4 Home

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4A Vocabulary

Describing houses and homes

I can describe houses and homes.

1 2.02 **VOCABULARY** Look at the photos. What types of homes are they? Listen and choose from the words below. What type of home do you live in?

Types of home bungalow detached house farmhouse flat houseboat mansion mobile home semi-detached house terraced house thatched cottage villa

2 **SPEAKING** Which of the homes in the photos would you most like to live in? Why? In your opinion, what are the advantages and disadvantages of living in each type of home?

3 2.03 **VOCABULARY** Work in pairs. Listen to the words below. Put them into two groups: those that are more likely to be a) part of a house and b) in a garden.

Parts of a house and garden attic balcony basement cellar conservatory drive extension fence flower bed garage gate hall hedge landing lawn path patio pond porch shutters sliding doors stairs swimming pool

Parts of a house: attic, ...

4 How many more rooms and other parts of a house or garden can you think of?

5 Which is the odd one out? Explain why. Sometimes more than one answer is possible.

1 cellar basement attic
2 detached house bungalow mansion
3 lawn path porch
4 detached house semi-detached house terraced house
5 fence gate hedge
6 houseboat mobile home villa
7 pond swimming pool patio
8 cottage houseboat farmhouse

6 2.04 Listen to an estate agent showing someone round a house. Which seven parts of the house are mentioned in the dialogue?

7 VOCABULARY Match nine of the words below with meanings 1–8. Check the meaning of all the words.

Describing houses and rooms beautifully restored charming contemporary conveniently located cosy cramped dilapidated impressive peaceful popular / lively area remote spacious substantial tiny

1 uncomfortably small
2 very small
3 quiet
4 far from other places
5 modern
6 in a good location
7 in very bad condition
8 large (two words)

8 2.04 Listen again. Complete the sentences with words and phrases from the list in exercise 7.

1 It's _____ near to the shops.
2 We're in a very _____ of town.
3 On the right is the living room. _____, isn't it?
4 'It's _____.' 'It certainly isn't _____, but I wouldn't say it's _____.'
5 The back fence is very _____.
6 There's a _____ view from the window.
7 It could be _____.

9 2.05 Listen to four people describing their homes. Match sentences a–e with speakers 1–4. There is one extra sentence.

This home:
a is not as modern as the owners would like. ___
b did not cost very much. ___
c is very dilapidated. ___
d has got wonderful views. ___
e is in a remote location. ___

10 2.05 SPEAKING Listen again. What types of home were described in exercise 9? Which one appeals to you most? Which appeals least? Why?

RECYCLE! *some, any, much* and *many*
- We use *some* in affirmative sentences.
- We use *any* in negative sentences and questions.
- We use *much* with uncountable nouns and *many* with plural countable nouns.

11 2.05 Read the Recycle! box. Circle the correct words to complete the sentences. Then listen again and check.

1 a It was in a pretty poor state and needed **some** / **any** work doing on it.
  b Unfortunately, there aren't **some** / **any** spaces for boats near the centre.
2 a You reach it through **some** / **any** glass sliding doors from the living room.
  b Unfortunately, my parents don't earn **much** / **many** money, so we can't afford to move.
3 There aren't **much** / **many** people living nearby.
4 They also need to insulate the roof so we don't waste **some** / **any** energy.

12 SPEAKING Work in pairs. Describe your home to your partner. Use the phrases below to help you.

Describing where you live
It's a flat / detached house / terraced house.
It's in the town centre / on the outskirts / in the suburbs.
There's a park / There are some shops nearby.
It's got ... (bedrooms).
There is ... (other rooms).
There's / There isn't a garden / drive, etc.
It's a bit / very (adjective).

4B Grammar

Comparison

I can make comparisons using a variety of structures.

1 **SPEAKING** **Describe the photo. What are the people doing, do you think? What might they be saying?**

2 **Read the dialogue, ignoring the gaps, and check your ideas from exercise 1.**

Jenny I think this flat is the best we've seen so far. They're all quite expensive – rents seem to be getting higher and higher. But this one's the least expensive and it's the [1]_____ (near) to the city centre.

Beth But it's the one with the fewest rooms and the least space.

Jenny So you prefer the flat in the [2]_____ (bad) location and with the [3]_____ (high) rent?

