



People walk in the rain in Shanghai, China.

# 6

## Where I'm from


### GOALS

- Interpret a bubble chart in an article
- Talk about moving to a new place
- Practice describing a neighborhood
- Listen for signposts in a story
- Manage group conversations
- Write a travel plan

### 1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What things in the photo would you also see where you live?
- 2 What wouldn't you see?

### WATCH

- 2  6.1 Watch the video. Answer the questions in pairs.

#### NATIONAL GEOGRAPHIC EXPLORERS



GENA STEFFENS



RUBÉN SALGADO ESCUDERO

- 1 Did Gena grow up in a small town or a large city?
  - 2 What does Rubén love doing in Madrid?
  - 3 What does Gena love near her apartment?
  - 4 What does Rubén love about Mexico City?
- 3 Make connections. Is your hometown more like Gena's or Rubén's? What do you like or dislike about where you live now?



## LESSON GOALS

- Understand an article about a temporary city
- Recognize synonyms
- Interpret a bubble chart

## READING

### 1 Work in pairs. Discuss the questions.

- 1 What's the biggest city you've ever visited or lived in?
- 2 What do cities need to provide for the people living there?

### 2 Read the article on page 73 quickly. Which of your ideas from Exercise 1 does it mention? Discuss in pairs.

### 3 Look at the Reading Skill box. Find synonyms in the article for the words in bold (1–4).

#### READING SKILL

#### Recognizing synonyms



A synonym is a word that has the same meaning as another word. Writers use them to avoid repeating the same words and to make their writing richer and more interesting. It's often possible to work out the meaning of unknown synonyms from the words around them.

For example, in these sentences, you can work out that *urban area* refers to the same idea as *city* and is therefore a synonym.

*Creating the **city** requires more than a year of planning. Like any **urban area**, the Prayagraj Mela has its own government...*

- 1 metropolis: \_\_\_\_\_
- 2 celebration: \_\_\_\_\_
- 3 gathering: \_\_\_\_\_
- 4 medical center: \_\_\_\_\_

### 4 Read the article again. Choose the correct answer (a or b).

- 1 How many people were in Kumbh Mela tent city on its most crowded day in 2019?  
a 120 million                      b 30 million
- 2 What is an important part of every Kumbh Mela festival?  
a dancing                              b washing yourself

### 3 What did two people make an announcement about?

- a lost people and things
- b warnings about traffic

### 4 What did the organizers provide in 2019?

- a free food
- b medical help

### 5 Which group of people was larger in 2019?

- a police officers
- b cleaners

### 5 Look at the Critical Thinking Skill box and the bubble chart on page 73. In pairs, answer the questions in the box.

#### CRITICAL THINKING SKILL

#### Interpreting bubble charts



A bubble chart is a simple way of comparing the size of numbers. Understanding what each bubble represents can help you understand the information more clearly. Ask:

- What information does it show? What do the numbers mean?
- What relationship does it show between the pieces of information?
- Why is a bubble chart a useful way to show this information?

### 6 Work in pairs. Look at the bubble chart again. What size bubble would represent the population of your city or town?

## SPEAKING

### 7 Work in groups. Discuss the questions.

- 1 What fact about Kumbh Mela is the most surprising to you?
- 2 Have you ever been to a large gathering such as a festival or a conference? What was it like?
- 3 What other large gatherings do you know about?

#### EXPLORE MORE!

Choose a country and search online to find out the population of three cities from that country. How big would the bubbles be if you added them to the bubble chart on page 73?

