



People walk with umbrellas 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
- Practise describing a neighbourhood
- Listen for signposts in a story
- Manage group conversations
- Write a travel plan

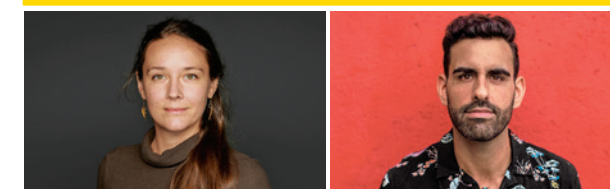
1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What things in the photo would you also see where you live?
- 2 Is there anything you'd never see where you live?

WATCH

2 6.1 Watch the video. Answer the questions.

NATIONAL GEOGRAPHIC EXPLORERS



GENA STEFFENS

RUBÉN SALGADO
ESCUDERO

- 1 What sort of place 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 that's near her apartment?
- 4 What does Rubén love about Mexico City?

3 Make connections. Discuss the questions.

- 1 Is your home town more like Gena's or Rubén's?
- 2 What do you love about the place you live in now?
- 3 Is there anything you don't like about the place you live in 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?

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 guess the meaning of unknown synonyms from the words around them.

For example, in these sentences, we can guess 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 and preparation. Like any **urban area**, the Prayagraj Mela has its own government ...*

- 1 metropolis – _____
- 2 celebration – _____
- 3 gathering – _____
- 4 medical centre – _____

4 Read the article again. Choose the correct answer (a–c).

- 1 How many people were in Kumbh Mela tent city on its most crowded day in 2019?
 - a 120 million
 - b 30 million
 - c more than the population of Tokyo
- 2 What is an important part of every Kumbh Mela festival?
 - a listening to music
 - b dancing
 - c cleaning yourself

3 What did two people make an announcement about?

- a lost people and things
- b the schedule of performances
- c warnings about traffic

4 What did the organizers provide in 2019?

- a free food
- b a tent for every visitor
- c medical help

5 Which group of people was the largest in 2019?

- a police officers
- b cleaners
- c healthcare professionals

5 Look at the Critical thinking skill box and the bubble chart on page 73. 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. How big would a bubble be representing the population of the city or town where you live?

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, either in your own city or country, or around the world?

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?

- 1 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 ¹**metropolis** is temporary.

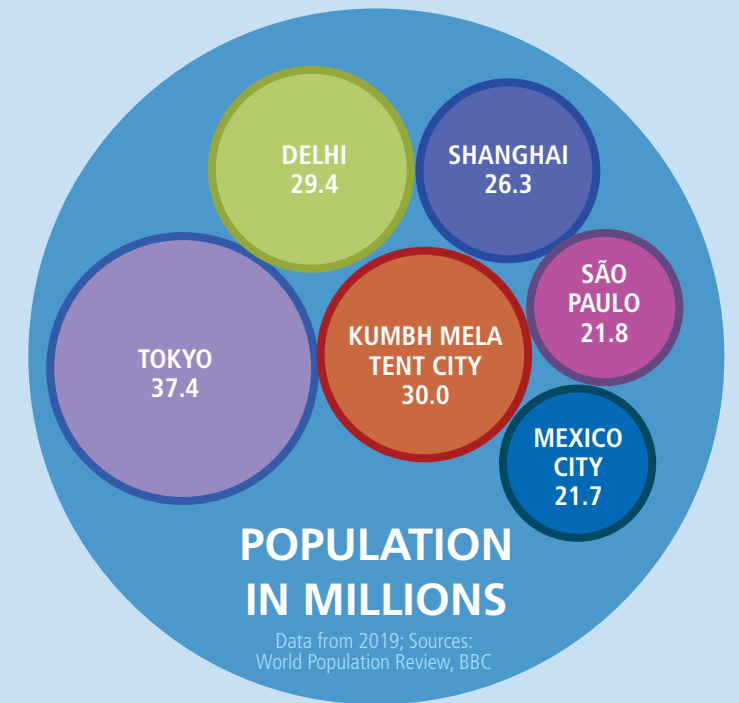
Every three years, a city of tents appears as part of the ²**celebration** of Kumbh Mela at one of four places in India: Haridwar, Ujjain, Nashik or Prayagraj. The festival is believed to be the largest single ³**gathering** in the world. One of the main activities is washing in the water of India's 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 to try.

