

# 9 HOUSES

## SPEAKING

**Aim**  
to set the scene and introduce the theme with a photo; to get students talking about houses and facilities

- Start by telling the class that in this unit they're going to be learning how to describe flats, houses and areas, and to compare places.
  - Ask students to look at the photo on pages 78–79. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
  - Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
  - In feedback, ask different pairs to tell the class what they discussed. Encourage them to give different advantages and disadvantages of the place in the photo.
  - Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

### Possible answers

The photo was taken in a cold northern country. The architecture suggests a Scandinavian country.  
Good: beautiful landscape, warm and cosy house, great for winter sports, great if you want isolation  
Bad: cold, isolated, dark in the winter, no facilities, danger of being cut off

## Culture notes

The photo actually shows an isolated house in Iceland during the winter. In the sky, the aurora borealis (or northern lights) are putting on a show.

**Optional extra activity 1** Organise students into groups of four, and give them two minutes to think of as many adjectives as they can to describe the house, the landscape and how they feel about them. Ask one person from each group to come to the board and write their four most interesting words on the board. Once you have a set of words on the board, ask the class to discuss them.

**Optional extra activity 2** Find and show other comparable photos of houses (e.g. a nomad's tent in a desert, a hut in an African landscape, a house on stilts by a lake). Show them (either as flashcards or on electronic media in your classroom) and ask students to think about how to describe them. Then organise the class

into groups to compare the different houses and their locations and to say where they would most like to live.

## Teacher development: using photos

*Outcomes* uses motivating and dramatic photos to create interest and set the theme. When preparing a lesson, think about and research other photos which may be more relevant or stimulating for your class. You could use them instead of the photo in the book, or you could get students to compare them to the photo in the book.

## HOME SWEET HOME

Student's Book pages 80–81

### Communicative outcomes

In this two-page spread, students will practise describing homes and explaining how big something is; they will listen to people discussing a friend's new apartment.

**Preparation:** Bring in pictures of different houses for students to describe.

## VOCABULARY Describing homes

### Aim

to introduce and practise words to describe houses and apartments

- Ask students to look at the photo. Ask: *What sort of house is it? Where is it? What parts or features of a house can you see?* Elicit as much information as you can from students, and find out what they already know. Be prepared to correct words, or the pronunciation of words, that students come up with.
  - Organise the class into pairs to label the picture. Let them compare their answers with another pair. In feedback, elicit answers, and drill the words for pronunciation.

### Answers

- roof terrace
- wood floor
- attic
- balcony
- basement
- swimming pool
- back garden
- gas central heating
- tiled floor
- patio
- garage
- open fire

## Background language notes for teachers

A *patio* is a flat area outside a house, covered with stone or brick, where people can sit.

A *roof terrace* = an area on a roof that is used for people to sit or as a garden

An *attic* = the space under the roof of a house where things are stored. If used as a room, it is called an *attic room*. If it is only a small space, it is called a *loft*.

The *basement* is the space below the ground floor. In older houses, this is often called the *cellar*, and was once used primarily for storing food.

Note the pronunciation: *garage* /'gærɑ:ʒ/ or /'gærɪdʒ/; *terrace* /'terəs/.

- Ask students to discuss the questions in groups of four or five. In feedback, elicit any interesting ideas from students, and use the opportunity to correct any errors or point out any interesting pieces of language students used or tried to use.

**Optional extra activity** Show photos of other houses and ask students to say which of the features in Exercise 1 they can see in the photos.

- Ask students to match the sentences with the comments. Elicit the follow-up comment for sentence 1 to get students started. Let students compare their answers in pairs. In feedback, check that students understand all the words in bold.

### Answers

- h* (*bright* = with lots of light)
- b* (*compact* = small but in a good way)
- e* (*central* = near the centre of town / city)
- j* (*convenient* = near to things you need / easy to do)
- a* (*spacious* = big, with lots of space)
- c* (*affordable* = not too expensive)
- d* (*shared apartment* = an apartment you share with people that are not your family. Usually each person has a bedroom, and shares other rooms such as a kitchen, bathroom or sitting room.)
- g* (*newly built* = new, no-one has lived in it yet)
- f* (*cramped* = too small for the number of people / things in it)
- i* (*run-down*: if a building or area is run-down, it is in bad condition)

## Background pronunciation notes

Point out the strong stress in *convenient*, *affordable* and *apartment*, and the pronunciation of *spacious* /'speɪʃəs/ and *cramped* /kræmpt/.

