

LIFE IN THE CITY

LESSON 1

Can you...?

- talk about the daily routine of a child in the city
 - use phrasal verbs
- By the end of this lesson, you'll be able to!



New Words

a. Write the words under the pictures and fill in the blanks. Check with a partner.

Listen and repeat.

eat out
hang out
wake up



1. hang out



2.



3.

stay up
sleep in
stay in
go out

4. I with my friends on the weekends.
5. On Sunday mornings, I can and stay in bed longer.
6. My brother likes to late watching movies.
7. I usually on Monday nights because I need to study.

b. With your partner, say what you do on the weekends. Share with the class.

I go out with my family on the weekends.

Listening

a. Jenny is asking people about their daily routines. Listen and write "Yes" or "No."

- a. Andy wakes up at seven during the week. No
b. Andy takes a shower after breakfast.
- a. Andy stays up late on the weekends.
b. He sleeps in on Saturdays and Sundays.

b. Circle the correct words. Listen again and check.

The speakers say:

- a. Do you go out/*in* after school?
b. I usually *stay*/*hang* in during the week.
- a. I hang *in*/*out* with my friends at the park in the morning.
b. We always *eat*/*sleep* out on weekends.



Useful Language Listen then practice.

What time do you wake up during the week? I wake up at **6 a.m.**
What about on the weekends? I sleep in until **9 a.m.**
What do you do in your free time? I **hang out with my friends at the mall.**

Grammar Fill in the blanks with the words from the box. Check with a partner. Practice saying the sentences.

1. I decided to sleep in because I was up late last night.
2. What time do you _____ up in the morning?
3. Where do you _____ out for pizza with friends?
4. I have to _____ in and study because I have a big test tomorrow.
5. Can you _____ up late on the weekends?

stay (*2)
sleep
wake
go

Pronunciation

Sound Changes

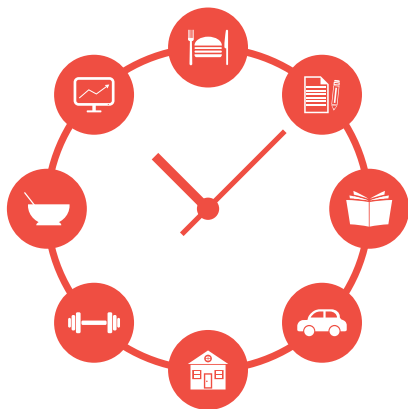
a. "...do you...?" often sounds like /dʒə/.

b. Listen to the sentences and notice how the underlined sounds change.

What time do you wake up?
What do you do in your free time?

c. Now listen again and repeat.

Practice Practice the conversation. Swap roles and repeat.



Jenny: What time do you wake up?
Andy: During the week, I wake up at 6 a.m. 6:30/7
Jenny: And on the weekends?
Andy: I sleep in until 9:30 a.m. 8/10
Jenny: What time do you go to bed?
Andy: During the week, I go to bed at 9 p.m. 9:30/11
Jenny: And on the weekends?
Andy: I stay up late until 11 p.m. 10/11:30
Jenny: What do you do in your free time?
Andy: I hang out with my friends at the mall. eat out/go out/-the park/the café

Speaking Daily Routines in the City

a. You're doing a survey about daily routines of teenagers in the city. Work in pairs. Student A (Lisa) and Student B (Max), complete your tables using your own ideas, then take turns asking and answering to complete your partner's table.

NAME: Lisa HOME: Greenwood	wake up	go to bed	eat dinner	free time activities
weekdays	-----	-----	-----	-----
weekends	-----	-----	-----	-----

NAME: Max HOME: Maple City	wake up	go to bed	eat dinner	free time activities
weekdays	-----	-----	-----	-----
weekends	-----	-----	-----	-----

b. Whose life is more similar to yours? Share with the class.



Now you can talk about daily routines.

LIFE IN THE CITY

LESSON 2

Can you...?

- express opinions about life in the city
- use adjectives to express opinions

By the end of this lesson, you'll be able to!



New Words

a. Match the numbered words in the text with the descriptions. Check with a partner.

Listen and repeat.