# The world's second largest city?

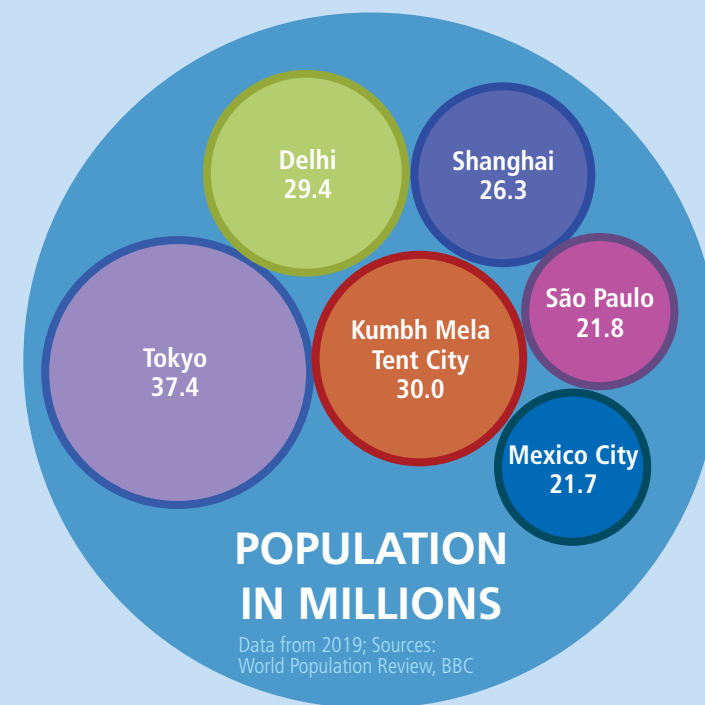
About 120 million people visited Kumbh Mela tent city over 49 days in 2019. There were 30 million there on the busiest day—not quite as many people as live in Tokyo, but more than every other city in the world. What makes this more amazing is that this <sup>1</sup>**metropolis** is temporary.

Every three years, a city of tents appears as part of the <sup>2</sup>**celebration** of Kumbh Mela at one of four places in India: Haridwar, Ujjain, Nashik, or Prayagraj. The festival is believed to be the largest single <sup>3</sup>**gathering** in the world. One of the main activities is washing in the water of India's great rivers: the Ganges, the Shipra, the Jamuna, or the Sarasvati, depending on the location of the meeting. There are also musical performances, dancing, and a great variety of food.

Throughout the day and night, announcements over the speaker system reveal the human drama of life in the tent city. "Whoever has taken my pants that were drying on my car," a voice says, "at least return the car keys from the pocket. You can keep the pants." And "It is Babu speaking. I have lost my wallet and brother. Please come here the moment you hear this."

Creating the city requires more than a year of planning. Like any urban area, the Prayagraj Mela has its own government, called the Prayagraj Mela Authority, set up in 2017. Here's what they provided in 2019:

- 122,000 toilets
- 20,000 trash cans
- 300 kilometers of roads
- 524 buses
- more than 4,200 luxury tents
- more than 1,500 rickshaws (small taxis)



People coming for short stays usually bring their own meals, but the authorities also supplied basic foods for purchase. In addition, they set up 160 stations to provide clean drinking water.

Like any big city, Kumbh Mela has a healthcare system. In 2019, this included a central <sup>4</sup>**medical center** with 100 beds as well as 10 smaller clinics. On busy days, a staff of 193 doctors and more than 1,500 other healthcare professionals treated 10,000 people.

Kumbh Mela also has a police department. In 2019, more than 30,000 police officers operated 40 police stations, directed traffic, and worked to keep people safe.

There were also 22,000 cleaners to keep the city clean.

Dr. Ashok Kumar Paliwal, head of the health and family welfare team at the festival's hospital, appears to feel that the word "city" may not be enough to describe Kumbh Mela. "It's an ambitious project," he says. "What we are creating here is a country."

# 6B I've been living in Mexico

## LESSON GOAL

- Understand people talking about living in different countries
- Practice using the present perfect continuous
- Practice understanding weak auxiliary verbs

### LISTENING AND GRAMMAR

1 Why do you think people might move to a different town or country? Discuss in pairs.

#### NATIONAL GEOGRAPHIC EXPLORERS

2 6.1 Listen to Rubén Salgado Escudero talking about moving to other countries. Answer the questions in pairs.

- 1 Where was he born? Where did he move to?
- 2 What are some things he learned there?
- 3 How often does he go home for a visit?

3 6.2 Now listen to Gena Steffens talking about moving to other countries. Answer the questions in pairs.

