful | ↘ | a boring |
| 2 interesting | ↘ | b old |
| 3 amazing | ↘ | c small |
| 4 big | ↘ | d terrible |
| 5 modern | ↘ | e ugly |

C SPEAK Work in pairs. Describe an interesting building in your neighbourhood using adjectives from Exercise B.

*There's a new shopping centre in the middle of town.
It's a big, modern building with lots of windows.*

PRONUNCIATION

Word stress: adjectives

A Listen and repeat. Copy the word stress.

5.6

<p><i>boring</i> building funny modern ugly</p>	<p><i>beautiful</i> gallery interesting popular terrible</p>
---	--

B Complete the table in Exercise A with the words in the box. Then listen and check.

5.7

beautiful boring building funny gallery
interesting modern popular terrible ugly

C Listen again and repeat the words. Copy the word stress.

5.7

SPEAKING HUB

A SPEAK Work in pairs. Go to the **Communication Hub** on **page 154**.

B DISCUSS Work in groups. Discuss the questions.

- 1 Which of the buildings in the Communication Hub is your favourite? Why?
- 2 What's your favourite building in your country? Why do you like it?
- 3 Do you think it's important for buildings to look interesting? Why/Why not?

C Have a class vote on the most interesting building.

○ Describe an interesting building

COMPREHENSION

A Watch the video without sound. Tick (✓) the items you see.

- | | |
|--|---|
| <input checked="" type="checkbox"/> café | <input type="checkbox"/> library |
| <input checked="" type="checkbox"/> chair | <input checked="" type="checkbox"/> park |
| <input type="checkbox"/> cinema | <input checked="" type="checkbox"/> plant |
| <input checked="" type="checkbox"/> fridge | <input checked="" type="checkbox"/> sofa |
| <input type="checkbox"/> gym | <input checked="" type="checkbox"/> supermarket |
| <input checked="" type="checkbox"/> house | <input checked="" type="checkbox"/> table |
| <input checked="" type="checkbox"/> lamp | <input type="checkbox"/> theatre |

B SPEAK Work in pairs. Ask questions to check your answers to Exercise A.

A: Is there a gym?

B: No, there isn't. Is there a café?

A: I'm not sure ...

C Watch the video with sound and choose the correct option to complete the sentences.

- Gaby gets / doesn't get cash.
- Gaby loses / doesn't lose her phone.
- Gaby has to / doesn't have to ask for directions twice.
- Gaby can / can't find her door key.
- Gaby spends / doesn't spend the evening with Neena.

FUNCTIONAL LANGUAGE

Asking for and giving directions

A Label pictures (1–4) with the directions in the box.

Go straight on Turn right Turn right at the café Turn left

1 	2 	3 	4 
<u>Turn left</u>	<u>Go straight on</u>	<u>Turn right</u>	<u>Turn right at the café</u>

B Match the directions in the box to images (1–4).

Asking for directions	Excuse me, is there a cash machine near here?
	Excuse me, can you tell me the way to Park Road?
Giving directions	<u>2</u> Go straight on to the end of the road.
	<u>4</u> Go past the shops.
	<u>1</u> Take the third turning on the left.
	<u>3</u> The cash machine is next to the supermarket.

C SPEAK Work in pairs. Take turns giving directions from your school to:

- a cash machine
- a train station
- a coffee shop





MILLY



SAM



NEENA



ZAC



GABY

PRONUNCIATION

Stress and intonation

- A** ▶ 00:00–00:47 Watch the first part of the video again. Listen to the conversation between Gaby and the passer-by. Notice the stress and intonation.

Gaby: Excuse me, is there a cash machine near here?

Passer-by: Sure. Go straight on to the end of the road. Turn right at the café. And the cash machine is next to the supermarket.

- B** ▶ 00:00–00:47 Watch again and repeat the conversation. Copy the stress and intonation.

- C SPEAK** Work in pairs. Practise the conversation in Exercise A. Remember to use the correct stress and intonation.

SPEAKING

DISCUSS Work in pairs. Ask for and give directions using the map. Use some of the Functional language and the prepositions in the box to help you.

behind between near next to on

A: Excuse me. Is there a school near here?

