

# 3A | Dream homes

## SPEAKING

1 Do any of these phrases describe where you live?

- It's really convenient for the shops.
- It gets quite noisy at night.
- It can be a bit dull at times.
- The neighbours are really friendly.
- It's a bit small and we need more space.
- It's quite a long way from where I work/study.
- There's loads of space and plenty of light.

2 Work in pairs. Compare your answers in exercise 1 and discuss these questions.

- What are the advantages and disadvantages of living where you live?
- Would you like to live somewhere completely different? If yes, where?

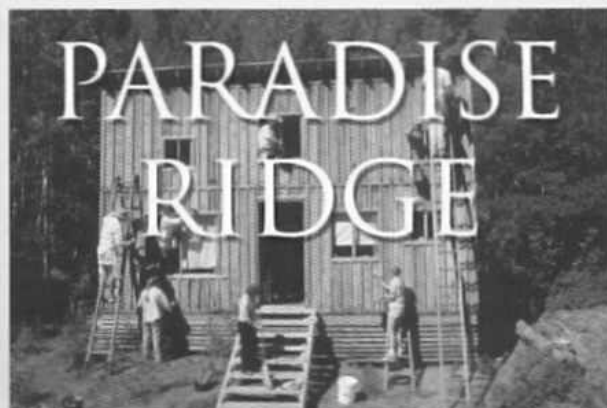
## READING

1 Read the magazine article. Which section of the magazine does it come from?

- a Advice for home buyers
- b Alternative lifestyles
- c Home improvements

2 Read the article again and tick the information that is mentioned.

- 1 Paradise Ridge opened over twenty years ago.
- 2 A lot of people want to live there.
- 3 It is very near a primary school and community college.
- 4 You are not allowed to drive your car in the cabin park.
- 5 Most of the residents work in Vancouver.
- 6 Everybody helps with the work of the community.
- 7 Meetings of the residents take place every month.
- 8 They grow vegetables in a community garden.



About 70 miles north-east of Vancouver is one of Canada's most beautiful tourist regions. Visitors come to enjoy fishing and water sports in the region's many lakes and rivers, to go skiing in the winter or simply to enjoy the spectacular mountain scenery.

But while most people come for a short break, promising to return the following year, many people have decided to stay for good. One such visitor was a Vancouver businesswoman, Kirsty Bourne, who first came to the region on a skiing trip.

Kirsty was looking for a place to live with her young family. 'Vancouver is fine for work,' she said, 'but, like all big cities, it's not a great place to live. I wanted somewhere where everybody knows everybody else, where your neighbours are also your friends and all your problems are shared. Where parents don't have to

3 Work in pairs. Think of three possible disadvantages of living in a place like Paradise Ridge.

4 1.16–1.20 Listen to five residents of Paradise Ridge. Do they mention any of the disadvantages you listed in exercise 3?

5 Would you like to live in Paradise Ridge? Why or why not?

worry about their kids when they're playing in the street and you don't need to lock your door at night.'

20 Just over twenty years ago, Kirsty founded Paradise Ridge, a cabin park in the heart of the Columbia Mountains, which is now home to 25 families. Each family owns their own small cabin, but they share ownership of the park and the common facilities. 'This is a real, living community,' insists Kirsty, 'so residents aren't allowed to use their cabins as a holiday home. They can't come here just for their vacations.'

30 The heart of the Paradise Ridge community is a large wooden house that stands at the centre of the 25 cabins. Shared meals take place there three times a week and once a month there is a meeting when important decisions are made. 'Residents mustn't miss these meetings,' explains Kirsty, 'because it's important that we all share in the decision-making.' The most important decisions usually concern new residents. Families can sell their homes if they want to leave, but the whole community must vote on new families before they are allowed to join.

40 'Keeping the community together is hard work,' says Kirsty. 'Everybody has to lend a helping hand and take responsibility for the day-to-day running of the community. That includes doing repairs, looking after the kids, cooking the communal meals or leading one of the monthly meetings.' But it seems that there is no shortage of families who want to join. There are more than seventy on the waiting list.

## GRAMMAR: modals of obligation, permission & prohibition (present time)

1 Complete the rules with words and phrases 1-4.

To talk about permission, you use ...  
To talk about prohibition, you use ...  
To talk about obligation, you use ...  
To talk about a lack of obligation, you use ...

