

Map of resources**4A Vocabulary**

Student's Book, pages 42–43; Workbook, page 40
Photocopiable: 4A (Describing houses and homes)

4B Grammar

Student's Book, page 44; Workbook, page 41
Photocopiable: 4B (Comparison)

4C Listening

Student's Book, page 45; Workbook, page 42

4D Grammar

Student's Book, page 46; Workbook, page 43
Photocopiable: 4D (Imaginary situations)

4E Word Skills

Student's Book, page 47; Workbook, page 44

4F Reading

Student's Book, pages 48–49; Workbook, page 45

4G Speaking

Student's Book, page 50; Workbook, page 46
Photocopiable: Functional Language Practice (Phrases for gaining time)

4H Writing

Student's Book, page 51; Workbook, page 47

Culture 4

Student's Book, page 117
DVD and DVD worksheet: Unit 4

Classroom Presentation Tool Unit 4**End of unit**

Unit Review: Workbook, pages 48–49
Photocopiable: Grammar Review
Exam Skills Trainer 2: Workbook, pages 50–51
Progress Test and Short Tests: Unit 4

4A Vocabulary**Describing houses and homes****LESSON SUMMARY**

Vocabulary: Types of home; parts of a house and garden; describing houses and rooms

Listening: An estate agent shows someone round a house; teens describe their homes

Grammar: *some, any, much* and *many*

Speaking: Describing where you live

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 5 and set exercise 11 for homework.

LEAD-IN: 2–3 MINUTES

- Ask students to think about their favourite film or pop stars and to imagine what sort of homes they own. Give an example, e.g. *My favourite actor is Ryan Gosling. I imagine he has a beautiful apartment in New York with expensive antique furniture. I also think he has a house in the country. It's quite old-fashioned inside and it's big so he can have his friends round for dinner and parties.*
- In pairs, students discuss the imaginary homes of their favourite stars.
- Ask a few students to share their ideas with the class.

Exercise 1  2.02 **page 42**

- Go through the words together and check the meaning and pronunciation, particularly *bungalow* /'bʌŋɡələʊ/ (a house that is all on one level, without stairs), *thatched* /θætʃt/ (having a roof made of straw), *detached* /dɪ'tætʃt/ (not joined to any other house) and *terraced* /'terəst/ (forming part of a line of similar houses that are all joined together).
- Focus attention on the photos. In pairs, students describe them using words from exercise 1.
- Ask a few students to share their ideas with the class.

Transcript

See Student's Book, page 42.

Exercise 2 **page 42**

- Give students a minute to think about the pros and cons of living in the different homes in the photos.
- Students then discuss their preferences and the advantages and disadvantages of each type of home with a partner.
- Ask a few students to share their ideas with the class.

Exercise 3  2.03 **page 42**

- In pairs, students check the meanings of any unknown words in their dictionaries. They then put them into the two groups.
- Play the recording for students to check their answers.
- Play the recording again, pausing after each word so that students can repeat.

KEY

- a** attic, balcony, basement, cellar, conservatory, extension, hall, landing, porch, shutters, sliding doors, stairs
b drive, fence, flowerbed, garage, gate, hedge, lawn, path, patio, pond, swimming pool

Transcript

See Student's Book, page 42.

Exercise 4 page 42

- Give students two minutes to work in pairs and brainstorm as many more words as they can.
- Elicit answers.

KEY

(Possible answers)

parts of a house chimney, fireplace, gutter, loft, spare room, study, roof, roof terrace, utility room, veranda, windowsill
parts of a garden bicycle shed, garden wall, flower bed, gazebo, pergola, railings

Exercise 5 page 42

- Working individually, students find the odd one out in each group.
- Check answers as a class.

KEY

(Possible answers)

1 attic: It is at the top of the house; the cellar and basement are below the house. **2** bungalow: This has only a single storey. / mansion: This is larger and more impressive than a detached house or bungalow. **3** porch: The lawn and path are part of the garden. **4** detached house: It is not joined to another house. **5** gate: It is not a border; it's an entrance and it opens. **6** villa: It is not moveable. / houseboat: It is on the water. **7** patio: It does not contain water. **8** houseboat: It is a home on the water.

Extra activity: Fast finishers

Ask **fast finishers** to think of three more groups of words with an odd one out. They then swap them with a partner to guess.

Exercise 6 2.04 page 42

- Elicit the meaning of *estate agent* (a person whose job is to buy and sell houses and land for other people) and ask: *Has an estate agent ever shown you around a house? What character traits does an estate agent have?* Elicit some answers.
- Go through the instructions together.
- Play the recording for students to note the parts of a house mentioned.
- Check answers as a class. Then ask: *What is the woman's overall impression of the house? Is she likely to buy it?* Elicit ideas. (The woman does not sound enthusiastic about the house, and it seems unlikely that she will buy it.)

KEY

front gate, hall, living room, kitchen, back garden, (back) fence, main bedroom

Transcript

Estate agent So, this is the house ... As I say, it's conveniently located near to the shops. And there are lots of good restaurants and bars nearby.

Woman So it's quite noisy, then?

EA Lively, I'd say. We're in a very popular area of the town.

W The road's quite busy.

EA Well, yes, it can get busy. There are lots of buses that will take you right to the town centre. Here's one now, in fact!

W Oh, it's stopping right outside the front gate. There's a bus stop here!

EA Yes! What could be more convenient? Shall we go in? So this is the hall. And on the right is the living room. Cosy, isn't it?

W Hmm. It's certainly small, and a bit dark.

EA And through here is the kitchen.

W It's tiny.

EA It certainly isn't spacious, but I wouldn't say it's cramped. The cooker and fridge are new. And it looks out onto the back garden.

W Oh, yes. The owner isn't keen on gardening, then.

