

4 IN THE CITY

OBJECTIVES

FUNCTIONS: talking about places in a town/city; giving directions; buying things in a store

GRAMMAR: *there is / there are; some / any; imperatives*

VOCABULARY: places in a town/city; prepositions of place; numbers 100+; prices

READING

- 1 Match the phrases in the list with the photos. Write 1–4 in the boxes.

1 a famous square | 2 a famous tower
3 a famous palace | 4 a famous statue

- 2 **SPEAKING** Work in pairs. Can you name the places in the photos? Where are they?

I think it's the Eiffel Tower. It's in Paris.

- 3 1.41 Read and listen to the brochure. Which two things in Exercise 1 are in Window of the World?

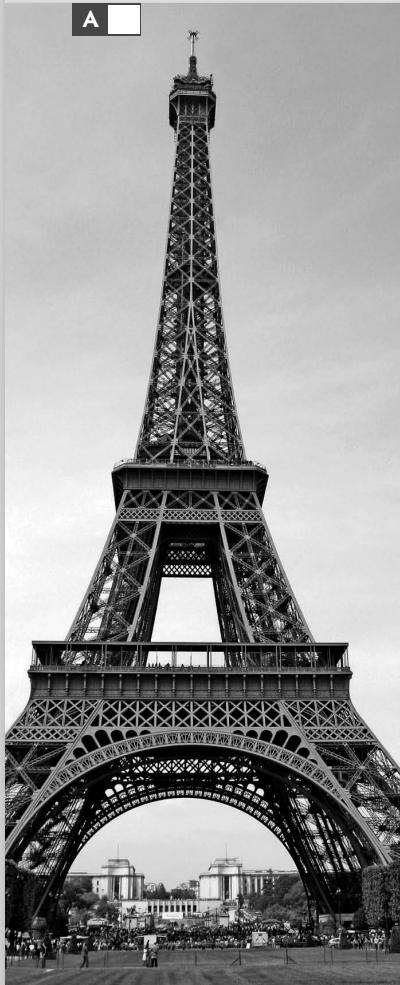
- 4 Read the brochure again. Mark the sentences T (true) or F (false).

- 0 Window of the World is in China.
1 All the models are of things in the same country.
2 There are models of 130 different things.
3 You can ski at Window of the World.
4 There is a train station in the park.
5 There are restaurants at Window of the World.

T

- 5 **SPEAKING** Work in pairs. Ask and answer the questions.

- 1 Would you like to go to Window of the World?
2 What would you do there?



4 IN THE CITY

READING

- 1 Name some famous landmarks in the students' own town, city, or country (the closer to them the better), or bring tourist images of them into class – preferably including at least one square, tower, palace, or statue. For each one, elicit the name and ask: *What is it?* Elicit or explain the meaning of the words. Ask: *Why is it famous?* Elicit or explain the meaning of the adjective. Accept any suggestions and help with unfamiliar vocabulary.

Focus attention on the four photos. If you use an IWB, display it on screen. Ask students to find an example of the same types of things you discussed previously. Students match the remaining photos with the phrases and then compare ideas in pairs before you check answers with the class.

Answers

1 D 2 A 3 C 4 B

- 2 **SPEAKING** In pairs, students take turns choosing one photo and saying the name of the place and where it is. Can they identify all four? Elicit ideas from the whole class and ask the rest of the class to confirm or reject suggestions.

Answers

A Eiffel Tower, Paris, France
B Statue of Liberty, New York City, NY, U.S.
C Alhambra Palace, Granada, Spain
D Plaza Garibaldi, Mexico City, DF, Mexico

Background information

The Eiffel Tower is an iron tower in Paris. It was built by the architect Gustave Eiffel in 1889 as the entrance to the Paris World Fair. It rises to a height of 324 meters and serves both as a radio transmitter and as a tourist attraction. It receives more than 6 million visitors a year.

The Statue of Liberty is a giant statue that stands on an island in New York City harbor. It was erected as a gift from France in 1886 to commemorate the 110th anniversary of U.S. independence. It was supposed to be ready for the centenary in 1876, but only the torch and the arm had been finished in time for the exposition in Philadelphia that year. The artist was Frédéric Auguste Bartholdi.

The Alhambra is a fortress and palace complex on a hill in Granada, in the Andalusia region of southern Spain. The oldest part of the fortress was built in the 9th century by the country's Moorish rulers, while the palace complex was built from the 11th century to the 15th century. Alhambra is a UNESCO World Heritage site and Spain's most significant example of Islamic architecture.

Plaza Garibaldi was originally called Plaza Santa Cecilia until Mexico gained its independence from Spain. In 1920, the square was renamed after Giuseppe (José) Garibaldi (the younger), an Australian-born Mexican freedom fighter and the grandson of one of the fathers of modern Italy, General Giuseppe Garibaldi. The plaza is best known in Mexico as the “home of mariachi music.”

- 3 1.41 Focus attention on the brochure on page 39. Ask students to read and listen to the text to find out how it is connected to two of the photos on page 38 (The park has copies of famous places from around the world). Check which two places are mentioned.

Answer

the Eiffel Tower and the Statue of Liberty

- 4 Read the example together and ask students to find the information in the text that confirms the answer. Students read the brochure more carefully, following the same procedure: They find and underline the information about each sentence and then study it more carefully to decide whether it is true or false. Ask students to compare ideas in pairs before you check answers with the class.

Answers

1 F 2 T 3 T 4 F 5 T

Optional activity

Write the following words on the board: *model, mountain, monument, (take a) ride, river, falls*. Ask students in pairs to find them in the brochure and try to figure out their meaning from the context. Monitor their progress but avoid providing the information yourself unless students really cannot figure out the meanings. You might like to allow the use of mobile devices to look things up on the Internet at the end. Elicit the meanings through examples, explanations, or translations. Then briefly practice pronunciation of the words through repetition. Pay special attention to the vowel sounds in *mountain /maʊntən/*.

- 5 **SPEAKING** Read the questions together and check comprehension. Make sure students understand that *would like* expresses wishes. Put students in pairs to discuss their ideas. Encourage them to give reasons for their answer in the first question. Monitor and provide help with unfamiliar language. Avoid correcting errors unless they hinder comprehension. At the end, elicit answers from a few students, and ask the rest of the class to say if they agree or disagree.

Background information

Shenzhen is a major city in Southern China with a population of over 10 million, immediately north of Hong Kong. It is part of the Pearl River Delta area, which is said to be one of the most built up urban areas in the world, with a population of nearly 45 million.

The **renminbi (RMB)** is China's main currency. Its primary unit is called *yuan* (CNY), where 1 yuan = 10 jiao = 100 fen.

THINK VALUES

My town/city

- 1 Check that students understand the meaning of *interesting* as well as *the most interesting*. Elicit a translation to clarify the difference. Avoid getting into a presentation of comparatives and superlatives – these will be covered later in the course.