- Organise the class into pairs to practise describing their own houses with the words in Exercise 3. Monitor and note how well students understand and use the words.

- Use the feedback stage to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

**Optional extra activity** Set up the task in Exercise 4 by describing your own house in a live listening. Ask students to listen and remember as much information as they can. Then, in pairs, ask students to recall as much as they can of your talk.

## LISTENING

## Aim

to give students practice in listening for specific information; to listen for chunks; to provide a model for the conversation practice at the end of the lesson

5 ●41 Give students a moment to read through the questions. You could briefly revise the sort of words and expressions students would expect to hear in a description of an apartment.

- Play the recording. Students listen and note their answers. After playing the recording, ask students to work in pairs to compare answers.

## Answers

- 1 They wanted a bigger place because their kids are growing up.
- 2 It's spacious, with a big living room, separate rooms for the kids, a great kitchen, lovely wooden floors, huge windows (bright), a balcony and shared garden. Students may also say that it has 'potential' (could be improved and designed as they want). Note this will come up in the next task so don't worry if students miss it.
- 3 It's a bit run-down / needs work; it's not very central / far out / takes a long time to travel there.

## ●41

G = Gavin, L = Lynn

- G: Did I tell you I went round to see Nick and Carol the other day?  
 L: No, you didn't. How are they? I haven't seen them for ages.  
 G: Oh, they're fine. They said to say 'hello' to you. You know they've moved recently, don't you?  
 L: Oh really? No, I didn't, actually. The last time I heard from them they were still in that place near the centre.  
 G: Oh, OK. Well, yeah, they've moved; um... I think it was last month. To be honest, they seem much happier now.  
 L: Oh, that's good. So what's their new place like? Is it nice?  
 G: Yeah, it is. It's OK. It's quite a lot bigger than their old place. The front room is huge – it's about twice the size of this room – and the whole place is pretty spacious.  
 L: That must be nice for them now the kids are growing up.  
 G: I know. They said the old place was getting a bit cramped for them all. They wanted separate rooms for the kids. They didn't want them sharing forever! That's the main reason they moved out.  
 L: So what kind of place is it? I mean, is it a house or an apartment?  
 G: Oh, it's an apartment. It's on the third floor of an old block. It's a little bit run-down and they'll need to do quite a bit of work on it, but they've actually bought it, so they can do what they want to it.  
 L: Lucky them! All those weekends spent painting and decorating to look forward to!

- G: I know! I don't envy them! It has got real potential, though. It's got a great kitchen – it's a similar size to yours, maybe a bit bigger – and it's got these lovely old wooden floors throughout. And huge windows, so they get a lot of sunlight coming in, which is great. Then there's a little balcony where you can sit and eat in the summer, and a shared garden out the back where the kids can play, and everything.  
 L: Oh, it sounds lovely. I must go round and see them sometime soon.  
 G: Yeah, I'm sure they'd like that. The only problem is, though, it's not as central as their old place was. It's quite a lot further out, so it takes quite a long time to get there.  
 L: Oh, OK.

## Teacher development: previewing language before listening

Students sometimes find listening daunting because they are unprepared. Making sure students know who the speakers are and what they're talking about before they listen is important. One way of doing this is to set the situation then ask students what they expect the two speakers to say. Here, for example, students should expect to hear things like *It's really spacious / cramped; It's got a lovely view*, etc. By eliciting language students might hear, you get students to think of chunks of language they know and prepare them better for the listening.

- Alternatively, you could write two or three short phrases from the listening on the board, and ask students to give you two or three more that the speakers might say.

6 ●41 Ask students to work individually to write in any words they can remember. Then play the recording again. Students listen and note or check their answers. After playing the recording, ask students to work in pairs again to compare their answers. You could play and pause if students find it hard to hear words.

- In feedback, write the missing words up on the board, and check any meanings students aren't sure about.

## Answers

- 1 went round
- 2 for ages
- 3 to say
- 4 growing up
- 5 separate rooms
- 6 third floor
- 7 real potential (*It's got real potential* means that there are good opportunities to improve the place by redesigning or extending it)
- 8 sometime soon

7 Give students time to read through the questions and think about what to say. Ask them to discuss the questions in pairs or small groups of three or four. It is a good idea to mix students at this stage.