EA No, I suppose not!

W And the back fence is very dilapidated. It looks like it could fall down at any moment!

EA Yes, it might possibly need a bit of work ... Moving on upstairs ... This is the main bedroom. There's a charming view from the window.

W I can see right into the bus station.

EA Yes, er, I mean above that. You can see right across the town ... So, what do you think of the house?

W Hmm. I'm not sure.

EA It could be beautifully restored.

Exercise 7 page 43

- Students match nine of the words with their meanings.
- They then check the meanings of the other words in their dictionaries.
- Check answers as a class.

KEY

1 cramped **2** tiny **3** peaceful **4** remote
5 contemporary **6** conveniently located
7 dilapidated **8** spacious, substantial

Extra activity: Fast finishers

Write the following on the board:

A: *charming, cosy, impressive, popular*

B: *appealing, comfortable, delightful, grand, imposing, snug, sought-after, trendy*

Ask **fast finishers** to match each of the words in A with two of the words in B.

KEY

charming appealing, delightful
cosy comfortable, snug
impressive grand, imposing
popular sought-after, trendy

Exercise 8 2.04 page 43

- Go through the instructions together.
- Play the recording for students to complete the sentences. With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 conveniently located **2** popular area **3** Cosy
4 tiny; spacious; cramped **5** dilapidated
6 charming **7** beautifully restored

Transcript

See exercise 6.

Exercise 9 2.05 page 43

- Go through the instructions together.
- Play the recording for students to match four of the sentences with the speakers.
- Check answers as a class.

KEY

a 4 b 1 c – d 2 e 3

Transcript

- 1 I live in quite an unusual home. It's a houseboat on the river Thames. My mum and dad are quite arty and alternative and they decided a few years ago to sell their house in Oxford and buy a houseboat. A houseboat is also so much cheaper than a house. They managed to get one for £20,000, which is amazingly cheap. Mind you, it was in a pretty poor state and needed some work doing on it, but they managed to do that fairly cheaply too. When I tell people I live on a houseboat, they usually think it's far away, in the middle of the countryside. But in fact the boat is parked on the canal in Oxford. Unfortunately, there aren't any spaces to park it near the centre, but we're still in the city.
- 2 I live in a block of flats on the outskirts of Prague. The flat is quite spacious and has got three bedrooms, a dining room, living room, bathroom and toilet. What I like best about it is the balcony. You reach it through some glass sliding doors from the living room. We're on the eighth floor so we can see right across the city, which is fantastic. The block has a garden that we share with all the other residents, but it would be nice to have a garden of our own. Unfortunately, my parents don't earn much money, so we can't afford to move anywhere better.
- 3 We lived in Florence for many years in a flat, but we recently moved to the country. The flat was quite cramped compared to our new house, which is an old farmhouse. There aren't many people living nearby. Our nearest neighbour is a five-minute walk away, and it's a couple of kilometres to the nearest town. Although the countryside round here is lovely, the views aren't great from the house as it's surrounded by trees. But it's a very spacious house, beautifully restored by the previous owners – so it wasn't cheap. It has six bedrooms, so I don't have to share with my sister any more. All in all, it's not a bad place to live, but I miss the excitement of city life.
- 4 We live in a terraced house in Boston. We've been living here for about a month now. It's a lovely house, quite old. My parents bought it from an old lady who lived here for 40 years. During that time she didn't really modernise it. It's in good condition but the décor is very old-fashioned. My parents want to create a much more contemporary look and are going to spend quite a bit of money on it until they've got it how they want it. They also need to insulate the roof so we don't waste any energy. I think they're going to start in the next month or two.

Exercise 10 2.05 page 43

- Refer students back to the types of home in exercise 1.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.
- Check answers as a class.

KEY

Speaker 1: a houseboat; Speaker 2: a block of flats;
Speaker 3: an old farmhouse; Speaker 4: a terraced house

Transcript

See exercise 9.

Exercise 11 2.05 page 43

- Ask students to read the *Recycle!* box. Remind them that we tend to use *much* and *many* in negative sentences and questions, although in formal written English we sometimes use the words in affirmative sentences too.
- With a **weaker class**, ask what we can use instead of *much* and *many* in a positive sentence. (a lot of)
- Students read the sentences and choose the correct option.
- Check answers as a class.

KEY

1a some b any 2a some b much 3 many 4 any

Transcript

See exercise 9.

Exercise 12 page 43

- In pairs, students take turns to describe their homes to their partner using the phrases. They should try to include as many of the words in exercises 1, 3 and 7 as they can.
- Circulate and monitor, helping with vocabulary or grammar where necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a conversation about a home. I can describe homes using vocabulary for types of home, parts of a house and garden and adjectives for describing houses and rooms.*

4B Grammar

Comparison

LESSON SUMMARY

Reading: A dialogue comparing flats for rent

Grammar: Comparative and superlative forms

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and omit exercise 7.

LEAD-IN: 2–3 MINUTES

- Ask students: *Where do university students live when they leave home for the first time? What are their homes like?* Then describe the first home you had after leaving your parents' home, e.g. *It was an enormous, freezing Victorian house. The kitchen was old-fashioned, the roof leaked and we were miles from the city centre. But it was cheap.*
- In pairs, students discuss what they think is a typical university student's home.
- Ask a few students to share their ideas with the class.

Exercise 1 page 44

- Focus attention on the photo. In pairs, students discuss where the two women are and what they are doing there.
- Ask a few students to share their ideas with the class.

Exercise 2 page 44

- Students read the dialogue and check their answers in exercise 1.

KEY

(Possible answer)

The people are looking at property to rent. They are discussing which would be the best for them.

Extra activity

- Ask: *What do you think is the most important when choosing somewhere to live? Location, size or cost?*
- Have a class discussion.

