

# 5 Ways of living

## Lesson 1 Vocabulary 1

### 1 Look, read and write the words.



1 You can live on it.

2 It happens when there are too many cars on the road.

3 Everyone can use this type of transport.

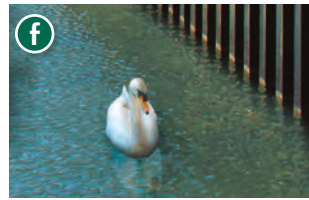
4 You cycle along it.

5 A place where you're close to nature.

6 You put your litter in it.

canal boat

### 2 Unscramble and write the words. Then match to the photos.



1 soeni

noise

d

4 lonutploi

2 dperatsnies

5 ldfilewi

3 licscy

6 espst

### 3 Do you live in a city or in the countryside? Do you like it? Why / Why not?

I live in ...

I like it / don't like it because ...



### 1 Read and choose.

- 1 I live in the city centre and there's too **(much)** / many traffic.
- 2 I live near a train station and there's **too** / enough much noise.
- 3 I live in a flat on the 20th floor and there are too **much** / many stairs.
- 4 I live near a lot of cafés and there **isn't** / aren't enough litter bins.
- 5 I don't like living here because there isn't **too** / enough green space.
- 6 I live in a village and there **isn't** / aren't enough public transport.



### 2 Unscramble and write the words to complete the text.

## LIVING IN SMALL SPACES

As part of my 'How we live!' project, I've visited people who live in small spaces. Sally lives in a very small flat with her family. She doesn't like it because there <sup>1</sup> are too many people (too / people / are / many) in a small space. There <sup>2</sup> \_\_\_\_\_ (rooms / aren't / enough) in the flat, so Sally doesn't have her own bedroom.

Sally wakes up very early because there <sup>3</sup> \_\_\_\_\_ (too / is / noise / much) from cars outside her window.

In her old house, Sally played football in the garden with her friends. Now she has to play in the park, but there <sup>4</sup> \_\_\_\_\_ (time / enough / isn't) to go there every day. Sally loves animals, so she's sad that there <sup>5</sup> \_\_\_\_\_ (wildlife / enough / isn't) in the area. She thinks this is because there <sup>6</sup> \_\_\_\_\_ (too / is / pollution / much). She hopes that one day she will live in a house in the countryside.

### 3 Complete the sentences using *too much*, *too many*, *isn't enough* and *aren't enough* with the prompts below or your own ideas.

space   noise   people   traffic   green space   busy roads   cycle paths   public transport

I don't want to ...

- 1 live on a canal boat because *there isn't enough space* \_\_\_\_\_.
- 2 live in a busy city because \_\_\_\_\_.
- 3 live in the countryside because \_\_\_\_\_.
- 4 walk to school because \_\_\_\_\_.
- 5 cycle to school because \_\_\_\_\_.



After you read

1 Remember the story. Number the pictures in order. Then match the pictures to the events (a-d).



- a Abiola suggested a new way to do a treasure hunt with his classmates.
- b The children worked together to make a chain with the paper strips.
- c The children played the game together and found a box of paper strips.
- d On his first day at school, Abiola felt nervous about meeting the other children.

1

2 Read the story on Pupil's Book pages 58–59 again. Write T (True) or F (False).

- 1 Abiola left his country because his mother wanted to be part of a new community. F
- 2 Abiola didn't enjoy his first days at school. \_\_\_\_\_
- 3 Everyone in the class was happy when Carla found the treasure. \_\_\_\_\_
- 4 The other children wanted to know more about 'ubuntu'. \_\_\_\_\_

3 **Critical thinking** Answer the questions.

- 1 In Abiola's game, everyone laughed and had fun. Why?  
 \_\_\_\_\_
- 2 What do you think is good about the idea of 'ubuntu'?  
 \_\_\_\_\_

Word work: Collocations (adjective + preposition)

Some adjectives and prepositions often go together.

at: good at, terrible at      of: proud of, afraid of  
 to: similar to                  about: worried about

Find and write the prepositions in the story which go with these adjectives.