Beth The location isn't as bad as you think. It's [4]_____ (far) from the centre than the other two, but you can get to the train station and the university more easily. And it's much [5]_____ (spacious) than the other two flats.

Jenny Can we afford it, though? The more we spend on rent, the less we'll have for other things.

Beth Actually, it's less expensive than it seems because the rent includes all the bills.

3 **Complete the dialogue in exercise 2 with the comparative or superlative form of the adjectives in brackets. What are the rules for forming a) comparative adjectives and b) superlative adjectives?**

LEARN THIS! **Comparative and superlative forms**

a We often use a superlative with the present perfect.
That's the biggest mansion I've ever seen.

b We can make comparisons with simple nouns (*The kitchen is bigger than the bathroom.*) and also with clauses (*Houses are cheaper than they used to be.*).

c We use double comparatives to emphasise that something is changing.
Property is getting cheaper and cheaper.

d We use *The ... , the ...* and comparatives to say that one thing changes with another.
The closer you are to the centre, the more you pay in rent.

e We usually use *more* and *most* to form comparative and superlative adverbs. However, we add *-er* and *-est* to some short adverbs.
The flat sold more quickly than I expected.
Houses sell faster in the spring.

f Like *more* and *most*, we can use *less* and *least* with long adjectives, adverbs and uncountable nouns.
This is the least spacious house in the road.
There's less space in my room than in yours.

g We use *fewer* and *fewest* with countable nouns.
Which flat has the fewest rooms?
There are fewer big flats in the town centre.

4 **Read the Learn this! box. Match each highlighted phrase in the dialogue with a rule (a–g).**

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5 2.06 **Look at the table. Then listen and decide if the sentences are true or false. Correct the false sentences in two different ways.**

1 Flat 1 has got the highest rent.
False. Flat 1 has got the lowest rent. Flat 3 has got the highest rent.

	Flat 1	Flat 2	Flat 3
Rent per month	£200	£250	£300
From centre	1.5 km	2 km	500 m
From station	3 km	2 km	1 km
Size	1,002 m	1,102 m	1,302 m
Rooms	3	5	4
Comfort	★★★★	★★★	★★★★★

6 **USE OF ENGLISH** **Complete the second sentence so that it means the same as the first using the word in brackets and the correct comparative or superlative form.**

1 Houses sell less fast in December. (slowly)
Houses _____.
2 The cottage isn't as spacious as the villa. (less)
The cottage _____.
3 Houses are becoming increasingly expensive. (more)
Houses _____.
4 As the flat gets older, it becomes more dilapidated. (the)
The _____.
5 I didn't expect the mansion to be so cheap. (than)
The mansion _____.
6 I've never seen a cosier living room! (the)
This is _____!

7 **SPEAKING** **Work in pairs. Ask and answer using a superlative form (*-est / most / least*) and the present perfect with *ever*.**

1 impressive building / visit
2 interesting person / know
3 stressful exam / take
4 long book / read
5 exciting film / see
6 expensive thing / buy

What's the most impressive building you've ever visited?

4C Listening

Young and homeless

I can recognise paraphrases of simple verbs in a recording.

1 **SPEAKING** **Work in pairs. Look at the photo, title and slogan opposite. What happens on a 'Big Sleep Out', do you think?**

2 **Read the text and check your ideas from exercise 1.**

> **Listening Strategy 1**
> When you listen to a recording, remember that many ideas will be expressed differently in the task. For example, a simple verb in the task may be expressed by a phrase in the recording:
> *sleep well → get a good night's sleep*

3 **Read Listening Strategy 1. Complete the definitions with the words below.**

contact enjoy help ignore talk try

1 to give somebody a hand = to _____ somebody
2 to turn a blind eye to something = to _____ something
3 to make a big effort = to _____ hard
4 to have the time of your life = to _____ yourself a lot
5 to have a word with somebody = to _____ to somebody
6 to get in touch with somebody = to _____ somebody

4 **2.07** **Listen to three short recordings. Answer the questions. Use the verbs and phrases in exercise 3 to help you.**

Speaker 1
1 Did she enjoy her Big Sleep Out?
2 Did she talk to the organisers?
Speaker 2
3 Does he think the organisers tried hard to publicise the event this year?
4 Did they contact the local newspaper last year?
Speaker 3
5 Does she think politicians ignore the problem of homelessness?
6 Did she help at the office of a charity?

