

UNIT OBJECTIVES

- talk about places in the city
- talk about nature in your area
- ask for and give directions
- write a fact sheet about a place in nature
- plan a new neighborhood for a city

ZOOM IN, ZOOM OUT

6



START SPEAKING

- A** Say things you see in the picture. For ideas, watch Julieth's video.
- B** Do you want to go here? Why or why not?
- C** Do you like cities? Do you like places in nature? Which is your favorite?



Do you see the same things as Julieth?



6.1

GOOD PLACES

LESSON OBJECTIVE

- talk about places in the city

1 LANGUAGE IN CONTEXT

- A 1.57 Lucas and Robert are in New York City. Read and listen to their conversation. Where is Lucas from? Where is Robert from? What does Lucas want to do on Saturday?
- B 1.57 Read and listen again. Are the sentences true or false?
- Lucas has a lot of time in New York City.
 - There is no restaurant in the hotel.

1.57 Audio script

Lucas I'm here, in New York City, for a week. And then I go home to Paris on Sunday.

Robert So you don't have a lot of time to see my great city.

Lucas No, I don't. There's no free time this week – it's work, work, work! But I have some time on Saturday.

Robert OK. There are a lot of places to see and things to do on the weekend. Where is your **hotel**?

Lucas It's near Central Park.

Robert No way! Central Park is great. There are some interesting museums near the **park**. Oh, and there's a **zoo** in the park!

Lucas Cool! What about places to eat? There's no **restaurant** in my hotel.

Robert Hmm ... for breakfast, there's a nice **café** near here. And there are a lot of great restaurants in this neighborhood, too.

Lucas Great. Do you know some good **stores**? I don't have a lot of free time, but ...

Robert Oh, yeah. There are a lot of great stores in New York. So ... no museum, no park, no zoo – just shopping?

Lucas Yes!

GLOSSARY

neighborhood (n) an area of a city

INSIDER ENGLISH

Use *No way!* to show surprise.
No way! Central Park is great.

2 VOCABULARY: Places in cities

- A 1.58 Listen and repeat the words.



- B Now do the vocabulary exercises for 6.1 on page 145.
- C **PAIR WORK** Which three places in cities do you both like? Which three don't you like?

3 GRAMMAR: *There's, There are; a lot of, some, no*

A **Circle** the correct answers. Use the sentences in the grammar box to help you.

- 1 Use *There's* with **singular / plural** nouns.
- 2 Use *There are* with **singular / plural** nouns.
- 3 Use **an / no** in negative sentences.
- 4 Use **some** for exact numbers / when you don't know how many things there are.

There's (= There is), There are; a lot of, some, no

There's no free time this week.

There's a zoo in the park.

There's a nice café near here.

There are some interesting museums near the park.

There are a lot of good places to see on the weekend.

no = zero

a/an = one

some = a small number

a lot of = a large number

B **Circle** the correct words to complete the sentences.

- 1 *There's / There are* a lot of stores in the mall.
- 2 *There's / There are* a supermarket near the college.
- 3 There are *a / some* good cafés on Boston Road.
- 4 *There's a / a lot of* big hospital in the city.
- 5 There are *a lot of / no* stores, so it's great for shopping.
- 6 In my city, there are *a / no* zoos.

C **Now go to page 134. Look at the grammar chart and do the grammar exercise for 6.1.**

D Write sentences about your city. Use *there is/there are, a/an, some, a lot of, and no*. Then check your accuracy.

There's _____ .
There's _____ .
There are _____ .
There are _____ .
There is/are no _____ .

E **PAIR WORK** Compare your sentences with a partner.

4 SPEAKING

PAIR WORK Talk about the things in your neighborhood. Then compare with a partner. What's the same? What's different?

There are some good restaurants near my home.

Same! And there's a movie theater near my home.



ACCURACY CHECK

Use *there are*, **not** *there is*, before *a lot of* and *some* + plural noun.