B: Sure, take the second turning on the left.



🗨️ Ask for and give directions

▶ Turn to **page 164** to learn how to write a description of a place.

5.4 Moving in

LEAD-IN

Focus students on the photo. Elicit the character's name (*Gaby*) and ask students to guess what's happening in the photo. Encourage students to explain their reasoning, before confirming/explaining that Gaby is moving into a new flat. Put students into groups. Ask them to discuss the following questions: 1 *Do you like moving house? Why/Why not?* 2 *Who usually helps you when you move house?* 3 *Do you have a lot of stuff? Would it be easy for you to move house?*

COMPREHENSION

- A** ▶ Focus students on the list of words. Check that students understand the meaning of *fridge* and *plant* by drawing these two objects on the board. Play the video with no sound. Students tick the items they can see.
- B** Model the example for students. Highlight that they should use questions like this to check their answers in pairs. Check answers as a class by asking and answering the questions around the room.
- C** ▶ Give time for students to read through the sentences and predict or recall the answers. Play the video with sound for students to complete the sentences. Check answers as a class.

FUNCTIONAL LANGUAGE

- A** Go through the task with students. Focus students on the pictures and the words in the box. Students then work alone to complete the exercise. Allow time for students to compare answers in pairs before checking as a class. Explain that we often use imperatives to give directions (*Go ... , Turn ... , etc.*)
- B** Focus students on the first illustration. Ask whether this is a right or left turn. Write the imperative *Turn left* on the board. Elicit that this isn't a good instruction because there are three roads on the left. Ask students to look at the instructions in the *Giving directions* box and elicit the direction that matches the first picture (*Take the third turning on the left.*). Give students time to match the remaining pictures to directions, before going through the answers together as a class.
- C** Model the exercise for students by saying where you can find the nearest supermarket or café and how to get there. As you give the directions, draw simple maps on the board to match the instructions. Students then work in pairs to give each other directions.

PRONUNCIATION

- A** ▶ 00:00-00:47 Ask students to focus on the stress and intonation of the people in the video. Play the first part of the video again.
- B** ▶ 00:00-00:47 Play the video again. Students read the conversation as they watch. You could ask them to draw arrows on the conversation, to mark where the speakers' intonation goes up or down. Then, put them into pairs to practise saying the conversation, copying the underlined stressed words and intonation.
- C** In pairs, students practise saying the conversation. Monitor and assist as required, encouraging the students to look up and say the conversation naturally, rather than reading from the page.

SPEAKING

- A** Elicit the meaning of the prepositions in the box, reminding students that they saw the words earlier in the unit. You can do this by asking where things are in the classroom.
Focus students on the map. Model the exercise with a student, asking for and giving directions to places on the map. Stress key words, and use appropriate intonation. Then ask students to recall the content of the conversation when you finish (e.g. the places and the imperatives used).
Put students into pairs to ask for and give directions using the map. Monitor and encourage, making a note of good language use, as well as phrases to be reformulated. Use this in whole-class feedback at the end of the activity.

Extra activity

Ask students to make a list of five places in the local area (e.g. the train station, a popular restaurant, a bookshop, etc.). Next, ask students to stand up and walk around the class, asking each other for directions to the places on their list. You can walk around too, helping with directions if students get stuck.

▶ VIDEOSCRIPT

G = Gaby PB = Passer-By P = Pedestrian N = Neena

G: No. I don't need to get a taxi ... Yes! I can look at the map on my phone ... Sure, I can get some cash. See you later. Bye, Zac. Excuse me, is there a cash machine near here?
PB: Sure. Go straight on to the end of the road. Turn right at the cafe. And the cash machine is next to the supermarket.
G: I can't do this. I can do this! Argh! Where's my phone? Excuse me, can you tell me the way to Park Road?
P: Park Road ... Park Road?
G: Yes. Do you know it?
P: Oh yes. Lovely road. Lovely road. Beautiful trees. Beautiful trees ...
G: ... Erm ...
P: Ah, yes! You go straight on. Straight on. Go past the shops, past the shops. Then, take the third turning on the left. That's the third turning on the left.

