UNIT 3

Neighborhoods

Warm-Up

A VOCABULARY | Means of transportation | Read and listen. Then listen again and repeat.



1 a car



2 a taxi



3 a train



4 a bus



5 a subway



6 a bicycle



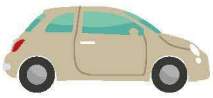
7 a motorcycle



8 a moped

B LISTENING COMPREHENSION | Listen. Circle the picture of the vehicle you hear.

1





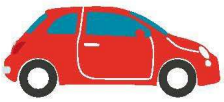
2





3





4





5





6





C PAIR WORK | Say one of the Vocabulary words. Your partner writes the word.

bicycle

bicycle

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D VOCABULARY | Places in the neighborhood | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 129
More places in the neighborhood



1 a bank



2 a restaurant



3 a pharmacy



4 a school



5 a gas station



6 a bus stop



7 a supermarket



8 a bookstore

E LISTENING COMPREHENSION | Listen. Write the place you hear.

1 a bus stop
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....

SPEAKING PAIR WORK | Tell your partner the names of places you know.

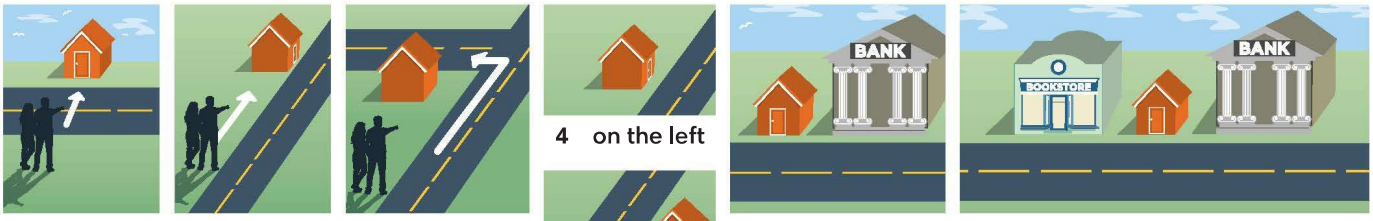
"The name of my school is Avon Avenue School."

the name of your school
the name of a restaurant in your neighborhood
the names of two banks
the name of a pharmacy

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1 COMMUNICATION GOAL — Ask about locations

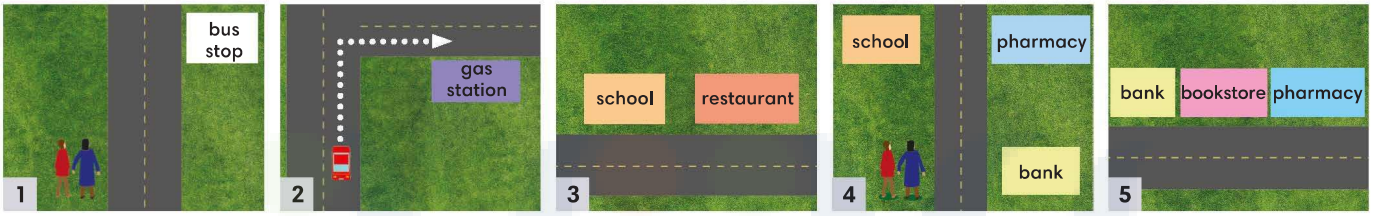
A VOCABULARY | Locations | Read and listen. Then listen again and repeat.



1 across the street
2 down the street
3 around the corner
4 on the left
5 on the right
6 next to the bank
7 between the bookstore and the bank

B PAIR WORK | Make statements about the location of the places.

"The bank is across the street."



C GRAMMAR | Be: Questions about location with Where / Subject pronoun it

Ask questions with Where for locations.
Where's the bookstore?

Use the subject pronoun it to replace the names of places.
It's down the street. (It = the bookstore)

Contractions
Where is → **Where's**
It is → **It's**



D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E PRONUNCIATION | Falling intonation for questions with Where | Read and listen. Then listen again and repeat.

1 Where's the bank?
2 Where's the school?
3 Where's the bus stop?
4 Where is it?

F INTEGRATED PRACTICE | Read the sentences. Write questions and answers, using Where and It's.

1 The restaurant is down the street.
A: Where's the restaurant ?
B: It's down the street .

2 The Harvey School is across the street.
A: ..... ?
B: ..... .

3 The gas station is around the corner.
A: ..... ?
B: ..... .

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4 The bank is next to the pharmacy.

