

# UNIT 5 IN THE CITY

## LEARNING AIMS

- **Skills:** discuss and create texts about cities
- **Grammar:** learn and practise zero conditional sentences and impersonal pronouns
- **Vocabulary:** learn and practise words and phrases for cities and feelings
- **Creative thinking:** identify problems and solutions related to cities and young people
- **Exam practice:** Reading Part 1, Reading Part 5, Listening Part 4

## THE CHALLENGE

Cities are not always good places for children and teenagers to live in.

You will:

- **Stage 1 Think:** find out more about some of the problems that young people have in cities.
- **Stage 2 Prepare:** focus on a problem you want to solve.
- **Stage 3 Develop:** write a letter with plans for creating a better city.
- **Stage 4 Present:** present your solution.

### 1 Look at the photo. In pairs, discuss the questions.

- 1 Where do you think this boy is?
- 2 What do you think he is doing?
- 3 Why do you think he is not in a park, in a playground or at a sports centre?

### 2 Watch the video. Which three things are important for making a city good for teenagers?



## CHALLENGE 1 2 3 4

### Think

Discuss the questions with a partner.

- 1 What makes cities good or bad for teenagers?
- 2 Where can you find more information?
- 3 What should be improved in cities? Make a list (e.g. safer spaces for relaxing, etc.).



Documentary



Grammar




Grammar



# VOCABULARY

## CITIES

- 1  5.1 Go to the digital activity and match the words to the photos. Listen, check and repeat.

air pollution apartment block art gallery  
fountain litter monument noise pollution  
pavement skate park youth club

- 2 Complete the table with words from Exercise 1. Add any other words you know.

Good to have in a city	Bad to have in a city
skate parks	

- 3 Complete the conversation with words from Exercise 1.

← Louise

Online

Look! It's my new city! This is our <sup>1</sup> \_\_\_\_.



Wow, so high!

We're at the top! It's good because the street below is so loud. I've read that this city has the worst <sup>2</sup> \_\_\_\_ in the whole country. And the air is bad.

You mean there's <sup>3</sup> \_\_\_\_, too?

Yes. But it's cool here. There's a <sup>4</sup> \_\_\_\_ where I can go with my board. And I found a <sup>5</sup> \_\_\_\_ where I can meet other kids my age.

That's important. Is your mum happy?

Of course! She loves paintings and she has a job at the <sup>6</sup> \_\_\_\_\_. Sometimes I meet her for lunch at a café on the <sup>7</sup> \_\_\_\_ or we have a picnic by a nice cool <sup>8</sup> \_\_\_\_ in the park. There's a lot of <sup>9</sup> \_\_\_\_ in the park, though. That's not nice.

Where are you now?

Sitting under a horse!

????? 😞

OK, I'm sitting under a statue of a man on a horse. It's a <sup>10</sup> \_\_\_\_ for a king, I think.



- 4 Tell a partner about good things and bad things in your neighbourhood. If you both live in the same neighbourhood, does your partner agree with you?

We have a big park, but the problem is, it isn't very clean.

► Vocabulary reference page 56

**STRETCH!** Find out more about one of the cities named in the video: Madison, Berlin or Vancouver. Is it a place where you would like to live? Why? / Why not?

## CHALLENGE

1 2 3 4

### Prepare

- Form groups of three or four people.
- Share your lists of things you would like to improve in a city from Stage 1.
- Decide together which are the three most important things to focus on.
- Each person in your group will start looking for information on how to improve one of these things. Decide where you can find information and then start your research.

# READING

## REAL-WORLD NOTICES

1 Look at the sign and discuss the questions.

- 1 Where is it?
- 2 Who is it for?
- 3 Who do you think made it?



### EXAM TIP

In Reading Part 1, you will read five short signs, messages, labels or notices. Identifying what type of text you are looking at will help you to understand the message.

2 Look at the different texts. Choose what type of text each one is.

an email a label a notice a personal note  
a street sign a text message

**A**

Opening times Monday to Thursday  
9 am to 5 pm Fridays 9 am to 1 pm  
For urgent appointments outside our  
opening times, please call 0536 88937.

**B**

HAND WASH ONLY.  
NOT RECOMMENDED  
FOR CHILDREN  
UNDER 18 MONTHS.

**C**

The school secretary  
called. Your geography  
teacher is sick and  
there is no school trip  
tomorrow! 😞

**D**

**Subject:** Party

Hi all. I wanted to book theatre tickets for us, but  
the show is sold out! What would you like to do  
on Saturday instead? Cinema?

Please reply soon!

