

Unit 7 Living space

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A video about an unusual town

1 Work in pairs. Look at the photo.
Discuss the questions.

- 1 What can you see in the photo?
- 2 Where do you think this photo was taken?
- 3 Do you think this is the fish's natural habitat, a temporary shelter or a permanent home?



Off the Izu peninsula, Honshu, Japan,
a yellow goby looks at the camera.

- 2** Listen to three people talking about different living arrangements. Write the number of the speaker (1–3) next to the statements that summarize their comments.

[Track 54](#)

- a I can't wait to leave my parents' house and get some independence.
- b My family's lovely, but I'd like to have my own home and some privacy.
- c My flatmates aren't here much, so it's just like having my own place really.
- d It's cramped and noisy, but at least you're never lonely.
- e Sharing a flat with friends is not as easy as I thought it would be.
- f I love living with my mum and dad and brothers. I won't leave until I get married.

3 Work in groups. Discuss the questions.

- 1 Which room do you spend most time in at home?
- 2 How do different family members use different rooms?
- 3 Do you consider your home a private place, just for family? Or do you often have friends round?

Students' own ideas

7a Before New York

Vocabulary in the city

- 1 Work in pairs. What kind of a place is New York? Try to describe New York in three words.

2 Complete the sentences with these words. Which sentences do you think are true of New York?

atmosphere blocks built-up financial neighbourhoods
public transport residents skyscrapers

- 1 There's an excellent _____ system to get you around the city.
- 2 It's got an important business and _____ district.
- 3 It's one of the most _____ places you can live, with few open spaces.
- 4 The views from the _____ are spectacular, especially at night.
- 5 There's lots to do, both for tourists and _____.
- 6 Some _____ are more dangerous than others.
- 7 The _____ is exciting and lively.
- 8 The streets divide the city into _____.

3 Write sentences about places you know with the words from Exercise 2.

Reading

- 4 Work in pairs. Discuss the questions. Then read the article *Before New York* and check your ideas.
- 1 What do you think the area that is now New York was like before the city was built?
 - 2 What kind of people do you think lived there?
 - 3 What kind of landscapes do you think there were?

Before New York

Track 55

By PETER MILLER

Of all the visitors to New York City in recent years, one of the most surprising was a beaver which appeared one morning in 2007. Although beavers used to be common in the area in the seventeenth century, and people used to hunt them for their skins, there haven't been any for more than two hundred years.

For ecologist Eric Sanderson, the beaver's appearance was especially interesting. For ten years, Sanderson has been in charge of a project to show what the area used to look like before the city changed it completely. As Sanderson says, 'There are views in this city where you cannot see, except for a person, another living thing. Not a tree or a plant. How did a place become like that?'

In fact, long before the skyscrapers came to dominate the view, this place was a pristine wilderness where animals like beavers, bears and turkeys would move freely through forests, marshes and grassland. There used to be sandy beaches along the coasts and ninety kilometres of fresh-water streams.

At the end of Sanderson's project, he built a 3D computer model of the area. (See the top photo on the right.) You can pick any spot in modern New York and see what used to be there. Take Fifth Avenue, for example. A family called Murray used to have a farm here and in 1782 (during the American War of Independence) the British soldiers landed near here. 'I'd like every New Yorker to know that they live in a place with amazing natural potential – even if you have to look a little harder to see it,' says Sanderson.

pristine (adj) /'prɪstiːn/ pure, as new

wilderness (n) /'wɪldənəs/ an area in a completely natural state

Computer Generated Image (top) by Markley Boyer



Reading

- 4 Work in pairs. Discuss the questions. Then read the article *Before New York* and check your ideas.
- 1 What do you think the area that is now New York was like before the city was built?
 - 2 What kind of people do you think lived there?
 - 3 What kind of landscapes do you think there were?

5 Read the article again. Answer the questions in your own words.

- 1 What's the connection between Eric Sanderson and the image with the article?
- 2 What did Sanderson aim to do with his project?
- 3 Why do you think the appearance of the beaver in 2007 was important for Sanderson?


Grammar *used to, would* and past simple

▶ **USED TO**

- 1 People ***used to hunt*** beavers for their skins.
- 2 The Murray family ***used to have*** a farm here.
- 3 There ***didn't use to be*** any skyscrapers.
- 4 What ***did*** New York ***use to look like***?

▶ **WOULD**

Beavers, bears and turkeys ***would move*** freely.

For further information and practice, see page 168. 

- 6** Look at the grammar box and the article. Underline the sentences in the article with *used to* and *would*. Do they refer to past habits and states or to single actions in the past?