- 1 excited \_\_\_\_\_
- 2 different \_\_\_\_\_
- 3 interested \_\_\_\_\_

4 Cover the Word work box and complete the sentences.

- 1 I'm interested in 'ubuntu'.
- 2 He looks different \_\_\_\_\_ his brother.
- 3 I'm excited \_\_\_\_\_ going to the party.
- 4 She's very good \_\_\_\_\_ chess.
- 5 I'm afraid \_\_\_\_\_ talking to new people.
- 6 My language is similar \_\_\_\_\_ yours.





### 1 Look and complete the definitions with the correct adjective.



- 1 When there are too many people, the place is crowded.
- 2 When there are lots of factories and traffic, the air is \_\_\_\_\_.
- 3 When there's too much noise, the place is \_\_\_\_\_.
- 4 When something is a bit strange or different, it's \_\_\_\_\_.
- 5 When there isn't any noise, it's \_\_\_\_\_.
- 6 When there isn't a lot of traffic, it's \_\_\_\_\_ for pedestrians.

### 2 Complete the text with adjectives from Activity 1.

Many roads in Tokyo are full of cars and they are very <sup>1</sup> noisy. The cars create a lot of dirty air, so many parts of Tokyo are very <sup>2</sup> \_\_\_\_\_. There are lots of pedestrians, so it takes a long time to get to school because the pavement is too <sup>3</sup> \_\_\_\_\_. But I live in an <sup>4</sup> \_\_\_\_\_ area of Tokyo called Yanaka. It's different because there aren't many cars on the roads. It's very <sup>5</sup> \_\_\_\_\_, as I can't hear much traffic noise. I like the roads without cars because it feels <sup>6</sup> \_\_\_\_\_ to walk around and it's easy to get to school.



### 3 5.1 Exam practice Listen. For each question, choose the correct answer.

You will hear Ana talking to her friend Tom about her city, Pontevedra, in Spain.

- |   |  |
|---|--|
| <p><b>1</b> Ana thinks her city is ...</p> <ol style="list-style-type: none"> <li>a too noisy.</li> <li>b not unusual.</li> <li>c quieter than most Spanish cities.</li> </ol> <p><b>2</b> Before, the main problem was ...</p> <ol style="list-style-type: none"> <li>a too many cars.</li> <li>b too many people.</li> <li>c not enough schools.</li> </ol> | <p><b>3</b> The mayor decided that the city centre would have ...</p> <ol style="list-style-type: none"> <li>a cars once a month only.</li> <li>b no cars or public transport.</li> <li>c public transport but no cars.</li> </ol> <p><b>4</b> People like Pontevedra because ...</p> <ol style="list-style-type: none"> <li>a it doesn't rain much.</li> <li>b they like walking.</li> <li>c it's friendly and safe.</li> </ol> |
|---|--|



1 Read and complete using *is / isn't / are / aren't* with *too* or *enough*.

A: Look at this photo! When my parents were children, they could play in the street with their friends!

B: That looks great fun! We can't do that now. There are too many cars. The roads <sup>1</sup> are too polluted (polluted) and it <sup>2</sup> \_\_\_\_\_ (dangerous).

A: I know! The streets <sup>3</sup> \_\_\_\_\_ (safe) to play outside.

B: And in the past, everyone in the street knew each other. Now, people <sup>4</sup> \_\_\_\_\_ (busy) to chat. They don't have time to make friends.

A: It's a nice place to live but it <sup>5</sup> \_\_\_\_\_ (friendly). Maybe we should ask our parents if we can start a project to meet more neighbours?

B: That's a good idea!



2 Exam practice Read. For each question, choose the correct answer.

1 What does Steven say about litter in the UK?

- a Plastic bottles are a big problem.
- b People throw away 175 pieces of litter every day.
- c People buy two million plastic bottles every year.