G: OK. So straight on, past the shops and take the third turning on the left?
P: That's right. You are right! Because ... Park road is next to the park. Hahaha. You see? Hahahaha.
G: Thank you. Now, where's my key? Oh! Hi, Neena.
N: Hi, Gaby. Where are you?
G: Outside. I can't find my key.
N: Your key's in the kitchen. I'll open the door.
G: Thanks.
N: I like that! It's really interesting.
G: Thanks. I think it's beautiful. It's from Barcelona.
N: Oh. I'd love to visit Barcelona.
G: Why don't you go? Barcelona is amazing! Anyway, I have to go to the shop for Zac. Do you want anything?
N: No, thanks.
G: Thanks. I'll be back soon.

5 Writing

Write a description of a place

W using adjectives

A Work in pairs. Look at the picture in the review. Answer the questions.

- 1 What can you see? Describe the building.
- 2 What do you think this building is?
- 3 Where do you think it is?

B Read the online review. Check your answers to questions 2 and 3 in Exercise A.

It's the **Borghese Gallery in Rome**.

C Read the review again. Choose the correct answers a, b or c.

- 1 What is the Villa Borghese?
 - a a museum
 - b a park**
 - c a café
- 2 What can you see in the museum?
 - a paintings and furniture**
 - b cars and transport
 - c furniture and clothes
- 3 Why does the writer like the café?
 - a because it's warm inside
 - b because it's popular
 - c because the food is good**

D Read again. Underline the adjectives that the writer uses to describe these things:

- the park
- the paintings
- the museum building
- the rooms in the museum
- the sandwiches

Using adjectives

When you write, use a variety of adjectives to make your writing more interesting.

Villa Borghese is a famous park in Rome. It's quite big and it's beautiful.

E Read about the Eiffel Tower. Change the adjectives *nice* and *good* for more interesting adjectives.

The Eiffel Tower is a nice tower in Paris, France. It's very popular with tourists. It's a nice place to spend an hour. It's tall and it's a very nice shape. There aren't any windows, and there aren't any walls. It's grey. I think it's really nice. You can go to the top of the Eiffel Tower. The views of the city are good. There's a restaurant on the first floor. The food is good.

WRITING

A PREPARE Choose a building, place or landmark in your city (or in a city that you know well). Think about these questions:

- 1 What is the building?
- 2 Where is it?
- 3 What does it look like?
- 4 What is your opinion of it?
- 5 What can you see and do there?
- 6 Can you eat or drink anything there?

B PLAN Think about your answers in Exercise A. What adjectives can you use to describe topics 1–6 in Exercise A?

C WRITE Write your description. Use a variety of adjectives to make your writing more interesting.

Refer students to this description as a model for the writing task.

Remind students to think about the person who is reading the description. What do they want the reader to think or feel?

Remind students that they can also use adjectives to make a review sound positive or negative.

Ex C Q1 Villa Borghese is a famous park in Rome. It's quite big and it's beautiful. It's a great place to spend a couple of hours.

Ex C Q2 There's a museum in the park, the Borghese Gallery. There are some amazing paintings in the museum. The building is very interesting, too. It's an old, white house with a lot of windows. Inside the house, the rooms are beautiful. They've got some old furniture in them.

Ex C Q3 There's a café inside the gallery, but I like the café in the park. It's very popular. You can sit outside and have lunch under the trees. The sandwiches are delicious!



WRITING

In this writing lesson, students will learn how to write a description of a place, paying attention to using adjectives to make their writing more interesting.

- A** If possible, display the picture to the whole class. In pairs, students discuss the questions. Check ideas as a class but don't confirm answers at this point.
- B** Give students one or two minutes to check their answers in the online review.
- C** Go through Questions 1–3 with the class. Then give students three minutes to look at the review more carefully and choose the correct option.
- D** Read through the box on using adjectives. Ask students to identify the adjectives in the example sentence in the box (*famous, big, beautiful*). Ask whether these adjectives sound positive or negative (*positive*). Point out that without adjectives, the sentence would not sound very interesting (*Villa Borghese is a park in Rome*).

Students then read the online review again and underline the adjectives used to describe the five different things. Students compare answers in pairs before checking as a class.