- In feedback, ask different groups to tell the class what they discussed. Once you have given feedback on content,

look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Ask students to say whether their classroom has 'potential'. If so, ask them to come up with ideas (in pairs) about how they would redesign and improve it.

## PRONUNCIATION

## Aim

to practise pronouncing the intrusive /j/ sound in connected speech

8 ●42 Play the recording. Students listen. You could show the sentences on the board or ask students to read them in the audio script if you want them to read the words as they listen. Then play the recording again. This time, students listen and repeat.

- Organise the class into pairs to practise saying the sentences. Monitor and correct errors of pronunciation.

## ●42

- 1 the other day
- 2 to be honest
- 3 the only problem is
- 4 in the attic
- 5 on the eighth floor
- 6 Where's the exit?

**Optional extra activity** Ask students to think of other phrases that insert a /j/ sound to join two vowel sounds. Or write these combinations on the board for students to practise saying: *pie and peas, sea and sand*.

## Background language notes

We insert /j/ after the following vowel sounds to ease the transition to a following vowel sound: /i:/, /ɪ/, /eɪ/, /aɪ/ and /ɔɪ/.

## DEVELOPING CONVERSATIONS

## Explaining how big a place is

## Aim

to introduce and practise using expressions to compare the size of places

9 Read through the information in the box as a class.

- Organise the class into pairs to correct the sentences. Elicit corrections to the first pair of sentences as an example. If you did not do the grammar on comparisons in Unit 6 and students have difficulty, you might want to look back at page 53 of the Student's Book, or in the Grammar reference on page 173.

## Answers

- 1 half the size of this room
- 2 the size of mine (or *my one* or *my kitchen*)
- 3 about the same size as yours
- 4 twice the size of yours (or *your one* or *your garden*)
- 5 a similar size to this room
- 6 a little bit longer (Students may ask about *a little bit*: it means there is a very small difference. *A bit longer / a little longer* are also obviously correct.)
- 7 from here to where that desk is

10 Give students time to prepare ideas individually. Monitor and help with ideas and vocabulary.

- Organise the class into groups of four or five to compare rooms in their home to their classroom. Monitor and note down examples of correct and good or incorrect and inappropriate language use.
- In feedback, ask different groups to briefly tell the class about what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity 1** Model the activity by comparing one or two rooms in your house to the classroom before students do Exercise 10.

**Optional extra activity 2** Bring in pictures of interesting rooms – a luxurious bedroom, huge living room, state of the art kitchen, etc. – and ask students to compare rooms in their house to these rooms.

## CONVERSATION PRACTICE

## Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity to bring together several parts of the lesson and for students to practise comparing places in a roleplay.

- Organise the class into pairs. Ask them to work together to prepare ideas first. You may wish to elicit a few examples from the class to get them started.

12 Once students have prepared ideas, tell them to roleplay their conversations. They can use the audio script on page 203 to help them with this, or you could write some key phrases on the board for them to start the conversation, e.g.

B: *How is she? I haven't seen her for ages.*

A: *She's just moved actually.*

B: *Oh really? Where to?*

- Monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students

better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Select different pairs to come up to the front of the class and act out their conversations. You could set gist tasks on the board for the rest of the class to encourage them to listen carefully.

17 Refer students to the video and activities on the DVD-ROM.

### Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

## HOUSING BUBBLE

### Student's Book pages 82–83

#### Communicative outcomes

In this two-page spread, students read and discuss a text about housing in the UK and China, and discuss social and economic changes that have affected housing.

### SPEAKING

#### Aim to talk about life changes

- 1 Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
  - In feedback, ask different pairs to tell the class what they discussed.
  - There are no fixed answers here, but below are a variety of facts and figures from the UK.

#### Culture notes

The average person expects to move out of their parents' house by the age of 22.

The average age of men when they get married is 30.8, women are 28.9.

The average age of a first-time house buyer in the UK is 35.

The average age of women giving birth is just under 30.

### READING

#### Aim to give students practice in reading for the general understanding of a text, and for specific information; to respond to information in a text

- 2 Start by asking students to look at the photo and the title of the article. Ask: *What do you think the article is about? What do you expect to find out?* Elicit a few ideas. Ask students to read the article quickly. You could set a five-minute time limit to make sure students read as quickly as they can. Let them compare their ideas in pairs before discussing as a class.