- 1 *don't have to* and *don't need to*.
- 2 *must* and *have to*.
- 3 *can* and *be allowed to*.
- 4 *mustn't*, *can't* and *not be allowed to*.

SEE LANGUAGE REFERENCE PAGE 34

- 2 Find one example in the article about Paradise Ridge for each of the rules in exercise 1.
- 3 Complete the house rules with words or phrases from exercise 1. Use your own ideas.

### House rules

- 1 You don't have to pay electricity and gas bills.
- 2 You \_\_\_\_\_ pay the rent on the first day of the month.
- 3 You \_\_\_\_\_ pay for phone calls.
- 4 You \_\_\_\_\_ smoke in the kitchen and lounge.
- 5 You \_\_\_\_\_ switch off the TV and CD player in the lounge at midnight.
- 6 You \_\_\_\_\_ have pets in the house.
- 7 You \_\_\_\_\_ do the housework.
- 8 You \_\_\_\_\_ have small parties on Saturday nights.
- 9 Visitors who stay the night \_\_\_\_\_ help with the housework.
- 10 Visitors \_\_\_\_\_ stay for more than three days.

- 4 Compare your rules with a partner. Whose rules are stricter?
- 5 Choose a place from the box and write four sentences about it using the words and phrases from exercise 1. Do not mention the name of the place.

church hospital library museum  
plane prison school theatre

*You aren't allowed to touch anything.*  
*You don't have to go there, but it's usually interesting.*  
*You often have to buy a ticket.*  
*You have to leave your bag outside.*

- 6 Work in pairs. Read your sentences to your partner. He/She must decide which place you are talking about.
- 7 Do you have to follow any rules where you live? Tell a partner about them.

*We aren't allowed to put the rubbish out before 8pm.*  
*We have to pay a monthly charge for the lift and the lights on the stairs.*

## VOCABULARY: accommodation

- 1 Look at the photos. Which country do you think this is?  
What does your town look like from the air?



- 2 Complete the sentences in column A with a phrase from column B.

- |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A</b></p> <ol style="list-style-type: none"> <li>Most people in Britain own their homes, but about 30% live</li> <li>Accommodation in British town centres is usually</li> <li>It is quite common for young people to share</li> <li>British families often prefer to live in the <b>suburbs</b></li> <li>About half a million British people own <b>holiday homes</b></li> </ol> | <p><b>B</b></p> <ol style="list-style-type: none"> <li>a house or a <b>flat</b> with their friends.</li> <li>in France.</li> <li>in detached or <b>semi-detached</b> houses with gardens.</li> <li>in <b>rented</b> accommodation.</li> <li>in <b>apartment blocks</b> or rows of old <b>terraced</b> houses.</li> </ol> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 3 Match the words in bold in exercise 2 to the definitions 1-7.

- two houses joined together
- houses that are joined together in a line
- homes that you live in for only part of the year
- a home that is usually on one floor of a larger building
- buildings that contain a number of separate flats
- lived in by someone who pays money to the owner
- parts of a town that are away from the town centre

- 4 Change the sentences in exercise 2 so that they are true for your country.

## LISTENING

- 1 Work in pairs. Match the words in the box to the photos A-F. Would you like to live in any of them? Why or why not?

cave houseboat lighthouse  
mobile home tree house windmill



2 1.21–1.23 Listen to three people talking about their unusual homes. Where do they live? Choose your answers from the box in exercise 1.

3 1.21–1.23 Listen again and make a note of the best and the worst things about where they live.

4 Match the sentences to the three unusual homes in exercise 2. Then check your answers in tapescripts 1.21–1.23 on page 138.

- 1 We make dog owners leave their pets in the garden.
- 2 The local authorities make us move on.
- 3 We don't let little kids come up on their own.
- 4 They let us keep pets.
- 5 The farmers are happy to let us stay on their land.
- 6 The local people don't let us stay.
- 7 They don't allow us to have visitors.
- 8 We don't allow smoking.

### GRAMMAR: *make, let & allow*

We can use the verbs *make, let* and *allow* to talk about obligation and permission.

**Obligation** *make* + object + infinitive without *to*  
 Our teacher **makes us do** a lot of homework.  
 (= We must do a lot of homework.)

**Permission** *let* + object + infinitive without *to*  
 The farmer **lets us stay** on his land.  
 (= We can stay on his land.)

*allow* + object + *to* + infinitive  
 They usually **allow us to stay** overnight.  
 (= We can usually stay overnight.)