- E** Focus students on the description of the Eiffel Tower. Point out that it uses the positive adjectives *nice* and *good* too many times, and the description doesn't sound interesting. In pairs, students try to change *nice* and *good* for more interesting adjectives. Students share ideas as a class.

WRITING

- A** Ask students to think of a building, place or landmark that they would like to write about. Tell them to make notes, and decide whether they have a positive or a negative opinion about the place.
- B** Students review their notes and add adjectives they can use to describe the place in an interesting way.
- C** Students write the description. Monitor and assist as required, encouraging students to include interesting adjectives which show their opinion.

GRAMMAR

A Match the beginnings of sentences (1–5) with the ends of sentences (a–e).

- | | |
|----------------|-----------------------------------|
| 1 There's | a a table in the kitchen? |
| 2 There aren't | b some cupboards in the bathroom. |
| 3 Are there | c a shower in the bathroom. |
| 4 Is there | d any lamps in the sitting room? |
| 5 There are | e any chairs in the dining room. |

B Complete the conversation with the correct form of *can*.

- Simon: 1 Can you ride a motorbike?
 Patrick: No, I 2 can't, but I 3 can drive a car.
 Do you want a lift?
 Simon: 4 Can we walk to the park from here?
 Patrick: Well, we 5 can, but it takes a long time.

C Choose the correct words to complete the sentences.

- Tell / To tell me more about the Colosseum in Rome.
- Look / Looking at the tourists.
- Please give / Give please me more information.
- Ask / To Ask at reception for more information.
- Write / Wrote about your favourite building.

VOCABULARY

A Complete the furniture and rooms with *a, e, i, o* or *u*.

- We have a shower, but we don't have a bath in our bathroom.
- We have a modern cooker and fridge in our kitchen.
- There's a TV, a big cupbouard, a sofa and two armchairs in our sitting room.
- There's a lamp on the table by my bed in my bedroom.

B Look at the picture. Choose the correct prepositions to complete the sentences.

- The coffee machine is between / next to the cooker and the sink.
- The house keys are hanging on / in the wall.
- The dishwasher is next to / behind the cooker.
- The note is above / under the window.



C Complete the sentences with the places in the box.

airport gym hospital library market

- You see a doctor at the hospital.
- You take a plane at the airport.
- You borrow a book from the library.
- You buy fresh food at a market.
- You do exercise at the gym.

D Complete the text with the correct adjectives.



My favourite building is Habitat 67, in Montréal, Quebec. It's 1 amazing – it's 2 big and looks quite 3 modern, even though it's 50 years old. It isn't one building, it's about 150 4 mail houses on top of each other. Some people think it looks 5 strange, but I think it's 6 beautiful. You can see the sky through it, which is 7 cool.

FUNCTIONAL LANGUAGE

A Complete the conversation with the words in the box.

down excuse here how on tell turn turning

- A: 1 Excuse me.
 B: Yes?
 A: Can you 2 tell me the way to New Street?
 B: Sorry?
 A: Is New Street near 3 here?
 B: Pardon?
 A: 4 How do I get to New Street?
 B: Oh, yes. Go 5 down College Road.
 6 Turn right into the High Street and Moon Street is 7 on your right.
 A: Moon Street? I want New Street.
 B: New Street? No, no. New Street is near here. Take the second 8 turning on the right.
 A: Oh, thanks.