**E**

**SCHOOL  
ZONE**

Extra slow!  
Monday to Friday  
7:30–16:00

**F**

← Dev Online

Hi Dev. My aunt is here  
now, so I can't meet up  
with you. How about  
tomorrow evening?

- 3 Look again at the texts. Who is each one for? Is it for one person, a group of people or for everyone?
- 4 Look at text F and choose the correct answer.
  - A The boy's aunt will visit him tomorrow evening.
  - B The boy wants to see Dev tomorrow evening.
  - C Dev can't meet his friend tomorrow evening.
- 5 Check your answer with a partner. Say how you know that the other answers are wrong.

## EXAM TRAINING READING PART 1

6 For each question, choose the correct answer.

**1**

**BOATS FOR RENT**

Maximum four people in a  
boat. Children under ten must  
be accompanied by an adult.

5.2

- A Only adults can rent and use the boats.
- B Children in a boat must be at least four years old.
- C Under-ten-year-olds need an adult with them on the boat.

**2**

Hi Kiera. I'm at the hairdresser's. If you're hungry,  
there's a chicken salad in the fridge. Mum.

- A Kiera's mother will eat a salad at the hairdresser's.
- B Kiera's mother has left some food for her.
- C Kiera will bring her mother something to eat.

**3**

**Subject:** History project

Please remember to bring boxes for the  
castle-building project tomorrow. Wood  
and brown paper are also needed.

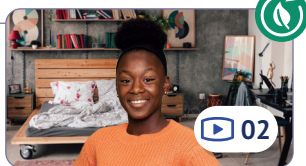
- A Students will make castles in their history lesson tomorrow.
- B Students will go out to get boxes and paper tomorrow.
- C Students will visit castles and other buildings tomorrow.

**>>> STRETCH!** **Digital Literacy** Look for websites that help students with the B1 Reading exam. Make a document with links to useful sites and tell other students and your teacher about them. Be careful! Some websites look good, but do not give good advice!

# GRAMMAR

## ZERO CONDITIONAL

- 1 Watch the grammar vlog. What decisions did Olivia and her friends need to make?



- 2 Complete these sentences from the grammar vlog. Then choose the correct answers to complete the rules in the grammar box.

- When teenagers have cool places to go, they \_\_\_\_ bored.
- You \_\_\_\_ and take a nap any time if there \_\_\_\_ sofas.
- People \_\_\_\_ good in a room when it \_\_\_\_ nice.
- Plants \_\_\_\_ if you \_\_\_\_ them water.
- When \_\_\_\_ a computer, people \_\_\_\_ to each other.

### Zero conditional

We use the zero conditional to talk about things that are <sup>1</sup> *generally true / possible in the future / not going to happen*.

We form the zero conditional with *if* or *when* + present simple, <sup>2</sup> *past simple / present simple*.  
*If a town **has** a youth club, it's better for teenagers.*  
*You **can relax** with friends **when there is** a nice sofa.*

► Grammar reference and practice page 118

- 3 Go to the digital activities.

- 4 Complete the sentences with the correct form of the verbs in the box.

arrive not be fall feel get  
not get not go have miss need

- If you don't get enough sleep, you \_\_\_\_ tired.
- When a glass \_\_\_\_ on a hard floor, it breaks.
- If you \_\_\_\_ a toothache, you \_\_\_\_ a dentist.
- I \_\_\_\_ to the pool when the weather \_\_\_\_ good.
- \_\_\_\_ your teacher \_\_\_\_ angry if students \_\_\_\_ late?
- What do you do if you \_\_\_\_ your bus?

- 5 What happens in these situations? Complete the sentences in your own words.

- If I don't do my homework, ...
- When we have an important test at school, ...
- If I mix red and blue paint, ...
- If I play computer games for five hours, ...
- If it rains all day, ...
- It makes me happy when ....

- 6 Work in groups. Think of a place that you all like. Agree on what is good about the place.

I think we're lucky to have our new school canteen. A lunch break feels more relaxed when you have a nice place to sit and eat.



### ORACY

#### Planning

Make notes when planning what you want to say, especially if you won't have much speaking time. This helps you keep to the main points when you speak.

- 7 Work in groups. Prepare a presentation about the place you talked about in Exercise 6 and why you like it. One person in your group will have one minute to give the presentation to the class. Agree on the main points you want to present and make notes for the speaker.

- 8 Take turns to give your presentations. Are the speakers able to describe the most important things in a short time?

**>>> STRETCH!** When we use the zero conditional, *when* and *if* have the same meaning. Find out more about *when* and *if*. Write some example sentences with *when* and some with *if*, and then translate them into your language. Do you translate *when* and *if* with the same word?