*allow* + noun/verb + *-ing*  
 They **don't allow smoking** in the living room.  
 (= You can't smoke in the living room.)

➤ SEE LANGUAGE REFERENCE PAGE 34

1 Choose the correct verb to complete the sentences.

- 1 They *let / allow* us to put up our tent wherever we want.
- 2 They *make / allow* us park our cars in the car park.
- 3 They *let / allow* us use the washing machine in their kitchen.
- 4 They *make / let* us come and go when we want.
- 5 They *make / let* us pay £3 a night.

2 What is being described in exercise 1?

- a) a hotel b) a campsite c) a holiday flat

3 Use the prompts to make sentences which are true for you.

My	teacher parents boss wife husband boyfriend girlfriend	(doesn't) (don't)	make(s) let(s) allow(s)	me us	(to) ...
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*My boss makes us work late on Fridays.*

*My girlfriend doesn't let me smoke in her car.*

### SPEAKING

1 Work in pairs. Discuss these questions.

- Is it common for people to have holiday homes in your country?
- Where are the most popular places to buy a holiday home? Why?
- Do people from abroad buy holiday homes in your country? Which countries do they usually come from?

2 Work in pairs. You are going to design a luxury holiday home. Discuss these questions.

- Where exactly is your holiday home?
- Is it a flat or a house?
- Is it old or new?
- How big is it?
- What facilities has it got? (e.g. garden, swimming pool, private beach ...)

3 Talk to other pairs of students. Describe your holiday home and try to persuade them to book a holiday there.

### Useful language

*I think you'll really like it because ...*

*It's just the thing you're looking for.*

*It's great for (families/couples/singles).*

*It's in the most fantastic spot ...*



# 3B | Bedrooms

## SPEAKING & VOCABULARY: verb collocations (sleep)

1 Complete the sentences with a verb from the box.

fall feel go have make set wake

- 1 I often find it difficult to \_\_\_\_\_ up in the morning.
- 2 I always \_\_\_\_\_ the bed first thing in the morning.
- 3 I sometimes \_\_\_\_\_ a nap after lunch.
- 4 I sometimes \_\_\_\_\_ asleep in front of the TV.
- 5 I often \_\_\_\_\_ sleepy in the middle of the day.
- 6 I never \_\_\_\_\_ to sleep before ten o'clock.
- 7 I sometimes forget to \_\_\_\_\_ my alarm clock.

2 Change the sentences in exercise 1 so that they are true for you. Compare your sentences with a partner.

3 Work in pairs. Discuss these questions.

- Do you find it easy to get to sleep?
- What do you do when you can't get to sleep?
- Are you a heavy or a light sleeper?
- Do you usually remember your dreams the next morning?
- Can you remember a recent dream?

## READING

- 1 Look at the photos. What do you know about the people?
- 2 Read the articles 1-6 and match them to the headings below.

A week in bed	Rules for healthy bedrooms
Going nowhere	Sleeping with strangers
No knives allowed	A king's office

3 Read the articles again and match the phrases a-f with the end of each article.

- a and it was never full!
- b so he stayed where he was.
- c because the green contained arsenic, a poisonous chemical.
- d in case they cut themselves.
- e where they recorded 'Give Peace a Chance.'
- f with 100 people in the room.

# 6 things you probably didn't know about **beds and bedrooms**

1 In 19<sup>th</sup> Century Britain, the Ladies' Sanitary Association published a list of rules for bedrooms. Bedrooms had to be fresh and airy, but not too airy in case people caught a cold. You had to keep cooking smells away from bedrooms, or burn incense to hide the smell. You couldn't put green wallpaper in bedrooms ...

2 Louis XIV of France was a busy man but he didn't have to worry about getting up in the morning. His valet woke him up at 8.30 and important friends were then allowed to come into his room, where they could watch him wash and have breakfast. On some days when Louis was feeling sleepy, he didn't get up at all and he conducted the day's business from his bed ...