A: ..... ?

B: ..... .

5 The supermarket is on the left.

A: ..... ?

B: ..... .

G PAIR WORK | Practice the conversations from Exercise F.

COMMUNICATION ACTIVATOR

Now let's ask about locations.

A CONVERSATION MODEL | Read and listen.

A: Excuse me. Where's the bus stop?

B: The bus stop? It's around the corner.

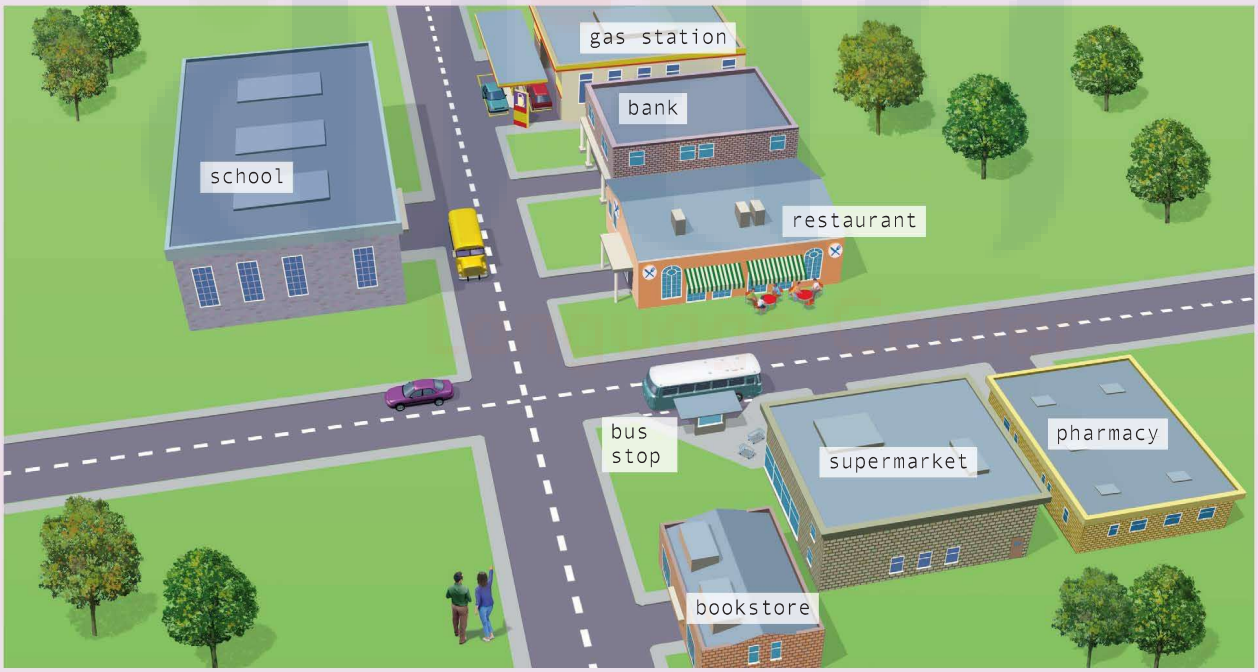
A: Thanks! And where's the restaurant?

B: It's down the street. On the right.

A: Thanks again!

B: You're welcome.

Social language
Repeat to confirm: "The bus stop?"



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use the places on the map. Then change roles.

A: Excuse me. Where's the ..... ?

B: The ..... ? It's ..... .

A: Thanks! And where's ..... ?

B: It's . . .

KEEP TALKING!
Ask about the location of other places.

RECYCLE THIS LANGUAGE
And the bank?
It's right over there.
On the right?
That's right.
Bye!

D CHANGE PARTNERS | Ask about other locations.

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2 COMMUNICATION GOAL — Suggest how to get places

A VOCABULARY | Ways to get places: Verbs | Read and listen. Then listen again and repeat.



1 walk



2 drive



3 take a taxi



4 take the train / take the subway



5 take the bus

B LISTENING COMPREHENSION | Listen. Complete each question. Then listen again to check your answers.

1 Can I ..... to the .....?
2 Can I ..... to the .....?
3 Can I ..... to the .....?
4 Can I ..... to the .....?

C COACH GRAMMAR | The imperative

Use imperatives to give instructions.