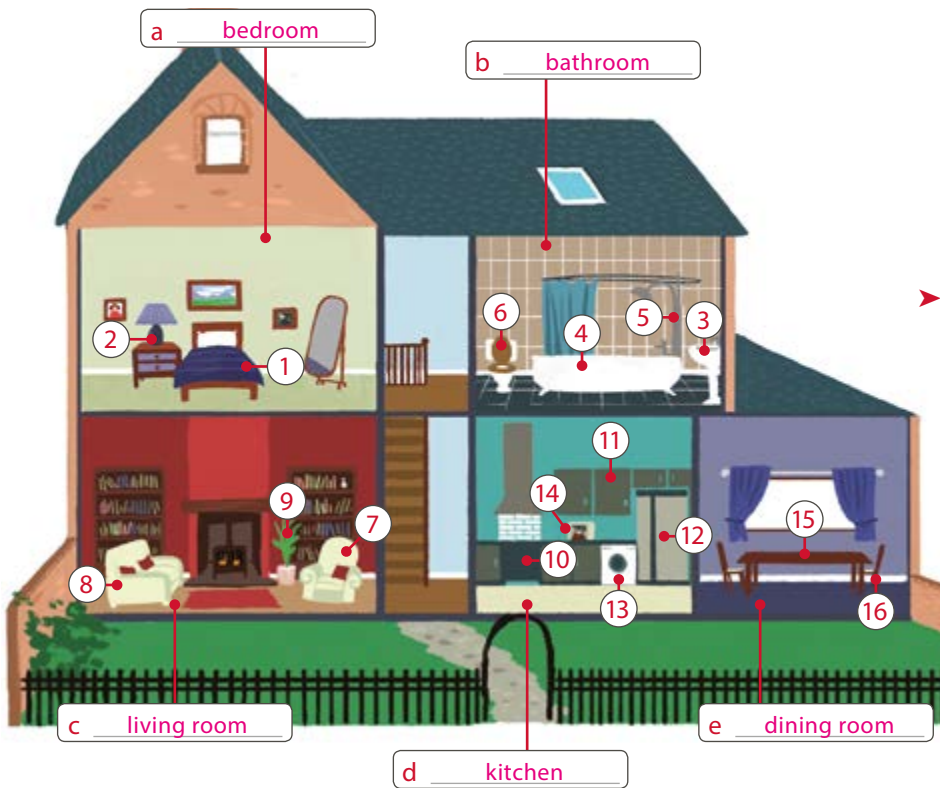
B SPEAK Work in pairs. Give each other directions from your school to:

- a book shop
- a train station
- a museum

5.1 Rooms and furniture; prepositions of place

A Label the rooms (a–e) with the words in the box.

bathroom bedroom dining room kitchen living room



B Look at the picture again. Number the words 1–16.

- | | |
|-------------------|--------------------|
| 7 armchair | 2 lamp |
| 4 bath | 9 plant |
| 1 bed | 5 shower |
| 16 chair | 3 sink |
| 14 coffee machine | 8 sofa |
| 10 cooker | 15 table |
| 11 cupboard | 6 toilet |
| 12 fridge | 13 washing machine |

► Go back to page 42.

5.2 Places in a town or city

Match photos (1–12) with the places.

- 1 café 3 cinema 11 gym 4 hospital 5 library 10 market 6 museum
7 park 9 restaurant 2 supermarket 12 theatre 8 underground station



► Go back to page 44.

2.2 Student A and B

Student A – look at the photos. Choose one person and describe them to your partner.

Student B – listen and guess who your partner is describing.
Then switch roles.



► Go back to page 15.

5.3 Student A and B

DISCUSS Work in pairs. Answer the questions about buildings (1–6). Use the adjectives in the box to help you.

- 1 Describe the buildings.
- 2 What happens inside?
- 3 Which building is your favourite? Why?
- 4 Which building don't you like? Why?

amazing beautiful big boring cool interesting funny modern old small strange tall terrible ugly



► Go back to page 47.

6.1 Student A and B

A SPEAK Work in pairs. Read the *City Guide* and choose one thing to do together at the weekend. Explain what you like and don't like to help you decide.

A: *Let's go out this weekend!*

B: *Good idea. What's on?*

A: *There's a rock concert in the park on Saturday.*

B: *Oh, I don't like rock music. Let's go to a nightclub. I love dancing.*

A: *Sorry, I'm a terrible dancer!*

B SPEAK Have a class vote. Which events are popular?

► Go back to page 53.

City Guide

Cinema

French film festival ★★★

A festival of French cinema, with famous films like *Amélie*, *That Man from Rio* and *Two Days in Paris*.

Art

Van Gogh – the last years ★★★★★

An exhibition of Van Gogh's paintings from 1888 to 1890.

Clubs

70s disco ★★★★★

The 70s disco craze continues. Dance all night to your favourite tunes!