City Life

Some people think living in the city has many (1) **advantages**. There are lots of hospitals and schools. Cities have lots of (2) **modern** buildings and different kinds of entertainment. They usually have excellent (3) **transportation** systems such as subways and buses. However, some people say there are many (4) **disadvantages** to living in the city. Some people believe that cities are very (5) **polluted** because of the traffic. They have more traffic jams and are noisier. Streets can be very (6) **crowded** with people going to work or shopping. Also, houses in cities are often more expensive than in the country.

- | | |
|--|---|
| <p>A. ___ having too many people</p> <p>B. ___ when land, air, and water are affected by pollution</p> <p>C. ___ positive things about a person or a place</p> | <p>D. ___ very new and having the most recent design</p> <p>E. ___ negative things about a person or place</p> <p>F. ___ the means people use to travel from one place to another</p> |
|--|---|

b. With your partner, write words from the text into the correct columns below. Add more words to the table. Share with the class.

Advantages	Disadvantages
lots of schools	expensive

Listening

a. Some students are talking about life in a city.

Listen and write "True" or "False."

- | | |
|---|-------|
| 1. a. Lisa thinks cities have lots of advantages. | True |
| b. Jack says cities have lots of schools and universities. | _____ |
| 2. a. Lisa says there's a lot of traffic in the city. | _____ |
| b. Jack says cities have fewer traffic jams than in other places. | _____ |

b. Fill in the blanks. Listen again and check.

The speakers say:

- | | |
|---|---------------------------------------|
| 1. a. Most buildings are very _____ modern _____. | crime
centers
modern
crowded |
| b. Most cities have sports _____. | |
| 2. a. I think cities are very _____ and noisy. | |
| b. I think there's a lot of _____ in cities. | |



Useful Language

Listen then practice.

What do you think living in the city is like?
 There are lots of **advantages**. I think it's really exciting.
 Why?
 Because **there are lots of shopping malls and modern buildings**.

Note

We can use "like" or "such as" to give examples.
 e.g.
 There are different kinds of transportation, **such as** buses, cars, or subways.



Grammar

Underline the mistakes and correct them. Check with a partner. Practice asking and answering.

1. What do you think living in the city are like? _____ is
2. I think there's exciting. _____
3. Who do you think that? _____
4. Because there is lots of shopping malls. _____
5. What are the disadvantage? _____
6. Cities can be very pollution. _____



Pronunciation



a. Focus on the /dʒ/ sound.

b. Listen to the words and notice the underlined sounds.

advantages disadvantages

c. Now listen again and repeat.



Practice

Practice asking and answering using the pictures.

What do you think living in the city is like?

Why?

There are lots of advantages.
I think it's exciting.

Because there are lots of shopping malls.

Advantages



exciting



fun



good



safe

Disadvantages



crowded



noisy



polluted



crowded



Speaking

Discussing Life in the City

a. You're discussing ideas for your presentation about life in the city. Work in threes. Discuss advantages and disadvantages of life in the city. Fill in your notes.



LIFE IN THE CITY

advantages	disadvantages
_____	polluted
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

b. Does living in the city have more advantages or disadvantages? Share with the class.



Now you can express opinions about life in the city.

LIFE IN THE CITY

LESSON 3

Can you...?

- talk about price, quantity, and size of goods
- use the Present Simple tense

By the end of this lesson, you'll be able to!



New Words a. Match the words with the descriptions. Check with a partner. Listen and repeat.

- | | |
|-------------|---|
| 1. receipt | A. give something back |
| 2. exchange | B. too small to wear or use |
| 3. return | C. a piece of paper from a store or a restaurant showing what you bought and how much it cost |
| 4. refund | D. an act of giving something you have bought back to the store and taking something else |
| 5. tight | E. too big to wear or use |
| 6. loose | F. money that is given back to you for something you take back to a store |

b. With your partner, say whether you've ever bought something you didn't like or couldn't wear. Did you return it? Share with the class.

too big/loose too small/tight the wrong color

I bought a pair of jeans that were too tight.

Listening

a. Some people are returning clothes in a store.

Listen and circle "True" or "False."

- | | |
|--|--------------------|
| 1. a. The girl wants to return a pair of sandals. | True/ <u>False</u> |
| b. The girl also tries to return a sweater. | True/False |
| 2. a. The boy wants to return a pair of sandals and a hat. | True/False |
| b. The boy wants an exchange for the hat. | True/False |



b. Fill in the blanks. Listen again and check.