4 Find words in the articles that match the definitions 1-8.

- 1 a decision by a court of law that someone is guilty of a crime
- 2 a man who looks after another man's clothes
- 3 a person who has to leave their country because it is dangerous for them to stay
- 4 a small hotel
- 5 a strong complaint or disagreement
- 6 a substance that gives a strong smell when it is burned
- 7 large rooms where a lot of people sleep
- 8 men who live in a religious community away from other people



## GRAMMAR: modals of obligation, prohibition & permission (past time)

- 1 Read the sentences from the articles below. Then put the headings in the box in gaps 1–4.

obligation permission prohibition no obligation

- 1 \_\_\_\_\_  
Important friends **were allowed to** come into his room.
- 2 \_\_\_\_\_  
You **had to** keep cooking smells away from bedrooms.
- 3 \_\_\_\_\_  
Poorer travellers **didn't need to** get out of bed.  
Louis XIV **didn't have to** worry about getting up in the morning.
- 4 \_\_\_\_\_  
You **couldn't** put green wallpaper in bedrooms.  
Mehran **wasn't allowed to** go through passport control.

➤ SEE LANGUAGE REFERENCE PAGE 34

- 2 Complete the text with modals from the grammar box.

A law of 1834 in Britain said that people (1) couldn't give money to the poor, unless they were old or ill. The government's solution to the problem of poverty was the building of workhouses around the country. Living conditions in the workhouses were very hard and you (2) \_\_\_\_\_ leave the building without special permission. Children under seven (3) \_\_\_\_\_ work, but everyone else (4) \_\_\_\_\_ do twelve hours a day. You (5) \_\_\_\_\_ have your own possessions and everyone (6) \_\_\_\_\_ wear a special uniform. You (7) \_\_\_\_\_ wash or shave only once a week. Husbands and wives (8) \_\_\_\_\_ speak to each other and they (9) \_\_\_\_\_ sleep in separate dormitories. The poor (10) \_\_\_\_\_ live in these workhouses, but, for many, there was not much choice.

- 3 Look at the photo of a school dormitory 100 years ago. Use your imagination to describe five rules for this dormitory. Compare your ideas with a partner.



- 4 What were the rules in your home when you were a young child?



- 3 After their wedding in 1969, John Lennon and Yoko Ono spent a week in bed at the Amsterdam Hilton hotel as a protest against the war in Vietnam. They wanted to repeat the protest two months later in the US, but Lennon couldn't get an American visa because he had a conviction for drugs. As a result, the couple had to go to Montreal ...
- 4 Early Christian monks in Europe slept in long dormitories and followed the rules of Saint Benedict. According to these rules, monks had to sleep in separate beds. They had to go to sleep fully clothed and they weren't allowed to take off their belts. In addition, they couldn't take their knives to bed with them ...
- 5 When people in Shakespeare's time stayed at an inn, they had to share their beds with complete strangers. When a rich traveller arrived at a busy hostel, he could take the place in bed of a poorer person. However, there was one inn in the small town of Ware where poorer travellers didn't need to get out of bed. The inn had a huge bed for eight people ...
- 6 Political refugee, Alfred Mehran, lost his travel documents in Paris when he was on his way to London. Mehran wasn't allowed to go through passport control at Charles de Gaulle airport, so he made his bed on a plastic bench in the departure lounge and stayed there for eleven years until new documents finally arrived. When the documents arrived, Mehran wasn't sure he wanted to go home after all ...

# 3c | Dinner date

## SPEAKING

- 1 Think of the last time you had a meal at someone else's home and prepare answers to the questions.
  - Whose home was it?
  - How long ago was it?
  - Was it a special occasion?
  - Who was at the meal?
  - What did you eat?
  - What was the food like?
  - What did you talk about during the meal?
- 2 Work in pairs. Describe the meal to your partner.

## LISTENING

- 1 Work in pairs. Look at the pictures A-C and describe what is happening in each. What do you think the people are saying to each other?
- 2  1.24-1.26 Listen to the three conversations. What are the mistakes in the pictures?
- 3  1.24-1.26 Listen again and say if the sentences are true (T) or false (F).
  - 1 Derek arrived early.
  - 2 Nigel decorated the house.
  - 3 Derek has a glass of white wine.
  - 4 Derek does a lot of cooking at home.
  - 5 Derek tells Nigel about the office.
  - 6 Derek liked the *calamari*.
  - 7 It's a warm evening.
  - 8 Camilla really enjoyed the evening.
- 4 Look at tapescripts 1.24-1.26 on pages 138-139 to check your answers.
- 5 Imagine that you have invited a new friend for dinner in your home. What will you cook for them? What other preparations will you make?



## FUNCTIONAL LANGUAGE: requests

## PRONUNCIATION: intonation (requests)

- 1 Look at tapescripts 1.24-1.26 on pages 138-139 again and underline examples of the phrases 1-8.