## HOW IS UNIT 5 SO FAR?

☆☆☆ I understand

☆☆ I'm getting there

☆ I don't understand





## LISTENING



MEDIATION  
WORKSHEET

### AN INTERVIEW

- 1 Work in pairs. Look at the photos. Which bedroom do you like or dislike? Why?
- 2 5.3 Listen to an interview with two teenagers. Decide if the sentences are true or false.
  - 1 Harry and Lizzy's city had a plan to become better for teenagers.
  - 2 Harry is happy with the way his room looks.
  - 3 Lizzy feels nervous outside on the city streets.
  - 4 Lizzy feels depressed because her room is so full of things.
  - 5 Harry has a large bedroom.
  - 6 The presenter thinks Harry and Lizzy should be more positive.
- 3 **Creative Thinking** Read what the presenter says at the end of the interview and discuss the questions. Remember to keep an open mind when answering.

I just hope cities don't become totally boring places because young people never go out.

- 1 Do you and your friends stay at home more than adults?
- 2 Will places like cinemas close down in the future because people can do everything at home?

## VOCABULARY

### FEELINGS

- 1 5.4 Go to the digital activity and look at the words. Decide which describe positive feelings and which describe negative feelings. Listen, check and repeat.

calm cheerful confused depressed  
disappointed frightened impressed  
relaxed relieved satisfied

- 2 **PRONUNCIATION** Go to the digital pronunciation activity.
- 3 Read the messages and say how you think each person is feeling. Use the words in Exercise 1.
  - 1 Hi there! It's a nice day. Let's go out!
  - 2 Do you understand our homework? I don't!
  - 3 I failed the exam. Everything always goes wrong.
  - 4 There's an exam tomorrow but I'm not worried.
  - 5 Oh, no, I can't stop! I'm going too fast! Help!
  - 6 I'm on the beach with my best friend. Life is good!
  - 7 We had a horrible journey but I'm home at last.
  - 8 Wow, Harry has the best bedroom I've ever seen!

► Vocabulary reference page 56



## READING

### A SHORT TEXT (OPEN CLOZE)

- 1 Work in pairs. Look at the title of the article below. What does it mean? When are colours important?
- 2 Read the article quickly. Which sentence best summarises the general meaning?
  - A White walls are best in most rooms because other colours affect our emotions.
  - B The colours of our walls are important as they can change how we feel.
  - C You should only have red walls in some special kinds of room.

### EXAM TRAINING READING PART 5

#### EXAM TIP

This task is testing vocabulary. All the options will fit in the gaps grammatically, but only one word has exactly the right meaning.

- 3 For each question, choose the correct answer.

### COLOURS MATTER

In many homes around the world, walls are white. However, scientists tell us it can be a good idea to <sup>1</sup> \_\_\_ our walls other colours, too. Colours affect the way we feel. Green can give us a <sup>2</sup> \_\_\_ of peace and blue is good for a bedroom as it can help you sleep.

In other spaces, you may want colours that make you feel awake. Yellow is a lively colour. Red, on the other hand, is often used on just one wall. A <sup>3</sup> \_\_\_ room in red can be too dark and it might make some people feel angry!

Colours matter, so choose them carefully.

- 1 A mark B paint C draw D write
- 2 A feeling B dream C wish D request
- 3 A total B real C whole D perfect

# GRAMMAR

## IMPERSONAL PRONOUNS

- 1 Watch the grammar animation and answer the question.**

Does everyone think that Springtown is a great place to live?



- 2 Complete the sentences with words from the grammar animation. Then complete the rules in the grammar box.**

- 1 \_\_\_\_ some beautiful old buildings.
- 2 \_\_\_\_ a city with interesting history.
- 3 If you want to relax, \_\_\_\_ a big park.
- 4 Yes, because \_\_\_\_ so many parks.
- 5 What? \_\_\_\_ the best city in the world.
- 6 \_\_\_\_ warm and sunny in Springtown?
- 7 What's good here? \_\_\_\_ an airport?

### Impersonal pronouns

We can use impersonal pronouns as the subject of a sentence.

<sup>1</sup> \_\_\_\_ can refer to a thing, an animal, a time, a date, the weather, etc. It is often followed by *is* or *was* and an adjective.

<sup>2</sup> \_\_\_\_ *is* cold today.

<sup>3</sup> \_\_\_\_ refers back to a plural subject.

*People love our town.* <sup>4</sup> \_\_\_\_ *like* living near a beach.

<sup>5</sup> \_\_\_\_ *is* or *There are* introduces a noun or noun phrase.