> **Listening Strategy 2**
> Pay attention to whether the language you hear is formal or informal. This can be an important clue to the context.

5 **2.08** **Read Listening Strategy 2. Then listen to five recordings. Which excerpts contain formal language? Use the table below to help you identify them.**

Formal	Informal
increase sharply	go up a lot
offer / require assistance	need help
a high priority	very important
make a proposal	suggest something
currently	at the moment
gain employment	find a job

RAISING MONEY FOR PEOPLE WHO SLEEP ROUGH

Nobody knows exactly how many young people in the UK are homeless, but the figure may be as high as 75,000. Many of them are teenagers who don't live with their families. While the majority of homeless people are unemployed, some have jobs but are still unable to afford accommodation, especially in places where rents are very high, like London. The Big Sleep Out is a charity event which raises money to tackle homelessness among young people. Big Sleep Outs happen all over the country. People who are not homeless choose to sleep rough for one night. This raises a lot of money each year and reminds politicians to look for a solution to the problem.

6 **2.08** **Listen again. Choose the correct answers (a–c).**

1 Who is Speaker 1 speaking to?
  a An audience at a conference.
  b A friend who works for a charity.
  c A young homeless person.
2 Speaker 2 thinks that older people
  a care more about homelessness.
  b are more likely to take part in the Big Sleep Out.
  c often don't have time to think about homelessness.
3 Who does Speaker 3 work for?
  a a youth hostel
  b a local business
  c a city council
4 What does Speaker 4 dislike most about being homeless?
  a Receiving unkind comments.
  b Seeing people fight.
  c Spending too much time on his own.
5 Why does Speaker 5 avoid the High Street at night?
  a She thinks it is dangerous.
  b The homeless people make her anxious.
  c She does not know what to say to the homeless people.

7 **SPEAKING** **Discuss these questions with your partner.**

1 What would be the worst thing about being homeless? Think about:
  the weather other people's attitudes being alone
  being uncomfortable personal safety hygiene
2 What should governments do to tackle the problem of homelessness?
3 What can individuals do to help the homeless?

> I think the worst thing would be not having a bed / feeling cold all the time / not being able to wash ...

4D Grammar

Imaginary situations

I can talk about imaginary situations and things I would like to change.

1 **SPEAKING** **Read the fact file about Castle Howard, a stately home in the north of England. Would you like to live in a house like this? Why? / Why not?**

- **Built around 1700, it has 145 rooms.**
- **It is the private home of the Howard family, who have lived there for over 300 years.**
- **It has been open to the public since 1952.**

2 **2.09** **Read and listen to the dialogue. What two outdoor and indoor changes do the speakers mention?**

Alfie This is an amazing place. I wish I lived here.
Macy Me too. If only I were a member of the Howard family!
Alfie But if it were my house, I wouldn't allow people to visit.
Macy That's mean! You'd get bored on your own.
Alfie Oh, I'd let my friends visit, of course. But not the public.
Macy If you had a party, you could invite hundreds of people!
Alfie I know. The parties would be better if I made a few changes, though.
Macy What kind of changes?
Alfie Well, if those trees weren't there, there'd be room for a swimming pool!
Macy You could make some changes inside as well. I mean, look at this corridor.
Alfie The Antique Passage, you mean?
Macy Yes. If you took away all the statues, you could build a great bowling alley there!

3 **Read the Learn this! box and complete it. Underline all the examples of the second conditional in the dialogue in exercise 2.**

LEARN THIS! Second conditional

We use the second conditional to talk about an imaginary situation or event and its result.

We use the [1]_____ tense for the situation or event and [2]_____ + infinitive without *to* for the result.

4 **Complete these second conditional sentences using the verbs in brackets.**

1 If I _____ (live) in a mansion, I _____ (have) parties every week.
2 If you _____ (visit) me, you _____ (sleep) in a huge bedroom.
3 We _____ (can) go on long bike rides if the weather _____ (be) good.
4 If the weather _____ (not be) good, we _____ (watch) movies in the Great Hall.
5 If we _____ (play) hide-and-seek, we _____ (not find) each other for hours.