Exercise 3 page 44

- Ask students to read the dialogue in exercise 2 and complete it.
- Check answers as a class.
- Briefly revise comparative and superlative forms by writing the following adjectives on the board and eliciting their comparative and superlative forms:
expensive, contemporary, cheap, easy, big and good.

KEY

1 nearest 2 worst 3 highest 4 further / farther
5 more spacious

a Adjectives with one syllable form the comparative with the ending *-er*. Adjectives with two syllables that end in *-y* drop the *-y* and add *-ier*. Longer adjectives form the comparative with *more*. **b** Adjectives with one syllable form the superlative with *the* and the ending *-est*. Adjectives with two syllables that end in *-y* drop the *-y* and add *-iest*. Longer adjectives form the superlative with *the most*.

Exercise 4 page 44

- Go through the *Learn this!* box together.
- Students then match each of the highlighted phrases in the dialogue in exercise 2 with the rules in the box.
- Check answers as a class.

KEY

a the best we've seen **b** less expensive than it seems
c higher and higher **d** The more we spend on rent, the less we'll have for other things. **e** more easily
f the least expensive; the least space **g** the fewest rooms

For further practice of comparative and superlative forms: Grammar Builder 4.1 page 132

- 1 1 I'm busier today than I was yesterday. 2 He's the shortest boy in the class. 3 Kate's shorter than Alice.
4 You're not as clever as me. 5 Today is the longest day of the year.
- 2 1 faster than 2 better than 3 more beautifully than
4 more slowly than 5 later than 6 more fluently
- 3 1 the most neatly 2 the fastest 3 the worst
4 the loudest 5 the hardest 6 the earliest
- 4 1 is less confident than 2 is the least intelligent
3 is the least spacious 4 is less cramped than
5 in the least lively
- 5 2 as it was when I first moved into it 3 than it looks from the outside
4 as I thought she would be 5 than there used to be 6 than I was before

- 6 1 My car isn't as big / large as yours. 2 There are fewer people on the beach now. 3 Flats are usually less expensive than houses. / Flats usually aren't as expensive as houses. 4 The weather is becoming hotter and hotter. 5 This is the least spacious hotel room we've ever stayed in. 6 The more you spend on the flat, the more valuable it becomes.
7 The rent was higher than I thought (it would be).

Extra activity: Fast finishers

Ask **fast finishers** to read the rules in the *Learn this!* box again and write their own sentences about looking for a house or flat to rent. They should try to write one sentence for each rule, e.g. for rule a: *This is the smallest apartment I have ever seen.*

Exercise 5 2.06 page 44

- Go through the instructions together.
- Students look at the table in pairs. With a **weaker class**, ask a few questions to check comprehension, e.g. *What does the number 5 tell us?* (that flat 2 has five rooms)
- Play the recording for students to decide if the sentences are true or false. Pause the recording after each sentence to give students time to write the sentence in their notebooks. They then write *T* (true) or *F* (false) next to the sentence.
- Check answers as a class.
- Students correct the false sentences in two different ways.
- Check answers as a class.

KEY

1 F Flat 1 has got the lowest rent. Flat 3 has got the highest rent. 2 T 3 F Flat 3 is the most comfortable of the three. Flat 2 is the least comfortable. 4 F Flat 2 is furthest from the centre. Flat 3 is nearest to the centre. 5 F You'll pay the least rent for flat 1. You'll pay the most rent for flat 3. 6 F Flat 3 is nearer to the station than flats 1 and 2. Flat 1 is further from the station than flats 2 and 3. 7 T
8 F Flat 2 has got the most rooms. Flat 1 has got the fewest rooms. 9 F Flat 3 is more comfortable and more spacious than flat 2. Flat 1 is more comfortable but less spacious than flat 2.

Transcript

- 1 Flat 1 has got the highest rent.
2 Flat 2 is less spacious than flat 3.
3 Flat 2 is the most comfortable of the three.
4 Flat 1 is furthest from the centre.
5 You'll pay the least rent for flat 2.
6 Flat 3 is further from the station than flats 1 and 2.
7 Flat 3 has got fewer rooms than flat 2.
8 Flat 1 has got the most rooms.
9 Flat 1 is more comfortable and more spacious than flat 2.

Extra activity

In pairs, students make sentences about the flats in the table in exercise 5 using the rules in the *Learn this!* box, e.g. *The further you live from the station, the less you pay in rent. Flat 1 is more expensive than I expected.*

Exercise 6 page 44

- Go through the instructions together.
- Students do the exercise.
- Check answers as a class.

KEY

1 sell more slowly in December 2 is less spacious than the villa 3 are becoming more (and more) expensive 4 older the flat gets, the more dilapidated it becomes 5 was cheaper than I expected 6 the cosiest living room I've ever seen

Exercise 7 page 44

- Go through the instructions, the prompts and the example question together.
- Elicit an answer to the question from a student.
- Students do the activity in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make comparisons using a variety of comparative and superlative forms.*

4C Listening**Young and homeless****LESSON SUMMARY**

Reading: A text about an event supporting the homeless

Exam Strategy: Matching language in the listening to language used in the recording; register and context

Listening: People talking about aspects of homelessness

Speaking: Discussing homelessness

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 7.

LEAD-IN: 2-3 MINUTES

- On the board, write *home comforts* and elicit the meaning (things in a house that make it comfortable).
- Ask: *What are your most important home comforts? Which ones could you manage without?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 45

- Focus attention on the photo, title and slogan. In pairs, students discuss what the *Big Sleep Out* might be and who might take part. Do not check answers at this point.

Exercise 2 page 45

- Students read the text and check their answers.
- Check answers as a class.
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

KEY

The Big Sleep Out is a charity event which raises money for young homeless people. People sleep rough for one night to understand what life is like for homeless people in the UK.