Affirmative imperatives	Negative imperatives
Drive [to the pharmacy].	**Don't walk**.
Take a taxi [to the restaurant].	**Don't take** a taxi.

Don't = Do not



D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E LISTENING COMPREHENSION | Listen to six instructions. Write the number next to the correct instruction. Listen again if necessary.

..... Take the bus.
....1.... Don't drive.
..... Don't walk.
..... Take the train.
..... Don't take the subway.
..... Don't take the bus.
..... Walk.
..... Drive.
..... Take a taxi.
..... Don't take a taxi.
..... Take the subway.

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F ACTIVATE GRAMMAR AND VOCABULARY | Give instructions with negative and affirmative imperatives. Begin each sentence with a capital letter. End with a period.

1 **A:** Can I take the train to the bookstore?
B: Don't take the train. Take a taxi.

2 **A:** Can I drive to the supermarket?
B: .....

3 **A:** Can I walk to the pharmacy?
B: .....

4 **A:** Can I take a taxi to the bank?
B: .....



G PAIR WORK | Practice the conversations from Exercise F.

COMMUNICATION ACTIVATOR

Now let's suggest how to get places.



A CONVERSATION MODEL | Read and listen.

A: Can I walk to the bookstore?
B: The bookstore? Sure.
A: And what about the supermarket?
B: The supermarket? No. Don't walk. Take a taxi.
A: OK. Thanks!

Social language
Ask for additional information with "And what about ___ ?"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use the places below and the Vocabulary from page 34. Then change roles.

A: Can I ..... to the ..... ?
B: The ..... ? Sure.
A: And what about the ..... ?
B: The ..... ? No. Don't ....
A: OK. Thanks!



KEEP TALKING!

Ask about locations.
Where's the [bookstore]?
Is the [supermarket] on the right?

Describe locations.
It's [down the street / around the corner].

Watch the video for ideas!

D CHANGE PARTNERS | Ask about more places.

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3 COMMUNICATION GOAL Talk about means of transportation

A GRAMMAR | By + a means of transportation

Use by + a means of transportation to express your means of transportation to a place.
by bus by car by taxi



Be careful!
Don't use the or a / an with a by phrase.
by subway NOT by ~~the~~ subway

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete each conversation. Use by and the means of transportation in the picture.

1 **A:** How do you go to the bank?
B: By bicycle.



2 **A:** How do you go to the pharmacy?
B: ..... .



3 **A:** How do you go to the restaurant?
B: Me? ..... . And you?
A: ..... .





4 **A:** How do you go to the supermarket? By bicycle or by bus?
B: ..... .



5 **A:** How do you go to the gas station?
B: The gas station?
..... !



D PAIR WORK | Practice the conversations from Exercise C.

E VOCABULARY | Routine destinations | Read and listen. Then listen again and repeat.

How do you ___ ?



1 go to work



2 go home



3 go to school

Be careful!
Don't use the or a / an with routine destinations.
go to work NOT go to ~~the~~ work

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F LISTENING COMPREHENSION | Listen. Use a by phrase to write the means of transportation. Then check (✓) the column for work, home, or school. Then listen again to check your answers.

Means of transportation			
1 by car		✓	
2			
3			
4			
5			
6			

COMMUNICATION ACTIVATOR

Now let's talk about means of transportation.



A CONVERSATION MODEL | Read and listen.

A: Hey, Cara! How's it going?
B: Fine, thanks. And you?
A: Pretty good. Cara, how do you go to school?
B: By subway. What about you?
A: Me? I walk.

Social language
Respond positively to "How are you?" with:
- Fine.
- Pretty good.
- Great.
- Not bad.
- OK.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Ask about work, school, and home. Then change roles.

A: Hey, ... ! How's it going?
B: ..... , thanks. And you?
A: .... , how do you go ..... ?
B: By ..... . What about you?
A: Me? I walk.