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5 **Read the Learn this! box and complete it. Underline one example of *I wish* ... and one example of *If only* ... in the dialogue in exercise 2.**

LEARN THIS! *I wish* ... , *If only* ...

a We use *I wish* ... and *If only* ... with the past simple to say that we want a situation to be different from how it really is.
I wish I [1]_____ *a brother.* (But I haven't got one.)
If only you [2]_____ *nearer.* (But you live far away.)

b We use *I wish* ... and *If only* ... with *would(n't)* + infinitive without *to* to say that we want somebody to behave differently.
I wish you [3]_____ *borrow my clothes! It's annoying!*
If only she [4]_____ *spend more time on her homework!*

6 **Explain the difference in meaning between these two sentences.**

a I wish my penfriend spoke English.
b I wish my penfriend would speak English.

LOOK OUT!

In second conditional sentences and after *If only* ... or *I wish* ... , we often use *were* instead of *was*.
I wish I were a little bit taller.

7 **Read the Look out! box. Then complete the first line of each mini-dialogue with the verbs in brackets. Use the past simple or *would / could* + infinitive without *to*. Complete the other lines with the second conditional.**

A I wish my dad [1]_____ (come) home.
B Why?
A Because he [2]_____ (give) us a lift into town if he [3]_____ (be) here.

A If only you [4]_____ (live) near the town centre.
B Why?
A Because if your house [5]_____ (be) near the centre, we [6]_____ (get) the same bus to school.

A I wish my parents' friends [7]_____ (leave).
B Why?
A Because if they [8]_____ (not be) in the house, we [9]_____ (can) turn the music up to full volume!

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8 **SPEAKING** **In pairs, talk about what you would do if you:**

1 owned Castle Howard.
2 had a swimming pool in your garden.
3 gave a party for hundreds of people.
4 had to allow the public into your home.

If I owned Castle Howard, I would ...

4E Word Skills

do, make and *take*

I can use 'do', 'make' and 'take' correctly.

1 SPEAKING Work in pairs. Imagine you were trying to sell the house in the photo. How would you describe it? Use the words below to help you.

Nouns cliff glass metal ocean rock view
Adjectives modern spacious spectacular unique

2 Work in pairs. Complete the dialogue in an estate agent's using the infinitive without *to* of these verbs: *do, make, take*.

Agent Good morning. What can I [1]_____ for you?
Woman Can I ask you about that amazing house that's built on a cliff?
Agent Yes, of course. You can [2]_____ a look at some more pictures on my computer.
Woman Amazing! Are there any pictures of the inside?
Agent Yes – and they're just as impressive. [3]_____ this one, for example. Look at the view from that sofa!
Woman I love it. Can I [4]_____ an appointment to look around?
Agent I'm afraid you can't [5]_____ that. The house doesn't exist yet! You need to choose a location first. But the house would only [6]_____ twelve weeks to build, according to Modscape, the company that supplies them.
Woman I see. I need to find somewhere soon, so I'll have to [7]_____ up my mind quickly.
Agent Can I ask what you [8]_____ ?
Woman I'm a yoga teacher.
Agent Where do you teach?
Woman At the local sports centre. But if I moved to a bigger house, I'd want to [9]_____ one room into a yoga studio.
Agent Well, this house would be a great place to [10]_____ yoga! Just [11]_____ your yoga mat outside onto the cliff. Imagine the sunrise over the waves, the solitude ...
Woman I suppose you would be alone there ... except for all the people who stop to [12]_____ photos of your house!

3 2.10 Listen and check your answers. Do you think the woman is keen on buying the house? Why? / Why not?

LEARN THIS! *do, make* and *take*

The verbs *do, make* and *take* are very common in English. They each have a basic meaning:

- *do* = to perform an action or activity
- *make* = to create or cause something
- *take* = to move something from one place to another

However, the verbs have other meanings and are used in a large number of phrases. You need to check these in a dictionary.

4 Read the Learn this! box. Which examples of *do, make* and *take* in the dialogue in exercise 2 match the basic meanings in the Learn this! box?

5 DICTIONARY WORK Read a short extract from a dictionary entry for *take*. Answer the questions.

take /teɪk/ *verb* (**pt took** /tʊk/; **pp taken** /ˈteɪkən/)
▸ PHOTOGRAPH to photograph sth: *I **took** some nice **photos** of the wedding.*
▸ MEASUREMENT to measure sth: *The doctor **took** my **temperature**.*
▸ EAT / DRINK to swallow sth: ***Take** two **tablets** four times a day. • Do you **take sugar** in tea?*

1 What do 'pt' and 'pp' stand for?
2 How many different meanings are included?
3 How are the different meanings separated?
4 Why are some words in the examples in bold? Is it to show a grammatical rule, a useful collocation, or a spelling rule?

