

## Overview

<b>Lead-in</b>	<b>Vocabulary:</b> Home
<b>3.1</b>	<b>Can do:</b> Make a complaint <b>Grammar:</b> Future plans <b>Speaking and Pronunciation:</b> <b>How to...</b> complain politely <b>Reading:</b> Your home – My home <b>Listening:</b> A home exchange Problems with the home exchange
<b>3.2</b>	<b>Can do:</b> Compare cities <b>Grammar:</b> Comparatives and superlatives <b>Vocabulary:</b> Adjectives describing places <b>Reading:</b> <i>City I love</i> , Why not move to ... ? <b>Listening:</b> Kyoto, Japan
<b>3.3</b>	<b>Can do:</b> Take notes while listening <b>Grammar:</b> Future possibility <b>Vocabulary:</b> Compound nouns <b>Speaking and Pronunciation:</b> Word stress in compound nouns <b>Reading:</b> What does the future hold? <b>Listening:</b> Future predictions
<b>Vocabulary</b>	Prefixes and suffixes
<b>Communication</b>	Describe hopes, dreams and ambitions
<b>Writing bank</b>	Write an email of complaint <b>How to...</b> complain
<b>Extra resources</b>	ActiveTeach and ActiveBook

### CEFR Can do objectives

- 3.1 Make a complaint  
 3.2 Compare cities  
 3.3 Take notes while listening  
**Communication** Describe hopes, dreams and ambitions  
**Writing bank** Write an email of complaint

### CEFR Portfolio ideas

- a) You work in the complaints office of your local council. You are tired of reading silly complaints. Write to your boss and complain, giving examples of the silly complaints you have received.  
 b) Write an article for an online magazine, describing a well-known town or city in your country and comparing it with a town or city which is less well known. Try to promote the less well-known place.  
 c) Interview a few friends and family members about their dreams, hopes and ambitions. Video the interviews and show them to the class.

## Lead-in

### OPTIONAL WARMER

Tell Ss that you are going to tell them about your home. Ss work in pairs and think of questions to ask you. Monitor and check Ss' questions, correcting where necessary. Ss take turns to ask you their questions. Answer them, giving as much information as you like. Encourage Ss to ask follow-up questions if they want to find out more.

**1a** ► Focus Ss' attention on the question. Give Ss a few minutes to think about the meaning of *home* and then write notes about the prompts.

**b** ► Put Ss in groups to compare their ideas. Get feedback from the whole class.

**2a** ► Put Ss in small groups. Ask Ss to look at the table and check they understand the words and expressions. If there is any vocabulary Ss don't know, encourage them to consult their dictionaries or ask you. Ss match the words from the box with the categories in the table. Check answers with the whole class. Draw the table with the column headings and existing words on the board and then complete it with the answers. Make sure to leave space for exercise 2b.

### Answers

- A: an apartment, a studio flat  
 B: a cellar, a fireplace, a garden, a garage, a gate  
 C: the suburbs  
 D: a park and a playground, a commercial district

**b** ► In pairs, Ss think of words to add to the table. Elicit ideas from the whole class and write them on the board in the relevant column. Check the meaning of the new words with the whole class and clarify any vocabulary Ss do not understand. Elicit example sentences to check Ss can use the vocabulary in context and are using the correct pronunciation. Encourage Ss to correct each other before doing so yourself.

**3a** ► Ss do the activity in pairs. Encourage them to use words and expressions from exercise 2.

**b** ► Ss describe the place where they live. Encourage them to ask follow-up questions to find out more information. Monitor and assist where necessary. Then put Ss in different pairs to repeat their descriptions. Get feedback from the class by asking Ss to tell you something about their first and second partner's house or flat.

### OPTIONAL EXTENSION

Focus Ss on the photos. Ss discuss the photos in pairs and rank the houses in order from 1–4 (1 = the place they would like to live the most, 4 = the place they would least like to live). Ss report their rankings to the rest of the class, giving reasons for their decisions.

### 3.1 Your place or mine?

In this lesson, Ss look at a website that offers home exchanges. They read descriptions and then listen to two families planning an international home exchange. The listening provides examples for the grammar focus on future plans, which they then practise. Ss talk about things they would need if they went to live abroad. This leads to a listening on the problems families faced on an international home exchange which provides the context for studying how to complain politely.