- 15 Throughout the day and night, announcements over the speaker system reveal the human drama of life in the tent city. 'Whoever has taken my trousers, that were drying on my car,' a voice says, 'at least return the car keys from the pocket. You can keep the trousers.' And ²⁰'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 and preparation. Like any urban area, the Prayagraj Mela has its own government – the Prayagraj Mela Authority – ²⁵set up in 2017 to make sure that people's basic needs are met. Here's what they provided in 2019:

- 122,000 toilets
- 20,000 rubbish bins
- 300 kilometres 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 supplied basic foods that visitors could buy at 160 'fair price' shops. Five temporary buildings in the city held more than 7,300 ³⁵tonnes of flour – that's more than the weight of 1,800 elephants! 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 **medical centre** with ⁴⁰100 beds as well as ten smaller clinics. There were 86 ambulances, 9 river ambulances and 1 air ambulance. 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 ⁴⁵than 30,000 police officers operated 40 police stations, directed traffic and worked to keep people safe. They watched the crowds with 1,000 CCTV cameras and, if necessary, guided people away from areas that were becoming too crowded.

⁵⁰And there were cleaners – 22,000 of them – to keep the city tidy.

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 ⁵⁵Kumbh Mela. 'It's an ambitious project,' he says, searching for a bigger word than 'city'. '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
- Practise using the present perfect continuous
- Practise understanding weak auxiliary verbs

LISTENING AND GRAMMAR

1 Work in pairs. Discuss the questions.

- 1 Do you know anyone who doesn't live in the town/city they were born in? Where were they born? Where do they live now?
- 2 Why do you think people might move to a different town/city?

NATIONAL GEOGRAPHIC EXPLORERS

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

- 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 countries. Answer the questions.

- 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 simple. 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 started in the past and has continued or repeated until now and might still be happening.

I've been travelling 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 practising 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 of the verbs.

- 1 I _____ (live) in this city for two years and I think I'll probably carry on living here for at least five more years.
- 2 I _____ (learn) to cook now that I don't have my parents cooking for me.
- 3 I _____ (try) to move my things from my parents' house since I moved out, but there are still lots of my things in their house.
- 4 My family _____ (ask) me to visit them more often.
- 5 I _____ (make) many new friends since I've moved here.

6 Look at the infographic on page 75. Choose the correct option or tick (✓) where both 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. In 2018, more than half of the world's population were living 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.

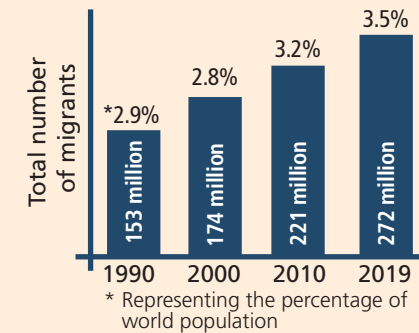
7 Work in pairs. What else can you say about the information presented in the infographic? Write three sentences describing what you see.

8 Use the words (1–4) to make sentences that are true for you. Use the present perfect continuous or present perfect simple.

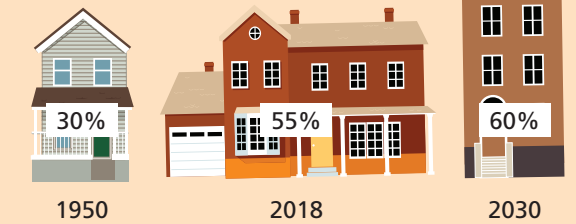
- 1 think about moving
I've been thinking about moving to a different country since I graduated.
- 2 study English ... since
- 3 consider learning a new language
- 4 live alone / with my parents / with friends ... for