6 USE OF ENGLISH Choose the word (A, B or C) that fits the gap in both sentences (a and b). Use a dictionary to check the meanings of the verbs.

1 a I ___ French classes for a year, but I can't speak it well.
b I ___ my Spanish exam last week and passed.
A did **B** made **C** took

2 a Thanks for inviting me to your party, but I'm afraid I can't ___ it.
b What's the time? I ___ it 7.30.
A do **B** make **C** take

3 a The waves are ___ a lot of damage to the cliffs.
b He was ___ 150 km/h when the police stopped him.
A doing **B** making **C** taking

4 a That noise has been going on all night. I can't ___ it any more!
b I wish you would ___ your schoolwork more seriously.
A do **B** make **C** take

Vocabulary Builder Collocations: *do* or *make*: page 123

7 SPEAKING Tell your partner about a time when you:

1 did your best.
2 took it easy.
3 had to make do.
4 didn't take something seriously.

4F Reading

Alternative living

I can understand an article about alternative houses.

1 **SPEAKING** **Look at the photos and the titles of texts A–D. What do you think the texts are about?**

2 **Quickly read texts A–D and check your ideas.**

> **Reading Strategy**
> When you find evidence in the text that supports an answer, underline it and note which question it refers to. If you do that, you can find it again easily when you are checking all your answers at the end.

3 **Read the Reading Strategy. Match two of the texts with the photos below. Say what evidence you found to support your answers.**

4 **Match the texts (A–D) with the sentences (1–7) below. Three texts match with two sentences. Make a note of the evidence you found to support your answers.**

1 There is information on the internet to show people how to build these homes. ___
2 The builder of these homes uses only recycled parts. ___
3 The builder of these homes was inspired by a historical figure. ___
4 The designer gives practical help to people who want to build homes like these. ___
5 These homes are powered by renewable energy. ___
6 These homes can be found in two European countries. ___
7 These homes can be put together to make a block of flats. ___

5 **Work in pairs. Tell each other where you found the evidence for each answer in exercise 4. Do you agree?**

6 **VOCABULARY** **Match a–j with 1–10 to make compound nouns. They are all in the texts. Which two are written as one word?**

Compound nouns

1 rubbish	a bed
2 sofa	b scraper
3 front	c containers
4 sky	d door
5 dining	e dump
6 solar	f estate
7 rain	g flat
8 shipping	h table
9 housing	i panels
10 studio	j water

7 **Read the text again. Answer the questions.**

1 Where does Gregory Kloehn find the parts to make his houses?
2 What does Gregory sometimes use as a front door?
3 How long has Dee Williams been living in her tiny house?
4 What is the architect of the micro-house famous for?
5 In what way is the micro-house energy-efficient?
6 Apart from the UK, in which country have containers been made into flats?

8 **SPEAKING** **Work in pairs. Discuss these questions.**

1 Which home is the most original and clever, do you think? Why?
2 Which is the most useful from a social point of view? Why?
3 Which of the homes would you like to live in? Why?
4 Which of the homes would you not like to live in? Why not?

2.11

A Living sculptures

Gregory Kloehn is a sculptor with a difference. Not only are his sculptures created from bits of rubbish, but each of his unique creations offers a homeless person somewhere to live.

Gregory works in California, where there are a lot of people living on the streets. Each of his sculptures is no bigger than the average sofa, but the tiny, one-roomed shelters are as wonderful as mansions for a person who is sleeping rough.

Gregory searches on rubbish dumps to find pieces to use. A washing machine door is as good as a normal window. A fridge door can make a fine front door, and has useful shelves on the inside. And each home is on wheels so that it can be pushed around easily.

Gregory used to make sculptures for rich people. Now he knows that his creations really make a difference to people's lives. And he has also inspired other people to start building.

B Build your own tiny home

If you wanted your own house, would you build it yourself? Some Americans are now building miniature homes for themselves in order to live more cheaply and in a more ecological way than usual. And with wheels on their home, they can go anywhere! Part of the fun is making it yourself – even if you don't know how.