#### OPTIONAL WARMER

Ask Ss to look at the photos and brainstorm things they can see that are relevant to houses, e.g. outside: *walls, window, balcony*; inside: *vase, lamp*.

### Reading and speaking

There are organisations which offer house swapping holidays where families exchange their homes with other families in another country for the holidays. The advantage for the families is a saving on the cost of accommodation.

**1** ▶ Give Ss a few minutes to discuss the questions in pairs. Get feedback, but don't give the correct answers at this point.

**2** ▶ Write *Yourhome – Myhome* on the board. In pairs, Ss discuss what they think the title is about. Ss read the texts quickly to match the descriptions with the photos individually. Tell them not to worry about any words they don't understand at this stage. Ss check their answers in pairs. Get feedback from the whole class and ask Ss to give reasons for their answers.

#### Answers

Property 1: photos A and 2  
Property 2: photos B and 1

#### OPTIONAL VARIATION

Divide Ss into pairs (A and B). Ss A read about Property 1 and Ss B read about Property 2. Ss then exchange property information and match the texts with the photos.

**3a** ▶ Ss read the texts more carefully and answer questions. Check the answers with the whole class and elicit the part of the text which gave them each answer. Ask Ss if there are any words or phrases in the text that they don't understand. Encourage Ss to answer each others' questions before asking you.

#### Answers

1	Property 1	5	Property 2
2	Property 2	6	Property 1
3	Property 2	7	Property 1
4	Property 2		

**b** ▶ Ss discuss the question in pairs. Get feedback from the whole class.

### Listening

**4a** ▶  1.20 Give Ss time to read through the activities and then play the recording. Ss write *D* for the Dos Santos family and *A* for the Armitage family. Check the answers with the whole class.

#### Answers

1	D	3	A	5	D
2	A	4	D	6	A

**b** ▶ Give Ss time to read the extracts from the listening. Then Ss work in pairs and predict the answers. Play the recording again for Ss to check their ideas. Check the answers with the whole class.

#### Answers

1	're spending	4	're going
2	going to do	5	going to try
3	'll give	6	won't

### Grammar | future plans

#### OPTIONAL GRAMMAR LEAD-IN

Write the following sentence halves on the board.

1	<u>I'm going to</u>	buy a new car.
2	<u>I think I'll</u>	the owner tomorrow evening.
3	<u>I'm meeting</u>	buy my own house one day.

Ask Ss to match the sentence halves (1 buy a new car, 2 buy my own house one day, 3 the owner tomorrow evening). Ss then make their own sentences using the underlined forms. Let Ss compare ideas in pairs.

**5** ▶ Give Ss a few minutes to read the Active grammar box. In pairs, Ss find examples of each structure in exercise 4b. Check the answers with the whole class. Refer Ss to the Reference on page 47 and give them time to read through the notes. Ask Ss: *What structure do we use if we want to talk about intentions or plans in the future?* (be going to) *What structure do we use for fixed arrangements in the future?* (Present Continuous) *What structure do we use for decisions made at the time of speaking?* (will) *What structures do we use for making general predictions about the future?* 'be going to or will' Focus Ss' attention on the contracted forms of *will* and *will not* ('ll and won't)

#### Answers

A	2, 4, 5	B	3, 6	C	1
---	---------	---	------	---	---

**6** ▶ In pairs, Ss complete the texts with the words and phrases from the box. Check the answers with the whole class.

#### Answers

- |                |               |
|----------------|---------------|
| 1 'm starting  | 5 's moving   |
| 2 're going to | 6 is going to |
| 3 're going to | 7 'll         |
| 4 'll          | 8 is going to |

## Speaking

**7a** ▶ Read through the instructions and examples with the class. Ask Ss to decide on a list of ten items.

**b** ▶ Now put the Ss in pairs to guess each other's lists by asking yes/no questions. Read through the example to make sure Ss understand the task.

**c** ▶ Ss then compare lists and help each other to get the missing items. You may want to model this first with a student. Get feedback from the whole class. Ask Ss to read out a few examples of what they are going to do.