Exercise 3 page 45

- Go through Listening Strategy 1 together. Students then complete the idioms. Point out that the meaning of an idiom is often not immediately clear. Encourage students to note down any idioms they come across and to learn them as they will aid their fluency and understanding.
- Check answers as a class.

KEY

1 help 2 ignore 3 try 4 enjoy 5 talk 6 contact

Extra activity: Fast finishers

Ask **fast finishers** to write about different situations with the idioms in exercise 3, e.g. *Mum is trying to cook and clean the kitchen at the same time. I'll give her a hand.*

Exercise 4 2.07 page 45

- Go through the instructions together. Tell students that they will hear idioms from exercise 3.
- Ask students to read the questions. With a **weaker class**, ask students which questions include words that match the idioms.
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

1 No, she didn't enjoy it. 2 No, she didn't. 3 Yes, he does. 4 No, they didn't. 5 Yes, she does. 6 Yes, she did.

Transcript

Speaker 1 I decided to try the Big Sleep Out for the first time this year. My neighbour did it and had the time of her life. But I didn't! Not because it was too cold but because some people next to me were making so much noise. I nearly had a word with the organisers, but decided not to in the end.

Speaker 2 I think the organisers did a good job. They made a big effort to publicise the event this year. Last year was a disaster. Nobody got in touch with the local newspaper or radio station, so there were no journalists there at all. It was a waste of time, really.

Speaker 3 I think charities do a great job to publicise the problem of homelessness. Politicians want to turn a blind eye to it, but they can't – the charities won't let them! That's why I decided to support this year's Big Sleep Out. I couldn't be there for the event itself, but I gave them a hand in the office.

Extra activity

- Ask students: *Would you take part in an event like the Big Sleep Out? Do you think that events like this can really help people in need?*
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

Exercise 5 2.08 page 45

- Go through Listening Strategy 2 together. Tell students that if they can distinguish between formal and informal speech, this will help them to identify the role of a person who is speaking and the situation they are in.
- Go through the instructions and table together and make sure students understand what they have to do.
- Play the recording for students to record their answers.
- Check answers as a class.

KEY

Excerpts 1 and 3 use formal language.

Transcript

Speaker 1 I've been working for a charity called Safe Houses for three years now, and in that time the number of young people without a home has increased sharply. Charities like ours do not have enough time or money to deal with all the people who require assistance. Only the government can really solve the problem, but unfortunately, homelessness is not a high priority for most people. One of our aims as a charity is to change that.

Speaker 2 I was expecting to be one of the youngest people on the Sleep Out, but in fact there were lots of people my age or younger. I think young people care about homelessness – especially when they see people sleeping rough on the streets who need help. Whereas older people often just walk past, maybe because they're too busy. I suppose that's why so many young people want to be part of an event like the Big Sleep Out. I'm going to suggest that all of my friends take part next year.

Speaker 3 We're making two proposals for tackling the problem of homelessness in our city. Firstly, for people who are currently sleeping rough, we will provide free places at local youth hostels. And secondly, we're offering assistance for young, homeless people who need to find work – because we know how difficult it can be to gain employment when you are homeless. With these proposals, we aim to fulfil the promise we made during the election – to make our city a better place for all of its inhabitants.

Speaker 4 I've been sleeping on the streets, on and off, for about a year now. Nobody plans to do that – it just happens to you. I was in a children's home until I was 17 but I had to leave because there were a lot of arguments and fights. I needed some space and some time on my own – that was very important. At the moment, I don't mind living on the streets too much. The worst thing is when people call me lazy and tell me to find a job. That hurts me. They don't understand.

Speaker 5 We get quite a lot of homeless people in the city centre, and to be honest, I don't really like it. I think the number has gone up a lot recently. They make me feel a bit uncomfortable, especially if they talk to me when I'm on my own. I know they're probably harmless, but they don't look very friendly! In the evenings, a lot of them seem to hang around the High Street. I usually avoid that area if I'm walking home on my own.

Exercise 6  2.08 **page 45**

- Ask students to read the questions and highlight key words that will help them choose the correct options.
- Play the recording again for students to answer the questions. With a **weaker class**, play the recording a third time if necessary.
- Check answers as a class.

KEY

1 a 2 c 3 c 4 a 5 b

Transcript

See exercise 5.

Exercise 7 **page 45**

- Ask students to read the text in exercise 2 again. Ask them if they think the text reflects homelessness in their country, i.e. Is there a similar number of homeless people in their country? Are they a similar age? Are the causes the same?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand idioms and formal language in a listening task and match them with words with the same meaning. I can give my opinion on homelessness.*

4D Grammar**Imaginary situations****LESSON SUMMARY**

Reading: A fact file and dialogue about a stately home in England

Grammar: Second conditional; *I wish, if only*

Speaking: Discussing a stately home

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 7 for homework and omit exercise 8.

LEAD-IN: 2-3 MINUTES

- Tell students: *Imagine you are extremely rich. Where do you live? What is your life like? Do you work? Who are your friends?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 **page 46**

- Go through the instructions together. Check the meaning of *stately home* (a large old house that has historical interest and can be visited by the public).
- Students read the fact file and discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2  2.09 **page 46**

- Go through the instructions together.
- Play the recording for students to read and listen and make a note of the changes.
- Check answers as a class.
- Ask: *Do you agree with the changes mentioned?*
- Elicit a few answers.

KEY

(Possible answers)

removing trees to make room for a swimming pool; taking away statues ... to build a bowling alley

Transcript

See Student's Book, page 46.

Exercise 3 page 46

- Ask students to read the *Learn this!* box and complete the rule.
- Students look for examples of the second conditional in the dialogue. With a **weaker class**, remind students that the main clause can go before or after the *if* clause.
- Check answers as a class.