'Most people who are interested in tiny houses don't have any building experience,' says Ryan Mitchell, founder of TheTinyLife.com website, who organises conferences for interested people, and one of the conference speakers is Dee Williams, who has been living in her cosy wooden home since 2004. She wishes that more help had been available then. 'I didn't know anyone else who was building a little house at the time, anywhere,' she says. Now you can find thousands of instructional videos on YouTube, if you want to make your own!

C The designer micro-house

Italian architect Renzo Piano is famous for designing Europe's tallest skyscraper, the Shard in London. Now he has gone to the other extreme: he's designed the smallest house possible. It's just two and a half by three metres and can be carried on a lorry.

The interior is divided into two halves. There's a living room in the front with a sofa and folding table. At the back of the house, there's a small kitchen with a cooker and fridge, a shower and a toilet. It's really energy-efficient, with solar panels on the roof and a container to collect rainwater, so the house is incredibly cheap to run. The house is called 'Diogene', named after the Greek philosopher Diogenes who rejected luxury by living in a large ceramic jar! The Diogene is currently on display in Germany. And at just £17,000, this designer house isn't as expensive as many family cars, so a lot of people are interested in it.

D Well-contained housing

If you heard that they were putting homeless people into shipping containers, you might be shocked. But that's exactly what is happening in Brighton, England.

The Brighton Housing Trust has been inspired by a similar housing estate in the Netherlands. It is developing 36 studio flats in the town centre, using old shipping containers. The flats will have a window at each end and a toilet and shower room in the middle. On one side there'll be a kitchen and small dining table, and on the other side a living room with a sofa bed.

At 24 square metres, they are smaller than a shared room in a homeless hostel. But they are much more desirable and certainly spacious enough for one person. They are also stackable. The containers will sit on top of one another with stairs connecting them. And in future, if somebody wants to move them, they can simply pick them up and take them to another site.

4G Speaking

Photo comparison and discussion

I can describe, compare and contrast photos.

1 SPEAKING Which items from below can you see in the photos?

In the house bedside table bookcase bunk bed curtains cushion double bed duvet fridge hook kitchen cupboard lamp microwave pillow shelf sofa

In photo B there's a lamp on the bedside table.

➤➤ **Vocabulary Builder** In the house: page 123

Speaking Strategy 1
When comparing and contrasting photos, use a variety of comparative and superlative forms, including negative structures like *less comfortable than* and *not as big as*.

2 Read Speaking Strategy 1. Then complete the sentences that contrast photos A and B. Use comparative structures.

1 The room in photo A is _____ tidy _____ the room in photo B.
2 The bed in photo B looks _____ comfortable.
3 The room in photo A isn't _____ bright _____ the room in photo B.
4 The room in photo B is one of _____ nicest rooms I've _____ seen.

Compare and contrast the photos of student accommodation and say which you would prefer to live in.

3 2.12 Read the task above. Then listen to a student doing the task. Which room does she prefer? Do you agree? Why? / Why not?

4 2.12 Choose the best words to complete the sentences. Then listen again and check your answers.

1 Photo A is of a room in a hostel, I think, **unless** / **whereas** the second shows a small flat.
2 There are bunk beds in the room in the hostel, **but** / **when** the other room has got a double bed.
3 **While** / **When** photo A shows a rather untidy room, the room in photo B is very tidy.
4 The room in the hostel looks quite cosy. **However,** / **Whereas** the furniture looks a bit old and worn out.
5 I like the idea of sharing with other students, **although** / **despite** the lack of privacy.

In his / her gap year, a friend is going to spend three months studying English at a British university. He / She can stay with a host family or in university accommodation with other foreign students. Your friend asks you for advice on the best option. Discuss these points:

- convenience and cost
- social life
- opportunities to practise your English
- getting to know Britain and British culture

5 Read the task above. For each of the four points, think of one advantage of staying with a host family and one advantage of staying in university accommodation.

From the point of view of location and convenience, the university accommodation would be better because ...

From the point of view of cost, a host family would be better because ...

6 2.13 Listen to two students doing the task. Did they mention any of your ideas from exercise 5? Do you agree with their opinions? Why? / Why not?

Speaking Strategy 2
When giving your opinion, you will have to think as you speak. Learn phrases that create time for you to formulate opinions. They will also make you sound more fluent.