- 1 Where does she live now? When did she move there?
- 2 What does she love about moving to a new place?
- 3 What are some difficult things about moving to a new place?

4 Read the Grammar box. Change the example sentences to the present perfect. In pairs, say how this change affects the meaning.

#### GRAMMAR Present perfect continuous

Use the present perfect continuous (*have/has been* + *-ing* form):

- to talk about an action/event that began in the past and has continued or repeated until now and might still be happening.

*I've been traveling back to visit once a year.*

- to focus on the duration of an activity.

*I've been living in Mexico for more than three years now.*

- to focus on the action/situation in a recently completed action.

*I've been practicing and I've learned many new words and sayings.*

Go to page 145 for the Grammar reference.

5 Complete the sentences with the present perfect continuous form of the verbs.

- 1 I \_\_\_\_\_ (live) in this city for two years.
- 2 I \_\_\_\_\_ (learn) to cook.
- 3 I \_\_\_\_\_ (try) to move my things from my parents' house since I moved out, but there are still a lot of things left.
- 4 My family \_\_\_\_\_ (ask) me to visit them more often.
- 5 I \_\_\_\_\_ (make) many new friends since I moved here.

6 Look at the infographic on page 75. Circle the correct option. Sometimes both options are possible.

- 1 There *has been* / *has been being* an increase in the percentage of people living in cities since 1950.
- 2 More people *have chosen* / *have been choosing* to live in cities.
- 3 The majority of people living in Dubai *have moved* / *have been moving* there from abroad.
- 4 People from different countries *have migrated* / *have been migrating* to cities like Dubai and Sydney.

7 Work in pairs. What else can you say about the information presented in the infographic? Write three sentences describing what you see.

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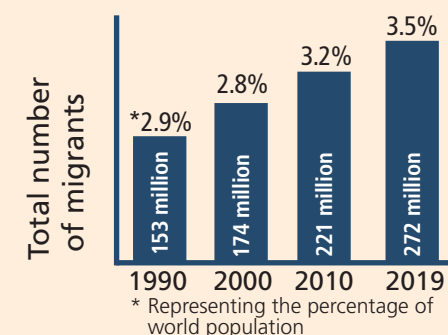
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8 Work in pairs. Use the phrases (1–4) to make present perfect or present perfect continuous sentences that are true for you.

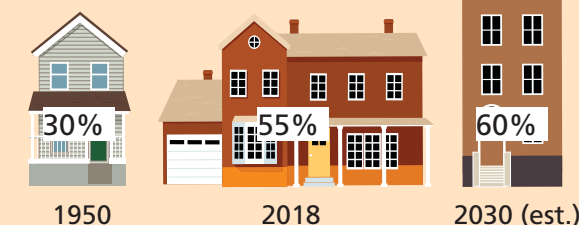
- 1 think about moving  
*I've been thinking about moving abroad.*
- 2 study English...since
- 3 consider learning a new language
- 4 live alone / with my parents / with friends...for