#### OPTIONAL EXTENSION

Give Ss a few minutes to write as many of the things from their lists as they can on the board. Then have a class discussion, choosing the ten most necessary items. Ss should give reasons for their opinions.

**8a** ▶ In pairs, Ss write three or four questions to ask other students about their plans for the topics given. Monitor Ss' work and help where necessary.

**b** ▶ Put Ss in groups of four. Ss take turns to ask their questions. Encourage them to ask follow-up questions. Monitor and take note of errors which can be looked at with the whole class at the end of the activity.

## Listening

**9** ▶ Focus Ss on the pictures of the two families during their home exchange. In pairs, Ss predict what the problems were. Get feedback from various Ss and write their predictions on the board.

**10a** ▶  1.21 Play the recording for Ss check their ideas using the predictions on the board.

#### Suggested answers

- Top left picture: The house was old and dark.  
 Top right picture: The shower didn't work.  
 Bottom left picture: The flat was too small so they had big arguments.  
 Bottom right picture: There was a bar downstairs which played loud music until 4:00 a.m.

**b** ▶ Play the recording again. Ss take notes and then compare their answers in pairs. Get feedback from the whole class.

#### Answers

- Miriam: the house was in the middle of nowhere, it was old and dark, nothing worked properly: the heating didn't work and there was no hot water  
 Jeremy: the flat was too small, it was too hot (no fan), mosquitoes stopped them sleeping, a bar downstairs played music all night

**c** ▶  1.22 Give Ss time to read through the questions. Then play the recording and check the answers with the whole class.

#### Answers

- over two hours
- disgusting (dirty) and small
- the cleaner was ill
- sheets and towels because there weren't any clean ones
- switched off
- £100

**11** ▶ Play the recording again and ask Ss to mark the phrases *M* or *R*. Get feedback from the whole class. Drill the phrases, checking for pronunciation and intonation.

#### OPTIONAL EXTENSION

- Tell Ss that you have an electrical/DIY shop. Tell Ss that they have bought something from your shop and it is broken. Encourage Ss to complain to you. Go through the four stages of complaining from the How to... box.
- Give Ss a few minutes to think of a problem that they had (or someone they knew had) while on holiday. Put Ss into small groups to describe the problems. Encourage Ss who are listening to ask follow-up questions about the problem. When all the Ss have talked about their problems, Ss agree on the worst problem. Get feedback from the groups.

## Speaking

**12a** ▶ Give Ss time to read their notes from exercise 10b. Then brainstorm different forms of compensation with the whole class and put them on the board. Let the whole class discuss the ideas, eliminating any that are impractical or irrelevant.

**b** ▶ Put Ss in pairs and check they understand their roles. Remind them to use the phrases from the How to... box and then Ss perform their roleplays. Change the pairs and start again. You can do this as many times as you think is necessary. Monitor and take notes of any errors. Review the errors with the whole class.



## Vocabulary | adjectives describing places

### OPTIONAL LEAD-IN

Refer Ss back to exercise 4 on page 39. Elicit adjectives that were used by Ss to describe city life. Brainstorm and write the adjectives on the board and check understanding. Ask Ss to justify why they would use them. You can also brainstorm any other adjectives they think they could use to describe a city.

**5a** ► Check Ss understand the meaning of *adjective* and *opposite*. Ss do the task individually and then compare answers in pairs. Don't confirm any answers at this point.

### Answers

bustling – quiet  
clean – polluted  
dull – lively  
enormous – tiny  
friendly – unwelcoming  
modern – traditional  
picturesque – ugly

**b** ► In pairs, ask Ss to think of a town or city that matches each adjective and make sentences. Write an example on the board: *London is dirty because of the amount of rubbish everywhere, but Zurich is very clean.* Get feedback from the whole class with Ss using their sentences to show they have understood the adjectives. Finally, elicit the answers to exercise 5a.

### OPTIONAL EXTENSION

In pairs, Ss look back at the adjectives from exercise 5a. They then choose a town or city to describe using at least five adjectives. Ss present their descriptions to the class and the other Ss decide if they agree or not.