Ask students to make a list of interesting places in their town or city. You might want to provide dictionaries for them to look up English words they need, or allow the use of mobile devices to search the Internet for these. Give three or four minutes for this.

Ask students to identify those things in their lists that answer the two questions.

- 2 **SPEAKING** In pairs, students compare the places they have chosen. Do they have similar or different ideas? Ask them to give reasons for their choices. Monitor the conversations and provide help with any new or difficult language.

To follow up, elicit a few more interesting suggestions that students heard from their partners. Ask for a quick show of hands to see whether students in the class share a favorite place in their town or city.

- 3 Read the instructions together and check comprehension. Make sure students understand they must nominate one landmark from their town, city, or country for *Window of the World*. Apart from their personal preferences, they should also think of why visitors would find it attractive.

Give students two or three minutes to think about their answers. They might like to write these down. Monitor their preparation, providing help with ideas or language where necessary. Encourage students to give reasons and help them with the English.

- 4 **SPEAKING** Form groups of four or five. Ask students to compare their ideas in three or four minutes. Monitor the conversations and help with difficult language, especially when they explain their reasons. Give groups another minute or two to try to agree on one nomination and to figure out their reasons for recommending it.

Elicit the recommendations from every group and write these on the board. Ask for a volunteer from each group to explain their reasons for recommending it to the class. Help students with any unfamiliar or complicated language so that they can understand and consider all the arguments.

After 30 seconds of thinking time, ask for a vote on the class's recommendation for a landmark in *Window of the World*.



Are there any fun activities?

Yes, there are: for example, you can take a ride on the Colorado River! And there is a place for skiing, too! And every year on China's National Day (October 1), there is a pop festival in the park.

There are also some great restaurants and cafés in the park – you can eat the different foods from around the world, too!

Take a taxi or bus from Shenzhen train station to get there. It costs 180 RMB (renminbi) to go in – that's about \$28.

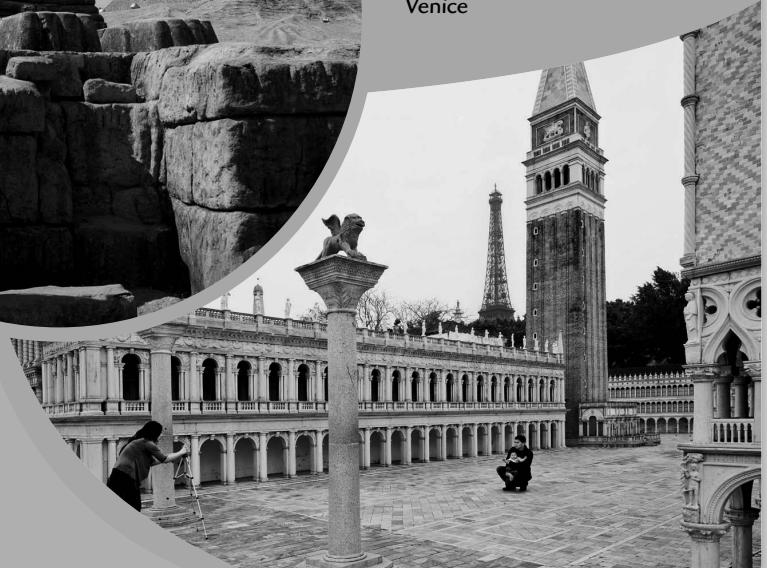


Window of the World

In the city of Shenzhen in China, there is a park called *Window of the World*. In the park there are many models of famous places from around the world. There are towers, like the Eiffel Tower in Paris; mountains, like Mount Fuji in Japan; monuments, like the Statue of Liberty in New York, and other places, too. There are 130 different models in total. But there aren't any people living in the park!

Here are some things you can see there:

- Niagara Falls in North America
- the Temple of the Emerald Buddha in Thailand
- the Pyramids in Egypt
- St. Mark's Square in Venice



THiNK VALUES

My town/city

1 Think of your town/city and answer the questions.

- 1 What are the most interesting places for you?
- 2 What are the most interesting places for a visitor?

2 SPEAKING Make one list of interesting places for you and one for a visitor. Tell a partner.

The most interesting places for me in my town/city are ...

The most interesting places in my town/city for a visitor are ...

3 Think of a place/thing in your town, city, or country to put in *Window of the World*.

- 1 What is the name of the place/thing?
- 2 Why do you want it in *Window of the World*?

I want to put ... from my city because it's very old and beautiful.

4 SPEAKING Compare your ideas with others in the class.

VOCABULARY

Places in a town/city

- 1 1.42 Write the names of the places under the pictures. Listen and check.

bank | drugstore | library | museum | park
post office | restaurant | supermarket | train station



- 2 Complete each sentence with a place from Exercise 1. Sometimes there is more than one correct answer.

- 0 You buy milk in a supermarket.
1 You play soccer in a _____.
2 You eat lunch or dinner in a _____.
3 You send letters in a _____.
4 You get on a train in a _____.
5 You buy medicine in a _____.
6 You look at old and interesting things in a _____.
7 You read books in a _____.

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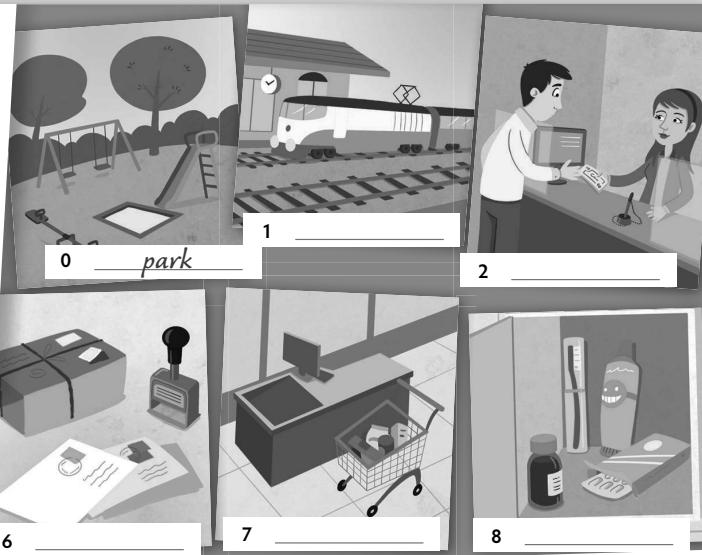
GRAMMAR

there is / there are

- 1 Complete the sentences from the brochure on page 39. Use *is*, *are*, and *aren't*. Then complete the table.

- 1 In the city of Shenzhen in China, there _____ a park called *Window of the World*.
2 _____ there any fun activities?
3 But there _____ any people living in the park!