There is some museums in this city. ✗

There are some museums in this city. ✓

6.2

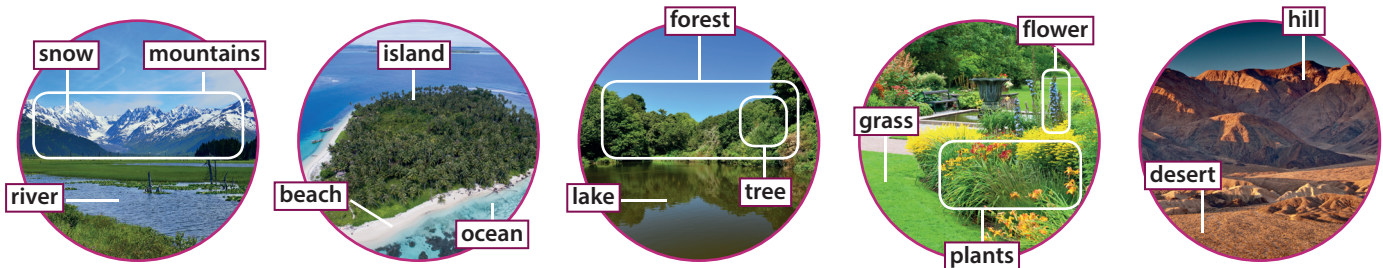
CITY LIFE, WILD LIFE

LESSON OBJECTIVE

- talk about nature in your area

1 VOCABULARY: Nature

A 1.59 Listen and repeat the words. Which picture is your favorite? Which words describe water?



B Cross out the word that does not belong.

- 1 lake flower ocean 3 river desert lake 5 forest ocean trees
 2 plants trees snow 4 grass beach ocean 6 mountain hill island

C Now do the vocabulary exercises for 6.2 on page 146.

2 LANGUAGE IN CONTEXT

A Read the article. Choose a good title.

- 1 What's your favorite city? 2 Are you close to nature? 3 Do you like nature?

B **PAIR WORK** Take the test. Then compare your answers with a partner.

Do I like nature? Sure. We all love flowers and trees. But I live in a big city, so I don't live close to nature ... Or do I? What about you? Take the test. For each sentence, circle all the answers that are true for you.

	In your neighborhood	In your city (e.g., in a park)	1-3 hours from your city	Not near your city
There's a lot of grass.	A	B	C	D
There are a lot of flowers.	A	B	C	D
There are some trees.	A	B	C	D
There's a river.	A	B	C	D
There's a lake.	A	B	C	D
There's a forest.	A	B	C	D
There are some mountains and hills.	A	B	C	D
There's a beach.	A	B	C	D
There's an ocean.	A	B	C	D
There are a lot of plants.	A	B	C	D

A = 3 points, B = 2 points, C = 1 point, D = 0 points

Are you close to nature?

45-60 points
Nature is everywhere!

30-44 points
There's a lot of nature near you.

15-29 points
There's some nature near you.

1-14 points
There isn't a lot of nature near you.

0 points
You only see nature on TV!

C **PAIR WORK** Give examples of nature in your city. For ideas, watch Larissa's video.



Are your answers the same as Larissa's?



3 GRAMMAR: Count and non-count nouns

A **Circle** the correct answers. Use the sentences in the grammar box to help you.

- 1 Count nouns have plural and singular forms / no singular or plural form.
- 2 Use *a/an* with singular / plural count nouns.
- 3 Use *There's* / *There are* with plural count nouns.
- 4 Use *There's* / *There are* with singular count nouns and non-count nouns.

Count and non-count nouns

Singular

There's a river in my city.
There's an ocean near here.

Plural


There are two rivers.
There are no oceans near here.
There are some plants.
There are a lot of flowers.

No singular or plural form

There's no / some / a lot of grass.
There's no / some / a lot of water in the ocean.

B Complete the sentences with the correct form of the nouns in parentheses ().

- 1 There are no trees (tree) in my neighborhood.
- 2 There's an _____ (ocean) three hours from my city.
- 3 There's a lot of _____ (nature) in this city.
- 4 There are some _____ (restaurant) on my street.
- 5 There is no _____ (grass) near my house.
- 6 There are a lot of _____ (hotel) in my city.

C  Now go to page 134. Look at the grammar chart and do the grammar exercise for 6.2.

D **PAIR WORK** Change the sentences in exercise 3B so they're true for you and your city. Compare your sentences with a partner.

There are some trees in my neighborhood.

4 SPEAKING

A Choose a city in your country or in a different country. Think about the nature there.

B **PAIR WORK** Work with a partner. Tell your partner about the place. Does your partner know the place?

*There's a beach in the city.
There are no hills or mountains.
There are a lot of trees ...*

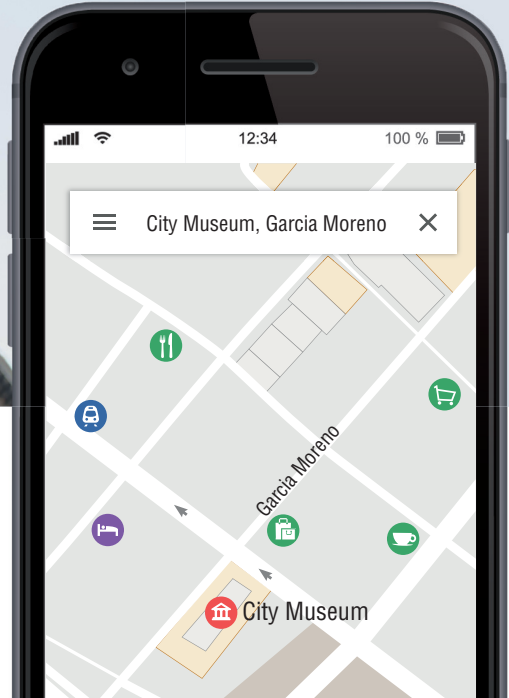
*I know! It's Tampa,
in the U.S.!*

6.3

IS IT NEAR HERE?