7 KEY PHRASES Read Speaking Strategy 2. Then complete the phrases with the words below.

considered else point see suppose think thinking

Phrases for gaining time
Let me [1] _____ .
Actually, now I come to [2] _____ about it, ...
[3] _____ about it, ...
All things [4] _____ , ...
I [5] _____ the thing is, ...
What [6] _____ ? Well, ...
That's a good [7] _____ .

8 2.13 Listen again to both answers. Which phrases from exercise 7 did the students use?

In your gap year, you are going to spend three months in the UK studying English. You are looking for a flat to rent. Ask your friend for advice. Discuss these points:

- location
- cost
- meals
- sharing with other students

9 Work in pairs. Read the task above and make notes for each of the four points that you have to cover.

10 SPEAKING Work in pairs. Do the task in exercise 9.

11 SPEAKING Work in pairs. Turn to page 144 and do the photo comparison task.

4H Writing

An email

I can write an email to a friend about a new home.

1 **SPEAKING** **Work in pairs. If you could move to any city in the world, where would you choose? Why?**

2 **Read the email. Do you think Ellie is happy or unhappy with her new home? Find evidence in her email.**

To: anna@email.com

Hi Anna,

Hope everything is OK with you. We've just moved to a new flat nearer the centre of town. It's brilliant being so close to the shops, and the flat is bigger than our old one. It's quite noisy, though, as there is a lot of traffic. I'd rather it was further from the main road. I met one of our neighbours yesterday. She is about my age and she is very friendly. She has invited me to a party next weekend. Can you go with me? I hope so. To be honest, I'd rather not go alone. Also, would it be OK if I used your bike for a few days? Mine is at the bike shop and I'd rather cycle to school than get the bus.

Got to go now. I'd better finish my homework before bed. I look forward to receiving your reply.

Love,

Ellie

3 **Read the task below. Does the email in exercise 2 cover all four points in the task? Match sentences in the text with each point.**

You have recently moved to a new flat in a city centre. Write an email to a friend. Include the following:
- Say why you like your new flat.
- Mention something you would like to be different.
- Mention meeting a new neighbour and describe him / her.
- Ask permission to use something belonging to your friend.

1 It's brilliant being …
2 …

Writing Strategy

When you write an informal email or letter:
- You should avoid formal language.
- You can use contractions (*you're, it's*, etc.).
- You sometimes omit words like *I, I'm* or *I've* at the start of a sentence (*Hope you're well, Got to go now*, etc.).

4 **Read the Writing Strategy. Then read Ellie's email again and underline:**

1 a piece of formal language. How could you make it informal?
2 three different contractions. Can you find any more places where Ellie could have used contractions?
3 an example of a sentence with words omitted at the start. What exactly has been omitted?

LEARN THIS! ***would rather, had better***

a We use *would rather* (*not*) + infinitive without *to* to express a preference.
I'd rather (not) stay out late tonight.

b We use *would rather* + subject + past simple to say we would prefer a situation to be different.
She'd rather her bedroom had bigger windows.

c We use *had better* + infinitive without *to* to say what we or somebody else should do.
I'd / You'd better go straight home – it's 8 p.m.

5 **Read the Learn this! box. Circle three examples of *would rather* and an example of *had better* in Ellie's email.**

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6 **Read the task below. Make notes for each of the four points in the task.**

You have recently moved to a house in the country. Write an email to a friend. Include the following:
- Describe the advantages of being in the country.
- Mention something you would change.
- Mention something that went wrong during the move.
- Ask if you can stay a night at your friend's house.

1 fresh air, beautiful scenery, etc.

7 **KEY PHRASES** **Complete the useful phrases for starting and ending a letter or email. Find two more in Ellie's email.**

all are from going hi hope love touch write

Starting an email

I [1]_____ you're well.
I hope [2]_____ is well.
How's everything [3]_____?
How [4]_____ you?

Ending an email

That's all [5]_____ me.
Keep in [6]_____.
Please [7]_____ soon.
Say [8]_____ to (Ben) for me.
Give (Zoe) my [9]_____.

8 **Write your email using your notes from exercise 6 and phrases from exercise 7.**

CHECK YOUR WORK

Have you …
- included all four points from the task?
- used appropriate language (see the Writing Strategy)?
- included appropriate phrases for starting and ending the email?