

Unit 1

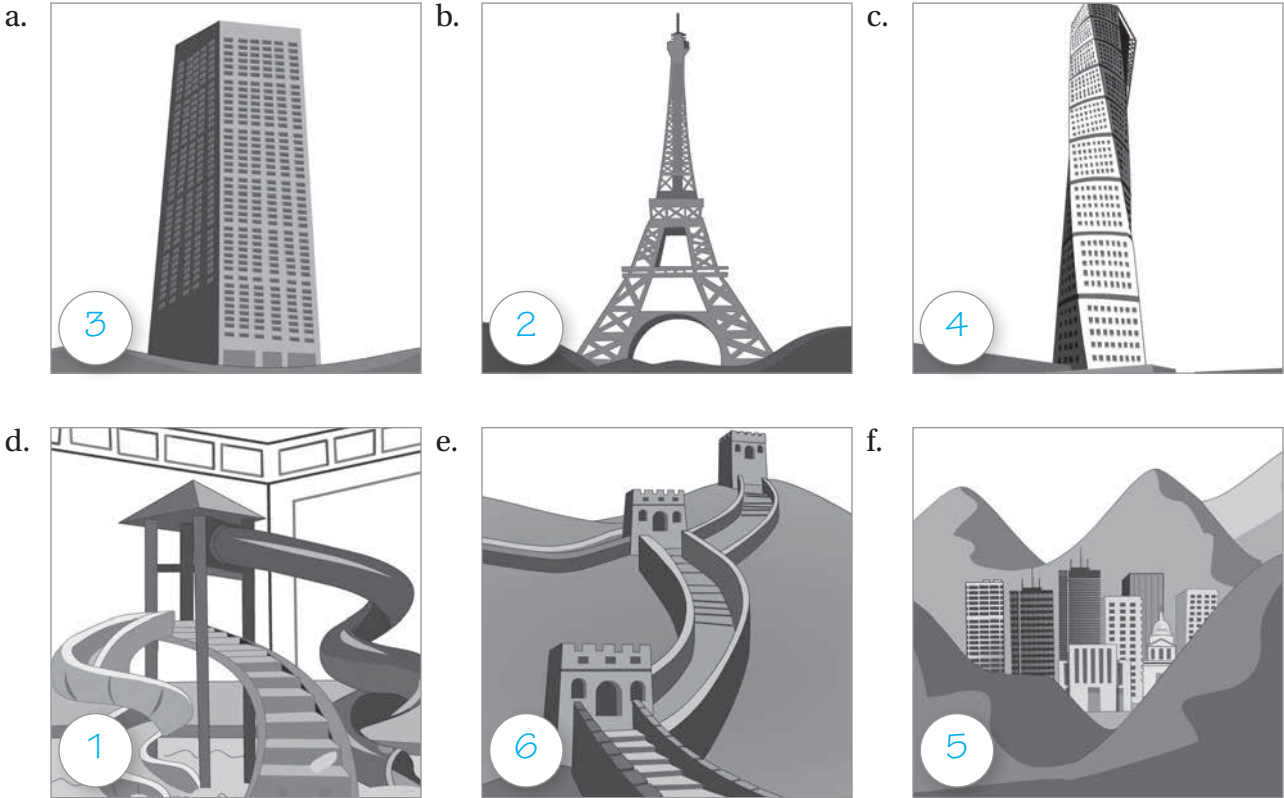
# Life in the City

1 Find ten vocabulary words. Then write the correct words to complete each sentence.



1. People often talk about the differences between rural / urban life and urban / rural life. My friend is unusual because she lives for six months in the city and six months in the countryside.
2. I have another friend who has a very special window in his bedroom. The window is in the roof and has the shape of a star. It's like sleeping under the stars! The design is unique because he made it himself—nobody else has one like it!
3. Living in a capital city is exciting. When I get a job, I plan to live in Paris or Toronto or Rome.
4. Is there a city in the world that doesn't have tall buildings or skyscrapers? Maybe, but every airport must have a communications tower to help planes.

2 Listen. Write the number of the sentence that goes with each picture. TR: 2



3 Listen. Then read and check T for True or F for False. Rewrite the false statements to make them true. TR: 3

	T	F
1. Renato is an architect.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. He designs skyscrapers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Renato's design for a city has areas only for people.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. In Renato's city, cars travel above residents' heads.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Renato's design is only for older people.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Renato's city design is safe for the residents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The bicycle tracks are high up with the cars.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Renato's city is expensive to build.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GRAMMAR

Simple present: General statements

Architects <b>design</b> new buildings for cities.	She <b>studies</b> the plans for the new capital.
The city's design <b>includes</b> a lot of green spaces.	The road <b>goes</b> next to an indoor park.
This tall tower <b>doesn't look</b> new.	The skyscraper <b>has</b> a garden inside.