	Singular nouns	Plural nouns
Affirmative	There <u>1</u>	There <u>3</u>
Negative	There isn't	There <u>4</u>
Questions	<u>2</u> there?	<u>5</u> there?



- 2 Complete the sentences in the positive (+), negative (-), or question (?) form. Use *there is*, *there are*, *is there*, *there aren't*, and *are there*.

- 0 There are six bridges in the city.
1 _____ any good movies on TV tonight?
2 _____ a museum in your town?
3 _____ a great café near here.
4 _____ any people in the park today.
5 _____ any nice stores on this street?

some / any

- 3 Complete the sentences about *Window of the World* with *some* or *any*. Then complete the rule.

- 1 But there aren't _____ people living in the park.
2 Are there _____ fun activities?
3 There are _____ great restaurants and cafés.

RULE: We often use *some* and *any* with plural nouns.

We use ¹ _____ in affirmative sentences.

We use ² _____ in negative sentences and questions.

- 4 Choose the correct words.

- 0 There are some / any interesting things in the museum.
1 There aren't some / any parks in my town.
2 Are there some / any good stores here?
3 There are some / any nice places to eat here.

- 5 **SPEAKING** Work in pairs. Think of a city, but don't say the name! Ask and answer questions to find out the cities.

Is there a famous park in your city?

Yes, there is.

Is there a famous statue?

Yes, there is.

Is it New York?

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VOCABULARY

Places in a town/city

- 1 Display only the pictures on the IWB, or ask students to cover the word pool in Exercise 1 in their books and only look at the pictures. Can students name any of the places? Elicit the words they are already familiar with. If working with the IWB, invite different students to come up to the screen to label the pictures they recognize.

Go through the word pool as a class. Read each word aloud and ask the class to repeat, first together and then two or three students individually, to practice the pronunciation. Then give students a minute or so to match the remaining pictures and words. They compare answers in pairs before you check them with the class.

Answers

- 1 train station 2 bank 3 restaurant 4 museum
5 library 6 post office 7 supermarket 8 drugstore

Optional activity

Students go through the list and check the places they have in their own town or city. Elicit suggestions and ask the class to confirm or correct them.

- 2 Students use the words from Exercise 1 to complete the sentences. Remind them there may be different possible answers. Ask them to compare ideas in pairs before you check answers with the class. Make sure all possible answers are elicited.

Answers

- 1 park 2 restaurant 3 post office 4 train station
5 drugstore, supermarket 6 museum 7 library

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GRAMMAR

there is / there are

- 1 Students try to complete the sentences from memory before they look back at the brochure on page 39 to check their answers. Then they complete the table and compare their ideas in pairs before you check answers with the class.

Elicit or explain, in the students' first language if necessary, that we use *there is* / *there are* to say that something exists or can be found somewhere. Elicit how the same idea is expressed in the students' language. Is it similar or different? Stress that it is not possible to omit *there* from this construction, because we can't say *In Shenzhen is a park ...* or *Are any fun activities?*, and we don't use *it is* or *they are* to express the same idea: *Every year it is a pop festival ...* or *In the park they are many models ...*

Answers

- 1 is 2 Are 3 aren't

Table

- 1 is 2 Is 3 are 4 aren't 5 Are

- 2 Focus on the example. Elicit the reasons for the answer (plural: bridges, affirmative). Check comprehension of *bridges* by eliciting an example of a famous bridge, for example, the Golden Gate Bridge in San Francisco. In a weaker class you might want to do the next item together as a class, eliciting the reasons in the same way (plural: movies), and making sure students realize that *any* is a clue for a negative sentence or a question.

Students complete the sentences and then compare ideas in pairs before you check answers with the class.

Answers

- 1 There aren't 2 Is there 3 There is
4 There aren't 5 Are there

Fast finishers

Students write the other forms of each sentence (affirmative, negative, or question).

some / any

- 3 Refer students back to sentences 1, 4, and 5 in Exercise 2. Elicit when we use *any* (in questions and negative sentences). Students complete the sentences from memory and then check their answers in the brochure on page 39. Ask them to complete the rules based on these examples. They then check their ideas in pairs before you check answers with the class. Elicit or explain that we tend to use *some* and *any* when we talk about a quantity of things, but we don't know or don't want to say exactly how many.

Answers

- 1 any 2 any 3 some

Rule

- 1 some 2 any

- 4 Students choose the words and then compare ideas in pairs before you check answers with the class. If you're short on time, you could assign this task for homework.

Answers

- 1 any 2 any 3 some

- 5 **SPEAKING** Ask students to think of a city whose features they know well. Then put them in pairs to take turns asking Yes / No questions to find out which city their partner thought of. Monitor the use of *there is* / *there are* and *some* / *any*.

Avoid correcting errors unless they hinder comprehension, but make a note of any problems in the use of the new language to go over with the class at the end of the activity. Write the wrong forms on the board (without mentioning who made the mistake) and elicit a correction from the class. Doing this allows the student who made the error to have a second chance of getting it right – which can motivate them to keep experimenting with new language with no fear of exposure. It is important that students are willing to make mistakes in order to learn.

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VOCABULARY

Prepositions of place

Write the following phrases with blanks on the board:
__ school, __ [Main Street], __ the U.S., then ask: *Where are you now? Where are your favorite stores? Where is New York City?* Get a different student to complete each phrase (with *at*, *on*, and *in*). Explain that in English we use prepositions to express where things are.

Point out that the list contains some other common examples of prepositions of place. Read the prepositions aloud and ask students to repeat after you, first together and then two or three students individually, to get the pronunciation right. Pay special attention to the stress on the second syllable in *behind* and *between* and the stress and pronunciation of *opposite* /'apəzɪt/.

Students work in pairs to study the map and complete the phrases. They then compare their ideas with another pair before you check answers with the class.

Answers

- 1 across from / in front of 2 behind 3 between
4 across from / in front of

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Optional activities

Students work in pairs. One student gives a description of the position of an object or person in the classroom without saying what or who it is, and their partner must try to identify it. Then they swap and repeat with a different object or person.



Be aware of common errors related to prepositions of place. Go to *Get it right!* on page 122.

LISTENING

- 1 1.43 Read the instructions together. Confirm or clarify *asking for directions*. Focus attention back on the map. Check that students understand that they are going to hear three conversations. Remind them to not try to understand every detail – they should just focus on where the three places mentioned are and add the three labels. Play the audio, pausing after each conversation so students have time to consider the information and write their answers. Ask them to compare ideas in pairs before you check answers with the class. If you use the IWB, have a different student label each place onscreen for everyone to check.

Answers

- C drugstore A museum E mall

Mixed-ability idea

In weaker classes, you could break down the activity by playing each conversation and checking the answer for it, one by one. This will help students by reducing the number of options for each subsequent conversation.

- 2 1.43 Play the audio again, twice if necessary, for students to listen and complete the sentences with the prepositions. Elicit answers and ask the class to confirm or correct the suggestions offered.