LESSON OBJECTIVE

- ask for and give directions

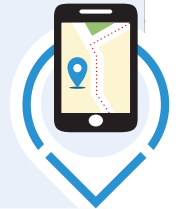


1 FUNCTIONAL LANGUAGE

- A Look at the pictures. The woman is in Quito, Ecuador. What places do you see on the map on her phone?
- B 1.60 Read and listen. The woman asks two people for directions. What places does she ask about?

1.60 Audio script

- | | |
|---|--|
| <p>1 A Excuse me. Do you speak English?
B Yes, I do.
A Oh, good! Where's Garcia Moreno Street? Is it near here?
B Yes, it is. Uh ... turn left here. Go one block, and then turn right. That's Garcia Moreno Street.
A OK, great! Thanks.</p> | <p>2 A Excuse me. Is this Garcia Moreno Street?
B Yes, it is.
A Where's the City Museum?
B It's that way. Go straight. It's on the left. Or come with me! It's on my way to the supermarket.</p> |
|---|--|





- C Complete the chart with expressions in **bold** from the conversations above.

Asking for directions	Giving directions
Where am I? / Where are we?	Turn left. / ⁴ _____ .
I don't understand the map.	⁵ _____ way.
¹ _____ Garcia Moreno Street?	Go one ⁶ _____ . / Go ⁷ _____ .
Is it ² _____ ?	It's on the right. / ⁸ _____ .
Excuse me. Is ³ _____ Garcia Moreno Street?	It's over there. / It's here!
	⁹ _____ Garcia Moreno Street.
	Look on your phone. Zoom in / zoom out. It's here.

- D 1.61 **PAIR WORK** Complete the conversations. Then listen and check. Practice with a partner.
- | | |
|--|--|
| 1 A Excuse me. <i>It's / Where's</i> Central Station? | B Go one way / block. It's on the left. |
| 2 A <i>Is this / Is it</i> San Gabriel Street? | B No. <i>Turn / It's</i> right. That's San Gabriel Street. |
| 3 A Is the language center <i>go straight / near here?</i> | B Yes. It's over there / go one block. |

2 REAL-WORLD STRATEGY

- A  1.62 Listen to a conversation. Where does the man want to go?
- B  1.62 Listen again. The man wants to check the information. What does he do?
- 1 He asks the woman to repeat her words. 2 He repeats the woman's words.

CHECKING INFORMATION


To check you understand, say *So, ...* and repeat the information.
It's that way. Turn left here. Go one block, and then turn right.
So, turn left here. Go one block, and then turn right.



- C  1.63 Read about checking information in the box above. Then listen to the directions. Check the information.

1 Turn right here. Then turn right again.

So, turn right here. Then turn right again.

- D  **PAIR WORK** Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

3 PRONUNCIATION: Saying /ɪr/ and /er/ sounds

- A  1.64 Listen and repeat. Focus on the sound of the letters in **bold**.

/ɪr/ Is it near here?

/er/ Where is their house?

- B  1.65 Listen. Write A for words with /ɪr/. Write B for words with /er/.

1 clear ___ 3 chair ___ 5 there ___ 7 year ___

2 they're ___ 4 earphones ___ 6 parent ___ 8 square ___

- C  1.66 **PAIR WORK** Listen to the conversations. Then practice with a partner.

1 A Where's Blair Street?

B It's near here. Go to the town square and then turn right.

2 A Where are your parents?

B They're over there, on the chairs.

4 SPEAKING

- A **PAIR WORK** Put the conversation in order. Then practice it with a partner.

___ So, go straight. Then turn left. It's on the left.

___ Yes.

___ Excuse me. Where's the Park Hotel?

___ It's that way. Go straight. Then turn left. It's on the left.

- B **Work alone.** Choose one of the situations below.

1 Imagine you are at the City Museum in Quito, Ecuador. Look at the map on the cell phone on page 58. Choose a place to go.

2 Imagine you are in another city. You can go online and find a map of the city. Choose where you are and a place to go.

- C **PAIR WORK** Ask a partner for directions. You can use your phone to help you. Then change roles.