## MIGRATION

### International migration over the years

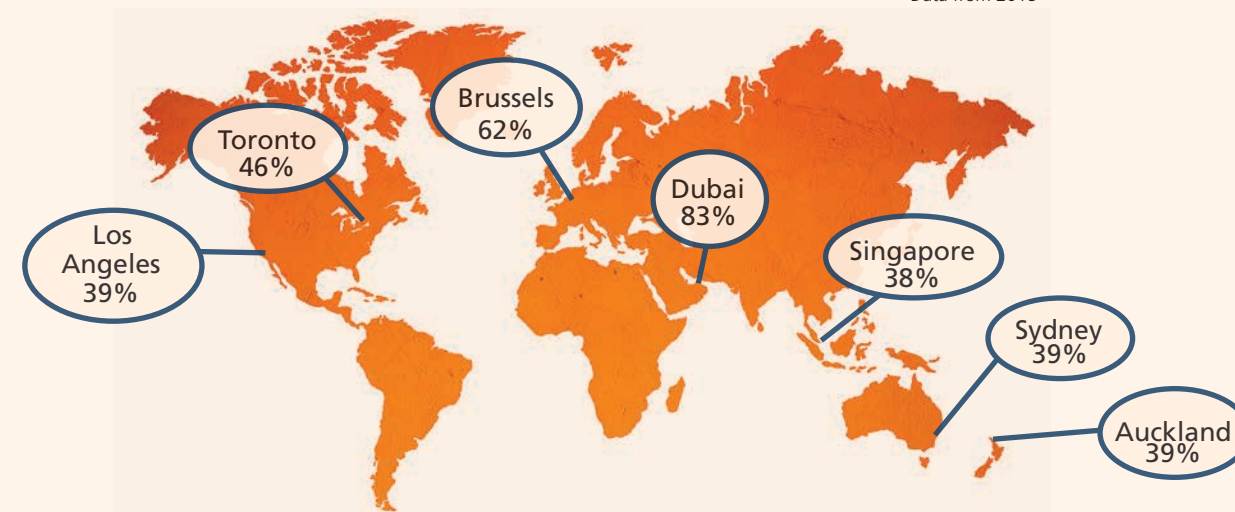


### Percentage of world population living in cities



### Cities with the highest percentages of foreign-born population

Data from 2015



### PRONUNCIATION

9 6.3 Look at the Clear Voice box and listen to the examples. Notice the weak forms of *have/has* and *been*.

#### CLEAR VOICE

##### Understanding weak auxiliary verbs

Some people often weaken auxiliary verbs, and it can be difficult to hear the present perfect continuous when words are weakened and shortened:

- *have* and *has* are often pronounced with a schwa, as / (h)əv/ and / (h)əz/.

- *been* is often shortened from /bi:n/ to /bɪn/.

*How long **have** you **been** living here?*

*She **has been** cooking spicy food for me.*

#### EXPLORE MORE!

How long have people been migrating to other countries? Find out more by searching online for "history of migration."

10 6.4 Work in pairs. How might these sentences be pronounced with weak forms? Listen to check.

- 1 It has been increasing every year.
- 2 People have been coming from different countries.
- 3 I have been learning the local language.
- 4 You have been thinking about this.

### SPEAKING

11 Work in small groups. Discuss the questions.

- 1 Do you prefer to live in a city or in the countryside? Why?
- 2 With more people working from home, will they be able to live anywhere? What are some advantages and disadvantages of that?



# 6C

## I lived in a suburb

### SPEAKING

- 1 Work in small groups. Talk about the area that you grew up in.
- Where did you live?
  - What kind of buildings were there?
  - What kind of places did you go to?

### VOCABULARY

- 2 6.5 Work in pairs. Complete the sentences with these words. Then listen to check.

chain stores	district	harbor
hostels	monument	neighborhood
office buildings	shopping mall	suburbs

- We like spending our weekends at the \_\_\_\_\_ because there are stores, restaurants, and a movie theater all under one roof.
- There are \_\_\_\_\_ downtown for backpackers and travelers who don't want to pay lots of money for a hotel.
- Many people who work in Tokyo don't live in central Tokyo. They live in the \_\_\_\_\_ —areas outside a city with lots of houses.
- When we travel, we often see the same \_\_\_\_\_ that are in our city selling the same clothes. It's a bit boring.
- The entertainment \_\_\_\_\_ is often quiet during the day, but it comes alive in the evening.
- There is a huge \_\_\_\_\_ in the city center to the first president of our country.
- I like walking to the \_\_\_\_\_ and watching the boats and ships there.
- The people in my \_\_\_\_\_ are very friendly.
- The \_\_\_\_\_ are very quiet at night because everyone goes home after work.

Go to page 137 for the Vocabulary reference.