KEY

1 past simple 2 would

But if it were my house, I wouldn't allow people to visit. If you had a party, you could invite hundreds of people! The parties would be better if I made a few changes, though. Well, if those trees weren't there, there'd be room for a swimming pool! If you took away all the statues, you could build a great bowling alley there!

Exercise 4 page 46

- Students complete the sentences.
- Check answers as a class.

KEY

1 lived; would have 2 visited; would sleep 3 could; was
4 wasn't; would watch 5 played; wouldn't find

For further practice of the second conditional: Grammar Builder 4.2 page 134

- 1 If I weren't too young, I could drive a car.
 - 2 If you were more reliable, he would offer you a job.
 - 3 If her flat weren't/wasn't so small / If her flat were/was bigger/larger, she would have a dog.
 - 4 If I knew the password, I could use my brother's phone.
 - 5 If she practised, she would be a good guitarist.
 - 6 If it were/was sunny today, we could go to the beach.
- 2 1 lived 2 had 3 could 4 didn't exist 5 found

Extra activity: Fast finishers

Ask **fast finishers** to rewrite the sentences 1–4 making the affirmative clauses negative and the negative clauses affirmative, e.g. *If I didn't live in a mansion, I wouldn't have parties every week.*

Exercise 5 page 46

- Go through rule a in the *Learn this!* box together. Then ask students to find examples of *I wish ...* and *if only ...* in the dialogue in exercise 2. Elicit the tense of the verbs following the two phrases (the past simple).
- Go through rule b together. Then ask students to complete the rules.
- Check answers as a class.

KEY

I wish I lived here. If only I were a member of the Howard family!

1 had 2 lived 3 wouldn't 4 would

Exercise 6 page 46

- In pairs, students discuss the differences in meaning between the two sentences.
- Check answers as a class.

KEY

- a My penfriend cannot speak English.
- b My penfriend can speak English but won't.

Exercise 7 page 46

- Go through the *Look out!* box together. Point out that although we often use *were* instead of *was* in second conditional sentences and with *if only* and *I wish*, *was* is equally correct. *Were* sounds slightly more formal, but it is also used in informal English.
- Students complete the sentences.
- Check answers as a class.

KEY

1 would come 2 would give 3 was / were 4 lived
5 was / were 6 would get 7 would leave 8 weren't
9 could

Extra activity

- Ask students to write four sentences, two starting with *I wish ...* and two starting with *if only ...*, e.g. *I wish I had longer hair. If only I were a professional football player.*
- Students then swap their sentences with a partner. They must now think of a matching second conditional sentence for each sentence they have been given and say it to their partner, e.g. *I wish I had longer hair. If I had longer hair, I'd wear it in lots of different styles.*
- Ask a few students to share their ideas with the class.

For further practice of *I wish ...*, *if only ...*: Grammar Builder 4.3 page 134

- 2 I wish / If only my dad wouldn't sing in the shower.
 - 3 I wish / If only she wouldn't send me text messages at night.
 - 4 I wish / If only you wouldn't borrow my dictionary.
 - 5 I wish / If only our car wouldn't break down on the motorway.
 - 6 I wish / If only you wouldn't tell people my secrets.
- 2 1 had 2 would stop 3 would take
4 understood 5 liked 6 would finish

Exercise 8 page 46

- Go through the instructions together and give students two minutes to think of two sentences for each of the points.
- In pairs, students compare their ideas.
- Circulate and monitor, making a note of any errors you hear. When students have finished, write the errors on the board without saying who made them. Students can correct the mistakes as a class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the second conditional, 'I wish ...' and 'if only ...' to talk about imaginary situations.*

4E Word Skills

do, make and take

LESSON SUMMARY

Reading: A dialogue about an unusual home

Vocabulary: *do, make and take*

Speaking: Describing homes

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 6 for homework.

LEAD-IN: 2-3 MINUTES

- Books closed, ask students: *What would be the perfect location for your house?* Give an example, e.g. *I'd like a house by the sea, not too close to the beach, but with a view of the water.*
- In pairs, students discuss their ideal location for a house.
- Ask a few students to share their ideas with the class.

Exercise 1 page 47

- Focus attention on the photo and go through the instructions together. Ask: *Do you think the house would be easy or difficult to sell? Why?*
- Elicit a few answers.
- Check the meaning and pronunciation of the nouns and adjectives, particularly *spectacular* /spek'tækjələ(r)/ and *unique* /ju:'ni:k/.
- In pairs, students take turns to act as an estate agent and try to sell the house using the nouns and adjectives.
- Elicit a few descriptions.

Exercise 2 page 47

- Ask students to read the dialogue and complete it. Do not check answers at this point.

Exercise 3 2.10 page 47

- Play the recording for students to check their answers.
- In pairs, they discuss whether or not they think the woman is likely to buy the house.
- Ask a few students to share their ideas with the class.

KEY

1 do 2 take 3 Take 4 make 5 do 6 take
7 make 8 do 9 make 10 do 11 take 12 take

Transcript

Agent Good morning. What can I do for you?

Woman Can I ask you about that amazing house that's built on a cliff?

A Yes, of course. You can take a look at some more pictures on my computer.

W Amazing! Are there any pictures of the inside?

A Yes – and they're just as impressive. Take this one, for example. Look at the view from that sofa!

W I love it. Can I make an appointment to look around?

A I'm afraid you can't do that. The house doesn't exist yet! You need to choose a location first. But the house would only take twelve weeks to build, according to Modscape, the company that supplies them.

W I see. I need to find somewhere soon, so I'll have to make up my mind quickly.

A Can I ask what you do?

W I'm a yoga teacher.

A Where do you teach?

W At the local sports centre. But if I moved to a bigger house, I'd want to make one room into a yoga studio.