5.1 Vocabulary

Adjectives to describe the appearance of things

A Complete the table with the words in the box.

bathroom bed bedroom caravan chair coffee machine dining room
flat garden house lamp living room swimming pool table TV

places to stay in	rooms and outdoor things	furniture

B Work with a partner. Ask questions about the things from the table.

Do you have a house or a flat?

I have a flat. It's nice, with three bedrooms and large windows.

How many chairs do you have in your house?

Ten, I think. We have six in the dining room and four in the living room.



there is/are

A Write sentences about your home using the words and *there is/there are/there isn't a/there aren't any*.

- 1 bathroom _____ *There is a bathroom in my home.* _____
- 2 swimming pool _____
- 3 dining room _____
- 4 living room _____
- 5 garden _____
- 6 chair _____
- 7 TV _____
- 8 bedroom _____
- 9 washing machine _____
- 10 armchair _____
- 11 lamp _____
- 12 bed _____

B Work in pairs. Say which objects you think the other person has in their home. Correct your partner.

I think there are two bedrooms in your home.

Yes, that's right. There are two bedrooms.

There are five lamps in your living room.

No, there aren't, there are only two.

5.2 Vocabulary

Places in a town or city

A Match the places in the box with the pictures (1–15).

airport café cinema gym hospital library market museum park
restaurant school shop supermarket theatre underground station

1 	2 	3 
4 	5 	6 
7 	8 	9 
10 	11 	12 
13 	14 	15 

B Work in pairs and tell them about your places. Use prepositions of place from the box.

behind between near next to opposite

In my town, we have a supermarket opposite the station, but we don't have a museum.

We have a small museum next to the park. We have lots of supermarkets.

5.2 Grammar

can

A Complete the sentences with a verb from the box and *can* or *can't*.

make play ride speak swim work

- 1 Can you _____ the piano? Yes, I _____ but I'm not very good.
- 2 Can you _____ at home? No, I _____. I'm a teacher.
- 3 Can you _____ a cake? Yes, I think I _____.
- 4 Can you _____ a bicycle? No, I _____. I never learned.
- 5 Can you _____ another language? Yes, I _____ speak English!

B Change the answers in Exercise A so they are true for you. Then ask and answer the questions in pairs.

C Complete the sentences with *can* or *can't* for your home town or city.

You _____ go to a park.

You _____ take a train.

You _____ go to a good museum.

You _____ eat in a Japanese restaurant.

You _____ study at university.

You _____ shop in a market.

You _____ catch a plane.

D Work with a partner. Ask and answer questions to find out what you can and can't do in each other's home towns or cities.



5.3 Vocabulary

Adjectives to describe the appearance of things

A Write an example of each thing below.

- 1 a big animal _____ *Elephant* _____
- 2 a boring sport _____
- 3 a beautiful city _____
- 4 an amazing holiday _____
- 5 a modern painting _____
- 6 a small car _____
- 7 a terrible idea _____
- 8 an old person _____
- 9 an interesting website _____
- 10 an ugly building _____

B Work with a partner and exchange ideas. Do you have the same examples?

C Think of the opposite of each example in Exercise A.

An elephant is a *big* animal.

And a mouse is *small* animal!



Imperatives

A Match the imperative sentences (1–7) with the responses (a–g).

- | | |
|---|--|
| 1 Don't watch the TV. | a Thank you. Is there a chair? |
| 2 Read your book. | b No, I don't want to read. |
| 3 Please sit down. | c A – L – I – C – E. |
| 4 Give that to me. | d No, I need it. |
| 5 Please tell me your name. | e Okay! |
| 6 Please spell your name for me. | f It's Jason. |
| 7 Stand up when he comes in. | g Why not? There's a good programme on. |

B Work in pairs and follow the instructions below:

- In the left-hand side of the box below, draw the furniture to make a picture of a bedroom, dining room, bathroom or living room. Do not show your picture to anyone!
- Work in pairs. Describe your pictures to each other and draw your partner's room in the right-hand side of the box. Remember not to show them your picture!

'Draw a TV between the bed and the armchair'.

armchair bed behind between chair coffee draw lamp
machine near next opposite put to TV washing machine write

Your room

Your partner's room

--	--

3 Compare your pictures. Are they the same?