7 Look at the article again. Find three examples of single actions in the past. What is the verb form?

8 Look at the grammar box. Match the sentences with *used to* (1–4) with the uses (a or b). Then match the sentence with *would* with its use.

a past state

b past habit (repeated action)

9 Rewrite the sentences using *used to* + infinitive where possible.

- 1 New York was a lot greener than it is now.
- 2 The early residents didn't live in a large city.
- 3 People farmed the land.
- 4 Farmers hunted wild animals for food.
- 5 Soldiers fought an important battle on the island.
- 6 What was in the area where Fifth Avenue is now?

10 Complete the text with the past simple, *used to* or *would* form of the verbs. In some cases, you can use more than one form.

I remember when I first 1 _____ (move) to New York from California with my parents. Every day for the first month, I 2 _____ (stand) in the street and stare up at the skyscrapers. They 3 _____ (be) taller than anything I'd ever seen. The streets 4 _____ (be) much busier than in California and I 5 _____ (run) from one side to the other holding my mother's hand. For the first few months, we 6 _____ (not / go) further than four blocks from home. My parents 7 _____ (not / own) a car, so on Sunday mornings we 8 _____ (take) the subway to Central Park. We 9 _____ (have) breakfast at a lovely deli and then we 10 _____ (go) skating. The city 11 _____ (be) a lot more dangerous and scary then.

11 Complete the sentences with the past simple, *used to* or *would* so that they are true for you. Then work in pairs. Compare your sentences and ask follow-up questions about three of the sentences.

- 1 Before I worked/studied here, I
- 2 When I was in primary school, I
- 3 Before we moved here, my family
- 4 I remember my first holiday. I
- 5 Whenever I had exams at school, I
- 6 In my family, at weekends we
- 7 The first time I went to school alone,
- 8 As a child, I

Speaking

12 Choose two places from the list. How have the places changed? Make notes for then and now.

- my street
- my home
- my classroom
- my school
- my village / my town

my street: then – lots of cars; now – residents only

13 Work in pairs. Tell each other about the places you chose in Exercise 12. Use *used to* and *would*. Decide which places have changed the most and whether they are better now than they were in the past.

*A: There **used to be** a lot of cars in my street, but now only residents can park on it.*

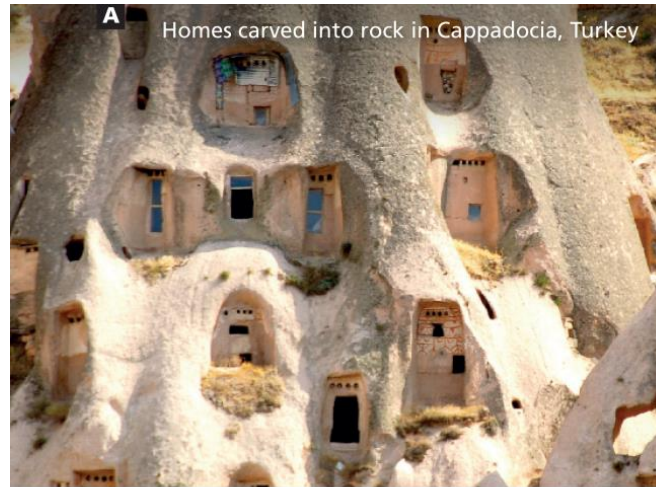
B: What do visitors do? Can they drive up to your house?

7b Homes around the world

Listening

- 1 Look at the photos of four homes. What are they made of?

bricks cloth
rock wood



2 Think of a question you'd like to ask each home owner. Then work in pairs. Tell your partner.

3 Marta Fereira presents the TV series *Home Planet*. Read the questions (a–e) that viewers have sent in to the programme's website. Then listen and match Marta's podcast replies (1–5) with the questions.

[Track 56](#)

- a Why are you so interested in traditional house design?
- b We live in a new house that my dad calls a 'box'. What do you think of the design of modern houses?
- c Why are some types of house more common in some areas of the world than in others?
- d You mentioned shelters in your last programme. What's the difference between a shelter and a home?
- e I'd like to stay in a ger, but they look a bit basic. What are they really like?

4 Listen again and complete the sentences.

Track 56

- 1 Traditional houses usually survive bad _____ conditions better than modern ones.
- 2 Rock homes heat up less quickly than _____.
- 3 You can put up a ger much faster than a _____.
- 4 You can live much more safely above the _____.
- 5 Modern houses are getting smaller and _____.
- 6 Unfortunately, sometimes _____ are also built badly.
- 7 Modern houses don't work as efficiently as _____.