The speakers say:

- a. I'd _____ like _____ to return these.
- b. Do you _____ your receipt?
2. a. The hat _____ the wrong color.
- b. Yes, here they _____.

have
like
are
is



Useful Language Listen then practice.

What's the problem?
Do you have a receipt?
Would you like an exchange or a refund?

I'd like to return **this pair of shoes**.
They're too tight.
Yes, here it is.
I'd like **an exchange**.

Grammar

Write the complete questions. Draw lines to match the answers. Check with a partner. Practice asking and answering.

- | | | |
|--------------------------------|---------------------------|--|
| 1. How/help/you? | How can I help you _____? | I'd like a refund, please. |
| 2. What/problem? | _____? | I'd like to return these two T-shirts. |
| 3. have/your/receipt? | _____? | Yes, I have my receipt right here. |
| 4. Would/like/exchange/refund? | _____? | No, that's all. Thank you! |
| 5. Anything/else? | _____? | They're too tight. |

Pronunciation

Word Stress

a. Stress the second syllable for some two-syllable nouns.

b. Listen to the words and notice the stressed syllables. 

exchange receipt

c. Now listen again and repeat. 

Practice

Practice the conversation. Swap roles and repeat.

Clerk: Hi, welcome to Smart Store. How can I help you?

Joe: I'd like to return *this pair of boots*.

Clerk: What's the problem?

Joe: *They're too tight.*

Clerk: Do you have your receipt?

Joe: Yes, here it is.

Clerk: The receipt is for *fifty dollars*.
Would you like an exchange or a refund?

Joe: I'd like *an exchange*. *Can I have size 10?*

Clerk: There you are, anything else?

Joe: No, that's all. Thank you very much!

this sweater/these two pairs of jeans

It's the wrong color/They're too loose

\$40/\$60

an exchange – a red one/a refund

Speaking

Store Returns and Exchanges

- a. You have some goods you want to return to the store. Work in pairs.
Student A, you're the customer. Ask for exchanges or refunds.
Student B, you work in a department store, turn to page 106, File 8.

Student A: You want to return these items:	Problem	Price	Put a tick (✓) when you get a refund or exchange.	
			Refund?	Exchange?
1. two sweaters	too loose, you wear medium size	\$30 each		
2. a pair of boots	too tight, you wear size 10	\$40		
3. scarf	wrong color	\$20		

- b. Swap roles and repeat. You work at the refund desk at a clothing store. You can give exchanges or refunds.
 c. Did you get more refunds or exchanges? Share with the class.



Now you can return goods to a store.

Can you...?

• round numbers up and down to estimate the total cost of shopping items
By the end of this lesson, you'll be able to!

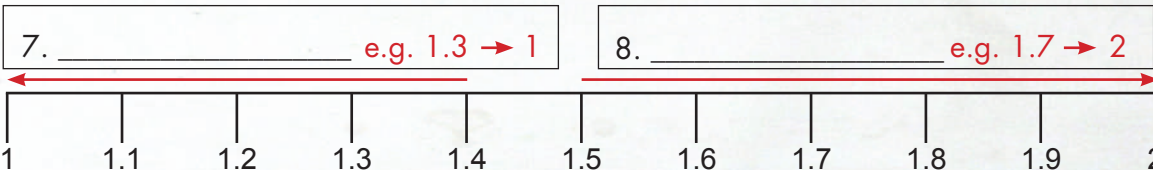


New Words

a. Fill in the blanks. Check with a partner. Listen and repeat.

- round up
- round down
- estimate
- approximately
- total (adj)
- cost
- budget
- a thousand

1. _____ estimate _____ – guess the size, amount, or cost of something
2. _____ – 1,000
3. _____ – close to a number or time but not exactly
4. _____ – the price of something
5. _____ – the amount of money you are able to spend
6. _____ – including everything



b. With your partner, look at the examples below and the diagram in Task a. Discuss which numbers should be rounded up or down to the nearest whole number. Fill in the blanks. Share with the class.

- | | |
|--------------|---------------|
| 5.3 = _____ | 90.2 = _____ |
| 10.1 = _____ | 100.8 = _____ |
| 9.9 = _____ | 1.6 = _____ |
| 1.4 = _____ | 17.5 = _____ |

5.3 should be rounded down to 5.

Listening

a. You will hear a teacher teaching a math class.

Listen and circle the correct words.