A Well, this house would be a great place to do yoga! Just take your yoga mat outside onto the cliff. Imagine the sunrise over the waves, the solitude ...

W I suppose you would be alone there ... except for all the people who stop to take photos of your house!

Exercise 4 page 47

- Ask students to read the *Learn this!* box. They then match the examples in the dialogue with the meanings.
- Check answers as a class.

KEY

do What can I do for you? I'm afraid you can't do that. **Well,** this house would be a great place to do yoga.

make Can I make an appointment to look around?

take Just take your yoga mat outside onto the cliff.

Exercise 5 page 47

- Ask students to read the dictionary extract and answer the questions.
- Check answers as a class.

KEY

1 pt = past tense; pp = past participle 2 Three meanings are included. 3 They are separated with small arrows.

4 Because they show a useful collocation.

Extra activity: Fast finishers

Ask **fast finishers** to find the entry for *do* in their dictionaries and write down the collocations.

Extra activity

- Ask students to brainstorm as many *do, make and take* expressions as they can. Give them one minute for this.
- Elicit expressions. As a class, match them with the basic meanings in the *Learn this!* box where possible.

Exercise 6 page 47

- Students complete the sentences. With a **stronger class**, encourage students to do the exercise without using a dictionary.
- Check answers as a class. For item 1, note that C is the best answer, although A is also possible.

KEY

1 C 2 B 3 A 4 C

For further practice of do or make:

Vocabulary Builder 4E page 123

1 1 make 2 do 3 do 4 make 5 make
6 do 7 make 8 do

2 1 did 2 does 3 (have) made 4 make
5 makes / has made 6 doing

Exercise 7 page 47

- Tell students to check the meanings of the sentences in their dictionaries if necessary.

- They then think about the situations and describe them to a partner.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a variety of phrases with 'do', 'make' and 'take' and use them in a conversation.*

4F Reading

Alternative living

LESSON SUMMARY

Reading: An article about alternative homes

Exam Strategy: Finding evidence in the text for your answers

Vocabulary: Homes: compound nouns

Speaking: Discussing alternative homes

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 6 and 7 for homework.

LEAD-IN: 2-3 MINUTES

- Give students a minute to brainstorm vocabulary for types of home and parts of a house from 4A.
- Elicit answers.

Exercise 1 page 48

- Focus attention on the photos and the titles of the texts. In pairs, students discuss what the texts may be about.
- Ask a few students to share their ideas with the class. Do not check answers at this point.

Exercise 2 2.11 page 48

- Students read the texts quickly to find the answers.
- Check answers as a class.

KEY

Text A is about a sculptor who makes shelters for homeless people out of rubbish. Text B is about people who build their own tiny ecological homes. Text C is about a micro-house designed by the architect Renzo Piano, who designed the Shard in London. Text D is about converting shipping containers into homes for homeless people.

Exercise 3 page 48

- Go through the Reading Strategy together. Then elicit the kinds of words and phrases that would provide evidence to support an answer, e.g. *associated nouns, paraphrasing*.
- Students read the texts to match them with the photos and make a note of evidence to support their answers.
- Check answers as a class.

KEY

1 Text B: miniature homes; And with wheels on their home, ...; cosy wooden home 2 Text D: old shipping containers; stackable; The containers will sit on top of one another with stairs connecting them.

Exercise 4 page 48

- Ask students to read the texts again and match the texts with the sentences, making a note of evidence to support their answers.
- Check answers as a class, but do not ask students about the evidence they found at this point.

KEY

1 B (Now you can find thousands of instructional videos on YouTube, if you want to make your own!) 2 A (Gregory searches on rubbish dumps to find pieces to use. A washing machine door ... A fridge door ... has useful shelves on the inside.) 3 C (The house is called 'Diogene', named after the ancient Greek philosopher Diogenes, who rejected luxury by living in a large ceramic jar!) 4 B (Ryan Mitchell, founder of thetinylife.com website, who organises conferences for interested people.) 5 C (It's really energy-efficient, with solar panels on the roof.) 6 D (The Brighton Housing Trust has been inspired by a similar housing estate in the Netherlands.) 7 D (They are also stackable. The containers will sit on top of one another with stairs connecting them.)

Exercise 5 page 49

- In pairs, students compare the evidence they found to support their answers for exercise 4.
- Check answers as a class.

Exercise 6 page 49

- Students match the words to make compound nouns and identify the two which are written as one word.
- Check answers as a class. Ask students to work out the meaning of any unknown words from the context.

KEY

1 e 2 a 3 d 4 b 5 h 6 i 7 j 8 c 9 f 10 g
skyscraper, rainwater

Extra activity: Fast finishers

- Write the following words on the board:
A central, double, kitchen, wall, water
B butt, diner, glazing, heating, insulation
- Ask **fast finishers** to match words from A with words from B to make compound nouns.
- Ask them why they would be important for an alternative home like the ones described in the text.

KEY

central heating, double glazing, kitchen diner, wall insulation, water butt

Exercise 7 2.11 page 49

- Students read the text again and answer the questions.
- Check answers as a class.

KEY

1 He finds them in rubbish dumps. 2 He sometimes uses a fridge door. 3 She has been living there since 2004. 4 He is famous for designing the Shard in London. 5 It has solar panels and a container to collect rainwater. 6 In the Netherlands.

Transcript

See Student's Book, page 49.

Exercise 8 page 49

- Go through the questions together. Encourage students to use the compound nouns where possible in their discussion.
- In pairs students discuss the questions.
- Ask a few students to share their ideas with the class.