- |                        |                                 |
|------------------------|---------------------------------|
| 1 Can you ...          | 5 Do you think I could ...      |
| 2 Could I ...          | 6 Do you think you could ...    |
| 3 Could you ...        | 7 Is it all right / OK if I ... |
| 4 Do you mind if I ... | 8 Would you mind + -ing ...     |

- 2 Complete the table with the phrases in exercise 1.

asking someone to do something	asking for permission to do something
Could you possibly ...	Can I ...
Do you mind + -ing ...	Could I possibly ...
_____	I wonder if I could ...
_____	_____
_____	_____
_____	_____

Which of the phrases are the most polite?

- 3  1.27 Listen to these short exchanges. What is wrong with the responses?

- 1 A: Do you think I could have a glass of water?  
B: Yes.
- 2 A: Do you mind if I don't see you out to your car?  
B: No.
- 3 A: Can you get me another glass of wine?  
B: Yes.
- 4 A: Would you mind sharing the joke with me?  
B: No.

- 4 Match the alternative responses a–d to the questions in exercise 3.

- a No, not at all. Of course not. I'll start again. So, a frog walks into a bar ...
- b Yes, of course, help yourself. The glasses are over there above the sink.
- c Yes, sure. What were you drinking? White or red?
- d No, no, not at all. I'll see myself out.

-  1.28 Listen to the recording to check your answers.

- 5 You can make requests more polite in two ways:  
(a) say *please* (b) use friendly intonation.

-  1.29 Listen and repeat the example.


*Do you think I could have another glass of wine, please?*

- 6 Work in pairs. Look at the requests in exercise 3 and the responses in exercise 4. Practise the dialogues, concentrating on making your intonation as polite as possible.

## VOCABULARY: conversation fillers

- 1 Match the groups of conversation fillers A–C to their meanings 1–3.

A	B	C
Mm. Uh-huh. Yes.	Ah! Oh! Really!	I see. Right.

- 1 I understand.
  - 2 I'm surprised.
  - 3 I agree.
- 2  1.30 Listen to the conversation between Derek and Avril. Put the conversation fillers in exercise 1 in the order they are used.

- 3 Work in pairs, A and B.

A: Read this short text to your partner.  
B: Listen and respond with conversation fillers.

Do you remember that I was having dinner with the boss last night? Unfortunately, I arrived a bit early and they weren't ready for me. I thought it would be a good idea to bring a present, so I bought some flowers. I don't think she liked them very much. I must admit one or two of them were a bit dead. Anyway, she was busy so I chatted with her husband and he was very nice. Very friendly, actually. I think you'd like him.

When you have finished, exchange roles.

## Roleplay

- 4 Work in pairs, A and B. You are going to act out a dinner party conversation.

A: A friend has invited you for dinner in his/her home.  
Turn to page 126 for more information.  
B: You have invited a friend for dinner in your home.  
Turn to page 131 for more information.

## DID YOU KNOW?

- 1 Work in pairs. Read the information and discuss these questions.

Britain has a bad reputation for food, but many people now claim that the reputation is undeserved. There are over 50,000 restaurants in the country and they are improving all the time. In many cities, you can choose from Indian, Chinese, Italian, French, Mexican, Turkish, Greek and Spanish, but finding good traditional British food can be difficult. Cooking programmes on TV are very popular and TV chefs like Jamie Oliver are household names. Recipe books are often at the top of the best-seller list. Health food shops are everywhere and more and more people are eating organic food.



- Does your country have a good reputation for food? Is the reputation deserved?
- How often do you go to a restaurant or have a meal with friends?
- What are the most popular food books and TV programmes in your country?



# 3 | Language reference

## GRAMMAR

### Modals of obligation, permission & prohibition (present & past time)

#### Permission

We use *can* + infinitive and *is/are allowed to* + infinitive to talk about permission in the present.

*You **can drive** in the UK when you are seventeen.*  
*The children **are allowed to watch** TV until ten o'clock.*

We use *could* + infinitive and *was/were allowed to* + infinitive to talk about permission in the past.

*Many years ago people **could smoke** anywhere.*  
*She **was allowed to stay out** until twelve o'clock.*

#### Obligation

We use *must* + infinitive and *has/have to* to talk about obligation in the present.

*You **must arrive** 30 minutes before your flight.*  
*We **have to leave** soon.*

We use *had to* + infinitive to talk about obligation in the past.