MIGRATION

International migration over the years

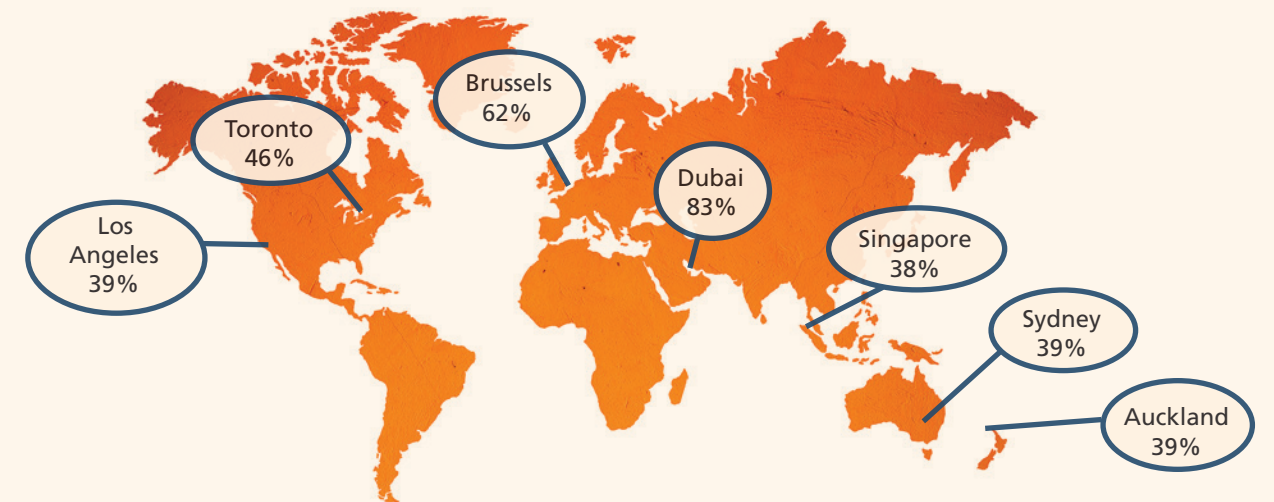


Percentage of world population living in cities



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 /ə/ and /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 now, will they be able to live wherever they want? What are some advantages and disadvantages of that?

6C

I lived in a suburb

LESSON GOAL


- Describe different neighbourhoods
- Listen for signposts in stories
- Describe movement
- Practise the sounds /l/ and /r/

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 harbour hostels
monument neighbourhood office blocks
shopping mall stalls suburbs

- 1 We like spending our weekends at the _____ because there are shops, restaurants and a cinema all under one roof.
- 2 There are _____ in the city centre for backpackers and travellers who don't want to pay lots of money for a hotel.
- 3 Many people who work in Tokyo don't live in central Tokyo. They live in the _____ – areas outside a city with lots of houses for people to live in.
- 4 When we travel, we often see the same _____ that are in our city selling the same clothes – it's a bit boring.
- 5 The entertainment _____ is often quiet during the day, but it comes alive in the evening.
- 6 There's a farmers' market in the town square every Saturday and you can buy fresh fruit from the market _____ there.
- 7 There is a huge _____ in the city centre to the first president of our country.
- 8 I like walking to the _____ and watching the boats and ships there.
- 9 The people in my _____ are very friendly.
- 10 The _____ are very quiet at night because everyone goes home after work.

Go to page 137 for the Vocabulary reference.

LISTENING

3  6.6 Listen to Leonora and Yongsheng sharing childhood stories. Are these sentences a part of Leonora's story (L) or Yongsheng's story (Y)?

- 1 He/She lived in a suburb.
- 2 He/She lived near a market.
- 3 He/She was walking to his/her friend's house.
- 4 He/She was on his/her bicycle.
- 5 He/She went across the road.
- 6 He/She climbed up a tree.
- 7 He/She thought he/she saw some wild animals.
- 8 He/She thought an animal 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 start of my story.

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

Well, ... → I'm going to start 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 (1–5) with the meanings (a–e).

- 1 **It's a funny story, actually.**
 - 2 **Well, I used to live in a ...**
 - 3 **Anyway, I climbed up a tree.**
 - 4 **At that time, I didn't know this.**
 - 5 **So, there was this cute cat.**
- a Let's stop talking about the other topic and get back to the story.
 - b But of course, I know this now.
 - c I've just explained about the cat.
 - d Are you ready to hear this? Here we go ...
 - e I'd like to tell you this story and I'd like you to be interested in it.



Colourful houses in Cape Town, South Africa.