Extra activity

- Write *mobile home* on the board and elicit its meaning. Ask students which of the two homes in the texts are true mobile homes (a and b). Point out that all four homes can be moved around easily.
- Ask: *In the twenty-first century, is mobility important for people? Do you think mobility is sometimes more important than owning a big, comfortable home? Which age group might a mobile home most appeal to?*
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about alternative homes. I can find evidence in a text to support my answers. I can understand and use compound nouns connected with homes. I can discuss alternative homes.*

4G Speaking

Photo comparison and discussion

LESSON SUMMARY

Vocabulary: In the house

Exam Strategy: Comparing and contrasting photos using comparative and superlative forms; phrases for gaining time

Listening: Students comparing and contrasting photos of student accommodation

Speaking: Discussing renting a flat on a gap year

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and do exercises 10 and 11 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Tell students about an occasion when you travelled abroad alone for the first time or use the following example: *When I was fourteen, I travelled alone from England to Australia to visit family there. It was the first time I had travelled abroad without my family and I had never met my Australian relatives before. I was excited on the flight but after I arrived, the reality of what I had just done hit me and I missed my home very much.*
- Ask students to imagine they are going abroad on their own to a country they have never visited before to stay with people they have never met. Then ask: *How would you feel before and during the journey? How would you feel once you have arrived? What could you do to make your arrival in a new country easier?*
- Students discuss the questions in pairs.

- Ask a few students to share their ideas with the class.

Exercise 1 page 50

- Go through the furniture vocabulary together and check meaning and pronunciation.
- With a **weaker class**, briefly revise prepositions of place.
- In pairs, students describe the furniture in the rooms.
- Elicit some descriptions and ask a few students which room they like best and why.

KEY

bedside table, bunk bed, curtains, cushion, double bed duvet, fridge, hook, kitchen cupboard, lamp, microwave, pillow, shelf

For further practice of in the house vocabulary: Vocabulary Builder 4G page 123

3 1 stool 2 cot 3 chandelier 4 pillow
5 bucket 6 kettle

4 1 armchair, sofa, stool 2 basin, bucket, kettle, sink
3 chandelier, desk lamp, dishwasher, freezer, fridge, hairdryer, kettle, toaster, tumble dryer, wall light, washing machine, (electric) blinds, (electric) fireplace, (electric) radiator 4 bunk bed, cot, duvet, mattress, pillow, wardrobe 5 blinds, curtains, shutters
6 chandelier, desk lamp, wall light 7 fireplace, radiator 8 carpet, doormat, rug

Exercise 2 page 50

- Go through the instructions, Speaking Strategy 1 and the task together.
- Elicit that students need to complete the sentences with comparative and superlative forms.
- With a weaker class, you could do the first question together as an example.
- Check answers as a class.

KEY

1 less (tidy) than 2 more 3 isn't as (bright) as
4 the (nicest rooms I've) ever

Exercise 3 2.12 page 50

- Go through the instructions together.
- Play the recording for students to compare their ideas.
- Working individually or in pairs, students decide whether or not they agree with the speaker and give reasons.
- Ask a few students to share their ideas with the class.

KEY

Room A

Transcript

Both photos show rooms. Photo A is of a room in hostel, I think, whereas the second shows a small flat. There are bunk beds in the room in the hostel, but the other room has got a double bed. In photo A, I can also see some clothes and bags. I think photo B shows a one-bedroom flat because I can see a kitchen at the end of the room. While photo A shows a rather untidy room, the room in photo B is very tidy. The flat looks comfortable and the furniture is nice and modern. The room in the hostel looks quite cosy. However, the furniture looks a bit old and worn out.

I think I'd prefer to live in the first room, in the hostel. I like the idea of sharing with other students, despite the lack of privacy. I think I'd need the company of other people. Not only that, I think the flat would be very expensive, while the hostel would be much cheaper.

Exercise 4 2.12 page 50

- Go through the instructions together.
- Play the recording for students to complete their answers.
- With a **stronger class**, you could ask students to complete the sentences before listening again to check.
- With a **weaker class**, you could stop the recording after they have heard the answer to each question.
- Check answers as a class.

KEY

1 whereas 2 but 3 While 4 However 5 despite

Transcript

See exercise 3.

Exercise 5 page 50

- Go through the instructions and the task together.
- Elicit ideas for the first bullet point and write them on the board.
- Working individually or in pairs, students think of one advantage of staying with a host family and one of staying in university accommodation for the three remaining bullet points.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Exercise 6 2.13 page 50

- Go through the instructions together.
- Play the recording for students to listen and make notes.
- Check answers as a class.

Transcript

Girl I'm going to spend three months in the UK studying English at a British university. I can stay with a host family or in university accommodation. Can you give me some advice about which would be better?

Boy Yes, of course. Let me see. One advantage of staying in university accommodation is that it would be very convenient. You'd be on campus so you wouldn't have to travel.

G Yes, that's true, but I might have to share a room. And I'd have to buy meals. Do you think it might be more expensive than staying with a host family?

B I'm not sure about that. I think student canteens are quite cheap.

G What are the other advantages of university accommodation?

B I think the social life would be better. You'd be with a big group of students from all over the world. I think you'd make lots of new friends. You'd have lots of fun.

G That's a good point. What are the benefits of staying with a host family, do you think?

B Well, you wouldn't have to cook because you'd eat with the family. That would save a lot of time. What else? Well, with a host family you would speak lots of English so your English would improve.

G But the students in the university accommodation would all speak English together. English would be their common language.

B That's true, but they aren't native speakers, are they? I think it's better to speak with native speakers.

G OK, you could be right.

B Thinking about it, there's another advantage: you would experience the British way of life and learn about British culture.

G Yes, good point. All things considered, I suppose the host family would be better.

B I agree.

Exercise 7 page 50

- Go through Speaking Strategy 2 and the instructions together and make sure students understand what they have to do.
- Check answers as a class.
- Encourage students to read out the key phrases and check pronunciation and intonation.