- This is a general task to get students reading and relating the ideas in the article to their own experience. You may want to get some ideas from the whole class. Answers will obviously vary. Don't worry if you don't know the situation in the students' countries, but listen to check if they have misunderstood any of the situations in the text. Also don't worry if their comments don't 'cover' all parts of the texts. Exercise 3 will further draw these points out.

- 3 Ask students to read through the rubric and the sentences carefully. Then tell them to read the article again and find answers. Let students compare their answers in pairs before discussing as a class.

#### Answers

- |        |         |
|--------|---------|
| 1 Both | 5 China |
| 2 UK   | 6 UK    |
| 3 UK   | 7 China |
| 4 UK   | 8 UK    |

- 4 Ask students to work in groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
  - In feedback, ask different pairs to tell the class what they discussed.
  - Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

### Teacher development: chairs and secretaries

When managing an extended discussion task of the type in Exercise 4, it is a good idea to make sure that students are clear about what 'role' they are expected to take in the discussion. Giving preparation time, setting time limits, and monitoring to make sure students are on task are all important. A further idea, however, is give students roles. So in Exercise 4, organise the class into groups of five, and tell each group to select a 'chair' and a 'secretary'. It is the role of the 'chair' to ask the questions and make sure that all the other students in the group contribute to the discussion. It is the role of the 'secretary' to listen to the discussion, ask questions about any points they don't understand, and make notes about what was said. In feedback, the 'secretary' summarises what was said in the discussion for the rest of the class.

### VOCABULARY Social issues

#### Aim to introduce and practise words and phrases to describe social issues

- 5 Read through the words in the box with the class and elicit the word or phrase that goes best in the first sentence. Ask students to work individually to complete the sentences. Let them compare their answers in pairs before discussing as a class.
  - In feedback, point out that some words are wrong because they require 'the' (for example, *crime rate* is wrong in 1 because it requires 'the').

#### Answers

- 1 immigration
- 2 cost of energy
- 3 divorce rate
- 4 climate change
- 5 house prices
- 6 crime rate

### Background language notes for teachers

Both *due to* and *because of* can be followed by a noun (*because of the crime rate*) or noun phrase (*due to the rising oil prices in the first half of the year*), but *because* is followed by a clause (*because there's an election next year*). All these structures are used to give reasons why something has happened.

- *Must / May have something to do with ...* is used to speculate about possible reasons for something.
- *Mainly* and *largely* are used here to say that something is the most important reason; *partly* is used to say that something is only a part of the reason and not the most important reason.

### GRAMMAR Present perfect simple and present perfect continuous

#### Aim to check students' understanding of how to use perfect forms to talk about changes or trends

- 6 Ask students to read through the example sentences and give you examples of how we form the present perfect simple and continuous.
  - Organise the class into pairs to discuss the questions.
  - Monitor and note how well students understand the use and meaning of the two forms. Tell students to concentrate on the areas they weren't sure about when checking their answers using the Grammar reference on page 176. Have a brief class feedback and discussion session and find out what students think. Deal with queries and ask for further examples.

#### Answers

- 1 for over a decade / over the last year
- 2 Yes
- 3 It's slow and continuous (emphasises the activity).
- 4 present perfect simple

### G Students complete Exercise 1 in the Grammar reference on page 177.

#### Answers to Exercise 1, Grammar reference

- 1 (both)
- 2 has grown (continuous form less likely with *dramatically*)
- 3 has introduced (probably not something that happened repeatedly or continuously)
- 4 (both, though *been leaving* may be more common)
- 5 has increased (by 6%, so it is a finished change)
- 6 have been improving (it is a slow change so we emphasise duration: *have improved* is not incorrect, but is less likely)
- 7 have moved (3 times – each is a finished event)
- 8 I've moved (more likely with *recently*, which suggests it is completed)



**Optional extra activity** If you don't have access to an IWB, you might want to write example sentences from Exercise 6 on the board. Use the examples to highlight form and use.

### Background language notes for teachers: present perfect simple and continuous

Students often have problems deciding when to use the present perfect simple or continuous. This is because they can be interchangeable. Note that the continuous aspect is used when there is an idea of duration and temporariness. Compare the two sentences below.

*Prices have been rising gradually over the last decade.* This has happened over a period of time, and is still ongoing.

*Prices have risen sharply since January.* This suggests a finished event with a result now.