GRAMMAR AND PRONUNCIATION

6 Read the Grammar box and the paragraph below. Underline the descriptions of movement.

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 towards my friend's house.

Go to page 145 for the Grammar reference.

Once, I was walking along the main road when I thought I saw my schoolfriend in front of me. I ran towards her, waved excitedly at her and then gave her a big hug. But it wasn't my friend at all! I turned around quickly and walked away from the confused girl. I was so embarrassed, but my friend thought it was very funny when I told her about it.


7 Choose the correct option to complete the sentences.

- 1 Drive *slowly / gently* away from the train station *to / towards* the shopping mall and you'll see my house.
- 2 To get to my school, walk *across / through* the market and then cross *over / along* the road.

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 favourite memories?

- 3 I often cycle *by / towards* a main road and there are lots of cars driving very *quickly / quietly*.
- 4 There was no bridge, so we couldn't go *across to / away from* the other side.

8  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

9 Work in pairs. Take turns to say one of the two words (1–6). Guess 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

10 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 ...

Managing group conversations

LESSON GOAL

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



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

SPEAKING

1 Work in pairs. Have you ever been in a group conversation where you felt like you couldn't follow the conversation? Answer the questions.


- 1 Who was in that conversation and what were they talking about?
- 2 Why do you think you felt like you couldn't follow the conversation?
- 3 What did you do when this happened?

2 Work in pairs. Read the story about Natalia and answer questions 1–4.

Natalia has been meeting up with Killian every week to practise 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 English friends. Natalia was very excited, but she soon started feeling lost during their conversations. When they were speaking about the television programmes 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 that 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. Are these sentences true (T) or false (F)?

- 1 If you spoke excellent English, you'd have no problems understanding group conversations.
- 2 It's easier to control the direction of a group conversation than a one-to-one conversation.
- 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.
- 4 It can be easier to hide and say nothing in a group conversation than compete for the chance to speak.
- 5 The different communication styles and different relationships people have with each other can make group conversations hard to understand.


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

COMMUNICATION SKILL Managing group conversations

- Listen and watch. Learn the rules of the group. 
- Ask questions when you don't understand. Help them to 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 Peter)? 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 (Tyron) 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 (favourite 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 favourite food. They're speaking quickly and there's a lot of interruption in the group. You really want to tell them about your favourite 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.

9 Work in small groups. Discuss the questions.

- 1 Which of these do you prefer when talking in your first language and why?
 - a one-to-one conversations
 - b talking in small groups
 - c talking in large groups
- 2 Do you feel the same when talking in English?
- 3 What have you learned in this lesson that might improve how you manage group conversations?

You're coming to my home town!

LESSON GOAL

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

SPEAKING

- 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–f)?
 - look online for information about what to do there
 - read a guidebook
 - ask friends who've been there on holiday
 - ask friends who've lived there
 - ask someone in the travel industry
 - not plan anything in advance – I love an adventure

READING FOR WRITING

- Read the travel plan on the right and answer the questions.
 - How long will Jana be in Málaga for?
 - Why doesn't Manuel take Jana to those places himself?
 - Is Manuel's one-day tour of Málaga a tour you might like to do? What would you enjoy? What would you do differently?
- In pairs, look at these activities (a–e). In what order does Manuel suggest Jana do them?
 - 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

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*, we 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.



Hi Jana,

I'm so pleased to hear that you're going to be in my home town! I haven't been living in Málaga for the last three years, but I'll try my best to suggest a one-day tour.

To start your day, try to get to the city centre at about 9 a.m. for some churros (Spanish doughnuts) 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 must 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 must 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. It's a pity I don't live there anymore or I'd love to show you around.

I hope you enjoy your trip and do let me know what you think of Málaga!

Take care,
Manuel



People walking along Calle Marqués de Larios, Málaga, Spain.

- 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 towards the Roman Theatre).
At this point, (you might be tired).
While you're there, (you must 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

- A friend has asked you to suggest a one-day tour of your town/city. Make notes for 1–2. You can write about the town/city you live in or a town/city you used to live in.
 - What places and activities would you like to suggest? Try to include at least four ideas.
 - Then put the places and activities in order using signposting language from the Writing skill box.
- WRITE** Using your notes from Exercise 6, write your suggested travel plan.
- 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.
- 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.