To form the simple present, use the infinitive without *to*. *I/You/We/They design unusual buildings*. Note that with *he/she/it*, we add **-s** to the verb: *He/She designs a new skyscraper*. *It looks amazing*. To make a negative sentence, use *don't* or *doesn't*.

The spelling of some verbs changes after adding **-s** or **-es**. Add **-es** to verbs such as *cross* → *crosses*, *wash* → *washes*, *watch* → *watches*. For verbs that end in *y*, drop the *y* and add **-ies**: *study* → *studies*.

Some verbs are irregular: *go* → *goes*, *do* → *does*, *have* → *has*.

4 Listen. Circle the verb you hear. Then listen again to check your answers. TR: 4

- 1. Capital cities **has** / **have** large public areas.
- 2. Children often **play** / **plays** in city parks.
- 3. An architect **teach** / **teaches** how to design buildings.
- 4. People **doesn't** / **don't** walk on this sidewalk.
- 5. Huge mountains **surround** / **surrounds** the capital city.
- 6. In winter the city park **closes** / **close** early.
- 7. She **study** / **studies** unusual architecture in Denmark.
- 8. The bridge **doesn't** / **don't** go to the sports center.



5 Write. Fill in the blanks with the correct simple-present form.

- 1. In Bogotá, people sometimes use (use) the highway to bicycle.
- 2. Residents like (like) to relax by the stream.
- 3. Architects don't design (not design) skyscrapers for rural areas.
- 4. A new bridge crosses (cross) the highway.
- 5. People need (need) green spaces in capital cities.
- 6. Sometimes architects plan (plan) buildings with parks on the roof.
- 7. In urban areas, people don't enjoy (not enjoy) crowded sidewalks.
- 8. My village has (have) a water tower.
- 9. The major highway connects (connect) two big cities.
- 10. The stream doesn't go (not go) through the city.



6 Write about a city you know. Use some of the words in the box.

<b>Things:</b>	architecture	bridge	highway	shape	sidewalk	skyscraper	tower
<b>Describing words:</b>	concrete	indoor	outdoor	rural	unique	unusual	urban
<b>Verbs:</b>	be	construct	cross	design	have	need	plan

Answers will vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7 Draw a plan of your city. Use a separate piece of paper. Practice talking about the details of your plan with your classmates or teacher.



**8 Listen and read.** As you read, notice the separate paragraphs. Why does the writer start new paragraphs? **TR: 5**



# Desire\* Paths

**\*desire** v. to want something  
n. the feeling of wanting something

<sup>1</sup>Everybody has seen one, most people have walked on one, and perhaps you started a new one. We may not know the name, but these paths are called “desire paths.” These are paths, tracks, or sidewalks made by people or animals walking on the grass to move quickly from one concrete sidewalk to another. For example, we see these paths in urban spaces where people don’t use the sidewalks, but take a shortcut through green land, parks, and gardens.

<sup>2</sup>So why do people decide to walk on the green grass and not on the sidewalks? Sometimes the architect’s plan for urban spaces isn’t the best. Residents, people like you and me, who use the outdoor areas every day, know the best and quickest way to walk from one place to another.

<sup>3</sup>The problem is that we destroy the grass when we make a desire path. Also, these new tracks get wet and dirty easily. Concrete is cleaner. We know that we need to protect our green spaces, but we also need to move from place to place quickly.

<sup>4</sup>Perhaps we need better designers and architects to plan our sidewalks and urban green spaces. They should ask local people and pay attention to what residents want.

**9 Answer the questions.** Write the number of the paragraph on the line.

- 1 1. Which paragraph tells us a definition of desire paths?
- 3 2. Which paragraph tells us about problems with desire paths?
- 2 3. Which paragraph describes the reasons for desire paths?
- 4 4. Which paragraph discusses possible solutions to the problems?

**10 Complete the diagram.** Read the text again and make notes in the boxes.



**11 Think about the information from the texts in this unit.** You’ve read about desire paths and a plan to make London into a new type of national park. Read the sentences. Do you agree with these ideas? Check (✓) the boxes if you agree. Write a question mark (?) if you’re not sure. Mark (X) if you don’t agree. *Answers will vary.*

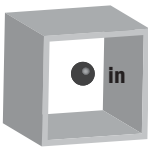
- 1. There’s a lot of green space in my hometown. ☐
- 2. We need to protect green spaces in cities. ☐
- 3. I use desire paths. ☐
- 4. Concrete sidewalks are important. ☐
- 5. I feel happier when I spend time outdoors. ☐
- 6. The walk to my nearest park is too long. ☐
- 7. Architects should ask city residents about their ideas for green spaces. ☐
- 8. People don’t have enough information about nature in urban areas. ☐

GRAMMAR

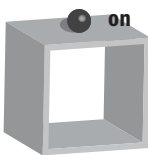
In and on: Expressing location

People walk <b>on</b> the grass and make new paths.	There aren't enough trees <b>in</b> cities.
There's a restaurant <b>on</b> top of the skyscraper.	We need more green spaces <b>in</b> urban areas.
I walk my dog <b>on</b> the sidewalk.	I like to relax <b>in</b> the park.