2 Steven thinks the new refill scheme is good because ...

- a it's very popular.
- b everyone buys their own bottle.
- c you don't have to pay for the water.

3 What does Steven say about the special taps?

- a They're too difficult to use.
- b You can find them in places with lots of people.
- c They are usually too crowded.

**The problem of litter in cities** By Steven Taylor

One of the main problems in cities around the world is litter. In the UK, people drop more than two million pieces of litter every day and one of the most common items is plastic water bottles. In London, for example, every adult throws away about 175 bottles every year. Many of these become litter on our streets.

People are often too lazy to take their litter home or it's too far to walk to the nearest litter bin. Therefore, many places have increased the number of litter bins, so people have no reason to throw litter on the street.

There is also a new idea which is becoming popular in shops and cafés. The idea is you carry your own bottle with you and refill it during the day, so you don't throw it away at all. It's great because in these places you can come in and refill your bottle for free.

The project worked well, but many cities thought it wasn't successful enough and they needed to do more. So, in many cities, there are now special taps where you can refill your bottle for free. They are mostly in crowded places, like stations, so it's never too difficult to get a free drink and to keep our cities clean.



## After you read

- 1 Look at the text on Pupil's Book pages 62–63 again. Match the phrases to the definitions (1–6). Use the information in the text to help you.

My dictionary ✕

be responsible for
serving lunch
pick up litter
role models
your surroundings
make a mess

1 the things and area around you	_____
2 people who you admire and whose behaviour you try to copy	_____
3 make things dirty or untidy	_____
4 giving food and drink to other people	_____
5 have an obligation to do something as part of your job	_____
6 collect rubbish from the streets	_____

- 2 Read the article in the Pupil's Book again. Read and choose.

- 1 In Japan, it's usual for children to do some of / all of the cleaning at their school.
- 2 Children are responsible for cleaning two / three areas of the school, including their classroom.
- 3 Children also pick up litter from the streets / schools.
- 4 Children like cleaning because they like working alone / in groups.

- 3  Match what Japanese teachers say about cleaning. Which idea do you think is the most important? Why?

- |                            |   |
|----------------------------|---|
| 1 You clean in a group.    | a You study better.                     |
| 2 Your classroom is clean. | b You don't make so much mess.          |
| 3 You have to clean often. | c You learn to be a responsible person. |
| 4 You respect others.      | d You learn to help each other.         |

The most important idea is \_\_\_\_\_  
because \_\_\_\_\_.

- 4 **Critical thinking** What do you think? Write.

What else do you think pupils could do to help ...

- 1 in their classrooms?

\_\_\_\_\_

- 2 in their neighbourhood?

\_\_\_\_\_





1 Read and choose.

- 1 I don't **think** / **understand** that's fair!
- 2 Sorry, but I don't **think** / **agree**.
- 3 I know what you mean / **know**, but I don't agree.
- 4 Yes, I **mean** / **agree**.
- 5 I **sorry** / **think** that it's important to help.

2 **5.2** Pronunciation: Respond to opinions

Listen and repeat.

- 1 I agree.
- 2 I know what you mean, but I haven't really got time.
- 3 Sorry, but I don't agree.
- 4 Exactly!

3 Read and think. Which opinion do you agree with? Tick (✓).



- a Young people should have to do chores at home because it's important to help your parents.
- b Young people shouldn't have to do chores at home because it's more important to spend time on homework.

4 Complete the notes for your opinion in Activity 3.

My opinion: \_\_\_\_\_  
 First point: \_\_\_\_\_  
 \_\_\_\_\_  
 Second point: \_\_\_\_\_  
 \_\_\_\_\_  
 Third point: \_\_\_\_\_  
 \_\_\_\_\_

5 Look at the checklist and tick (✓).

Go back to Pupil's Book, p.64

Decide:


- which points to include.
- on the order of the points.

Be ready to:

- respond to opinions.
- show respect if you disagree.