**7** Ask students to write sentences from the prompts. Ask them to work individually first before comparing ideas with a partner, and working together to improve their sentences. Monitor students and note any errors they make which you can deal with in feedback at the end.

- While we generally favour the present perfect continuous with longer time frames or when the change is steady and gradual, the present perfect simple is also possible. In all cases below the tense is essentially interchangeable. Encourage students to use different verbs, but note that *fall*, *drop* and *go down* are interchangeable.

#### Possible answers

- 1 The crime rate has been falling gradually for 20 years.
- 2 Unemployment has risen dramatically over the last two years.
- 3 House prices have fallen dramatically in the last year.
- 4 The birth rate has been going down gradually over the last ten years.
- 5 The average wage has risen slightly over the last three years.
- 6 Petrol prices have gone up a lot in the last two months.

**G** For further practice, see Exercise 2 in the Grammar reference on page 177.

#### Answers to Exercise 2, Grammar reference

- 1 been
- 2 since
- 3 gradually
- 4 by
- 5 fallen, recent
- 6 have, in / over, last

## SPEAKING

### Aim

to discuss social and economic changes in a personalised fluency activity

**8** Start by eliciting one or two social changes to get students started. Then give them two or three minutes to think of their own ideas, and circulate to help with ideas and vocabulary.

- Organise the class into groups of four or five to discuss the changes. Set a time limit of five minutes.
- Monitor and note students' opinions, ideas and language use.
- In feedback, ask different pairs to share any interesting changes that you heard them talk about. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Web research activity** Ask students to find out more about house prices in their country: *Are prices going up or down? Which areas are most expensive and which are cheaper? How difficult is it for people to buy a house?* In a multicultural class, ask different students to present their findings in the next class.

## ROOM TO RENT

Student's Book pages 84–85

### Communicative outcomes

In this two-page spread, students will listen to people describing areas of a city and will describe their own cities; students will compare past and present situations and ask about rules in a house.

## SPEAKING

### Aim

to lead in to the topic of the reading and listening texts; to talk about Berlin

- 1** Organise the class into pairs and ask them to look at the photo and discuss what they know about Berlin.
  - Monitor and note students' opinions, ideas and interest.
  - In feedback, ask different pairs to share any interesting facts or opinions that you heard them talk about.

**Optional extra activity** Write *Berlin* on the board and ask students to shout out words or phrases, or facts or opinions that come to mind when they think of Berlin. Alternatively, ask students to think of facts and opinions in pairs the come up to the board and write them up. Build up a 'board map' of information about the city.

### Culture notes

Berlin /bɜːrlɪn/ is the capital of Germany, and its largest city. During the Cold War (1945 to 1990), it was split into two. East Berlin was the capital of East Germany and West Berlin was an enclave of West Germany. The Berlin Wall was built to stop East Germans fleeing to the west. Famous places in the city include the Brandenburg Gate, the Reichstag (parliament building), Charlottenburg Palace and the Fernsehturm (TV tower). The city hosted the 1936 Olympics and the 2006 World Cup Final.

- 2** Check students' understanding of *host families* by asking: *Have you ever stayed in a host family? What qualities are important in a host family?* Ask students to quickly skim the adverts and rank them.

- 3** Organise the class into groups of four or five. Ask them to discuss the order the host families should be ranked in. Set a time limit of three or four minutes.
  - In feedback, elicit the orders agreed on by various groups and discuss any differences. There are no fixed answers to this, students' opinions will vary according to what they consider important, but they should be able to reach a compromise.

**Optional extra activity** You could do this as a pyramid discussion. Put students in pairs to discuss the ranking order. Then put each pair with another pair to discuss again and come to an agreed ranking order. Then ask each group to present their order and agree on an order (which can be listed on the board) as a class.

## VOCABULARY Describing areas

### Aim

to introduce and practise words to describe areas of the city

**4** Read through the words in the box with the class and point out strong stresses in the longer words. Ask students to work individually to complete the sentences. Let them compare their answers in pairs before discussing as a class.

- In feedback, ask for examples from students or provide further examples to check meaning. Alternatively, you could use check questions to help students understand any words they aren't sure of.

#### Answers

- |                 |             |
|-----------------|-------------|
| 1 lively        | 5 isolated  |
| 2 rough         | 6 filthy    |
| 3 multicultural | 7 dead      |
| 4 smart         | 8 connected |

**Optional extra activity** You may wish to also check some other phrases used in the adverts in Exercise 2 at this stage. Ask students to look back at the text in pairs, underline three words they aren't sure of, and then work with another pair to explain them. Go round and help with any problems (see notes below).