## Listening

### OPTIONAL LEAD-IN

Ask the whole class: *What do you know about Japan? Do you know the names of any Japanese cities? What can you tell me about these cities?*

**6a** ►  1.25 Refer Ss back to the adjectives in exercise 5a. Ask Ss to predict which adjectives they might hear in a description of Kyoto and why. Play the recording and then check the answers with the whole class.

### Answers

lively, bustling, traditional, quiet, modern, friendly

**b** ► Check the meaning of *temples* and *climate*. Ask Ss what they think they heard about these words. Play the recording again and then check the answers with the whole

class. Try to elicit details of what Heather says about each place.

### Answers

liked: old buildings, people, shops, restaurants, temples, nightlife  
didn't like: climate

**7a** ► Ss do the task individually and then choose at least one city that fits their criteria.

**b** ► Ss then compare their ideas in pairs. Get feedback from the whole class and find out if everyone agrees and the reasons for their opinions.

### OPTIONAL VARIATION

- 1) In pairs, Ss consider what makes a city good or bad and choose a city that fits the criteria. Then tell Ss that they are going to present an award to the best city in the world (or the country). Ss prepare and present their presentation to the rest of the class who then vote for the best city.
- 2) Ss write down the names of their cities and their criteria. Collect the names of the cities and write them on the board. Ss then read out their descriptions and the rest of the class guess which city they are referring to.

## Reading

### OPTIONAL LEAD-IN

Before starting this activity, with weaker classes, you might like to check what Ss understand by the following words: *setting, circled, life expectancy, efficient, liveable, lifespan, preserved, medieval.*

**8** ► Ss look through the text quickly to find the names of cities mentioned in the text. Get feedback from the whole class and compare the answers with the cities Ss mentioned in exercise 7.

**9** ► Read through the questions with the Ss quickly, making sure Ss understand *subway* and *polluted*. Ss do the task individually. Get feedback from the whole class.

### Answers

- 1 Krakow
- 2 Santiago, Vancouver
- 3 Santiago
- 4 Sydney
- 5 Santiago
- 6 Krakow
- 7 Santiago, Sydney

**10** ► In pairs, Ss re-read the texts and decide on the advantages and disadvantages of each city. Get feedback from the whole class and find out which is the most popular city.

## Grammar | comparatives and superlatives

*Bigos* is Poland's national dish. Otherwise known as *Hunter's stew*, there is no single recipe for this dish but it must include cabbage and meat. Sauerkraut (sour cabbage), puréed tomatoes and mushrooms are also common ingredients.

### OPTIONAL GRAMMAR LEAD-IN

Write the following gapped sentences on the board:

1 \_\_\_\_\_ is taller than \_\_\_\_\_.

2 \_\_\_\_\_ is the tallest person in the class.

Ask a student to complete the spaces on the board with names of Ss in the class. Ss then discuss the endings of the adjectives and when to use them.

**11** ► Give Ss time to read through the Active grammar box. Then put Ss in pairs to look back at the underlined sections of the text. Ss focus on the examples of comparatives and superlatives and match them with the rules in the Active grammar box. Check the answers with the whole class.

### Answers

- A life expectancy is higher than the global average
- B Vancouver has a reputation for being more relaxed than other cities.
- C It is also sunnier than you might imagine.
- D you won't find anywhere better to live than Sydney
- E Although the weather is not as good as in some cities, it's at least very mild.
- F it isn't one of the world's cleanest cities
- G It is the world's fifteenth most expensive city.
- H Krakow is one of Europe's leafiest cities.
- I one of the best preserved medieval city centres in Europe

**12** ► In pairs, Ss complete the text with the comparative or superlative form of the words in brackets. Remind Ss to add *than* if necessary. Check the answers with the whole class and write the answers on the board.

### Answers

- |                        |                      |
|------------------------|----------------------|
| 1 the biggest          | 5 friendlier than    |
| 2 the most interesting | 6 as cold as         |
| 3 more comfortable     | 7 the most delicious |
| 4 better than          | 8 the oldest         |

**13a** ► Model this activity first. Choose a city that all the Ss know (it could be the town or city you are in now) and write sentences 1, 2 and 3 on the board, including the gaps. Then elicit what Ss think should be added to complete the sentences, checking that they understand the structures and the meaning of the sentences. Ss then do the activity individually. Put Ss in pairs to read out their sentences and discuss whether they agree with them. Monitor and note down any problems. Get feedback from the whole class.