### LESSON GOAL

- Describe different neighborhoods
- Listen for signposts in stories
- Describe movement
- Practice the sounds /l/ and /r/

### LISTENING

- 3 6.6 Listen to two people sharing childhood stories. Are these ideas from Leonora (L) or Yongsheng (Y)?
- \_\_\_\_\_ lived in a suburb.
  - \_\_\_\_\_ lived near a market.
  - \_\_\_\_\_ was walking to a friend's house.
  - \_\_\_\_\_ was on a bicycle.
  - \_\_\_\_\_ went across the road.
  - \_\_\_\_\_ climbed up a tree.
  - \_\_\_\_\_ thought he/she saw some lions.
  - \_\_\_\_\_ thought a cat was following him/her.
- 4 Look at the Listening Skill box. In pairs, think of other signposts you can use when telling a story.

#### LISTENING SKILL

##### Listening for signposts



When someone is telling a story, they might use certain words or phrases that can help you follow the story. For example:

*Once / There was once* → This is the beginning of my story.

*One day / One evening / The next day* → This helps you follow the order of what happened.

*Well, ...* → I'm going to begin a long turn, so listen carefully.

*Anyway, ...* → I'd like to stop talking about this and go back to what I was saying before.

- 5 6.6 Listen again. In pairs, match the signposts that Leonora and Yongsheng use (1–4) with the meanings (a–d).

- Well, I used to live in a...** \_\_\_\_\_
  - Anyway, I climbed up a tree.** \_\_\_\_\_
  - At that time, I didn't know this.** \_\_\_\_\_
  - So, there was this cute cat.** \_\_\_\_\_
- Let's stop talking about the other topic and get back to the story.
  - But of course, I know this now.
  - I just explained the cat.
  - Are you ready to hear this? Here we go...



Colorful houses in Cape Town, South Africa

### GRAMMAR AND PRONUNCIATION

- 6 Read the Grammar box. Then circle the correct option to complete the sentences below.

#### GRAMMAR Describing movement

Use a verb of movement + adverb to describe the way someone or something is moving.

*I climbed down really quietly.*

Use a verb of movement + preposition to describe the direction of movement.

*I jumped over the fence.*

*I went through a tunnel.*

Use a verb of movement + adverb + preposition to describe both the manner and the direction of movement.

*I walked very quickly toward my friend's house.*

Go to page 145 for the Grammar reference.

- Drive *slowly / gently* away from the train station *to / toward* the shopping mall and you'll see my house.
- To get to my school, walk *across / through* the market and then *cross over / along* the road.
- I often cycle *by / toward* a main road and there are lots of cars driving very *quickly / quietly*.
- There was no bridge, so we couldn't go *across to / away from* the other side.

#### EXPLORE MORE!

Sometimes, finding out about other people's childhood stories might remind you of your own interesting ones. Search online for "best childhood memories." Which of these remind you of your favorite memories?

- 7 6.7 Look at the Clear Voice box. Listen and repeat.

#### CLEAR VOICE

##### Saying /l/ and /r/



When making the /l/ sound, the end of the tongue rises to press against the roof of the mouth, just behind the teeth.

/l/ *actually, follow, along*

When making the /r/ sound, the end of the tongue is down and the mid/back part of the tongue rises.

/r/ *district, across, from*

- 8 Work in pairs. Take turns saying one of the two words (1–6). Work out which word your partner is saying.

- |                   |                |
|-------------------|----------------|
| 1 lane/rain       | 4 berry/belly  |
| 2 light/right     | 5 grass/glass  |
| 3 correct/collect | 6 arrive/alive |

### SPEAKING

- 9 Work in pairs. Think of a journey you used to take when you were a child. Describe the journey to your partner.

*I used to walk to my friend's house. I'd walk down my street and then go around the corner...*



# 6D

## Managing group conversations

### LESSON GOAL

- Talk about difficulties in group conversations
- Learn ways to manage group conversations
- Practice dealing with group conversations



People chatting in the streets of Ho Chi Minh City, Vietnam


### SPEAKING

- 1 Have you ever had a hard time following a group conversation? Why do you think this happened? What did you do? Discuss in pairs.
- 2 Work in pairs. Read the story about Natalia and answer questions 1–4.