FIND IT

LESSON OBJECTIVE

- write a fact sheet about a place in nature



1 LISTENING

A Look at the pictures. Where is the woman? What do you see?

B 1.67 **LISTEN FOR DETAILS** Listen to the podcast *Walk with Yasmin*. Where is the forest?

C 1.67 **LISTEN FOR EXAMPLES** Listen again. Check (✓) the words Yasmin says.

- | | | | | |
|--------|------------------------------------|-------------------------------------|--------------------------------------|----------------------------------|
| Forest | <input type="checkbox"/> animals | <input type="checkbox"/> grass | <input type="checkbox"/> an ocean | <input type="checkbox"/> a river |
| | <input type="checkbox"/> flowers | <input type="checkbox"/> a mountain | <input type="checkbox"/> plants | <input type="checkbox"/> trees |
| City | <input type="checkbox"/> hospitals | <input type="checkbox"/> museums | <input type="checkbox"/> restaurants | <input type="checkbox"/> stores |
| | <input type="checkbox"/> hotels | <input type="checkbox"/> people | <input type="checkbox"/> schools | <input type="checkbox"/> zoos |

2 PRONUNCIATION: Listening for important words

A 1.68 Read the sentences below. Focus on the underlined words. Then listen. Which sentence do you hear, A or B?

A There are some tall trees and a lot of big plants here.

B There are some tall trees and a lot of big plants here.

B 1.69 **Underline** the important words in each sentence. Listen and check.

- 1 There's a river near me. (1 word)
- 2 There are a lot of interesting animals here. (3 words)
- 3 I'm on a mountain in a forest. (2 words)
- 4 There's an ocean and some beautiful beaches. (3 words)

3 WRITING

A Read the fact sheet. What is in Tijuca Forest?

FACT SHEET: Tijuca Forest

 Tijuca Forest is in Rio de Janeiro, Brazil. It is a nice, big forest. It is 39 square kilometers.

 There are a lot of plants and trees in the forest. It has nice rivers and waterfalls.

 It has a lot of interesting animals and birds. There are some mountains in the forest. One famous mountain is Corcovado Mountain.

 There is a tall statue on Corcovado Mountain. It is the Christ statue. Brazilians love the forest, and people from many countries visit it.

 Tijuca Forest is very important to Rio de Janeiro.





Taunay Waterfall



Capuchin monkey



Tropical flowers



Christ the Redeemer

B **PAIR WORK** **THINK CRITICALLY** There are no contractions in the fact sheet (for example, *It's*, *There's*). Why not?

C Read the sentences from the fact sheet. Underline two opinion adjectives and one size adjective.

It has a lot of interesting animals and birds.
It is a nice, big forest.

D **WRITING SKILLS** Read the rules below. Circle *before* or *after*. Use the sentences in exercise 3C to help you.

- 1 *Some*, *a lot of*, and *no* go *before* / *after* opinion adjectives (for example, *good*, *nice*, *interesting*).
- 2 Opinion adjectives usually go *before* / *after* size adjectives (for example, *big*, *small*, *tall*).

REGISTER CHECK

Really and *very* make adjectives stronger. Use *very* in writing. *Really* is common in speaking.

Tijuca Forest is very important to Rio de Janeiro.



E Choose a natural area to write about. You can go online to find facts about where it is, how big it is, what nature is there, and who goes to it. Use *very*. Do not use contractions. Remember to write adjectives in the correct order.

WRITE IT

F Write a fact sheet about a place in nature. Write five or six sentences. Use the fact sheet in exercise 3A for an example.

TIME TO SPEAK

A good place to live

LESSON OBJECTIVE

- plan a new neighborhood for a city

A PREPARE Talk to a partner. What do you see in the pictures?

B DISCUSS Which places in the pictures are important to have near your home? Write numbers 1–8 next to the pictures.

1 = very important → 8 = not very important

C DISCUSS Imagine that city planners want ideas for a new neighborhood in your city. Work with a partner. Choose one person from the list below. What does your person want in the new neighborhood? Write notes.

- You have young children.
- You are over 60 and you don't work.
- You are a young person in your first apartment.
- You are a college student in a home-share.

D PRESENT Present your ideas for the new neighborhood to the class. Which things does everyone think are important in a city?



▶▶ To check your progress, go to page 153. ▶▶

USEFUL PHRASES



DISCUSS

I have children. A school is really important.
 What about ... ? Me, too. I agree. / I disagree.
 I think ... is good for the neighborhood.
 I want ... for the neighborhood.



PRESENT

We want ...
 Everyone in the class likes ...

I like / don't like ...
 I think ... are very important / not very important.