**b** ► Ss write their five sentences individually. Then, in pairs, Ss read out their sentences and discuss whether they agree with them. Get feedback from the whole class.

### OPTIONAL VARIATION

Ss do the activity individually as above but give three possible answers, e.g. *It's probably the oldest city in Europe. a) Prague b) Bonn c) Manchester*. Put Ss into pairs. Ss read out their sentences and the three options. Their partner has to guess which city they are referring to. Ss can then decide if they agree or not.

## Speaking

**14a** ► Put Ss in small groups. Ss choose three places in their own country which they think are the best places to live. Give the groups some time to prepare short presentations for the rest of the class. Remind Ss to give reasons for their choices.

**b** ► Groups read out their presentations and then Ss vote for the best one.

### OPTIONAL VARIATION

As above, but Ss prepare at least three reasons why they have chosen each of their three best places. Ask for nominations for the third best place in the country. Each group nominates their candidate and gives their reasons. Give an extra minute for groups to give extra reasons or for other groups to give reasons why they think one of the nominations should not be considered. Ss then vote but cannot vote for their own nomination. Do this again for the second and first place in the country.

### 3.3 Eco-homes

In this lesson Ss look at the issue of life in the future, specifically with reference to being more eco-friendly. Ss read an article about a professor's predictions for the future and listen to people commenting on those predictions. The article provides examples for the grammar focus on future possibility. Ss look at different ways of expressing future possibility and practise these forms. Ss look at compound nouns and practise how to pronounce them.

#### OPTIONAL WARMER

Write *Life in the future* on the board. Below it, write *homes* and ask Ss to predict what houses will be like in thirty years' time. Then write *technology* and elicit predictions. Finally, write *resources* (give the example of *water*) and then elicit whether Ss believe resources will be the same or different in thirty years' time. Write *eco-friendly* on the board and ask Ss to read the definition on page 42. Ask Ss if they want to change any of their predictions when considering the environment.

### Reading

Note – It is advisable to have dictionaries available for this section.

**1** ► Put Ss in pairs to discuss the questions. Then get feedback from the whole class.

**2a** ► Give Ss a moment to read the title and introduction to the article and then get feedback. Focus Ss on the words in the box. Elicit the meanings from Ss and practise the pronunciation of each word/phrase individually and as a whole class. In pairs, ask Ss to decide what relevance each word has to an eco-friendly future and therefore why it might be significant in the article. Get feedback from the whole class. Put the best ideas on the board.

#### OPTIONAL VARIATION

With weaker classes, give Ss two or three minutes to check the meanings of the words and phrases in the box with a dictionary before continuing with the rest of the activity.

**b** ► Ss read the text to check if any of their predictions from exercise 2a were true. Check the answers with the whole class, referring to the ideas you wrote on the board earlier.

**3a** ► Ss do the activity individually. Check the answers with the whole class. With stronger classes, try to get Ss to give answers in their own words whenever possible.

#### Answers

- 1 by bodyheat
- 2 space can be arranged in different ways
- 3 they will provide oxygen
- 4 to run a car
- 5 because water will be more expensive
- 6 tell us when food is about to go out of date and provide recipes

**b** ► Check that Ss have identified all the predictions in the article by eliciting them and writing them on the board. Ss discuss the predictions in pairs. Then put two pairs together to make groups of four to discuss again. As Ss discuss their predictions, walk around and monitor answers to review in the class check.

### Listening

**4** ►  1.26 Read through the instructions with the Ss. Play the recording and then let Ss compare their answers in pairs. Play the recording again for Ss to find reasons for their answers before getting feedback from the whole class.

