**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
**VOCABULARY**

**rooms and furniture**

1. Complete the table with the words in the box.

<table>
<thead>
<tr>
<th>armchair</th>
<th>bathroom</th>
<th>bed</th>
<th>bedroom</th>
<th>chair</th>
<th>desk</th>
<th>kitchen</th>
<th>living room</th>
<th>shelf</th>
<th>sofa</th>
<th>table</th>
<th>television</th>
</tr>
</thead>
</table>

2. A 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.

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.
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.
A great place to live

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.

A: 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 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.

C | 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?

**VOCABULARY**

places in town (2)

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

1B 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

How to …

ask where a place is

2A Read the messages. What’s Rob’s problem?

**Chat**

<table>
<thead>
<tr>
<th>Message</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Rob! Meet me at the bookshop. 5 p.m. It’s opposite the sports centre.</td>
<td>09:25</td>
</tr>
<tr>
<td>Where’s the sports centre?</td>
<td>09:25</td>
</tr>
</tbody>
</table>

2B 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. 5
4. It’s to the right of the post office. **4**
5. It’s to the left of the supermarket. **1**

C Underline the prepositions in Ex 2B.

3A **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?

3B **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.

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**page 114 GRAMMAR BANK**
**SPEAKING**

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

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

- Student A: Excuse me?
- Student B: Yes?
- **Student A:** It's 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:** Turkish café / be / opposite / post office.
- **Student A:** Thank you.

**PRONUNCIATION**

4A 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 /ə/ in the, to and of.

C 6.06 | Listen again and repeat.

**B** Practise the conversation.

7A 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?
- **Student B:** Yes / I
- **Student A:** Thank you.
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!

PREVIEW

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

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. 
   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

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 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 Listen again and choose the words and phrases you hear.

KEY PHRASES

First, I think it’s a good idea to buy a bus / metro ticket.
Your first / second stop is the Eiffel Tower. You don’t have time to climb it / go in. You can see it from the bus / take some great photos.
Next / Finally the bus goes to the Arc de Triomph. The gardens are lovely / beautiful at all times of the year. The Musée d’Orsay is a very big / famous museum. Here you can see 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?
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_ _ _ _ _ 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.

<table>
<thead>
<tr>
<th>Rooms and furniture</th>
<th>Places</th>
<th>Signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>armchair (8)</td>
<td>ai______ (7)</td>
<td>en______ (8)</td>
</tr>
<tr>
<td>la______ (4)</td>
<td>ho______ (8)</td>
<td>li______ (4)</td>
</tr>
<tr>
<td>sh______ (5)</td>
<td>ho______ (5)</td>
<td>st______ (6)</td>
</tr>
<tr>
<td>sh______ (6)</td>
<td>sc______ (6)</td>
<td>in______ (5)</td>
</tr>
<tr>
<td>to______ (6)</td>
<td>sp______ (6)</td>
<td>de______ (11,4)</td>
</tr>
<tr>
<td></td>
<td>ce______ (6,6)</td>
<td>wa______ (3,3)</td>
</tr>
</tbody>
</table>

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.

   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

5 A Choose the correct alternative.

B R6.01 | Listen and check.

Summer house by the sea

⭐ 4.62 (109 reviews)

This beautiful house is perfect for your summer holiday. ‘There’s / There are three bedrooms and two bathrooms. The kitchen ‘there’s / has a new fridge and cooker and a big ‘table / lamp with six chairs – dinner for six! ‘There are / There’s a big ‘living room / window with two armchairs, a sofa and a television. There’s a garden ‘behind / between the house – great for kids – and all the shops are ‘in / near the house. You can walk to the post office, the ‘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.