



# where?

# 6



## VLOGS

**Q:** Where are you and what can you see?

- 1 Read the question.
- 2 Watch the video. How many speakers can see trees? How many speakers can see books?



Global  
Scale of  
English

## LEARNING OBJECTIVES

- 6A READING** | Read an article about lost things: rooms and furniture  
Say where things are: prepositions of place  
Pronunciation: sentence stress
- 6B LISTENING** | Listen to people talking about their neighbourhood: places in town (1)  
Talk about your perfect town: *there is, there are*  
Pronunciation: linking with *there*  
Write a post about your area; use commas
- 6C HOW TO ...** | ask where a place is: places in town (2); signs in buildings  
Pronunciation: weak forms with *to, of* and *the*
- 6D BBC PROGRAMME** | Understand a show about Ade Adepitan in Rome  
Talk about six hours in a city: *the*  
Describe a city tour

# 6A Lost

**GRAMMAR** | prepositions of place  
**VOCABULARY** | rooms and furniture  
**PRONUNCIATION** | sentence stress



## VOCABULARY

### rooms and furniture

1 Complete the table with the words in the box.

armchair bathroom bed bedroom chair desk  
 kitchen living room shelf sofa table television

rooms	furniture
bathroom.....	armchair.....
.....	.....
.....	.....
.....	.....
.....	.....

2A Work in pairs. Look at the photo of the room and answer the questions.

- 1 What room is it?
- 2 What furniture can you see?

B Work in pairs. How many other words for rooms and furniture do you know? Check your ideas in the Vocabulary bank.

▶ page 134 **VOCABULARY BANK**  
 rooms and furniture

C  Read the Future Skills box and do the task.

### FUTURE SKILLS Self-management



One way to learn vocabulary in English is to put sticky notes or pieces of paper on things in your home. Write 8–10 words for furniture on sticky notes and put them on your furniture at home. Say the words every time you look at the notes.

## READING

3A Work in pairs and answer the questions.

- 1 What things do you often lose?
- 2 Where do you usually look for them?
- 3 Where do you usually find them?

B Look at the article and read the introduction. Are any of your ideas from Ex 3A, question 1 in the introduction?

C Read the article and match the places (1–8) with the arrows (A–H) in the photo.

D Work in pairs and discuss the questions.

- 1 Look at the list of things in the introduction. Which things do you **never** lose?
- 2 Where do you sometimes lose things outside your home?

## How to find lost things

Everybody loses things, and everybody loses the same things: their keys, their phone, their glasses, the TV remote, an umbrella, important papers and documents (for example a passport) and credit cards.

Relax, stop and think. Where do you usually put it? Is it in that place? No? Then it's time to look. Try these places.

- 1 Look under the sofa. We often lose small things under big things.
- 2 Look behind furniture. Lost things often fall in small places.
- 3 Look between the cushions on the sofa.
- 4 Do you have a box for "things"? Look in the box. And look again – it's difficult to see everything.
- 5 Look next to plants.
- 6 Look on the shelf – look on **all** the shelves!
- 7 Look on the floor near your desk or work table.
- 8 And look on your desk or table – but really **look**. Sometimes the thing is in front of you, and you don't see it!

Other places: behind doors, in your car, on your bed, in a shopping bag.



## GRAMMAR

### prepositions of place

4A Look at the article again. Find eight prepositions of place.

Look under the sofa.

B Learn and practise. Go to the Grammar Bank.

▶ page 112 **GRAMMAR BANK**

## PRONUNCIATION

5A  6.01 | sentence stress | Listen and write the sentences.

B  6.01 | Listen again and underline the stressed words. Then say the sentences with the speakers.

It's under the bed.

C Work in pairs and look at the photo of the room. Student A: Ask *Where's my ... ?* and point to a place (A–H). Student B: Answer.

A: Where's my phone?

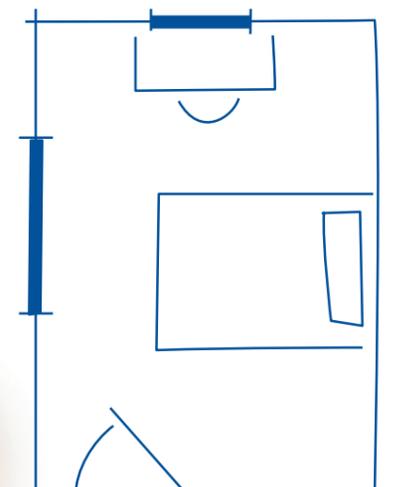
B: It's under the sofa.