## Plan

1 Think about situations you felt nervous about. Complete the charts. 

A mind map diagram for planning a story. The central node is "Situation". It is connected to four empty rounded rectangular boxes. Below "Situation" is another empty rounded rectangular box. To the left of "Situation" is a rounded rectangular box labeled "Feeling before?". It is connected to two empty rounded rectangular boxes. Below "Feeling before?" is another empty rounded rectangular box. To the right of "Situation" is a rounded rectangular box labeled "Who helped?". It is connected to two empty rounded rectangular boxes. Below "Who helped?" is another empty rounded rectangular box. To the right of "Who helped?" is a rounded rectangular box labeled "Feeling after?". It is connected to two empty rounded rectangular boxes. Below "Feeling after?" is another empty rounded rectangular box.


2 Choose one situation from Activity 1. Write notes for your short story. 

**Beginning**  
 What was the situation I felt nervous about and what did I say about it?  
 \_\_\_\_\_  
 How did I feel and who did I ask for help?  
 \_\_\_\_\_

**Middle**  
 What happened during the difficult situation and how did I feel?  
 \_\_\_\_\_  
 Which other people talked and what did they say?  
 \_\_\_\_\_

**End**  
 How did I feel at the end?  
 \_\_\_\_\_  
 What did I say to the person who helped me?  
 \_\_\_\_\_

## Write

3 Now write a draft of your short story in your notebook. Remember to use your notes from Activity 2. 





# Review

## 1 Read and choose.

- 1 It's a quiet road with not many cars but lots of **pedestrians** / **traffic jams**.
- 2 I walked over the bridge and down the **green space** / **steps** to the bus stop.
- 3 I prefer quiet places with lots of **wildlife** / **pollution**.
- 4 Don't throw that on the pavement – find a **canal boat** / **litter bin**!
- 5 This area is crowded with runners and **cycle paths** / **cyclists**.
- 6 There is too much **public transport** / **noise** in some areas because of all the cars.

## 2 Read and complete.

traffic jam   safe   public transport   ~~polluted~~   cycle paths   green space   quiet

Hello Fiona,

In my town, there are a lot of cars, so the streets are <sup>1</sup> **polluted** .

My mum suggested going to school by bus, but the <sup>2</sup> **public transport** here isn't good. In the mornings, it takes too long because there is one big

<sup>3</sup> **traffic jam** ! I can't go by bike either because there aren't enough

<sup>4</sup> **cycle paths** . I wanted to walk to school but it isn't <sup>5</sup> **safe**

to go alone. Then I heard about a scheme called a 'Walking Bus'. I love it! We walk with other children and there are at least two adults who walk with us. We try to walk along <sup>6</sup> **green space** roads without many cars and through as much <sup>7</sup> **quiet** as possible.

You should try it at your school – it's great!

Harri

## 3 Match the adjectives to the prepositions. Then choose three adjectives and write sentences about you.

- |              |         |
|--------------|---------|
| 1 excited    | a at    |
| 2 good       | b of    |
| 3 interested | c from  |
| 4 afraid     | d to    |
| 5 different  | e in    |
| 6 similar    | f about |

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Identifying related words helps you understand new words. What do you think these words mean?  
pollute   a crowd   safety  
excitement   unafraid



#### 4 Unscramble and write the sentences.

1 polluted / My city / is / too / .

*My city is too polluted.*

2 enough / aren't / The roads / for cyclists / safe / .

3 too / There / the shops / many / are / in / people / .

4 enough / on / space / There / the pavement / isn't / .

5 too / Buses in my town / crowded / are / .

#### 5 Read and complete with *is / are* and *too / too much / too many / not enough*.

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### Houses in Japan

When I visited my friend Akio in Japan, I was surprised by almost everything in his house!

I thought, 'Oh, there <sup>1</sup> aren't enough chairs and the table <sup>2</sup> \_\_\_\_\_

low!' But then Akio showed me that they sit on cushions on the floor.