Answers

- 1 next to 2 the corner of 3 across from

GRAMMAR

Imperatives

- 1 Students complete the sentences and compare answers in pairs before you check their answers with the class. Then students complete the rules. Check as a class. Make sure students notice that in English we don't use a subject with the imperative: *Go past the supermarket* not *You go past the supermarket*. Also note that in English the usual punctuation for imperatives is a period (.), not an exclamation point (!).

Answers

- 1 Go 2 Turn 3 Don't

Rule

Don't

You might need to elicit or explain the meaning of *past* (as a preposition), *turn left / right*, and *take a bus / taxi / etc.*

- 2 Students match the sentence parts and then compare ideas in pairs before you check answers with the class. Remind students to use each ending only once.

Answers

- 1 d 2 a 3 f 4 c 5 e

Optional activity

Write some easy-to-perform instructions on cards. Hand out one card to several students, who must perform the action without saying what it is. The class must watch and try to guess what the instruction was. Check the correct use of the imperatives (and prepositions of place, if any).

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FUNCTIONS

Giving directions

- 1 Read the instructions together. Ask a stronger student to demonstrate the task with you on the IWB for everyone to see if possible. You think of a place, describe the route, and the student follows your directions and identifies the place.

You may need to elicit and practice *turn left*, *turn right*, *on the left*, *on the right*. Also, introduce *go straight* as well as phrases like *cross the road / street* and *until you get to [King Street / the library]*.

Students work in pairs, with one of them describing a route and their partner guessing places. Monitor the use of imperatives and prepositions, and make a note of any errors to go over at the end of the activity.

- 2 Ask students to exchange roles and repeat the activity. Have them take turns giving and guessing directions two or three times. Monitor as before.

VOCABULARY**Prepositions of place**

Look at the map and complete the sentences with the words in the list.

behind | between | in front of | next to
on the corner (of) | across from

- 0 A is on the corner (of) Green Street and High Street and next to the supermarket.
- 1 B is next to the library.
- 2 C is across from the bank.
- 3 D is between the park and the post office.
- 4 E is in front of the restaurant.

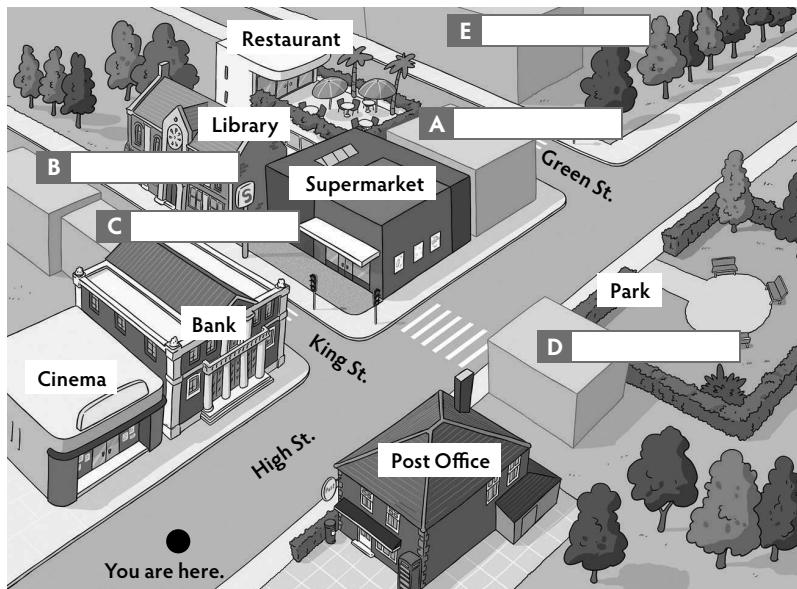
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LISTENING

- 1 **1.43** Listen to three people asking for directions. Write *museum*, *drugstore*, and *mall* in the correct places on the map. There are two extra spaces.

- 2 **1.43** Listen again and complete the sentences.

- 0 The drugstore is across from the library.
- 1 The drugstore is next to the bank.
- 2 The museum is on High Street.
- 3 The mall is between a restaurant.

**GRAMMAR****Imperatives**

- 1 Complete the examples with *don't*, *turn*, and *go*. Then complete the rule.

- 1 Go past the supermarket.
- 2 Turn left.
- 3 Take a bus – it's only two minutes from here.

RULE: To tell someone to do something, you can use the **imperative** – it's the same as the base form of the verb.

To tell someone **not** to do something, use not + the base form of the verb.

- 2 Match the parts of the sentences.

- 0 Listen
- 1 Sit
- 2 Don't open
- 3 Don't look
- 4 Turn
- 5 Go

b

- a the door.
- b to me.
- c right.
- d down, please.
- e down the street.
- f at the answers.

Workbook page 39

FUNCTIONS**Giving directions**

- 1 **SPEAKING** Work in pairs. Look at the map again. Student A: You're at the restaurant. Student B: Think of another place on the map, but don't say it! Tell Student A how to find you.

OK, turn right and right again onto High Street. Turn right on King Street. I'm on the right.

The supermarket?

That's right!

- 2 **SPEAKING** Now change. Student B: You're in the park. Student A: Choose another place on the map and tell Student B how to get there.

READING

- 1 **1.44** Read and listen to the dialogues. Where are the people? Write a letter in each box. There are two extra letters.

A bookstore | B drugstore | C shoe store
D supermarket | E train station



1

MAN Good morning. Can I ⁰ help you ?
GIRL Yes, please. A ticket to Chicago, please.
MAN Round trip?
GIRL Yes, please. ¹ _____ is that?
MAN Well, it's \$27.50, but you can't come back between four and seven o'clock. That costs extra.
GIRL Oh, no problem. Here you are, \$30.
MAN Thank you. And \$2.50 is your change.
GIRL Thanks a lot. Is that the train?
MAN Yes, hurry! Oh – don't forget your tickets!
GIRL Oh, yes – thanks!

2

WOMAN These are nice. I really like them.
MAN Yes, they're really nice.
WOMAN And they're very comfortable. How much ² _____ ?
MAN They're \$120.
WOMAN Wow. They're expensive.
MAN Yes, but they're beautiful shoes.
WOMAN You're right. OK, I'll ³ _____ them.
MAN Great!

3

WOMAN Hello.
GIRL Hi. ⁴ _____ take these, please?
WOMAN OK. Wow, that's a lot of books.
GIRL I know! There are twelve. Well, I'm a student.
WOMAN Oh, I see. That's \$135, please.
GIRL OK. Here's my credit card.
WOMAN Thank you. And here are your books.
GIRL Thanks very much.
WOMAN OK, bye. Have ⁵ _____ .
GIRL You, too.