## SPEAKING

6 Work in pairs. Help find lost things. Student A: Go to page 141. Student B: Go to page 142.

7A Draw your favourite room at home. Draw the furniture and other things.

B Work in pairs. Show your partner your drawing. Talk about your room and the furniture.



# 6B A great place to live

**GRAMMAR** | *there is, there are*  
**VOCABULARY** | places in town (1)  
**PRONUNCIATION** | linking with *there*



## VOCABULARY

### places in town (1)

**1 A** Work in pairs and look at the photos (A–C). Where are they? What is the relationship between the people in the photos?

A: Photo A. They're on the street. I think they're neighbours.  
 B: I think they're brother and sister.



**B** Work in pairs and discuss the question. What is important to you in the place where you live?

- friends and family near you
- nice neighbours
- a good supermarket and other shops
- parks
- schools
- a cinema and a sports centre
- restaurants and cafés
- other things

**2 A** Work in pairs and look at Ex 1B. Find three people and eight places in town.

people: friends  
 places: supermarket



**B** Work in pairs. How many other words for places in town do you know? Check your ideas in the Vocabulary Bank.

▶ page 135 **VOCABULARY BANK**  
 places in town (1)



## LISTENING

**3 A** **6.02** | Listen to a conversation between Soraya and Debbie. Where are they? Where do they go at the end?

**B** **6.02** | Listen again. Which places in Ex 1B are in the area?

## GRAMMAR

### there is, there are

**4 A** Complete the sentences with the words in the box.

are (x2) is isn't 's there

- 1 ..... there any shops near here?
- 2 There ..... two cafés.
- 3 There ..... a very good school.
- 4 No, there ..... a swimming pool in the area.
- 5 ..... there a park?
- 6 Yes, ..... is.

**B** Learn and practise. Go to the Grammar Bank.

▶ page 113 **GRAMMAR BANK**

## PRONUNCIATION

**5 A** **6.03** | linking with *there* | Listen to the sentences in Ex 4A. Draw the links between *there* or *there's* and the next word.

Are there any shops near here?

**B** **6.03** | Listen again and repeat.

**C** Work in pairs. Ask and answer questions about the area where you live. Use *Is there a ... ?* and *Are there any ... ?* Remember to use linking.

A: Is there a post office near you?

B: Yes, there is. There's a post office ten minutes from me.



## SPEAKING

**6 A** Work in pairs. Design a perfect town.

1 Choose a role. a family with two young children

a family with two young children a young couple with a dog  
 retired people young single businesspeople

2 What six places (shops, etc.) are important to you?

a family: A school is important for our children.

3 Look at the diagram. Put three places near your home and three places 3–4 kilometres away.

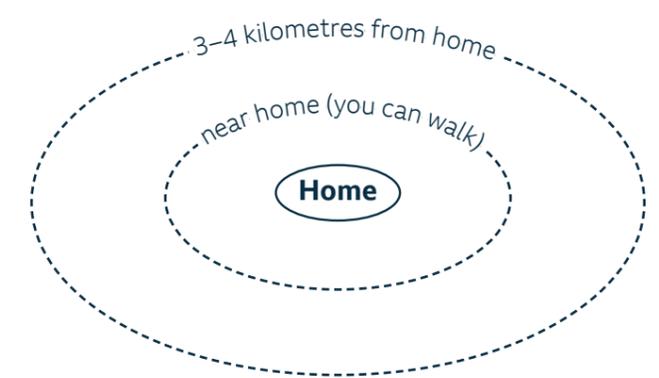
A: What things can we put 'near home'?

B: I think a supermarket is important.

4 Put 'family' and 'friends' in the diagram.

B: Where can we put 'family'?

A: Put 'family' 3–4 kilometres from home.



**B** Work in groups. Tell your group about your perfect town. Ask and answer questions.

A: There's a ...  
 B: Why is that important?  
 A: It's important because ...  
 C: Our area has ...

**C** Look at your group's diagrams and discuss the questions.

- 1 What do you like about each town?
- 2 Is anything the same in all the diagrams?

## WRITING

write a post about your area; use commas

**7 A** Work in pairs and read the beginning of the post. Write two questions about Ealing.

Are there any good restaurants in Ealing?

### A great place to live

I live in Ealing, in west London. It's a great place to live because it has everything. It's a village in a city!