We use *in* and *on* to tell where something is. Use *in* to give the idea that things are inside something or in an area; for example, in buildings, cities, and countries. *People live **in** skyscrapers. There are many beaches **in** Rio de Janeiro. Rio de Janeiro is **in** Brazil. Brazil is a country **in** South America.*



Use *on* to tell that something is on the surface or on top of something else. We also use *on* with streets and roads. *They live **on** an island. Their house is **on** Broad Street. They often walk **on** the beach.*



12 Circle the correct preposition.

1. Cars don't go **on** / **in** sidewalks.
2. There are a lot of skyscrapers **in** / **on** big cities.
3. The Statue of Liberty is **on** / **in** an island.
4. You can find lot of green areas **in** / **on** the countryside.
5. Moscow is **in** / **on** Russia.
6. The Taj Mahal is **on** / **in** India.
7. The most popular Internet café is **on** / **in** Main Street.
8. The architect lives **in** / **on** Los Angeles.
9. Many residents of Rio de Janeiro like to relax **on** / **in** the beach.
10. There's a new restaurant **on** / **in** top of the building.

13 Listen. Draw a dot *in* or *on* each box according to the sentence you hear. TR: 5

1.

2.

3.

4.

5.

6.

7.

8.

14 Write. Marta is in her first year at college. This is an e-mail to her younger brother. Read and fill in the blanks with *in* or *on*.

Hi Seba,

How are you? I'm fine now, after two days (1) in my new room at college. It's really cool here. Everybody can find me easily because my name is (2) on the door!

I don't know the town very well yet, but my building is (3) on Main Street, so everything is close. I see that there's a new park near my building. Guess what? It has a skateboard track (4) in the middle! So bring your skateboard when you come. I think you can fit it (5) in your bag, can't you? Here's a photo of the park.

I'm thinking of joining a club that does something called "Parcour." Have you heard of it? They also call it "urban free running" — running (6) in cities. Look it up on the Internet. There are some amazing videos!

Say hi to Mom and Dad, and see if you can visit me soon.

Bye for now!

Marta

15 Think about the design of the neighborhood where you live. Write at least six sentences using *in* and *on* and the words from the box. Practice talking about your neighborhood with your classmates or teacher. *Answers will vary.*

bridge highway park river shopping mall sidewalk skyscraper

I live in a skyscraper in downtown Hong Kong.

WRITING

When we want to tell someone about a person, a place, or a thing, we often use describing words. Words such as *dirty*, *busy*, and *wet* are adjectives that go with nouns to paint a better picture in our mind. Notice how these describing words create different pictures in our mind.

- Alexis skates on the **dirty** sidewalk.
- Alexis skates on the **busy** sidewalk.
- Alexis skates on the **wet** sidewalk.

16 Organize

1. Your topic is a place that needs changing. Think of a place you know that has a problem. Maybe it's very small, too dry or wet, or maybe there's a lot of garbage there.
- In the first column, list three things you don't like about the place. Then, in the second column, think of how you can change each thing. Use describing words.

A place I don't like	My changes
school playground—broken bench	new, wooden bench

Read your two lists and add more describing adjectives. Use a dictionary to help.

2. Plan your writing. You need an opening statement that describes the place and what the problem is. This will be your topic sentence. It helps the readers understand your idea. Write your topic sentence here:

Next, you'll need a paragraph describing what the problem is, and a paragraph about what the place looks like after the change. Remember to use describing words to create a picture in your readers' minds.

17 Write

1. Go to page 21 in your book. Reread the model text and the describing words.
2. Write your first draft. Check for organization, content, punctuation, capitalization, and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I Can . . .



talk about cities and different types of life in the city.

Write two sentences about urban life.

Write two sentences about green spaces in cities.

use the simple present to talk about general statements.

Write four sentences using the simple present form of any of the verbs from the box. Two of your sentences should be negative.

construct   design   explore   find   grow   live   need   pay   plan   use   walk

use *in* and *on* to express location.

Write four sentences about a place you know. Use *in* and *on*.

write a description of a place in my neighborhood.

Use four or more describing words to write about a real place.

Choose an activity. Go to page 90.

- ☐ Yes, I can!
- ☐ I think I can.
- ☐ I need more practice.

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