The speakers say:

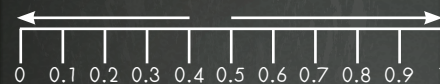
1. a. If you're shopping and you have a shopping list/a budget...
b. The total cost is approximately \$2/\$3.
2. a. A bag of candy costs 99 cents/\$1.10.
b. The total cost is about \$5/\$6.

b. Write "up" or "down." Listen again and check.

The speakers say:

1. a. A chocolate bar costs \$0.95. You can round this _____ up _____ to \$1.
b. A bag of potato chips costs \$1.10. You can round this _____ to \$1.
2. a. Round \$1.80 _____ to \$2.
b. Round \$3.25 _____ to \$3.

**ESTIMATION
ROUNDING UP AND DOWN**



Round up or down?

- \$0.95 = \$1
- \$1.10 = \$1
- \$1.80 = \$2
- \$3.25 = \$3

Useful Language Listen then practice.

- \$2 = 2 dollars
- \$1.99 = 1 dollar 99 cents

A chocolate bar costs \$1.99 and a bottle of soda costs \$1.10. Estimate the total cost.
OK. Round \$1.99 up to \$2 and \$1.10 down to \$1. 2 plus 1 is 3. The total cost is approximately \$3.



Mexico

Reading

a. Read a math test about shopping in Mexico. Round the numbers up or down.

Estimation review

Class: _____ Name: _____

The Smith family is on a vacation to Mexico. They want to bring back gifts for friends and family. They have a budget of 1,200 pesos.

Do the math here:



Painted bowls (49 pesos)

A sombrero costs 46 pesos. (1) 50 pesos



Maraca (39 pesos)

A maraca costs 39 pesos. (2) _____



Mayan mask (443 pesos)

A Mayan mask cost 443 pesos. (3) _____



Sombrero (46 pesos)

A painted clay bowl costs 49 pesos. (4) _____

b. Read the math test again. Do the math and circle the correct answers.

- | | | | |
|---|--------|---------------|--------|
| 1. Two Mayan masks cost approximately... | a. 850 | b. 880 | c. 900 |
| 2. Two sombreros cost approximately... | a. 120 | b. 95 | c. 100 |
| 3. Two maracas cost approximately... | a. 40 | b. 80 | c. 120 |
| 4. Three clay bowls cost approximately... | a. 150 | b. 120 | c. 200 |
| 5. Do they have enough money for all items from (1) to (4)? | a. Yes | b. No | |



Speaking

Make Your Own Math Problems

a. You're writing your own math problems in math class. Work in pairs. Fill in all the blanks in Table A to make a math problem. Then, work with another pair. Take turns asking questions about each other's math problems and solving them. Fill in Table B.

A bag of candy costs 95 cents.

You need to buy _____ bags.

Your budget is \$____. Estimate the total cost.

TABLE A

Items	Cost	Rounded cost	How many
• Candy (bag)	\$0.95	\$ <u>1</u> x	<u>3</u> = \$ <u>3</u>
• _____	\$ _____	\$ _____ x	_____ = \$ _____
• _____	\$ _____	\$ _____ x	_____ = \$ _____
Estimated total cost		\$ _____	
Budget		\$ _____	

TABLE B

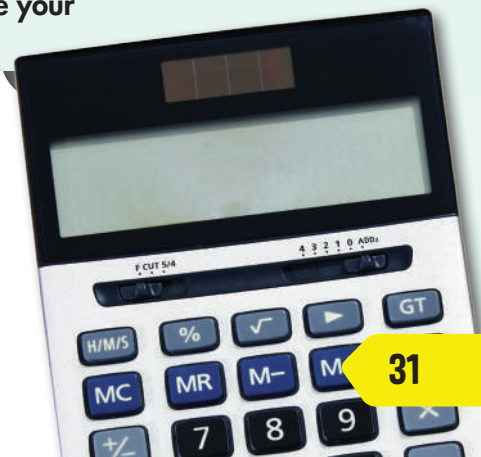
Items	Cost	Rounded cost	How many
• Candy (bag)	\$0.95	\$ <u>1</u> x	<u>3</u> = \$ <u>3</u>
• _____	\$ _____	\$ _____ x	_____ = \$ _____
• _____	\$ _____	\$ _____ x	_____ = \$ _____
Estimated total cost		\$ _____	
Budget		\$ _____	

b. Are you over (you spent too much money) or under (you still have money left) the budget? And by how much? Share with the class.