*He **had to pay** a lot of tax last year.*

#### No obligation

We use *don't/doesn't have to* + infinitive and *don't/doesn't need to* + infinitive to talk about something that is not necessary (but it is allowed).

*You **don't have to come** if you don't want to.*  
*I **don't need to wear** a tie to work.*

We use *didn't have to* + infinitive and *didn't need to* + infinitive to talk about an absence of obligation in the past.

*She knew the restaurant manager so she **didn't have to pay** for her meal.*  
*They **didn't need to get up** early because it was a holiday.*

#### Prohibition

We use *can't* + infinitive, *mustn't* + infinitive and *isn't/aren't allowed to* + infinitive to talk about something that is not allowed.

*You **can't enter** the US without a passport.*  
*You **mustn't open** your papers before the exam begins.*  
*The students **aren't allowed to take** mobile phones to school.*

We use *couldn't* + infinitive and *wasn't/weren't allowed to* + infinitive to talk about prohibition in the past.

*British schoolchildren **couldn't have** long hair in the 1950s.*  
*The monks **were not allowed to speak**.*

### Make, let & allow

#### Permission

We can use *let* + object + infinitive (without *to*) and *allow* + object + *to* + infinitive to talk about permission.

*She **lets her children do** anything they want.*  
*My father **let me use** his car.*  
*The teacher **allowed the students to ask** questions.*

#### Obligation

We can use *make/made* + object + infinitive (without *to*) to talk about obligation.

*The company **makes the staff work** very hard.*  
*She **made me do** it again.*

#### Prohibition

We can use *doesn't/didn't let* + object + infinitive (without *to*) and *doesn't/didn't allow* + object + *to* + infinitive to talk about prohibition.

*They **don't let me leave** until five o'clock.*  
*He **didn't let me speak**.*  
*They **don't allow animals to come** into the house.*

## FUNCTIONAL LANGUAGE

### Requests: asking for permission

#### Requests

*Can I (possibly) + infinitive ... ?*  
*Could I (possibly) + infinitive ... ?*  
*Do you think I could + infinitive ... ?*  
*Is it all right/OK if I + present tense ... ?*  
*I wonder if I could + infinitive ... ?*

#### Responses

*Yes, sure/of course/certainly/no problem/go ahead.*  
*I'm sorry, but ...*  
*I'm afraid that ...*

If we want to refuse permission, we usually give an explanation.

## Requests: asking someone to do something

### Requests

Can you (possibly) + infinitive ... ?

Could you (possibly) + infinitive ... ?

Do you think you could + infinitive ... ?

### Responses

Yes, sure/of course/certainly/no problem.

If we want to refuse the request, we usually give an explanation.

## WORD LIST

### Accommodation

apartment	/ə'pɑ:tmənt ,blɒk/
block <i>n C</i>	
cabin <i>n C</i> **	/kæbɪn/
campsite <i>n C</i>	/kæmpsaɪt/
cave <i>n C</i> **	/keɪv/
communal <i>adj</i> *	/kə'mju:nl/
community <i>n C</i> ***	/kə'mju:nəti/
detached <i>adj</i> *	/dɪ'tætʃt/
dormitory <i>n C</i>	/dɔ:'mitri/
facilities <i>n pl</i> ***	/fə'sɪlətɪz/
holiday home <i>n C</i>	/hə'lɪdeɪ ,həʊm/
houseboat <i>n C</i>	/haʊsbəʊt/
lighthouse <i>n C</i>	/laɪthaʊs/
local authority <i>n C</i>	/ləʊkl ɔ:'θɒrəti/
lock <i>v</i> ***	/lɒk/
mobile	/məʊbaɪl 'həʊm/
home <i>n C</i> **	
monthly charge <i>n C</i>	/mənθli 'tʃɑ:dʒ/
ownership <i>n U</i> **	/əʊnəʃɪp/
resident <i>n C</i> ***	/rezɪd(ə)nt/
semi-detached <i>adj</i>	/semɪdɪ'tætʃt/
suburb <i>n C</i> *	/sʌbɜ:b/
tent <i>n C</i> **	/tent/
terraced <i>adj</i>	/terəst/
tree house <i>n C</i>	/tri:haʊs/
wallpaper <i>n U</i> *	/wɔ:l,pɛɪpə/
windmill <i>n C</i>	/wɪndmɪl/

## Conversation fillers

Ah!	/ɑ:/
I see.	/aɪ 'si:/
Mm.	/m/
Oh!	/əʊ/
Really!	/rɪəli/
Right.	/raɪt/
Uh-huh.	/ʌ 'hʌ/
Yes.	/jes/