5 Which of the homes in the photos would you like to spend time in? Why?

Grammar comparison: adverbs

► COMPARATIVE ADVERBS

Adverb	Comparative forms
<i>quickly/easily</i>	<i>more quickly/easily (than)</i> <i>less quickly/easily (than)</i> <i>not as quickly/easily as</i> <i>as quickly/easily as</i>

Note: *well* → *better*, *badly* → *worse*, *fast* → *faster*

For further information and practice, see page 168. [!\[\]\(d3fb9f94af8b26d1c844efa9a98805b0_img.jpg\)](#)

- 6 Look at the grammar box. Underline the comparative adverbs in the sentences in Exercise 4.

7 Read the three sentences. Do they mean the same thing? Do you agree with the sentences?

- 1 A brick house heats up more quickly than a rock house.
- 2 A rock house heats up less quickly than a brick house.
- 3 A rock house doesn't heat up as quickly as a brick house.

8 Complete the text about house sales and rentals in the UK with the comparative form of the adverbs.

Last year, terraced houses sold 1 _____ (quickly) than flats, but one-bedroom flats did 2 _____ (well) with young buyers. The number of large houses for rent rose 3 _____ (fast) than other types of home. Sales of large flats did 4 _____ (badly) than in previous years. So what does this mean for you? You can now rent a large house 5 _____ (cheaply) than ever before, but if you're trying to sell yours, you probably won't find a buyer 6 _____ (easily) as in previous years. Renting it out is a good alternative, so come and talk to us today.

9 Write sentences comparing the pairs of things. Then look at your partner's sentences. Do you agree?

1 young people / older people (drive carefully)

Older people drive more carefully than young people.

2 girls / boys (do well in exams)

3 children / adults (learn quickly)

4 women / men (work hard)

5 Americans / British people (speak slowly)

6 I / my friends (sing badly)

Grammar comparison: patterns

▶ COMPARATIVE PATTERNS

*Modern houses are getting **smaller and smaller**.
House prices are going up **more and more quickly**.
And **the higher the stilts, the safer you are**.*

For further information and practice, see page 168. [↗](#)

- 10** Look at the grammar box. Which sentences describe change? Which sentence describes two related things?

11 Read what two people say about where they live. Underline comparative patterns similar to the ones in the grammar box.

Josef: As this building gets older, things go wrong more and more often. But living in a block of flats is really good because I don't have to worry about repairs and things. Everyone pays an amount each month, so the greater the number of residents, the lower the monthly payment is.

Sandra: We're all students. So for us, the cheaper the place, the better. We don't have as much money as people who are working. Rents are getting higher and higher, but you can still rent more cheaply than buy.

12 Complete what two more people say. Use comparative patterns.

Marcus: Neighbours! The 1 _____ (few / good), I say.
In my old flat, I used to have noisy people living right above me and I got
2 _____ (angry) as the months went by. So I
moved into my own house and life is much quieter now.

Frances: I love having a garden, but it's a lot of work – so the
3 _____ (small / good), I think. As time passes,
the garden gets untidy 4 _____ (quickly), until in
the end I have to do something about it.

Speaking

13 Work in groups of four. Discuss ways of doing these things. What advice would you give someone who wanted to do each one?

- 1 learn English more quickly
- 2 do better in exams
- 3 live more cheaply
- 4 eat more healthily
- 5 spend more wisely
- 6 shop more sensibly

*A: I think you can **learn English more quickly** if you go to live in an English-speaking country.*

*B: I agree. You won't learn **as quickly** if you stay at home. You won't meet native English speakers **as easily**, for example.*

7c Sweet songs and strong coffee

Reading

- 1 Think of one word to describe your home town. Tell the class.

Students' own answers

- 2 Read the article about a town in Puerto Rico. What is the article mainly about? Choose the correct option (a–c).
 - a daily life and work
 - b festivals and holidays
 - c people and traditions

SWEET SONGS AND STRONG COFFEE

By Linda Gómez

Track 57

There's a dreamy atmosphere to Adjuntas, a coffee town in the Valley of the Sleeping Giant high in the mountains of Puerto Rico. And there's love, the love of the people for their land and its customs. People here say their families have lived here 'since forever'. You feel this love in the streets, with the smell of food cooked at roadside barbecues. You see it in the beautiful horses that parade through town on holidays. And you feel it as you sit in the large, elegant square, with its romantic fountains and stone benches.

Several decades ago, this love of the land also led the local people to prevent a mining development in the surrounding mountains. They used money from the area's successful coffee production to provide the money for a national park, El Bosque del Pueblo. The park opened in 1998 and runs a reforestation programme allowing young and old to plant trees. 'Learning to manage the forest has been a kind of new life for us,' said Tinti Deya, a local resident. 'It's another world where we're like children doing everything for the first time, except in our case we're grandmothers.'