Writing

Look at the math problem in **Reading** Task a. Now, use your own ideas to write a similar math problem.



LIFE IN THE CITY

LESSON 5

In this lesson, you'll review...

- talking about life in the city
- talking about price, quantity, and size of goods in a store

Review

You have five minutes to review the Useful Language and New Words from the theme, then play "Keep It Quiet." Turn to page 112 to read the game rules.

Listening

Listen to a woman returning clothes in a store.

Listen and complete questions 1–5. You will hear the information twice.



Returning clothes in a store

Place: **0**

The woman wants to return: **1**

The problem is: **2**

The receipt is for: **3**

The color of the dress is: **4**

The dress costs: **5**

Reading

Complete the conversation. What does Wendy say to Mason?
For questions 1–5, mark the correct letter (A–H).

Example:

Mason: What do you think living in the city is like?

Wendy: 0

0	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input checked="" type="checkbox"/> H
---	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	---------------------------------------

Mason: Why?

Wendy: 1

Mason: 2

Wendy: Like shopping malls, movie theaters, and amusement parks to go to.

Mason: 3

Wendy: It's always crowded and noisy.

Mason: 4

Wendy: Yes. 5

Mason: Yes, that's true.

- A** Like what?
- B** Because there's always something to do.
- C** There are a lot of traffic jams.
- D** What about disadvantages?
- E** Anything else?
- F** What about advantages?
- G** Do you have to wake up early on the weekend?
- H** I think it's exciting.

1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H

Speaking Play the "Connect Three" game.

Connect Three

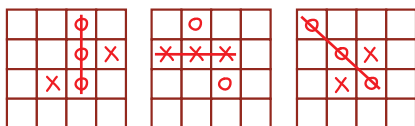
 vs.  - Pairs take turns.
Pair 1 Pair 2

   - Winning pair goes first.

- Choose a box.
- Use the useful language from the theme to ask and answer correctly.
- Mark the box with an X or an O.

Win the game

The first pair to get 3 boxes in a row wins.



Tip: Use a pencil and an eraser and play again.



Play the game to win a day of free shopping at Premier Mall!

 <p>A: What...city like? B: ... A: Why? B: ...</p>	 <p>A: I'd like to return ★ B: ...problem? A: ★ B: ...receipt? A: ...</p>	 <p>A: What...free time? B: ★</p>	 <p>A: I'd like to return ★ B: ...problem? A: ★ B: ...an exchange or a refund? A: ...</p>
 <p>A: ★ costs...and ★ costs...Estimate the total cost. B: ...</p> <p>\$ 2.15 + \$ 1.05</p>	 <p>A: What...free time? B: ★</p>	 <p>A: I'd like to return ★ B: ...problem? A: ★ B: ...receipt? A: ...</p>	 <p>A: What...city like? B: ... A: Why? B: ...</p>
 <p>A: What...city like? B: ... A: Why? B: ...</p>	 <p>A: I'd like to return B: ...problem? A: ★ B: ...an exchange or a refund? A: ...</p>	 <p>A: ★ costs...and ★ costs...Estimate the total cost. B: ...</p> <p>\$ 1.05 + \$ 1.80</p>	 <p>A: What...free time? B: ★</p>
 <p>A: What...free time? B: ★</p>	 <p>A: ★ costs...and ★ costs...Estimate the total cost. B: ...</p> <p>\$ 1.80 + \$ 2.95</p>	 <p>A: What...city like? B: ... A: Why? B: ...</p>	 <p>A: ★ costs...and ★ costs...Estimate the total cost. B: ...</p> <p>\$ 2.25 + \$ 0.87</p>

★ : Use your own ideas/imagination.

Writing a. Read the paragraph about someone's daily routine.

I have a daily routine to follow. I go to bed at 10 p.m. and wake up at 6 a.m. during the week, but I usually sleep in until 8 a.m. on the weekends. I have to go to school in the morning from Monday to Friday, and do my homework in the evening. In my free time, I often hang out with my friends at the mall, and I sometimes eat out with my family in the evening. I follow this routine every day.



b. Now, in your notebook, use your own ideas to write a similar paragraph. Use the paragraph model on page 117 to help you.