<sup>6</sup> \_\_\_\_ *'s* a cinema in the town centre.

► Grammar reference and practice page 118

- 3** Go to the digital activities.

- 4 Complete the story with *there*, *it* or *they* and the correct form of the verb *be*.**

I like my little town. <sup>1</sup> There's a great youth club here. <sup>2</sup> \_\_\_\_\_ new and has a lot of good facilities. <sup>3</sup> \_\_\_\_\_ also lots of entertainment options and some good cafés. <sup>4</sup> \_\_\_\_\_ cheap, but you can have nice cakes and drinks there. We have an outdoor pool, but we don't go there when <sup>5</sup> \_\_\_\_\_ raining, of course. We need an indoor pool. <sup>6</sup> \_\_\_\_\_ important to have places for sport. <sup>7</sup> \_\_\_\_\_ many places here, but I still like living in this town. <sup>8</sup> \_\_\_\_\_ too big, which I think is an advantage.

### DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 5

- 5 Complete the sentences with *it* or *there* and your own ideas.**

- 1 My town is nice because ...
- 2 It isn't perfect because ...
- 3 Some things here are great, for example, ...
- 4 My favourite town is \_\_\_\_ because ...
- 5 I never want to live in \_\_\_\_ because ...

- 6 Make a list of all the prepositions of place you can remember (*in*, *on*, *between*, etc.).**

- 7 Work in two teams. Team A: Look at the town centre map on page 126 for one minute. Try to remember everything you see. Team B: Test Team A with questions about the map. Then swap roles with the map on page 127.**

Where is the hotel?

It's opposite the art gallery.

**>>> STRETCH!** Some people choose to live in small villages with none of the advantages of a big city. Write a short text about the advantages of living in a place like that. If *you* live in a small village, you can write about your real life!

## CHALLENGE

1 2 3 4

### Develop

- 1 In your group, share your information from Stage 2.
- 2 Make a list of the ideas you now have for making cities better for teenagers.
- 3 Choose three ideas that you would like to recommend to your local council.
- 4 Write a first draft of a letter to the local council. Say what it should do to make your town or city a better place for young people to live in.





## WRITING

### A FORMAL LETTER

**1** Look at the photo of a school's outdoor play area. What is good or bad about it?

**2** Work in groups. What facilities do you think a school needs to have outside? Make a list and put your ideas in order of importance. Give reasons.

*... is more important than ... because ...*

*... is the most important.*

*It is essential to have ...*

*... is nice to have but we don't really need it.*

**3** Read the letter to a school principal and answer the questions.

- 1 Have the students explained the problem clearly?
- 2 Have they suggested clear solutions?
- 3 Have they been polite and respectful in the letter?

Dear Mr Lowry,

We are writing to you about our school's outdoor play area. We are sorry to say that it is not a good place for us to spend time.


After eating lunch, we have to go outside, but there is nothing for us to do there. We have just one old basketball hoop and a lot of empty space. Here are our ideas about how to improve the space.

Firstly, we need places to sit. Just a few seats for students would be nice and would make the area look much better. Secondly, we should have more sports facilities. We need a second basketball hoop and two goal posts for playing football. Thirdly, the outside area looks ugly, and we are asking you for more plants and trees to make it more attractive.

Please respond as soon as possible. We very much hope to see these changes this school year.

Best regards,

The students of year 10

**4**  **Creative Thinking** Work in groups. Make a list of things you would like to have in your school but haven't got. For example, you can think about classrooms, space for relaxing, food, computer facilities, etc. Decide on the most important things.

**5** Write a letter to your school principal about the most important things you chose in Exercise 4. Use the example letter in Exercise 3 and the checklist below to help you.

- Begin with *Dear ...*.
- Say why you are writing.
- Explain the problems clearly.
- Say what you want to happen next.
- Be polite and respectful.
- Use an appropriate ending.

**6** Read your letter again and revise your work. Use the checklist in Exercise 5 to help you.

**7** Now work in pairs. Read each other's letters and give feedback. Use the checklist in Exercise 5 to help you. Make a note of your partner's feedback and write a second draft of your letter.



## LISTENING

### AN INTERVIEW

1 Have you got a favourite video game? Tell the class.

2 Read the first part of an interview with a games designer. What kind of game has he designed?

**Interviewer:** Hi Dan. Thanks for coming in to talk about your fabulous video game *City of Mine*. Why is it so successful?

**Dan:** Well, it looks great, like lots of games do. It lets you build exactly what you want. I think the power to use your imagination in any way you like is the number one thing that makes people love it. You can play it at your own level, too, which is always important.