- 2 **1.44** Listen again. Complete the dialogues with the words and phrases in the list.

a nice day | are they | Can I help you | How much | take

- 3 **SPEAKING** Work in pairs. Act out the dialogues.

VOCABULARY

Numbers 100+

- 1 **1.45** Match the words with the numbers. Then listen, check, and repeat.

0	130	<input type="checkbox"/> d	4	560	<input type="checkbox"/>
1	150	<input type="checkbox"/>	5	1,000	<input type="checkbox"/>
2	175	<input type="checkbox"/>	6	1,200	<input type="checkbox"/>
3	200	<input type="checkbox"/>	7	2,000	<input type="checkbox"/>

- a five hundred and sixty
b one thousand two hundred
c two hundred
d one hundred and thirty
e one hundred and seventy-five
f one thousand
g two thousand
h one hundred and fifty

LOOK! When a number is more than 100, we can use the word *and*:

one hundred and twenty OR one hundred twenty
two hundred and twelve OR two hundred twelve
We **don't** use the word *and* for numbers 20–99.
twenty-five NOT twenty and five
seventy-three NOT seventy and three

- 2 **1.46** Listen and write the numbers two ways.

0	<u>180</u>	<u>one hundred and eighty</u>
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

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Pronunciation

Word stress in numbers

Go to page 120.



READING

- 1 1.44 Ask students to look at the five places listed at the top of the page. Elicit the meaning of *store*, which should be clear from the context (an “x store” is “a store that sells x”). Explain that three of the five places appear in the dialogues.

Ask students to read and listen to the three texts to identify the places. Remind them not to worry about understanding every word or filling in the blanks at this stage. Ask them to compare their ideas in pairs before you check answers with the class. Ask students to quote the information from each dialogue that helped them decide. Point out that key words (*ticket*, *round trip* for 1, *comfortable* and *shoes* for 2, and *books* for 3) help us understand an unfamiliar text.

Answers

1 E 2 C 3 A

- 2 1.44 Students listen to the dialogues again and complete them. Ask them to compare their ideas in pairs before you check answers with the class. Suggest that they record the completed phrases in their vocabulary notebooks, and elicit translations for them to check comprehension. (For now, students should learn them as fixed expressions, so avoid getting into any explanation of *How much / How many* and count ability, or *will* for decisions or *can* for permission.)

Answers

1 How much 2 are they 3 take 4 Can I
5 a nice day

- 3 **SPEAKING** Put students in pairs to practice role-playing the dialogues. Before they start, clarify any unfamiliar vocabulary. Elicit meanings through explanations or translations from the rest of the class before presenting them yourself.

Language note

A round-trip ticket on a train or bus allows you to travel to your destination and return to your original starting point. A one-way ticket allows travel in one direction only. In British English, they are called a return ticket and a single ticket, respectively.

Monitor as the pairs practice the dialogues. Provide help with difficult structures or pronunciation as necessary. Encourage students to try to speak their lines from memory and only look back at the book if they get stuck.

Ask a volunteer pair to act out each dialogue in front of the class. Ask the rest of the class to check how closely they follow the script.

Optional activity

Using the dialogues in Exercise 1 as models, students write dialogues of their own and then practice role-playing them. When they perform before the class, ask the other students to listen and make a note of any differences from the original dialogues in the book.

VOCABULARY

Numbers 100+

- 1 1.45 Go around the class counting from 0 to 20. Repeat, counting in tens from 0 to 100. Each student

should say just one number before you pick another to continue. Any student who hesitates for more than four seconds or gets a number wrong will have to count backwards from 20 to 0 at the end as their penalty.

Students match the numbers and words. Play the audio for students to check their answers. Play it again and have students repeat the words, first altogether and then one or two students individually. Pay special attention to the pronunciation of the word *thousand* /θaʊzənd/.

Focus attention on the LOOK! box to make sure students are aware of how *and* is used to link numbers above one hundred. Elicit if this is done similarly in their own language. Point out that we don’t use *and* to connect thousands and hundreds (refer to b in the exercise). In writing, we use a comma to separate the thousands. Again, elicit if this is done in the students’ language.

Answers

1 h 2 e 3 c 4 a 5 f 6 b 7 g

Language note

In English, a comma is used in writing numerals to separate thousands (and millions, and so on), but never to separate full numbers from decimal fractions. A period (“point”) is used for this.

3.141 is “three point one four one” (Note how decimals are always read digit by digit.)

3,141 is “three thousand one hundred and forty-one”

We don’t use a comma after the thousands in English if the number is a date or some kind of numbering (for example, a house number in a very long street). We write 3,141 but 3141 for “the year thirty-one forty-one” or in some addresses, such as “3141 Avenida Rivadavia, Buenos Aires”.

- 2 1.46 Play the audio for the example. In a weaker class, you might like to do the first item together, too. Play the rest of the audio, pausing after each number so students can record their answers. Ask students to compare answers in pairs before you check them with the whole class.

Answers

1 195 / one hundred and ninety-five
2 380 / three hundred and eighty
3 700 / seven hundred
4 750 / seven hundred and fifty
5 1,400 / one thousand four hundred

Workbook page 39

Optional activity

Students think of five similar numbers with hundreds or thousands to test their partner as they dictate the numbers for them to write it down in the same way as in Exercise 2. Who’s good at writing down the numbers they hear?

Pronunciation 1.47 1.48

To practice pronunciation of word stress in numbers, go to page 120.

VOCABULARY

- 1 1.49 Ask students to look back at the dialogues on page 42 and find any examples of money or prices. How did the speakers say them in English?

Point out the LOOK! box and make sure students can recognize the currency symbols. Elicit the symbol or abbreviation for their national currency.

Do the first exercise item together as a model. Have students, in pairs, take turns trying to say the prices. Then play the audio for them to check their ideas. Play it a third time for students to listen and repeat the prices all together.

Background information

The dollar symbol (\$) is not only used for U.S. dollars but also for Canadian and Australian dollars, Mexican and Argentinian pesos, and a number of other currencies.

The pound sign (£) is used for British pounds, but in the past it was also used for the Irish pounds (punts) or Italian lire.

The euro symbol (€) is a unique design, commissioned and selected by the European Commission in 1996. It is only used for the euro, the common currency of selected European Union states.

- 2 1.50 Ask students to look at the prices and think about how they would say them. Clarify that they are only going to hear the prices read, not conversations, and they must listen carefully to identify which one they hear. Play the audio for the first time and ask students to mark the easier items. Play it for the second time for students to check their first answers and complete the more difficult ones. Ask them to compare ideas in pairs before you check answers with the class. Play the audio again, pausing after each confirmed item.

Answers

1 B 2 E 3 A 4 D 5 F 6 C

- 3 **SPEAKING** Put students in pairs. Ask them to turn to their assigned page and look at the pictures. Ask them to say what each of the things are, without saying their prices, to check comprehension. Read the example question and elicit the answer, *It's four hundred pounds*, to provide a model.