Grandmothers are everywhere in Adjuntas and they're all respectfully addressed as Dofia. Lala Echevarria, an 85-year-old great-great-grandmother, was born on the oldest street in town, where she still lives in a small, neat and tidy home. Dofia Lala grew up before electricity and running water, and remembers when the first car arrived in Adjuntas. 'As a child, I used to spend all my time carrying water, finding firewood, looking after the chickens and the cows,' she said. 'There were sixteen of us. We would wash our clothes in the river and we used to cook on an open fire. At meal times, we kids would sit on the floor to eat.' Dofia Lala was working as a maid when she met and married the love of her life, Mariano the mechanic. They had thirteen children and shared 44 years before he died in 1983. She shows me the dozens of photographs of four generations of her family that now fill her tiny home.

People in Adjuntas play old traditional songs in little shops like Lauro Yepez's place, where men meet to swap stories and have a drink. When I was there, Tato Ramos, a local singer, appeared and began to sing in a flamenco style that hasn't changed for centuries. The shop quickly filled with working-class men clapping, tapping and nodding to the music. Ramos improvised songs on topics requested by shop customers. 'This is a forgotten art,' said Yepez. 'People give him a topic and he composes a song, in proper rhyme.'

Track 57

Later, I played the recording I'd made for my 88-year-old Spanish father, who has Alzheimer's disease. His dark brown eyes shone with recognition. He nodded his head, smiled, and said, 'Oh yes, this I remember, this I remember ...'

firewood (n) /fɪə'wʊd/ wood that is used as fuel



7c Sweet songs and strong coffee

Reading

- 1 Think of one word to describe your home town. Tell the class.

Students' own answers

- 2 Read the article about a town in Puerto Rico. What is the article mainly about? Choose the correct option (a–c).
 - a daily life and work
 - b festivals and holidays
 - c people and traditions

3 Which paragraph gives information about:

- a what life used to be like in Adjuntas?
- b a traditional activity that people still do?
- c a new activity that people have learned to do?
- d what the town looks like?

4 Work in pairs. What can you remember about these things in Adjuntas?

- | | |
|-------------------|-------------------|
| 1 the horses | 3 Lala Echevarria |
| 2 the town square | 4 Tato Ramos |

- 5 What do you think of Adjuntas as a place to live? Or a place to go on holiday? Tell your partner and give reasons using information from the article.

Students' own ideas

Wordbuilding noun → adjective

► WORDBUILDING noun → adjective

We can make adjectives from nouns by adding a suffix such as *-al* or *-ic*. Spelling changes are sometimes needed.
nature → natural, person → personal, artist → artistic

For further practice, see Workbook page 59.

- 6 Look at the wordbuilding box. Find the adjectives in the article that are formed from these nouns.
- 1 romance (line 10)
 - 2 nation (line 16)

7 Complete the sentences with adjectives formed by adding *-al* or *-ic* to the nouns.

benefit centre coast economy energy
fact history nature origin person

- 1 The farmer never stops working. He's _____ and enthusiastic.
- 2 The _____ part of the island is quite flat and the _____ part is mountainous.
- 3 Opening the forest park was _____ for the villagers and the wildlife.
- 4 We saw lots of birds in their _____ habitat.
- 5 The _____ crisis hasn't affected business.
- 6 The _____ area of the city around the old market is worth visiting.

Critical thinking descriptions

- 8 The writer aims to 'paint' a picture of Adjuntas in the reader's mind. Which descriptions in the article helped you to build a mental picture of Adjuntas? Underline words and phrases in the article.

- 9 Work in pairs. Compare the words you have underlined with your partner. Do you think the writer has been successful in her aims?

- 10** Add descriptions to each sentence to help the reader build a mental image.
Then exchange sentences with your partner.

EXAMPLE ANSWERS

1 The village is in the forest.

The tiny village is in the heart of the dense forest.

2 The houses are small.

3 You can walk through the streets.

4 The village centre is full of people.

5 People are working everywhere you look.

6 From one building, you can hear music.

Speaking

11 Work in pairs. Choose a place that you both know well and that is attractive to tourists. Plan and practise a short presentation to persuade people to visit the destination. Use descriptions that help people to imagine the place. Talk about:

- the best things to see
- the best things to do
- the best places to eat

12 Work in small groups. Give your presentation. Ask and answer follow-up questions.

A: ... and finally, don't leave the area without trying the food at the Golden Lion. It's delicious and not expensive.

B: Can you tell me what kind of restaurant the Golden Lion is?