## Sleep

fall asleep	/fɔ:l ə'sli:p/
feel sleepy	/fi:l 'sli:p/
get to sleep	/get tə 'sli:p/
go to sleep	/gəʊ tə 'sli:p/
have a nap	/hæv ə 'næp/
heavy sleeper <i>n c</i>	/hevi 'sli:pə/
light sleeper <i>n c</i>	/laɪt 'sli:pə/
make the bed	/meɪk ðə 'bed/
set the alarm clock	/set ði: ə'lɑ:m klək/
wake up <i>v</i> *	/weɪk 'ʌp/

## Other words & phrases

airy <i>adj</i>	/eəri/
arsenic <i>n U</i>	/ɑ:snɪk/
bench <i>n C</i> **	/bentʃ/
best-seller <i>n C</i>	/best'selə/
big deal <i>n C</i>	/bɪg 'di:l/
calamari <i>n pl</i>	/kælə'mɑ:ri/
candle <i>n C</i> **	/kændl/
catch up with <i>v</i>	/kætʃ 'ʌp wɪð/
chef <i>n C</i>	/ʃef/
claim <i>n C/v</i> ***	/kleɪm/
conduct <i>v</i> **	/kən'dʌkt/
convenient <i>adj</i> **	/kən'vi:nɪənt/
conviction <i>n C</i> **	/kən'vɪkʃn/
crash <i>v</i> *	/kræʃ/
day-to-day <i>adj</i>	/deɪtə'deɪ/
decorate <i>v</i> *	/dekeɪ'reɪt/
deer <i>n C</i>	/diə/
deserved <i>adj</i>	/dɪ'zɜ:vɪd/
divide <i>v</i> ***	/dɪ'vaɪd/
dramatic <i>adj</i> *	/drə'mætɪk/
drawback <i>n C</i>	/drɔ:bæk/

dreadful <i>adj</i>	/dredfl/
dull <i>adj</i> *	/dʌl/
enormous <i>adj</i> **	/ɪ'nɔ:məs/
for good <i>adv</i>	/fɔ 'gʊd/
found <i>v</i>	/faʊnd/
fully clothed <i>adj</i>	/fʊli 'kləʊðd/
gossip <i>n U</i>	/gɒsɪp/
half-way <i>adj/adv</i>	/hɑ:f'weɪ/
a helping hand	/ə ,helpɪŋ 'hænd/
homesick <i>adj</i>	/həʊmsɪk/
household name <i>n C</i>	/haʊshəʊld 'neɪm/
incense <i>n U</i>	/ɪnsens/
inn <i>n C</i>	/ɪn/
keep (sb) company <i>v</i>	/ki:p 'kʌmp(ə)nɪ/
living	/lɪvɪŋ kəndɪʃənz/
conditions <i>n pl</i>	
mayonnaise <i>n U</i>	/meɪə'neɪz/
monk <i>n C</i>	/mɒŋk/
noisy <i>adj</i> *	/nɔɪzi/
obviously <i>adv</i> ***	/əbvɪəsli/
poisonous <i>adj</i>	/pɔɪzənəs/
poverty <i>n U</i>	/pɒvəti/
refugee <i>adj</i>	/refju'dʒi:/
reputation <i>n C/U</i> **	/repju'teɪʃn/
sanitary <i>adj</i>	/sænət(ə)ri/
scenery <i>n U</i>	/sɪnəri/
sink <i>n C</i>	/sɪŋk/
slice <i>n C</i> *	/slaɪs/
sparkling <i>adj</i>	/spɑ:kɪŋ/
spectacular <i>adj</i>	/spek'tækjələ/
substance <i>n C</i> ***	/sʌbstəns/
tap water <i>n U</i>	/tæp ,wɔ:tə/
time flies	/taɪm 'flaɪz/
undeserved <i>adj</i>	/ʌndɪ'zɜ:vɪd/
uniform <i>n C</i> **	/ju:nɪ'fɔ:m/
useless <i>adj</i>	/ju:sɪləs/
vacation <i>n C</i>	/və'keɪʃn/
valet <i>n C</i>	/væleɪ/
waiting list <i>n C</i>	/weɪtɪŋ ,lɪst/
wooden <i>adj</i>	/wʊdn/
workhouse <i>n C</i>	/wɜ:khaʊs/