Students continue asking and answering questions until both have found out all the prices. This is an “information gap” exercise in which each student has only one part of the puzzle and is forced to communicate to gather the information. Monitor their conversations, making a note of any errors in the use of prices and numbers to go over at the end. When all pairs have completed their dialogues, check answers quickly as a class.

Workbook page 39

FUNCTIONS

Buying things in a store

- 1 Focus on the title of the section. Ask: *Who's in a store?* Elicit or pre-teach *customer* and *store clerk* (or *sales assistant*). Check comprehension of *buy(ing)*.

Ask students to read the expressions, and elicit their meanings through explanations or translations. Students mark each expression, and then compare their ideas in pairs before a whole-class check.

Answers

1 S 2 C 3 C 4 S 5 S 6 C

- 2 Ask students to skim-read the dialogue and decide who is the customer and who the store clerk. Check ideas before students begin filling in the blanks. In a weaker class, you could fill in the first one or two blanks together as a class. Students complete the blanks and then compare ideas in pairs.

Answers

1, 6, 3, 2, 5, 4

- 3 1.51 Play the audio for students to check their answers. Then play it again, pausing line by line, and ask students to repeat after the recording, copying the rhythm and intonation as well as the pronunciation. Explain or elicit any lexis that students still find unfamiliar or unclear.

Students practice role-playing the dialogue in pairs. Ask one or two volunteer pairs to perform their dialogue for the class.

TRAIN TO THINK

Exploring numbers

- 1 Working with mathematical problems in a foreign language is challenging. However, it develops reasoning and the ability to deal with abstractions. Encourage students to use whatever technique they like to record the key information (data and formulae) to arrive at their answers.

There may be a discrepancy between a learner’s level in English and their aptitude for math. Some of this task will necessarily happen in their first language. Do not make the assumption that stronger language learners will find this task easier.

Put students in pairs to read, interpret, and make the calculations. Check the sums as a class. Ask a student to write the calculations on the board. (V: $20 - 1.40 = 3.30 - 8.30 = 7$; C $12 - 3.80 - 2.20 = 6$)

Answers

Vero: \$7 Carlos: \$6 Miguel: \$2.

- 2 Students work through the second problem in pairs. Elicit the calculations and have a student write them on the board ($6 + 7 + 2 = 15$; $15 : 3 = 5$; V $7 - 2 = 5$ and C $6 - 1 = 5$ to make M $2 + 2 + 1 = 5$).

Answers

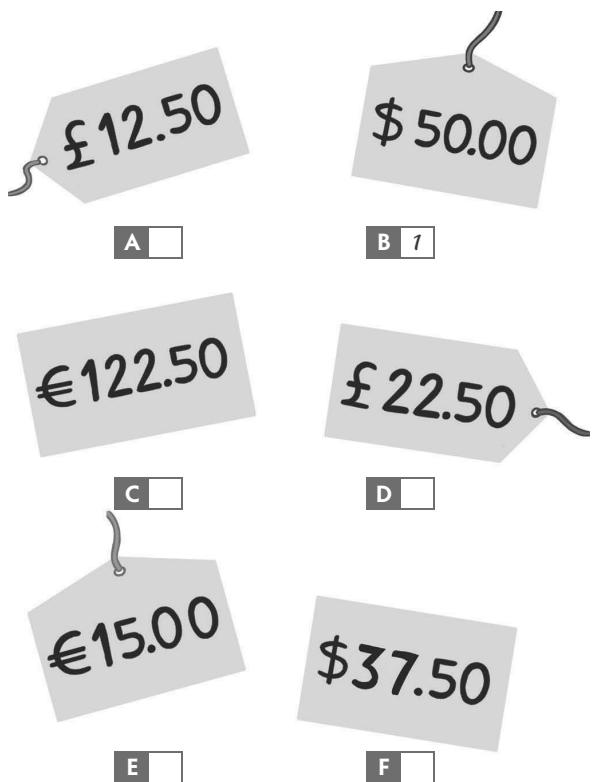
Vero gives Miguel \$2. Carlos gives Miguel \$1.

VOCABULARY**Prices**

- 1 1.49 Say these prices. Listen and check.

- 1 \$15.00
- 2 £25.00
- 3 €230.00
- 4 \$9.99
- 5 \$21.95
- 6 €72.50

- 2 1.50 Listen and look at the prices. Number them in the order you hear them.



LOOK! \$ = dollar(s) £ = pound(s) € = euro(s)
\$2.50 – We say two dollars and fifty cents **not** two dollars fifty. We can also say two fifty.

- 3 **SPEAKING** Work in pairs. Ask and answer the questions. Student A: Go to page 127. Student B: Go to page 128.

Workbook page 39 →

FUNCTIONS**Buying things in a store**

- 1 Read these questions and answers. Who says them? Write C (customer) or S (store clerk).

- 1 Can I help you?
- 2 I'll take them.
- 3 How much are they?
- 4 Here's your change.
- 5 That's \$... , please.
- 6 Do you have ...?

S

- 2 Use the questions and answers from Exercise 1 to complete the dialogue. Write 1–6.

- A Hi there. 1
- B Hello. Yes, please. any music magazines?
- A Sure. There's this one here, and there's also this one.
- B Great.
- A This one's \$3.95, and the other one is \$3.50.
- B OK –
- A Great. \$7.45,
- B OK. Here you are. \$10.00.
- A Thank you. And – \$2.55.
- B Thanks. Bye!

- 3 1.51 Listen and check. Then act out the dialogue with a partner.

TRAIN TO THiNK**Exploring numbers**

- 1 Read, think, and write the answers.

Vero, Carlos, and Miguel go shopping. Vero has \$20. Carlos has \$12, and Miguel has \$2. Vero spends \$1.40 at the bookstore, \$3.30 at the supermarket, and \$8.30 at the café. Carlos spends \$3.80 at the post office and \$2.20 at the drugstore.

At home, Mom says, "How much money do you have now?"

Vero: \$

Carlos: \$

Miguel: \$

- 2 Then Mom says: "OK, Carlos and Vero. Give Miguel some money so that you all have the same!"

Vero gives Miguel \$.

Carlos gives Miguel \$.

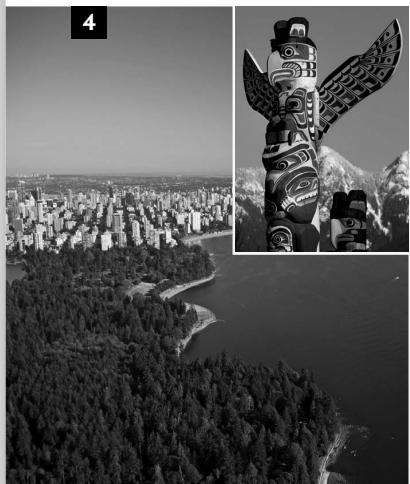
Culture



2



1



4



5



3



6

Parks around the world

A Grant Park, Chicago, U.S.A.