**B** Write a post about your area. Go to the Writing Bank.

▶ page 90 **WRITING BANK**

# 6C Where are you?

**HOW TO ...** | ask where a place is  
**VOCABULARY** | places in town (2); signs in buildings  
**PRONUNCIATION** | weak forms with *to, of* and *the*



## VOCABULARY

### places in town (2)

**1 A** Work in pairs and look at the photos of the train station. Which country is it in, do you think?

**B** Match the pictures (A–I) with the words in the box. Which word is not in the pictures?

building bus stop car park  
 cash machine clock entrance  
 exit seat sign street



**C** Work in pairs. Which things from Ex 1B do you see every day?

**D** Work in pairs. What signs do you know? Check your ideas in the Vocabulary Bank.

- A: I know this sign.
- B: Is it red and white?
- A: Yes. It means ... Don't go in.

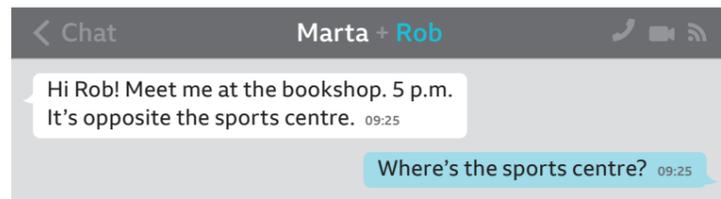


▶▶ page 136 **VOCABULARY BANK**  
 signs in buildings

## How to ...

### ask where a place is

**2 A** Read the messages. What's Rob's problem?



**B** Match the sentences (1–5) with the places and things on the map.

- 1 It's opposite the supermarket. **cinema**
- 2 It's to the right of the cinema. **5**
- 3 It's in front of the supermarket.
- 4 It's to the right of the post office.
- 5 It's to the left of the supermarket.

**C** Underline the prepositions in Ex 2B.

**3 A** ▶▶ 6.04 | Listen to two conversations and look at the map. Answer the questions.

- 1 Where is the sports centre?
- 2 Where are the two bookshops?

**B** ▶▶ 6.05 | Work in pairs and complete the sentences. Then listen and check.

- 1 A: Is ..... a sports centre near here?  
 B: Yes, it's ..... to the cinema.
- 2 The sports centre is to the ..... of the cinema.
- 3 A: ..... 's the shopping centre?  
 B: It's ..... the post office.
- 4 Go in the main entrance, and the bookshop is ..... the right.
- 5 I'm ..... the first floor. You can ..... the lift or there are some stairs.

**C** Learn and practise. Go to the Grammar Bank.

▶▶ page 114 **GRAMMAR BANK**



## PRONUNCIATION

**4 A** ▶▶ 6.06 | **weak forms with to, of and the** | Listen and underline the stressed words in each sentence.

- 1 It's next to the cinema.
- 2 It's opposite the sports centre.
- 3 It's to the left of the supermarket.
- 4 It's on the right.
- 5 I'm in front of the bookshop.

**B** ▶▶ 6.06 | Listen again and notice the weak sound /ə/ in *the, to* and *of*.

**C** ▶▶ 6.06 | Listen again and repeat.

## SPEAKING

**5** Work in pairs. Practise asking where a place is. Student A: Go to page 144. Student B: Go to page 147.

**6 A** Work in pairs. Use the prompts to make a conversation.

Student A: Excuse me?

Student B: Yes?

Student A: good / café / near here?

Student B: Yes / there / be. / There / be / good / Turkish café.

Student A: How / far / it?

Student B: About ten minutes.

Student A: How / get / there?

Student B: you / know / post office?

Student A: Yes / I

Student B: Turkish café / be / opposite / post office.

Student A: Thank you.

**B** Practise the conversation.

**7 A** Choose two places to ask about.

- a nice park
- a restaurant
- a bank
- a post office
- a good café

**B** Work in pairs.

**Student A:** Ask about one of your places from Ex 7A. Ask where it is.

**Student B:** Answer about a real place in your town.

**Student A:** Listen to the directions and draw a map. Show the places in town.

**A:** Is there a nice park near here?

**C** Student A: Show your partner your map. Is it correct?

## 6D BBC Entertainment

## The Travel Show

GRAMMAR | *the*  
SPEAKING | talk about six hours in a city  
WRITING | describe a city tour

## PREVIEW

**1 A** Work in pairs and look at the photo. Do you know the name of the place? What other tourist attractions in Rome do you know?

**B** Read the BBC programme information and check your ideas.

**C** Read the programme information again. Which sentence (1–4) is correct?

- 1 Ade has seven hours.
- 2 He goes by car.
- 3 He has six places to visit.
- 4 His tour guide is from Rome.