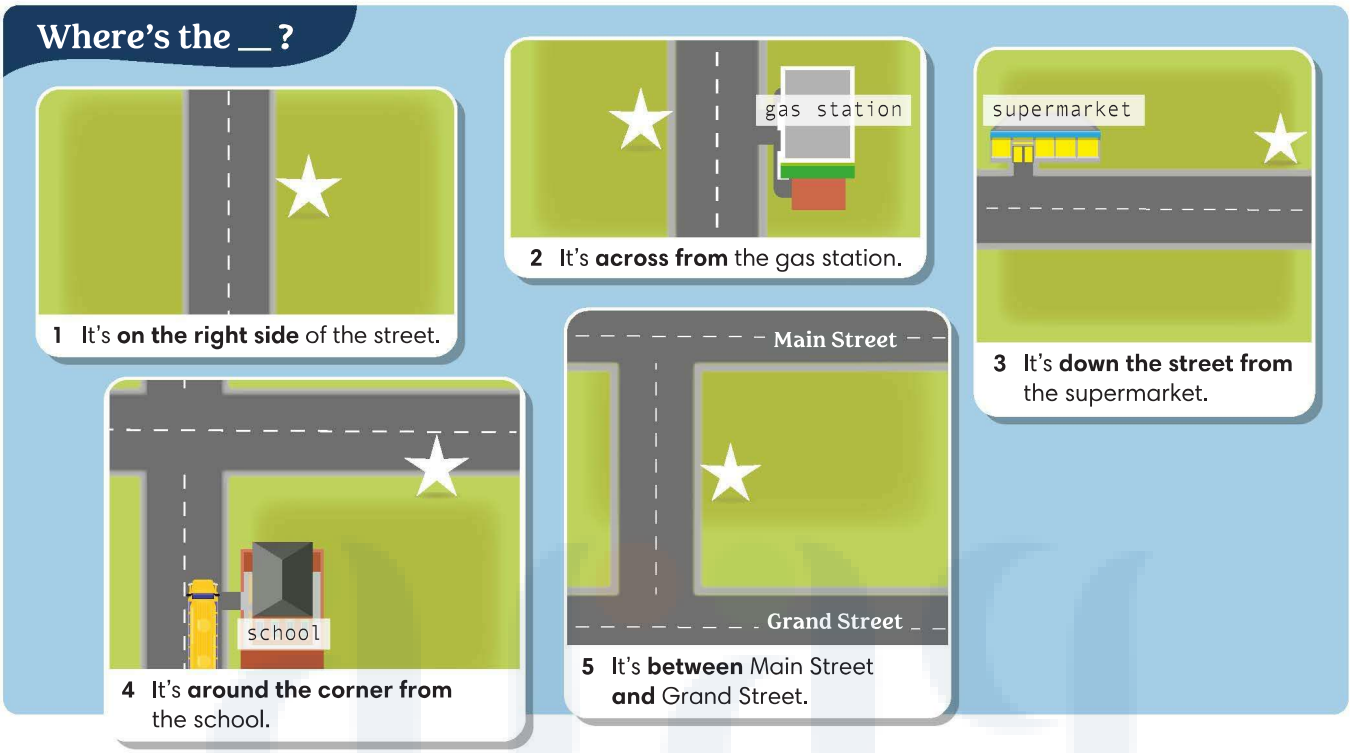
KEEP TALKING! ●●●
Ask about means of transportation to other places.

D CHANGE PARTNERS | Personalize the conversation again.

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4 COMMUNICATION GOAL Describe a neighborhood

A VOCABULARY | More locations | Read and listen. Then listen again and repeat.



B READING | Read the email message about a neighborhood. Who is Matt?

My new neighborhood!

From Emily

To Marisol

Hey, Marisol!

How's it going? Danny and I are fine! Here's a photo of our new home in our new neighborhood. It's great! The bus stop's right around the corner, so I can take the bus to the supermarket or the pharmacy. And Danny's bookstore is right down the street, so he can walk home from work.

In the morning, I take the bus to work—or I go by car with Matt. Matt's our neighbor from across the street. We're both teachers at the same school. Oh! And my bank's right next to the school. Not bad, right?

Thanks again for the pictures, Marisol! You look great! What about you? How's work? Write!

xo Your friend, Emily



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C PAIR WORK | Ask and answer the questions about the reading.

1 Is Emily a student or a teacher?
2 Is Danny a student?
3 Is Matt Emily's teacher?
4 Is Danny Matt's colleague?
5 Where's the bus stop?
6 Where's Emily's bank?
7 Where's the bookstore?
8 (Write a question about Emily for your partner.)
..... ?

D LISTENING COMPREHENSION | Listen to Ken and Linda describe their neighborhoods and their relationships. Complete each statement. Then listen again to check your answers.