There are many parks in Chicago. Grant Park is a very big one. Many tourists and Chicagoans go there every day. There are paths for people on bicycles and there are often music concerts in the park.

B Stanley Park, Vancouver, Canada

Vancouver is a city near the ocean and mountains. And beautiful Stanley Park is in the city center. More than eight million people go there every year. There are First Nations totem poles in the park.

C Park Güell, Barcelona, Spain

In this park, designed by Antoni Gaudí, there are houses in many different colors. There are also things like a colorful dragon. From the park you can see the city of Barcelona and the Mediterranean Sea.

D Ueno Park, Tokyo, Japan

Ueno Park in Tokyo is an old park with hundreds of beautiful cherry trees. In April and May every year, the trees turn pink or white with flowers!

E The Iguana Park, Guayaquil, Ecuador

The real name of this small park is *Parque Simon Bolivar*, but everyone calls it The Iguana Park because it is full of iguanas. The iguanas are very friendly. People in the city go there and feed them.

F Chapultepec Park, Mexico City, Mexico

This is one of the biggest parks in the Americas. It's a very important green space in this big city. It has a lake and many museums. People in Mexico City love going there – and on Sunday, everything is free!

CULTURE

Parks around the world

Display the six photos on the IWB, or ask students to look at them while covering the rest of the page. For each photo, elicit descriptions of any details students can see. Accept any suggestions at this point, and avoid getting into explanations of background information or vocabulary – these will be covered in subsequent exercises.

Background information

Grant Park is a large park in the central business district of Chicago. The area was officially made a park in 1844 and was named Lake Park. In 1901, it was given its present name to honor Ulysses S. Grant, Commanding General of the Union Army in the American Civil War and 18th President of the United States (1869 – 1877). Grant Park offers many attractions to visitors, including Buckingham Fountain, one of the largest fountains in the world.

Stanley Park is a public park in Vancouver, British Columbia on a peninsula in the city's harbor. The city acquired the land from the government in 1886 to create the park. A large part of the park is a forest in its natural state, which creates an “urban oasis.” There are paths, lakes, a miniature railway, and the famous Seawall where people enjoy long walks.

Park Güell (/gwel/) is an architectural and parkland complex in Barcelona, in the Catalunya region of Eastern Spain. It was built between 1900 and 1914 and opened to the public in 1926. It became a UNESCO World Heritage site in 1984. It is named after Count Eusebi Güell, a landowner who failed in his attempt to turn a largely vegetation-free hill into a housing complex. After the failure of his development project, architect Gaudí took over and turned the space into the park that is there today.

Ueno Park was established in 1873 as one of Japan's first public parks. There are a number of major museums in the park and 8,800 trees. Ueno Park draws ten million visitors each year.

The Iguana Park (also called *Parque Simón Bolívar*) is a small park in Guayaquil, the largest and most populous city in Ecuador. It was built on the former site of Plaza Simón Bolívar in 1886, and the freedom fighter's equestrian statue is still the park's center piece. It is filled with land iguanas of all sizes – some longer than a meter and weighing up to 13 kgs. There are iguanas in the trees and walking on the ground.

Chapultepec Park is often referred to as *Bosque de Chapultepec* (“the forest of Chapultepec”) because of its enormous size. At 1,695 acres, it is one of the largest urban parks in the world. Chapultepec Castle, located in the park, served as the official seat of the president of Mexico until 1940. The park's attractions include a zoo and a number of major museums. Chapultepec is the name of a large rocky hill at the center, and means “grasshoppers' hill.”

- 1 Read the list aloud for students to listen and repeat. Ask students to work in pairs to find the things in the photos. As you check answers as a class, elicit the meaning of each word through a translation. Clarify that *iguanas* are not dragons, but large lizards.

Answers

Stanley Park: ocean, mountains
Park Guell: a dragon
Ueno Park: cherry trees
The Iguana Park: feed
Chapultepec Park: a lake

- 2 1.52 Play the audio for students to listen, read the article, and match the photos with the descriptions. Ask them to compare their ideas in pairs before you check answers with the class.

Answers

A 5 B 4 C 2 D 6 E 3 F 1

- 3 Suggest that students read the sentences, try to think about which key words will help them find the relevant descriptions, and then compare ideas in pairs. They read the article again more carefully, looking for and underlining information that matches the key words they identified. When they have considered this carefully, they write their answers. Ask them to compare ideas with their partner before you check answers with the class.

Remind students that a matching task like this is a test of their comprehension skills, not of how much general knowledge they have. They should only consider information in the text to choose their answers. For example, the description of Ueno Park doesn't mention any museums (although the park is home to many of the city's most important museums), so D cannot be a correct answer for 1.

Elicit or explain any vocabulary students find unfamiliar, or allow the use of dictionaries or mobile devices so students can look them up.

Answers

1 F 2 A 3 C 4 E 5 C

Optional activity

Students work in small groups to prepare a similar description for a famous park in their town, city, or country, and use the Internet to choose a good picture to go with it. Organize a short show-and-tell session at the end of a subsequent class for groups to present their descriptions. Have a class vote on the best one.

WRITING

A brochure for your town

- 1 Elicit what a *brochure* is (a thin book with pictures and information, usually advertising something), and check if the word for it is similar in the students' language. Ask: *Who reads a brochure?* Elicit the answer (The people interested in the thing or place it promotes, for example, tourists visiting a country

or town). Awareness of the audience is a key skill for writing – who we write for determines how and what we write.

Read the question and make sure students understand they are to find four tourist attractions. Students read Phil's brochure about Woodstock quickly to find the answers. They then compare ideas in pairs before you check them with the class.

Answers

cafés and restaurants, countryside views, local art, music

Background information

Woodstock is a small town in the state of New York in the United States with a population of around 6,000. The town is situated within the Catskill Park, a large forest preserve within the Catskill Mountains. The town is most famous for the 1969 rock and art festival, which wasn't actually held there, but rather took place almost 100 kilometers away, in the town of Bethel. However, Woodstock is home to a respected arts and crafts colony and the longest-running chamber music festival in the U.S., and has hosted a number of art, jazz, and literature festivals.

- 2 Elicit how readers feel when they read a tourist brochure (for example, *happy* or *interested*). Explain that in order to make a positive impression, the writer uses positive adjectives for descriptions. Students go through the text and underline the adjectives. Elicit any other examples of positive adjectives and write them on the board for later reference.

Answers

pretty, great, fantastic, famous, wonderful

- 3 Read the instructions and prompts together and check comprehension. Ask students to take notes on each of the points. Monitor their preparation and provide help with language or ideas if students need it. Alternatively, you can put students in pairs or small groups to do the brainstorming and planning stage together before they write their descriptions independently.