3 Read the question and choose the correct answer.

In Dan's opinion, what is the main reason for the success of *City of Mine*?

- A It lets you build a city that looks attractive.
- B There are no limits to how creative you can be in the game.
- C You can make the game as easy or difficult as you want.

4 Were the other options in Exercise 3 also mentioned in the interview? Why are they wrong?

### EXAM TRAINING LISTENING PART 4

#### EXAM TIP

Underlining key words in the questions can help you find exactly the information you need. In question 1, it could help to underline *main reason*, not just *reason*.

5 5.5 Listen to the whole interview. For each question, choose the correct answer.

- 2 When players work together, they
  - A can win competitions.
  - B can be very creative.
  - C can make money.
- 3 Why does Dan think the game is more popular with boys than with girls?
  - A Video games are more popular with boys.
  - B Boys are more creative.
  - C He wants to sell it to more boys.
- 4 Dan thinks he has been successful because
  - A these types of games are often successful.
  - B he followed his dreams.
  - C his game is good and he has been lucky.

### ORACY

#### Speaking to an audience

When speaking to an audience of more than one person, you need to speak clearly and not too fast; otherwise, people may not be able to follow what you are saying. You can record yourself speaking or ask other people to give you feedback on how you sound.

6 5.6 Listen to a games developer called Mona. Is she speaking to one person or to a group of people? How do you know?

7 5.7 Now listen to Mona talking to a friend. Answer the questions.

- 1 Does she speak faster or more slowly this time?
- 2 Does she speak more or less clearly?
- 3 Here are some phrases from the first recording. What alternatives does Mona use in the second recording?

- male players \_\_\_\_
- female players \_\_\_\_
- it's hard to understand \_\_\_\_
- exciting activities \_\_\_\_

8 Think about your favourite game, sport or hobby. Make notes so that you can talk about it for one minute. Then work in groups. Take turns to give short presentations.

### CHALLENGE 1 2 3 4

#### Present

- 1 Check the first draft of your letter for language, clarity and a respectful tone. Use the checklist on page 53, Exercise 5 to help you.
- 2 Think about ways you can improve your letter and create a second draft.
- 3 Choose one person in the group to read the letter aloud to the class. Then show all the letters on a board or on the wall.



# WRAP UP

Look back at the unit. Write down:

- ① five new words or phrases related to cities
- ② a way you were creative
- ③ an example of something that is always true, using the zero conditional
- ④ two impersonal pronouns, and a sentence with each one
- ⑤ the most interesting thing you read, listened to or watched



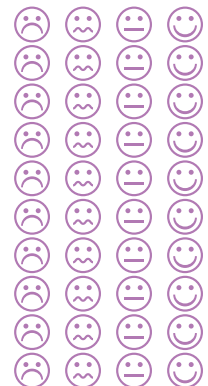
## Sustainability

- 1 Work with a partner. Make a list of sustainable ways to improve your school.
- 2 Share your ideas in small groups, discuss them and vote on the best idea.

## SELF-ASSESSMENT: UNIT 5

How confident do you feel about:

- reading and discussing texts about cities?
- understanding different types of short text in Reading Part 1?
- using the zero conditional?
- using impersonal pronouns?
- using words and phrases about cities and feelings?
- choosing the correct vocabulary to complete a text in Reading Part 5?
- writing a formal letter?
- listening and understanding an interview in detail in Listening Part 4?
- proposing ideas for how to improve your city?
- planning a presentation and speaking to an audience?



**Learning to Learn** Complete the tasks below:

- 1 Choose 10 words about cities and feelings. Make a short poem or story to help you remember them.
- 2 Look at your self-assessment next week. Are you more confident using words and phrases about cities and feelings?

## STRETCH! YOUR CHOICE

Now choose an extra activity!

### Option 1:

Make a poster. Show a positive city scene and label it. You could show good street lights, safe spaces, seats, trees, etc.

### Option 2:

Make a podcast or vlog about your town or city. Focus on three positive things and explain why they are good.

### Option 3:

Choose a city that you like, or that you would like to visit, and make a quiz about it for other people to take part in. Think about where the city is, famous sights, things you can do there and anything that makes the city special.

# VOCABULARY REFERENCE

## CITIES

1 Match the words to the photos.

air pollution   apartment block   art gallery   fountain   litter  
monument   noise pollution   pavement   skate park   youth club



## FEELINGS

2 Complete the table.

calm   cheerful   confused   depressed   disappointed  
frightened   impressed   relaxed   relieved   satisfied

Positive

Negative

DIGITAL CLASSROOM  
PRACTICE EXTRA UNIT 5