Natalia has been meeting up with Killian every week to practice chatting in English. She finds it easy to understand Killian's English and really enjoys their conversations. She told him that she'd love to know more people she could speak English with. So one day, Killian introduced her to his friends. Natalia was very excited, but she soon started feeling lost during their conversations. When they were talking about the TV shows they watched and the snacks they ate when they were children, Natalia found it hard to follow what they were saying and believed it was because her grammar and her vocabulary weren't good enough. She became less confident about her English and was very quiet during these conversations.

- 1 Why did Natalia feel lost during the group conversations?
- 2 What did she think was the reason for this?
- 3 Why do you think Natalia was able to understand so much during her conversations with Killian but not during her conversations with his friends?
- 4 Have you ever lost confidence in your English like Natalia? What happened?

### MY VOICE

- 3  6.2 Watch the video about group conversations. Complete the notes.

Why group conversations can be difficult

- 1 Everyone is \_\_\_\_\_ about something you know \_\_\_\_\_ about.
- 2 There are more \_\_\_\_\_, more \_\_\_\_\_, and more people talking at the \_\_\_\_\_ time.
- 3 Everyone in the group is \_\_\_\_\_ in their own way.
- 4 It feels like there are more people \_\_\_\_\_ us.

- 4  6.2 Watch again. Circle true (T) or false (F).


- 1 If you spoke excellent English, you'd have no problems understanding group conversations. T F
- 2 It's easier to control the direction of a group conversation than a one-to-one conversation. T F
- 3 If you're unfamiliar with a topic, you should ask questions and help others notice that you don't understand what they're saying. T F
- 4 It can be easier to hide and say nothing in a group conversation than compete for the chance to speak. T F
- 5 The different communication styles and different relationships people have with each other can make group conversations hard to understand. T F

- 5 Look at the Communication Skill box. Which of the four issues in Exercise 3 can each of these tips solve? Discuss in pairs.


### COMMUNICATION SKILL

#### Managing group conversations

- Listen and watch. Learn the rules of the group.
- Ask questions when you don't understand. Help them notice that you're not following the conversation.
- Plan what you want to say and wait for the right moment. If you can't find the right moment, try to link what they're saying to what you want to talk about.
- Remember: Group conversations can be very difficult for many different reasons. If you can't follow the conversation, the issue might not be your language skills.

- 6  6.8 Work in pairs. Listen to Natalia describing four situations (A–D) that are making her feel uncomfortable. Answer the questions.

- 1 What's making these group conversations difficult for Natalia?
- 2 What advice could you give Natalia in each situation?

- 7  6.8 Work in pairs. Look at the Useful Language box and listen to situations A and B again. Which of these phrases could Natalia use in these situations?

### Useful Language Managing group conversations

**Showing you're not familiar with the topic**  
What's (*Blue's Clues*)? Sorry, I don't know what that is.

Can I get you to explain (smart technology) a bit more? I'm afraid I'm a bit lost.

Who's (*Tymon*) and what's their relationship to (*Hilmi*)? Are they friends of yours?

### Linking to a topic familiar to you

This reminds me of...

On the topic of (favorite childhood games), have you heard of (hopscotch)?

Earlier you were talking about (technology) and I just wanted to say that...

That's interesting. I've also heard that...

### Involving quieter members of the group

Was it the same for you?

What about you?

What do you think? Do you agree?

I really want to hear what (*Hilmi*) thinks about this.

### SPEAKING

- 8 **OWN IT!** Work in groups of four. Roleplay situations 1–3, taking turns to be "you." Use the Communication Skill and Useful Language to deal with the situations.

- 1 Everyone is talking about a popular place in town that they all know. You are the only person who doesn't know what they're talking about.
- 2 Everyone is talking about their favorite food. They're speaking quickly and there's a lot of interruption in the group. You really want to tell them about your favorite food.
- 3 Everyone is talking about the people in their family except one quiet member of your group. You notice this and try to include that person.