About Ken



1 Ken Tunney is a(n) ..... at a bookstore.
2 Ken and his ..... go to work by ..... .
3 Emile is a(n) ..... at a French ..... .
4 Emile and Ken are neighbors, and they are ..... , too.
5 Ken's ..... is ..... from the restaurant.

About Linda



6 Linda's ..... name is Sellers.
7 Linda and Michael are ..... at a school.
8 Linda and Michael go to the school by ..... .
9 Emile is Michael's ..... .
10 Linda and her ..... go home by ..... .

COMMUNICATION ACTIVATOR

Now let's describe a neighborhood.

A TALKING POINTS | Make a map of the places near your school. Write the names of the places.

B GROUP WORK | With your classmates, take turns describing the locations of the places on the map.

WRITING Write sentences about your neighborhood. Describe the locations of the places. Begin each sentence with a capital letter and end with a period.

The bus stop is across from the pharmacy. It's . . .

GUIDED WRITING p. 135

FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

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Interactive Cool Down

1 DESIGN A NEIGHBORHOOD

First, take the survey. Check the places that are important in a perfect neighborhood. Compare surveys with a partner.

SURVEY Your perfect neighborhood

- ☐ gas stations
- ☐ supermarkets
- ☐ pharmacies
- ☐ banks
- ☐ bookstores
- ☐ restaurants
- ☐ other_____
- ☐ bus stops
- ☐ schools

Use your survey to design your perfect neighborhood. Draw the places on your map. Then point to places and describe your neighborhood. Ask questions about your partner's neighborhood.

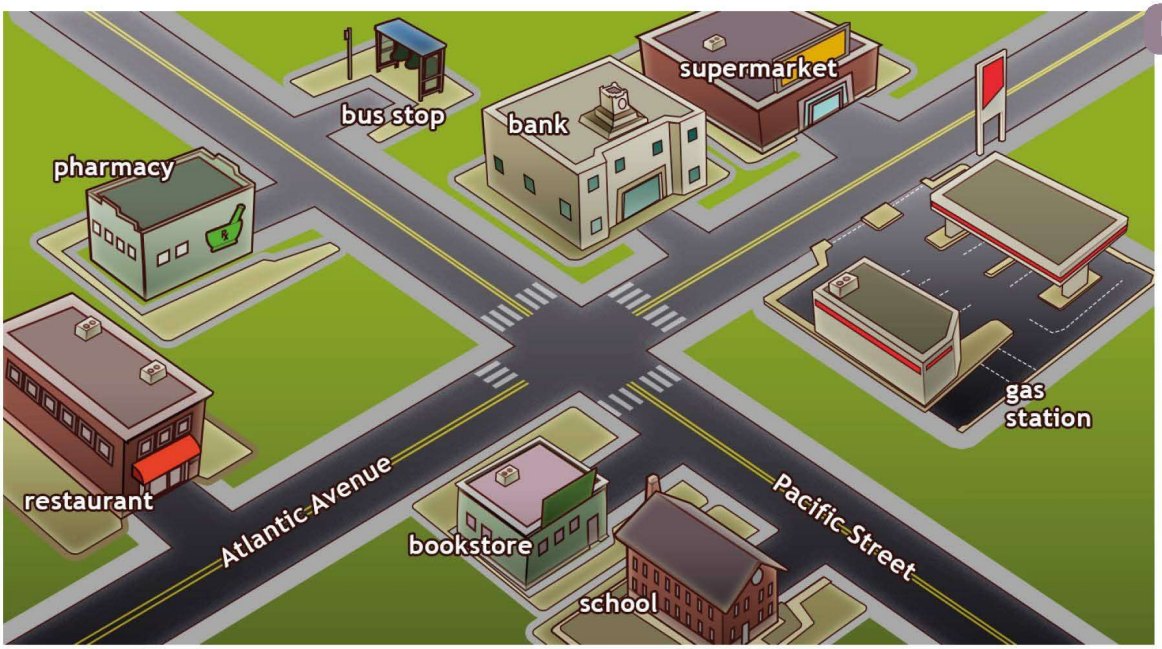
> "The restaurant is here. It's across the street from the bank."

IDEAS

- across the street
- down the street
- around the corner
- on the left
- on the right
- next to the [bank]
- between the [pharmacy] and the [gas station]
- on the right side of the street
- on the left side of the street
- across from the [bookstore]
- down the street from the [restaurant]
- around the corner from the [bus stop]
- between [Tenth Street] and [Elton Street]

2 ARE YOU AT THE BANK?

Play a guessing game. Take turns. Describe where you are. Your partner points to the place on the map.