## VIEW

**2 A** Watch the BBC video clip. Which tourist attraction is your favourite?

**B** Work in pairs. Match the sentences (1–5) with the tourist attractions.

- 1 An ancient sports stadium, now a park.  
**the Circus Maximus**
- 2 It has ancient palaces and gardens.
- 3 You put your hand in it.
- 4 People throw money in it.
- 5 Ade has a very short time to visit it.

**C** Watch again and check.

## GRAMMAR

*the*

**3 A** Work in pairs. Complete the sentences with *a* or *the*.

- 1 Ade gets the help of ..... local tour guide, Esther Maurini.
- 2 His first stop is ..... Circus Maximus. It's now ..... park.
- 3 ..... Trevi Fountain is many tourists' favourite place.
- 4 There's just time for ..... photo. Then it's back to ..... airport.

**B** Learn and practise. Go to the Grammar Bank.

▶▶ page 115 **GRAMMAR BANK**

## SPEAKING

talk about six hours in a city

**4 A** Work in pairs. Think of a city you both know. What can a tourist see in six hours?

**B** **6.07** Listen to Yvette talk about six hours in her city, Paris. Number the places in the photos (A–E) in the order she talks about them.

**C** **6.07** Listen again and choose the words and phrases you hear.

## KEY PHRASES

First, I think it's a good idea to buy a <sup>1</sup>bus / metro ticket.

Your <sup>2</sup>first / second stop is the Eiffel Tower.

You don't have time to <sup>3</sup>climb it / go in.

You can <sup>4</sup>see it from the bus / take some great photos.

<sup>5</sup>Next / Finally the bus goes to the Arc de Triomphe.

The gardens are <sup>6</sup>lovely / beautiful at all times of the year.

The Musée d'Orsay is a very <sup>7</sup>big / famous museum.

Here you can see <sup>8</sup>old parts of the city / pictures by famous artists.

**5 A** Work in pairs. Prepare to tell other students about the tour of your city from Ex 4A. Practise and use the Key phrases to help you.

**B** Work with other pairs. Tell them about your tour. Other pairs: Choose your favourite place on each tour.

## WRITING

describe a city tour

**6 A** Read the information about a tour of Paris. Which places are not on Yvette's tour in Ex 4B?

## Paris by boat

**10.00** We start at the Pont Neuf on the River Seine.

**10.15** Our first stop is the Musée d'Orsay on the left of the river. We visit the museum for one hour.

**11.30** Coffee on the boat.

**11.45** Our second stop is the Eiffel Tower. No time to go up the tower, but you can take lots of photos.

**1.00** Lunch at a typical Paris restaurant.

**2.00** Next, we pass the Tuileries Gardens and the Louvre Museum.

**3.00** Finally, we come back to our starting point.

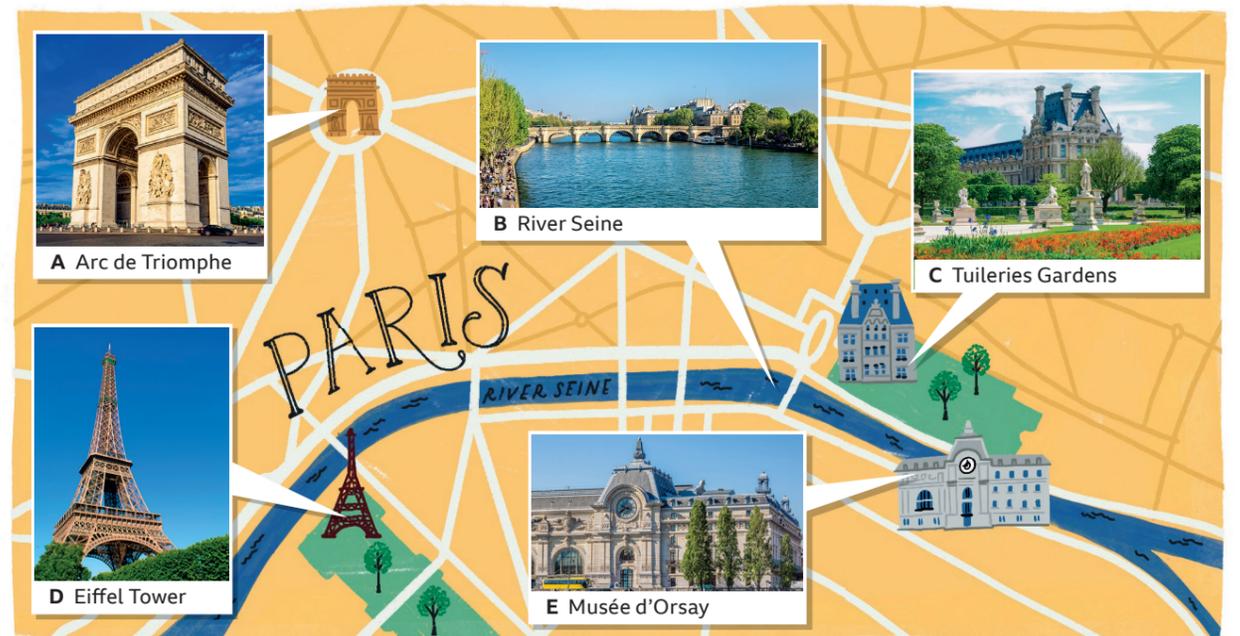
(Tickets for all attractions are included in the price.)