#### Answers

	Tracy	Stig
Homes will be smaller.	✓ a good idea – we don't need as much space as we think we do	✗ rich people will always be able to have big houses
People will stop using cars.	✗ doesn't think it will happen unless people are forced to do it	✗ new fuels will have to be developed
People will keep fish to eat.	✗ hard to imagine and won't grow quickly enough	✗
Fridges will be intelligent.	✓ thinks it's already happening	_____
Robots will be more common.	✗ hard to imagine (but you never know)	✓ there are already some robots and this will be developed further

### Grammar | future possibility

#### OPTIONAL GRAMMAR LEAD-IN

Write the following sentence prompts on the board:

- 1 Astronauts/travel to Mars
- 2 Scientists/find a cure for AIDS
- 3 My country/win the World Cup
- 4 Spanish/become the most important language in the world
- 5 I/speak English perfectly

Ss work in pairs and decide how likely it is that these things will occur in the next ten years. Go around the class, taking note of how Ss express future possibility. Get feedback and write some of the Ss' ideas on the board.

**5** ► Ss look back at the underlined sections of the text and complete the sentences in the Active grammar box. Check the answers with the whole class. Then refer Ss to Reference page 47 and give them time to read through it. Focus Ss on the use of *will* before the adverb in affirmative

sentences and the use of *won't* after the adverb in negative sentences. Also draw Ss' attention to the use of the infinitive without *to* after *may/might/could*. Finally, put Ss in pairs to answer questions 1 and 2.

### Active grammar

Our houses will definitely/certainly have to become much better insulated.

Fuel will probably become much more expensive.

Homes probably won't be as big.

The climate may/might/could change significantly.

We may/might not all have cars.

- 1 The adverb comes after *will* in positive/affirmative sentences and before *won't* in negative sentences.
- 2 *could*

**6** ► Ss do the activity individually and then compare their answers in pairs. Check the answers with the whole class.

### Answers

- |                   |                  |
|-------------------|------------------|
| 1 will probably   | 3 probably won't |
| 2 will definitely | 4 might not      |

**7** ► Read through the instructions and the example with the Ss. Discuss whether Ss agree with the example sentence and if not ask them to think of other sentences. Ss do the task individually and then compare their answers in pairs. Get feedback from the whole class.

**8a** ► Tell Ss they are going to make predictions about other Ss in the class. Give Ss time to think and write seven predictions without writing the Ss' names. While writing the predictions, encourage Ss to use the ways of expressing future possibility from the Active grammar box. Monitor what Ss are writing and help them with vocabulary as necessary.

**b** ► In pairs, Ss exchange their predictions. Partners try to guess who the predictions are about. Change the pairs and repeat the activity. Monitor the conversations and note down any errors.

## Vocabulary | compound nouns

### OPTIONAL LEAD-IN

Focus Ss' attention on the four photos. Elicit what all the photos are examples of and then elicit descriptions of each photo. Ask Ss: *Which one looks like the best place to live? Why?*

**9** ► Ss read the descriptions and match them with the photos individually. Let Ss compare answers in pairs before getting feedback from the whole class. Elicit the information which helped them to make their choices, but do not focus on vocabulary at this stage.

### Answers

- |     |     |
|-----|-----|
| 1 C | 3 D |
| 2 A | 4 B |

**10a** ► Write *motorhome* on the board. Explain that this is an example of a compound noun and elicit what a compound noun is (a noun made from two smaller words put together). Ss then look for more compound nouns in the descriptions from exercise 9. Check the answers with the whole class. Check meaning as well as correctly identifying the compound nouns.

### Answers

treehouse, staircase, bedroom, bathroom, fireplace, hillside, skylight, solar panels, bunk beds, sofa bed

**b** ► Ss do the task individually and then compare answers in pairs. Check the answers with the whole class and confirm that Ss understand the meaning of the compound nouns and where they can be used.

### Answers

washing machine	mobile phone
central heating	air conditioning
sofa bed	fish tank
wall cabinets	swimming pool
computer screen	bunk bed
DVD player	

## Pronunciation | word stress in compound nouns

**11a** ► Check first that Ss remember the difference between a noun and an adjective. Then do this as a whole class activity.

### Answers

They are all noun + noun except *central heating* and *mobile phone* which are adjective + noun.

**b** ►  1.27 Read through the instructions and check that Ss understand the meaning of stress. Use the word *compound noun* as an example. Write it on the board and elicit which word is stressed. You could show Ss how to mark this on the word, e.g. compound noun. Play the recording. Ss listen and mark the stress. Then check the answers with the whole class. Ss can then listen again and repeat as a whole class and individually.