### Background language notes for teachers

Note the strong stress on the following words: *multicultural*, *isolated*, *connected*.

You could also check the following words from the text in Exercise 2 (although these are words students have come across earlier in this course):

*half board* = bed and breakfast and evening meal but no lunch  
*spacious* = with lots of room  
*up-and-coming* = getting fashionable and more popular  
*compact* = small  
*with access to* = you are allowed to go into and use (e.g. a kitchen)

### Teacher development: using check questions to check vocabulary

One way of checking that students really understand these words is to ask *yes/no* questions. For example:  
*Rough*: Is it a violent area? (yes) Are there crimes there? (yes) Is the housing unattractive? (yes)  
*Isolated*: Is it near other houses and shops? (no)  
*Connected*: Are there lots of buses to the centre? (yes) Is it far from a station? (no)  
*Smart*: Is it an expensive area? (yes) Do rich people live there? (yes) Do people want to live there? (yes)  
*Dead*: Is there much to do there? (no) Are there many shops or restaurants? (no)  
*Multicultural*: Are there people from different countries there? (yes)  
*Filthy*: Is it clean? (no) Is there rubbish everywhere? (yes)  
*Lively*: Is there much to do there? (yes) Are there many shops or restaurants or clubs? (yes)

5 Start by eliciting or giving examples of areas. If your class are from the same place, you could just elicit five or six different areas from the class. If your class are from different places, elicit examples of richer and poorer areas, historical or modern areas.

- Organise the class into pairs to ask and answer about the places on their list. It is a good idea to model the activity first by asking a reliable student the question, and eliciting a response. Alternatively, you could use check questions to help students understand any words they aren't sure of.
- Monitor and note students' language use.
- In feedback, ask different pairs to share any interesting information they found out from their partner. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Model the activity before doing Exercise 5 by writing three areas from your home town on the board. Students ask you questions. You model the new vocabulary in your answers.

## LISTENING

### Aim

to give students practice in listening for general and specific understanding

6 43 Give students time to read the situations and the questions carefully.

- Play the recording. Students listen and note answers. Let them compare and discuss their answers in pairs.
- In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them decide.

### Answers

- Bright apartment (up and coming – *it was so much worse in the past* / friendly lady owner)
- The most likely answer is no. He leaves suddenly before he's seen everything, she's a bit strange (too friendly / jokey). The room is very small, he can't use the kitchen freely, and they disagree about music.

### 43

S = Shola, A = Anastasia

A: Are you Shola?

S: Yeah, Anastasia?

A: Yes. Nice to meet you.

S: You too.

A: You found the right stop then.

S: Yeah, yeah. It was all very easy. Is the flat near here then?

A: Yes, it's just down this side street. I just thought it was easier to meet here.

S: No, sure, it's very convenient to get around then. I didn't realise it was quite so central.

A: Of course. I guess that's why it's more popular than it used to be.

S: Right. What's happening there then?

A: I don't know. Maybe just an accident.

S: Really? Because I saw a burnt car on my way here – it seems a bit rough.

A: No. It's true it was a bit dangerous before, but the authorities did a lot and there's much less crime now. I mean of course there can be trouble now, but it was so much worse in the past.

S: The graffiti's kind of cool.

A: It is cool – and of course we have the park and the river.

S: Yeah?

A: You like running?

S: Not really.

A: Well, it's good for sunbathing then.

S: A bit chilly for that.

A: In the summer, though ... you can go naked!

S: Er ... OK.

A: So, here we are.

S: Nice building.

A: Much better now it's restored. It was falling down before my parents bought the place. It had ... I think you call them ... um, squatters? You see all this staircase? It's all been restored.

S: So your parents bought it? You mean the whole building?

A: Yeah, it was an investment a few years ago. Property prices have gone up a lot now.

S: Right.

A: So, we're on the top floor.

S: Wait, there's no lift?

A: No, it's not possible.

A: Almost there! OK, you're here!

S: Oh! I'm not as fit as I used to be! I guess you must be used to it, though.

A: Yeah, I'm much thinner than I was. I've lost 30 kilos!

S: Really?

A: No, I'm joking. But it keeps you fit. So come in. Here's the living room. We share.