KEY

1 see 2 think 3 Thinking 4 considered 5 suppose
6 else 7 point

Exercise 8 2.13 page 50

- Play the recording again for students to tick the phrases that were used.
- Check answers as a class.

KEY

Let me see, That's a good point, What else? Well, ... ,
Thinking about it, ... , All things considered, ...

Transcript

See exercise 6.

Exercise 9 page 50

- Go through the instructions and the task together.
- Students work in pairs to make notes for the four points.
- Circulate and monitor, helping where necessary.

Exercise 10 page 50

- Students practise their conversation in pairs.
- Ask a few pairs to perform their conversations for the class.

Exercise 11 page 50

- Students do the speaking task on page 144.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare ideas and justify opinions in a discussion about accommodation for a gap year. I can use phrases that buy time for me to formulate opinions.*

4H Writing

An email

LESSON SUMMARY

Vocabulary: Moving house; introducing preferences

Reading: An email about moving house

Exam Strategy: Appropriate language for informal emails and letters

Grammar: *would rather, had better*

Writing: An email about moving house

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 8 for homework.

LEAD-IN: 2-3 MINUTES

- Ask students: *Has anyone moved house recently?*
- Elicit a few positive and negative experiences of moving house. If time allows, students can discuss in pairs the positive and negative effects of moving house.
- Ask a few students to share their ideas with the class.

Exercise 1 page 51

- Go through the instructions together.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.
- Then ask: *What do you think of the house in the photo?*
- Ask a few students to share their ideas with the class.

Exercise 2 page 51

- In pairs, students read the email and answer the question.
- Check answers as a class.

KEY

(Possible answer)

I think Ellie is happy with her new home. She talks about the advantages of the new flat, such as being close to the shops and making friends with her neighbour.

Exercise 3 page 51

- Go through the instructions and task together. Elicit whether or not the email covers all four points in the task.
- Students find sentences to match the points.

KEY

The email covers all four points in the task.

1 It's brilliant being so close to the shops, and the flat is bigger than our old one. 2 It's quite noisy, though, as there is a lot of traffic. I'd rather it were further from the main road. 3 I met one of our neighbours yesterday. She's about my age. 4 Also, would it be OK if I used your bike for a few days?

Exercise 4 page 51

- Go through the Writing Strategy and task together.
- Students study the email and answer the questions.
- Check answers as a class.

- With a **stronger class**, ask students how many informal versions of *I look forward to receiving your reply* they can come up with. With a **weaker class**, pre-teach the following informal equivalents:

Write soon.

Looking forward to hearing from you.

Hope to hear from you soon.

KEY

(Possible answers)

1 I look forward to receiving your reply. More informal: Looking forward to hearing from you! Write soon! 2 We've, It's, I'd; She could have used: Hope everything's OK with you; There's a lot of traffic; Mine's at the bike shop. 3 Got to go now. 'I've' has been omitted.

Language notes

- Omitting words is known as ellipsis. The type of ellipsis in the email occurs when words can be left out without affecting the meaning of the sentence. In informal English, unstressed words at the beginning of a sentence can be left out if the meaning is clear. *I've finished my homework!* = *Finished my homework!*
- Had better* is used to give strong advice and may suggest urgency or a threat. It is not often used in formal English. *You'd better leave now. It's about to rain. He'd better stop shouting. If he doesn't, he'll get into serious trouble!*

Exercise 5 page 51

- Go through the *Learn this!* box together. Make sure that students understand the difference between *would rather (not) + infinitive without to* and *would rather + subject + past simple*.
I'd rather not go to the cinema. (I don't want to go to the cinema.)
I'd rather you didn't go to the cinema. (I don't want you to go to the cinema.)
- Students find examples of the structures in the email.
- Check answers as a class.

KEY

would rather I'd rather it was ... further from the main road. I'd rather not go alone. ... I'd rather cycle to school than get the bus. **had better** I'd better finish my homework before bed.

Extra activity

- Write the following sentences on the board:
I don't like it when she stays out late.
I want them to leave now.
I'd prefer to sit outside.
You should talk to your teacher.
Ben doesn't want the pasta. He wants the pizza.
- Ask students to paraphrase the sentences using *would rather* or *had better*.

KEY

I'd rather she didn't stay out late.
I'd rather they left now.
I'd rather sit outside.
I'd rather you talked to your teacher.
Ben would rather not have the pasta. He would rather have the pizza.

For further practice of *would rather, had better*:

Grammar Builder 4.4 page 135

- 1 2 I'd rather live near the mountains. 3 I'd rather she gave me CDs. 4 I'd rather she arrived early.
 - 5 I'd rather he cooked burgers.
 - 6 I'd rather they had a cat.
- 2 2 We'd better save some money for the journey.
 - 3 You'd better not tell her about that email.
 - 4 We'd better go home – it's late.
 - 5 We'd better work hard for these exams.
 - 6 You'd better not drink that milk; it smells funny.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an email using informal language, including contractions and ellipsis. I can write my own email about a move to the country using the target language.*

Exercise 6 page 51

- Ask students to read the task and make notes for each of the points.
- Circulate and monitor, helping with ideas where necessary.

Exercise 7 page 51

- Students complete the phrases and find two more examples in the email.
- Check answers as a class.

KEY

1 hope 2 all 3 going 4 are 5 from 6 touch
7 write 8 hi 9 love
Hope everything's OK with you. Got to go now.

Exercise 8 page 51

- Check that students are aware of the word count before they start writing.
- Students write their emails using ideas, words and phrases from exercises 6 and 7. Remind them to use informal language, contractions and ellipsis where possible.
- Students edit their work using the *Check your work* box.

Extra activity: Fast finishers

Ask **fast finishers** to swap emails with a partner and give feedback on them.