- 4 Students write their brochures. Remind them to use positive adjectives to make the text sound attractive to readers. When they have finished writing, ask pairs of students to exchange texts, correct each other's mistakes, and then write out a final copy.

Display the texts around the class and have the students walk around and read them. Hand out small star stickers (or something similar) or simply ask students to use their pens to draw a star on the descriptions they like best. Each student can vote on three texts. In the end, count the votes and declare a winner for Best Tourist Brochure.

- 1 Look at the photos on page 44. Where can you see these things?

a dragon | a lake | cherry trees | mountains
ocean | feed

- 2 1.52 Read and listen to the article. Match the photos with the descriptions. Write 1–6 in the boxes.
- 3 Read the article again. Which parks are these sentences about? Write A–F in the boxes.

- 0 It isn't a new park.
1 There are museums inside the park.
2 You can ride your bicycle in the park.
3 It's possible to see the ocean from the park.
4 People like to feed animals in this park.
5 There are many colorful things in this park.

D

WRITING

A brochure for your town

- 1 Read Phil's brochure for his town, Woodstock, New York, U.S.A. What four things does the town have for visitors?
- 2 Underline the adjectives that Phil uses to describe the good things in the town.
- 3 Write a brochure for your town/city. Remember to:
- write a sentence to introduce your town (name, where it is)
 - say what there is in the town
 - give some ideas for things to do there
 - write a closing sentence
- 4 Now write your brochure (35–50 words).

Come to Woodstock!

It's a small, pretty town not far from New York City (two hours away by bus).

- Have something to eat – there are some great restaurants!
- See fantastic views of the countryside.
- Look at art made by local artists in the museum downtown!

Woodstock is famous for music. You can listen to wonderful musicians in cafes, concert halls, and on the streets!

Woodstock – there's something here for everyone!



CAMBRIDGE ENGLISH: TOWARD Key

THiNK EXAMS

READING AND WRITING

Part 6: Word completion

- 1 Read the descriptions of some places in a town. What is the word for each one?
The first letter is already there. There is one space for each other letter in the word.

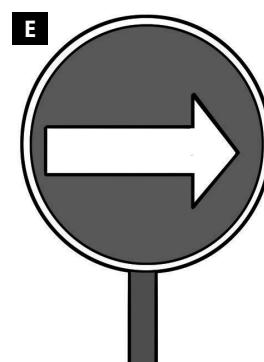
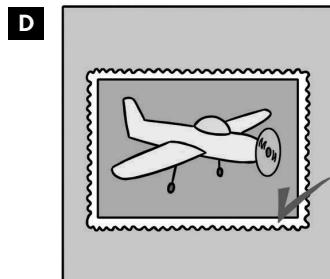
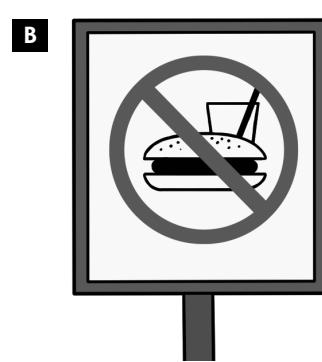
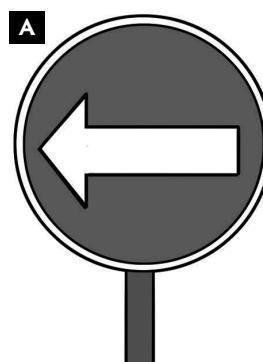
- 0 You catch a train here. s t_a_t_i_o_n
- 1 There are lots of interesting things to see in here. m _____
- 2 You put your money here. b _____
- 3 Children play here. p _____
- 4 You buy your food here. s _____
- 5 You sit and eat here. r _____

Part 1: Matching

- 2 Which notice (A–H) says this (1–5)? Write the letter A–H in the boxes.

- 0 Don't come in here.
- 1 You can send letters here.
- 2 Don't sit here.
- 3 Turn left.
- 4 The store is not open at 7:30 p.m.
- 5 Don't eat here.

G



THiNK EXAMS

READING AND WRITING

Part 6: Word completion

1

Answers

- 1 museum 2 bank 3 park 4 supermarket
5 restaurant

Part 1: Matching

2

Answers

- 1 D 2 C 3 A 4 H 5 B

TEST YOURSELF UNITS 3 & 4

VOCABULARY

1

Answers

- 1 sofa 2 kitchen 3 stove 4 on the corner of
- 5 bathroom 6 wife 7 garage 8 library
- 9 opposite 10 grandfather

GRAMMAR

2

Answers

- 1 there 2 that 3 those 4 any 5 some 6 my

3

Answers

- 1 There are → is
- 2 me → my new phone
- 3 this → these shoes
- 4 Doesn't → Don't open
- 5 bike's Jack → Jack's bike
- 6 us → our house

FUNCTIONAL LANGUAGE

4

Answers

- 1 help, How much, take 2 Where, next, turn, across

TEST YOURSELF

UNITS 3 & 4

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

backyard | bathroom | stove | garage | grandfather | husband
kitchen | library | on the corner of | across from | couch | wife

- 1 Come and sit on the _____ . Let's watch TV.
- 2 There's a new fridge in the _____. It's really big!
- 3 There's a _____ next to the fridge in the kitchen.
- 4 The movie theater is _____ George Street and Smith Street.
- 5 There's a bathtub and a shower in our _____ .
- 6 She's Mr. Graham's _____. Her name's Petra.
- 7 Our house is nice, but there's no _____ for our car.
- 8 I need to go to the _____ downtown to get a book for school.
- 9 The supermarket is _____ the bank.
- 10 We really love our _____. He's 72 years old now.

/10

GRAMMAR

2 Complete the sentences with the words in the list.

any | my | some | that | there | those

- 1 Is _____ a library here?
- 2 Hey! Is _____ your phone? Don't leave it on the desk.
- 3 How much are _____ black shoes, please?
- 4 There aren't _____ good movies on TV tonight.
- 5 Are you hungry? Eat _____ fruit.
- 6 Please give me back _____ tablet.

3 Find and correct the mistake in each sentence.

- 1 There are a really big supermarket in town.
- 2 Do you like me new phone?
- 3 I don't like this shoes.
- 4 Doesn't open the window – it's cold in here!
- 5 That's bike's Jack.
- 6 Come and play at us house.

/12

FUNCTIONAL LANGUAGE

4 Complete the missing words.

- 1 A Hello. Can I h ____ you?
B Yes, please. H ____ m ____ are these shoes?
A \$32.99.
B Great! I'll t ____ them.
- 2 A Excuse me. W _____ is the bank?
B It's on Green Street. It's n ____ to the supermarket.
A On Green Street?
B Yes, walk up here and t ____ left. It's a _____ from a restaurant.

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9

47