S: OK. Nice. Oh, great view.

A: Yes. And this would be your room.

S: OK ... it's a bit smaller than I expected.

A: Really? I had another English man here who said it was 'cosy'!

S: That's one word. But not much space if I wanted a friend to visit. Can I have visitors?

A: I'm afraid not. I want you to myself. Ha, ha. I'm joking, of course. It is very small. I think with visitors, but I can recommend some places nearby.

S: OK ... Well, the kitchen's nice and big. Is it OK if I cook here whenever I like?

A: Sure – as long as I'm not preparing something.

S: Right – that might be awkward.

A: But there's a microwave. You can do microwave meals.

S: Hmm. Hey, nice speakers! You like music, yeah? Would you mind if I played my music in here?

A: Within reason. Obviously you can't play rap.

S: That's OK. I'm not really into ...

A: I'm joking! Of course I love rap!

S: OK ... well ... rap's OK. You know, I think I've seen enough.

A: I'll show you the toilet.

S: I have a couple of other places to see. So I'd better get going.

A: OK, well ring me when you've decided

S: Sure.

7 43 Give students time to read the sentences and try to recall answers in pairs. Play the recording again. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

- In feedback, elicit answers from the class.

### Answers

Only 3 and 5 are true:

- F (He is met at the stop, so he must have got the tram or bus.)
- F (*it's just down this side street*)
- T (*it was so much worse in the past*)
- F (*a bit chilly*)
- T (*it was falling down / it's all been restored*)
- (not mentioned)
- F (She suggests Shola makes microwave meals.)
- F (He starts saying 'I'm not really into ...')

## GRAMMAR Comparing now and the past

### Aim

to introduce and practise ways of comparing now and the past

8 Read through the information in the Grammar box as a class, and ask students to look at the sentences from the listening. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students understand the constructions. Tell students to concentrate on the questions they weren't sure about when checking their answers using the Grammar reference on page 177. Have a brief class feedback session and discussion and find out what students think. Deal with queries and ask for further examples.

### Answers

- a and b use nouns (fewer cars / less crime)  
c, d, e and f use adjectives (more popular / much thinner / much worse / not as fit as)
- fewer + countable nouns, less + uncountable nouns
- than before, than I was, than it used to be, in the past, as I used to be
- the situation now
- (see notes below)

Students complete Exercise 1 on page 177 of the Grammar reference.

### Answers to Exercise 1, Grammar reference

- It's far **more** multicultural than it was ten years ago.
- It wasn't **as** nice as the last time we went there.
- There aren't **as many** people living here as when I was a kid.
- There's less unemployment **than** there used to be.
- There are more restaurants than **there** were before.
- The area isn't as working class as **it** used to be.
- There isn't as **much** pollution round here since the government tightened the laws.
- There didn't use to be as many shops here as **there are** now.

## Background language notes for teachers

Students should be familiar with the rules for forming comparative adjectives, but you may need to prompt them to recall some or all of the following:

One-syllable adjectives: add *-er* (e.g. *longer, stronger*)

One-syllable adjectives that end consonant-vowel-consonant: double the consonant and add *-er* (e.g. *bigger, thinner*)

Two-syllable adjectives that end in *-y*: change *y* to *i* and add *-er* (e.g. *busier, crazier*)

Other two-syllable adjectives: may add *more* or *-er* (e.g. *more useful, narrower*)

Longer adjectives: add *more* (e.g. *more interesting*)

*Better, worse* and *farther* are common irregular comparatives.

We use *as ... as* to say that two things are the same.

We use *much* (as well as *a lot* and *far*) to make the comparison stronger.

9 Organise the class into small groups of three or four and ask them to take turns to ask and answer the questions. Tell students to concentrate on the questions they find most interesting.

- In feedback, ask students with interesting comments to share them with the class.
- Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Ask fast finishers to prepare their own *What's better and what's worse ...?* question. Discuss the question with the class in feedback and elicit some ideas.

For further practice, see Exercise 2 in the Grammar reference on page 177.

### Answers to Exercise 2, Grammar reference

- used to be
- were
- do
- did
- can
- is



## DEVELOPING CONVERSATIONS

## Asking about rules

## Aim

to introduce and practise phrases used to ask about rules

**10** Read through the information in the box as a class. Then ask students in pairs to match the questions with the replies. When students have finished, feed back on the answers, or use the recording in Exercise 11 to provide answers.