**B** Read the information again. Find four phrases to talk about the order of the tour.

*Our first stop is ...*

**C** Work in pairs and write your city tour. Give the times, places and activities.

**D** Swap city tours with other pairs. Which tour do you like best?



## The Travel Show

BBC presenter Ade Adepitan is at Rome Airport. His plane is six hours late. So, he has six hours to see Rome – by bus. What can he see in six hours? Rome has many tourist attractions: the Colosseum, the Circus Maximus, the Palatine Hill, the Mouth of Truth and the Trevi Fountain. With the help of local tour guide Esther Maurini, maybe he can see them all!

## GRAMMAR

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

- 1 ..... six desks in the room?
- 2 ..... a bottle of water on the teacher's desk?
- 3 ..... a chair near the door?
- 4 ..... any windows?
- 5 ..... a café in the building?
- 6 ..... four people in the room?

**B** Match the answers (a–f) with the questions (1–6) in Ex 1A.

- a Yes, ..... The coffee is great!
- b No, ..... There are six.
- c Yes, ..... and it's very light in the room.
- d No, ..... There are four.
- e Yes, ..... and ..... a bag on it.
- f No, ....., but ..... a glass of water.

**C** Complete the answers in Ex 1B with *there is/s, there are, there isn't* or *there aren't*.

**D** Work in pairs. Ask and answer the questions in Ex 1A about where you are now.

**2 A** Complete the prepositions.

- 1 The man is in fr\_\_\_ of the house.
- 2 The car is be\_\_\_ the bus.
- 3 The house is opp\_\_\_\_\_ the bank.
- 4 The man is be\_\_\_\_\_ the trees.
- 5 The café is ne\_\_ t\_ the bank.

**B** Look at the picture and write two true and two false sentences. Use the sentences in Ex 2A to help you.



**C** Work in pairs. Student A: Read one of your sentences from Ex 2B. Student B: Look at the picture and say if Student A's sentence is true or false.

## VOCABULARY

**3 A** Complete the words. The number of letters in each word is in brackets.

Rooms and furniture	Places	Signs
armchair (8)	ai..... (7)	en..... (8)
la..... (4)	ho..... (8)	li..... (4)
sh..... (5)	ho..... (5)	st..... (6)
sh..... (6)	sc..... (6)	in.....
to..... (6)	sp.....	de..... (11,4)
	ce..... (6,6)	wa.....
		ou..... (3,3)

**B** Work in groups.

**Student A:** Say a heading from Ex 3A and a word.

**Student B:** Repeat the word and add a new word.

**Student C:** Repeat the first two words and add a new word.

**A: Places:** airport.

**B: Airport, sports centre.**

**C: Airport, sports centre, hospital.**

**4 A** Work in pairs and take turns. Say the words. How do you say the underlined sounds?

sofa museum shower television China Japan

**B** Learn and practise. Go to Sounds and Spelling.

▶ page 156 **SOUNDS AND SPELLING** voiced and unvoiced consonants (3): /s/ and /z/, /ʃ/ and /ʒ/, /tʃ/ and /dʒ/

**5 A** Choose the correct alternative.



This beautiful house is perfect for your summer holiday.

<sup>1</sup>**There's / There** are three bedrooms and two bathrooms.

The kitchen <sup>2</sup>**there's / has** a new fridge and cooker and a big

<sup>3</sup>**table / lamp** with six chairs – dinner for six! <sup>4</sup>**There are /**

**There's** a big <sup>5</sup>**living room / window** with two armchairs, a

sofa and a television. There's a garden <sup>6</sup>**behind / between**

the house – great for kids – and all the shops are <sup>7</sup>**in / near**

the house. You can walk to the post office, the <sup>8</sup>**supermarket**

**/ bookshop** (fresh fish – yum!), the cinema, the museum and

the library. And the water is 100 metres from your front door!

Price: €900 per week.

**B** **R6.01** | Listen and check.