### Answers

Only *central heating* and *mobile phone* have the stress on the second word.

**c** ► Ask Ss to look back at the words that have the stress on the second word. Ask Ss: *Are these two compound nouns the same as the other compound nouns? How are they different? What rule does this illustrate?* Do this activity with the whole class.

**Answers**

Adjective + noun compound nouns usually have the stress on the second word.

**OPTIONAL EXTENSION**

Ss brainstorm as many compound nouns as they know. Write the two parts of the words all over the board. Then, with the whole class, put the compound nouns back together (checking meaning at the same time). You can also check that Ss can correctly stress the new compound nouns. You can then start a story snake. Start a story including a compound noun. Then a student continues the story until they use another compound noun. This continues round the class.

**Speaking**

**12** ► Read through the instructions then put Ss in pairs to discuss the questions. Change the pairs and repeat the activity as Ss will be more confident the second time around. Monitor this activity, noting the correct use of compound nouns and future possibility. Get feedback from the whole class. Give Ss the opportunity to report back on what they heard from other students and ask the rest of the class to comment.

**3 Vocabulary | prefixes and suffixes**

In this lesson, Ss look at uses of prefixes and suffixes and how they are used to modify words. Ss will need dictionaries for this part of the lesson.

**1a** ► Put Ss in pairs to answer the questions. Check the answers with the whole class and elicit that prefixes go at the start of the word they are modifying and suffixes go at the end.

**Answers**

prefixes: un (not)  
suffixes: ful (with) less (without)

**b** ► In pairs, Ss read the table and add more examples to the right-hand column. If Ss need help, encourage them to use dictionaries or tell them to ask you.

**2a** ► Focus Ss on the table. Discuss how adding suffixes to a word can change the word type. Ask Ss to identify which adjectives were formed from nouns and which from verbs. Get feedback from the whole class.

**Answers**

create/creation, attract/attraction  
dirt, friend  
care (verb and noun), help (verb and noun)  
use (verb and noun), care (verb and noun)  
enjoy/enjoyment, comprehend/comprehension

**b** ► In pairs, Ss add their own examples to the right-hand column. Check the examples with the whole class.

**3** ► Ss read the Lifelong learning box and then work in pairs to discuss how they could organise their notebooks to note the different word forms. Get feedback from the whole class. Again with the whole class, brainstorm other words that Ss have learned recently and write them on the board. In pairs, Ss use dictionaries to find all the other word forms or suffixes and prefixes related to the new vocabulary.

**4** ► Give Ss time to read through the advertisements. Then Ss work in pairs to complete the advertisements by changing the form of the base words in bold. Check the answers with the whole class.

**Answers**

Flat to rent: peaceful, Friendly, Weekly  
Home needed: Lovely, homeless, responsible, sunny  
Flatmate wanted: careful, expensive, breakable, messy

**5** ► In pairs, Ss write a short advert for one of the three options given. Encourage Ss to include at least three words with prefixes or suffixes. Stick the adverts on the classroom wall. Let Ss walk around and read the adverts.

**OPTIONAL EXTENSION**

Tell Ss they must respond to one of the adverts and write an answer in an email which could be written for homework.

### 3 Communication

In this lesson, Ss read and discuss an advertisement for a TV programme. Ss then listen to two people who want to appear in the TV programme and do a roleplay explaining why they should be selected.

#### OPTIONAL WARMER

In small groups, Ss discuss if they have ever been on a TV programme or wanted to be on TV. Get feedback and ask what type of competitions Ss have entered or wanted to enter.

**1** ▶ Focus Ss' attention on the photos of the houses. In pairs, Ss describe the houses and discuss which one they prefer. Ss read the advertisement for the competition and answer the questions in pairs. Check the answers with the whole class.

#### Answers

Ian Brown and Chiara Woods help people find their dream home and let them try out their new lifestyle.

To apply, you should prepare a short speech explaining why you want to move and what you want to do.