The house was beautiful but I also thought, 'The house <sup>3</sup> \_\_\_\_\_ small! There

<sup>4</sup> \_\_\_\_\_ people and there

<sup>5</sup> \_\_\_\_\_ space for everyone.'

It was interesting to see how Akio's house was different from mine!



#### 6 Complete the sentences using the prompts below or your own ideas.

too   too much   too many   not enough   polluted   people   noise   homework

Things I like or don't like in ...

1 my house - \_\_\_\_\_

2 my town - \_\_\_\_\_

3 my school - \_\_\_\_\_

## Think about Unit 5

Read the unit objectives and the sentences below. Write.

### UNIT OBJECTIVES

- Talk about living in a city
- Describe places
- Read and write a short story
- Read an online article
- Give and respond to opinions

★ What I did best in this unit is ...

---

---

because ...

---

---

★ Something I did really well is ...

---

---

because...

---

---

👤: I want to get better at ...

---

---



by ...

- |  |  |
|--|--|
| <input type="radio"/> reading some blogs about living in a city.     | <input type="radio"/> practising the new vocabulary with a friend. |
| <input type="radio"/> writing new sentences with the grammar.        | <input type="radio"/> writing my story again using my checklist.   |
| <input type="radio"/> listening to a podcast about living in a city. | <input type="radio"/> playing the digital games on my Pupil's App. |

My ideas:

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Go to the map on pp.4-5 and complete your unit pass.





**Exam tip: Reading and Writing, Part 3**

Read the title to get an idea of the theme of the text.

Read the text before you read the questions to get an overall idea of the topic.

Then read each question and underline the part of the text which answers the question.

**1** Look at the title. Which of the ideas do you think will be in the text? Read the text and check.

**Living above your own shop**

by Carolina Mendez, age 11

- |                                 |                          |   |                          |
|---------------------------------|--------------------------|---|--------------------------|
| 1 The type of shop it is        | <input type="checkbox"/> | 3 Good things about living above a shop | <input type="checkbox"/> |
| 2 How much money the shop makes | <input type="checkbox"/> | 4 Bad things about living above a shop  | <input type="checkbox"/> |

**2** Read the text again. For each question, choose the correct answer.

**Living above your own shop**

by Carolina Mendez, age 11

My friend Eva lives in a lovely flat with her parents and her sisters. It's big enough for her to have her own bedroom and there's a small garden at the back to play in. But those are not the only reasons that I like going there. The main reason is that she lives above her parents' shop – a small toy shop.

Sometimes, Eva and I are allowed to help in the shop. We can't actually take money from people, but we can answer their questions and show them how different toys and games work. If there aren't too many people in the shop, we can play with the toys ourselves.

Eva doesn't always feel positive about her flat though. Her parents are often too busy with the shop and they don't have enough time to spend with her. They are often in the shop at all times of the day and night, tidying up and doing other jobs. Sometimes, there's a lot of noise from the shop, especially when people are trying different games, and it's difficult for Eva to concentrate on her homework.

At weekends, I invite Eva round to my flat. I think it's very small and boring, but she likes it because it's quiet. Our flats are different but they're both interesting.

- What does Carolina like best about Eva's flat?
  - Eva has her own bedroom.
  - Eva's parents have a toy shop.
  - Eva has a garden that they can play in.
- How do Carolina and Eva help in the toy shop?
  - They help Eva's parents tidy up.
  - They help people pay for the toys.
  - They show people how to play the games.
- What does Eva think about her parents?
  - They spend too much time in the shop.
  - They don't let her help enough in the shop.
  - They give her all the easy jobs in the shop.
- Why is it too noisy sometimes?
  - Because Eva is doing her homework.
  - Because people in the shop are playing games.
  - Because Eva and Carolina are playing games.
- What does Eva think about Carolina's flat?
  - It's very quiet.
  - It's small and boring.
  - It's too different from hers.

**3** Check your answers with a friend. Were all the ideas in Activity 1 included in the text?