I'm across the street from the gas station.

Are you at the supermarket?

No. I'm not.

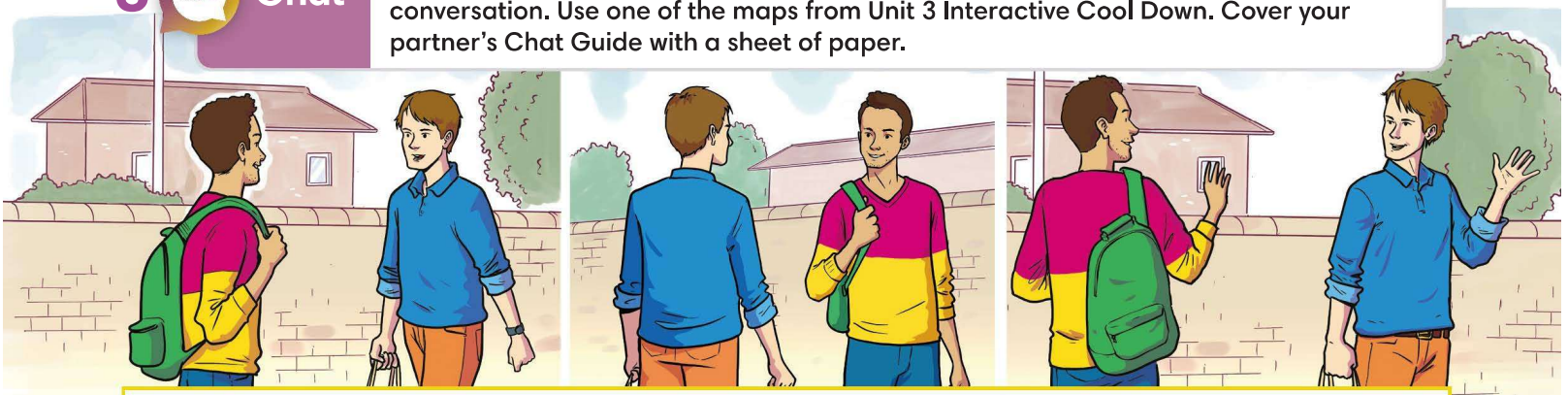
Are you at the bank?

Yes, I am!

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3 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use one of the maps from Unit 3 Interactive Cool Down. Cover your partner's Chat Guide with a sheet of paper.



Josh: Hey, Paul! How's it going?
Paul: I'm fine, thanks. And you?
Josh: Pretty good. Paul, can I walk to the pharmacy?
Paul: Sure! It's around the corner and down the street.
Josh: On the right or on the left?
Paul: On the left. Across the street from the supermarket.
Josh: And where's the bus stop?
Paul: The bus stop? It's across from the supermarket too. Next to the pharmacy.
Josh: Oh, and what about the bank?
Paul: The bank? It's down the street, on the right.
Josh: Thanks for the directions, Paul.
Paul: Anytime!
Josh: Oh. One more question: How do you go to school?
Paul: Me? I go by bicycle. And what about you?
Josh: I walk.
Paul: Bye! See you later, Josh.
Josh: Take care.

Partner A's Chat Guide

A Hey, ___ ! How's it going?
B
A Pretty good. ___ , can I walk to the ___ ?
B
A On the right or on the left?
B
A And where's the ___ ?
B
A Oh, and what about the ___ ?
B
A Thanks for the directions, ___ .
B
A Oh. One more question: How do you go to ___ ?
B
A I ___ .
B
A ___ .

Partner B's Chat Guide

A
B I'm fine, thanks. And you?
A
B Sure! It's ___ .
A
B On the ___ . ___ .
A
B The ___ ? It's ___ .
A
B The ___ ? It's ___ .
A
B Anytime!
A
B Me? I ___ . And what about you?
A
B Bye! See you later, ___ .
A

Language Center

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask about locations.
- ☐ Suggest how to get places.
- ☐ Talk about means of transportation.
- ☐ Describe a neighborhood.

For more practice . . . Unit Review, p. 143 / Practi-Chant, p. 159
Connect TV / Test-Taking Skills Booster

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