**2a** ▶  1.28 Focus Ss on the table and give them time to read it carefully. Check Ss understand the vocabulary in the table and then play the recording. Ss complete the notes and compare answers in pairs

**b** ▶ Play the recording again for Ss to check their answers. Check the answers with the whole class.

Answers		
	Speaker 1	Speaker 2
Where do you live now?	In the suburbs of the city.	In a <u>small town</u> .
What type of lifestyle do you have?	It's very <u>busy and stressful</u> .	It's quite healthy but a bit dull.
Why do you want to move?	I hope to <u>become completely self-sufficient</u> .	My dream is to <u>live right in the middle of a big city</u> .
What are your plans for your new home?	I'm going to <u>take a course in farming</u> . I'll probably <u>get some bees</u> . I might <u>get rid of the television</u> .	I'm going to <u>find a job</u> . I'll definitely <u>go clubbing a lot</u> . I could learn a new <u>language</u> .

**c** ▶ Put Ss in small groups to discuss whether Speaker 1 or Speaker 2 should be chosen for the programme. Get feedback from the whole class and make sure Ss give reasons for their decisions.

**3** ▶ Focus Ss' attention on the How to... box. Tell Ss that the phrases shown here are all ways of talking about dreams, hopes and ambitions. Practise saying the phrases with the Ss and give some examples. Then Ss prepare their own sentences. In pairs, Ss tell each other their sentences. Choose a few examples to listen to and check with the whole class.

**4a** ▶ Tell the Ss that they are now going to apply to appear on the TV programme. Give them time to prepare what they are going to say and to make notes. Monitor and help Ss as necessary.

**b** ▶ Put Ss in groups of four. In each group there should be two speakers and two judges. Give the speakers a limited time to make a speech explaining why they should be on the TV programme (using their notes from exercise 4a). The judges listen and ask questions to find out more information. Monitor and note down any errors. After listening to both speeches, the judges decide who should be chosen for the programme.

**c** ▶ Ss swap roles so the speakers become judges and the judges become speakers. The judges again decide who should appear on the programme. Get feedback from the whole class. Ask Ss to tell you who was successful and why. Go through any errors you heard while Ss were talking. Discuss the errors with the class and write the correct forms on the board.

## Review and practice

1 ▶

### Answers

- 1 'm thinking
- 2 Are you going
- 3 is working
- 4 'll go.
- 5 are
- 6 'm playing
- 7 'll do
- 8 are you doing

2 ▶

### Answers

- 1 I'll probably go and look at flats tomorrow.
- 2 I probably won't be able to afford one right in the centre.
- 3 But I might (be able to) find one in the outskirts of town.
- 4 I don't have a lot of time, so I might not be able to see very many flats tomorrow.
- 5 But I'll probably find one if I keep looking.
- 6 I could find a flatmate to help with the bills.

3 ▶

### Answers

- 1 taller than
- 2 the biggest room
- 3 more beautiful than
- 4 as comfortable as
- 5 of the warmest

4 ▶

### Answers

- 1 quieter
- 2 more crowded than
- 3 further
- 4 more old-fashioned than
- 5 colder, than
- 6 more picturesque
- 7 more polluted than
- 8 easier, than

5 ▶

### Answers

- 1 polluted
- 2 ugly
- 3 touristy
- 4 tiny
- 5 bustling
- 6 dull
- 7 friendly

## Writing bank

See page 155 in the Students' Book

**1 ▶** Ss discuss the questions in pairs. Get feedback from the whole class.

**2a ▶** Ss read the emails and check their answers in pairs.

### Answers

- 1 because they haven't received a rental DVD (two weeks after the original email) and are still paying a subscription fee
- 2 because they missed an online delivery which was three hours late, but they were still charged

**b ▶** Ss read the emails again and match the topics with the paragraphs.

### Answers

(For both emails)

- 1 B
- 2 A
- 3 C

**3 ▶** Ss complete the How to... box with words from the two emails in exercise 2.

### Answers

I have still not received this DVD/the item.  
 Your company has still charged me for the groceries/the items.  
 I am very disappointed with the service.  
 I consider this to be completely unacceptable.  
 I would like an immediate refund.  
 I look forward to your reply.

**4a ▶** Ss make notes on the situation by answering questions 1–4.

**b ▶** Ss write their letter of complaint, using phrases from the How to... box.