## You're coming to my hometown!

## LESSON GOAL

- Describe steps in a plan
- Put activities in time order
- Write a suggested travel plan

## SPEAKING

- 1 Work in pairs. If you had one day to spend in an unfamiliar city, how would you plan what to do? What are some advantages and disadvantages of these options (a–e)?
- look online for information about what to do
  - read a guidebook
  - ask your friends
  - ask someone in the travel industry
  - don't plan anything—I love an adventure

## READING FOR WRITING

- 2 Jana has asked her friend Manuel for help planning a one-day trip. Read his plan on the right. Would you like to do Manuel's one-day tour? Why or why not? What would you change? Discuss in pairs.
- 3 In pairs, look at these activities (a–e). Label them in the order that Manuel suggests (1–5).
- Go to the Roman Theatre
  - Go to a restaurant at the port
  - Go to a café on Calle Alcazabilla
  - Go to the Picasso museum
  - Go to Malagueta beach
- 4 Look at the Writing Skill box. How many signposts can you find in Manuel's suggested travel plan? Discuss in pairs.

## WRITING SKILL

## Describing steps in a plan



When writing a plan, it is important to clearly show the order of events.

By using signposts such as *to start*, *after that*, and *while*, you can make the order of the plan clearer to the reader.

Put each new point or new activity in a new paragraph so that the plan is easy to read.

## One-Day Tour in Málaga

To start your day, try to get downtown at about 9 a.m. for some churros (Spanish donuts) and a hot chocolate or a coffee.

After that, take a nice long walk around the streets of the old town. On the way there, you'll see street performers along Calle Marqués de Larios. There are many old buildings and monuments in the old town that you'll love. You have to see the Roman Theatre. It's the oldest historic monument in Málaga and has some great views, so you won't want to miss it.

At this point, you might be tired, so stop in one of the cafés on Calle Alcazabilla.

Málaga is a city rich with art and culture, so while you're there, you should go to at least one of the many museums. There's the Carmen Thyssen Museum, the Revello de Toro Museum, and many more. But the one I'd recommend is the Picasso Málaga Museum. It has 285 of Picasso's works, and I think you'll like it there.

Lunchtime is usually between 2 and 4 p.m. in Spain. For lunch, I would go to a *chiringuito* (a small bar selling tapas) on Malagueta beach for some sardines and fried fish. After lunch, enjoy the sunshine and take a nap on the beach or have a swim.

Later in the evening, you can have dinner at one of the many restaurants at the port. And then you can end the day enjoying a drink on one of the many roof terraces in Málaga and taking in the amazing night views.

There are so many things to do in Málaga, but if I had only a day, these are the things I would do. I hope you enjoy your trip, and do let me know what you think of Málaga!



People walking under an art installation in Calle Marqués de Larios, Málaga, Spain

- 5 Look at the Useful Language box. In pairs, answer questions 1–5.

## Useful Language Putting activities in time order

To start your day, (have churros in a café).  
 After that, (take a long walk...).  
 Then, (walk toward the Roman Theatre).  
 At this point, (you might be tired).  
 While you're there, (you have to go to...).  
 Next, (go to the Roman Theatre).  
 Later in the (evening), (you can have dinner...).  
 You can end the day (enjoying a drink).

Which of these phrases can you use...

- at the beginning of your suggested travel plan?
- to signal the next activity?
- to signal an activity you should do at the same time as another activity?
- to signal the time of the day to do an activity?
- to suggest the last activity in the plan?

## WRITING TASK

- 6 A friend has asked you to suggest a one-day tour of your town or city. Make notes for 1 and 2. You can write about where you live now or where you used to live.
- What places and activities would you like to suggest? Try to include at least four ideas.
  - Put the places and activities in order using signposting language from the Writing Skill box.
- 7 **WRITE** Using your notes from Exercise 6, write your suggested travel plan.
- 8 **CHECK** Use the checklist. Your travel plan...
- describes at least four places to visit.
  - includes signposting language to signal the first activity in the plan.
  - uses signposting language to clarify the order of the activities.
  - has a new paragraph for each activity.
  - clearly signals the last activity in the plan.
- 9 **REVIEW** Work in pairs. Read your partner's travel plan. Would you like to do these things? Does the order of the activities make sense? Is there anything you'd change?

Go to page 132 for the Reflect and review.