## Answers

1 d    2 c    3 a    4 f    5 b    6 e

## PRONUNCIATION

## Aim

to practise the linking between words in the phrases in Exercise 10

**11** **44** Play the recording. Ask students in feedback to say which words are linked.

- Play the recording again. Students listen and repeat. Make sure that students are attempting to pronounce the linking between words.

**44**

- A: Would it be OK if I have friends to visit?  
B: It depends how long for. It's fine if it's just a few days.
- A: Would you mind if I cooked for myself sometimes?  
B: Not at all – as long as you clean up after yourself.
- A: Do I have to be home before a certain time?  
B: No, not at all – as long as you're quiet if you're back late.
- A: Can I use the washing machine whenever I like?  
B: Within reason. Obviously, I don't want you washing clothes in the middle of the night.
- A: Would it be possible to move a table into my room?  
B: I'm afraid not, no. The two we have are needed downstairs.
- A: Is it OK if I play music in my room?  
B: Of course, within reason. Obviously, you shouldn't play it too loud.

## Background pronunciation notes

Notice the way that consonants at the end of words link with vowels at the start of other words: *would\_it*; *mind\_if*; *move\_a*; *is\_it*.

Notice the intrusive /j/ between sounds: *be\_/\_j/\_OK*; *OK\_/\_j/\_if*.

**12** Ask students to work in pairs. Tell them to practise the dialogues in Exercise 10, paying attention to the linking. Encourage students to try out the dialogues two or three times – practice makes perfect.

**13** In pairs, ask students to roleplay a phone call between a student and a host family, asking and answering about the points in the list. Monitor and note how your students use the forms to ask about rules and use language to compare. Note some good and some incorrect uses which you can write on the board for students to discuss in feedback.

- After they have finished, they should change roles and have a new conversation.

**Optional extra activity** This works well as a milling activity. Ask students to stand up, walk round, and talk to three or four other students.

## 10 GOING OUT

## SPEAKING

## Aim

to set the scene and introduce the theme with a photo; to get students talking about artists and performers and places to visit

**1** Start by telling the class that in this unit they're going to be learning how to talk about exhibitions, films and theatre, explain where places are, talk about nights out, and describe events and plans.

- Ask students to look at the photo on pages 86–87. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Encourage different opinions about the art in the picture.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

## Culture notes

The picture shows a mother and daughter contemplating modern art in the Smithsonian American Art Museum, Washington, District of Columbia.

**2** Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to talk about the different types of people and to think of examples.

- In feedback, ask different students to report to the class. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

**Optional extra activity** Ask students to choose one of the types of people and to brainstorm as many words as they can in one minute that could describe the person (e.g. a painter: *a brush, an easel, paint a picture, oils, colours, landscape, portrait, etc.*).

## WHAT'S ON?

## Student's Book pages 88–89

## Communicative outcomes

In this two-page spread, students will practise inviting friends out to a film, an exhibition or a play; they practise saying where things are when giving directions.

## VOCABULARY

## Exhibitions, films and theatre

## Aim

to introduce and practise words to describe exhibitions, films and theatre

**1** Ask students to discuss the groups of words in pairs. In feedback, elicit answers, and provide examples or use check questions to check the meaning of any words students aren't sure of. Drill words for pronunciation.

## Answers

- films (a *classic* = old, well-known, great; can also apply to books or music or genres, a *classic soul song*)
- kinds of theatre productions / plays (A *play* is usually at a theatre. A *drama* could apply to TV programmes too.)
- kinds of art (*Installations* are usually where the artist designs and places objects in a space or room, e.g. British artist Tracy Emin produced a famous installation of her unmade bed with articles around it and placed it in a gallery. In a *sculpture*, material is shaped in a 3-dimensional way. *Landscapes* are paintings or photos of the countryside or places. Sometimes, people also say *cityscape* or *seascape*.)
- aspects of a film (A *soundtrack* is the music or songs in the background of the film, sometimes sold as a separate CD. The *photography* is how the film looks. The *plot* is the story.)
- aspects of a theatre production (*Lighting* is not so often applied to films; *costumes* are what actors wear; *staging* describes the constructions on the stage.)

## Background pronunciation notes

Note the strong stress in the multi-syllable words: *documentary, historical, installation, special effects, photography*. Otherwise, the strong stress is on the first syllable in the words in Exercise 1.