

3A | Flatmates

VOCABULARY: *house & home*

- 1 Do you live in a house or a flat? What do you like most about your home? Discuss and compare your answers in pairs.
- 2 Complete the sentences with *house* or *home*.
 - 1 What is your home town like?
 - 2 At what age do people usually leave _____ in your country?
 - 3 How do you feel when you are away from _____?
 - 4 Is your mother a _____ wife or does she have another job?
 - 5 How much _____ work does your teacher usually give you?
 - 6 What time do you usually get _____ in the evenings?
 - 7 Who does most of the cleaning and the other _____ work where you live?
- 3 Work in pairs. Ask and answer the questions in exercise 2.

PRONUNCIATION: /h/

- 1 Find two words in the box that do **not** begin with the sound /h/.

happy	holiday	honest	hotel	who
hospital	home	house	what	whole

- 2 1.24 Listen to the recording to check your answers.
- 3 How well can you say the sentence below?

In Hertford, Hereford and Hampshire hurricanes hardly ever happen.

(from the film *My Fair Lady*)

- 4 1.25 Listen and repeat.



LISTENING

- 1 You are going to listen to two friends talking about their home life. Ali lives with his parents and two brothers. He wants to go to live with Charlie, who shares a flat with four friends.

Look at the statements below. Who do you think is speaking: Ali (A) or Charlie (C)?

- 1 There's nothing to eat.
 - 2 I get no peace and I can't do any work.
 - 3 There's no space in the house.
 - 4 We don't go to bed early.
 - 5 I can't have any friends in the house.
 - 6 The kitchen is a bit dirty.
- 2 1.26 Listen to the conversation to check your answers.
 - 3 1.26 Listen to the conversation again. Choose the best definition for the phrases below.
 - 1 Grim!
 - a) That's bad!
 - b) That's good!
 - 2 It's driving me mad.
 - a) It makes me angry.
 - b) It makes me sad.
 - 3 I don't want to put you off.
 - a) I don't want to encourage you.
 - b) I don't want to discourage you.
 - 4 Work in pairs. Discuss these questions.
 - What do you think Ali should do?
 - What are the advantages and disadvantages of living at home when you are a student?
 - Do most students live at home in your country?

GRAMMAR: countable & uncountable nouns with *some*, *any* & *no*

Countable nouns

We can count countable nouns (for example, *one problem*, *two problems*). They have both a singular and plural form.

*There's a new **problem**.*

*He's got **problems** at home.*

Uncountable nouns

We cannot count uncountable nouns. (We cannot say *two homeworks*.) They only have a singular form.

*I have to do my **homework**.*

Some, *any* & *no*

We can use *some*, *any* and *no* with both countable and uncountable nouns.

Some

We usually use *some* in positive sentences.

*We've got **some** cousins.* (countable)

*I'm going to get **some** food.* (uncountable)

Any

We usually use *any* in negative sentences and questions.

*I can't have **any** friends.* (countable)

*I can't do **any** work.* (uncountable)

*Have you got **any** better ideas?* (countable)

*Do you have **any** time at the weekend?*

(uncountable)

No

A positive verb + *no* has the same meaning as a negative verb + *any*.

*There are **no** problems.*

= *There **aren't** any problems.* (countable)

*I **get no** independence.*

= *I **don't get** any independence.*

(uncountable)

➤ SEE LANGUAGE REFERENCE PAGE 34

- 1 Are the nouns in the box countable (C) or uncountable (U)?

bread	U	brother	C	cash	food
friend		independence		money	
parent		peace		sofa	space

Look at tapescript 1.26 on pages 134–5 to check your answers.

- 2 Choose the correct words to complete the dialogue.

Mum: What's the (1) *problem* / *problems*, Ali? You look really unhappy at the moment.

Ali: There's (2) *any* / *no* problem, Mum.

Mum: Yes, there is. What's the matter? (3) *Is* / *Are* your teachers at college giving you a lot of (4) *homework* / *homeworks*?

Ali: No, it's not that. But you know I've got (5) *any* / *some* very important exams in two weeks ...

Mum: Yes?

Ali: Well, I can't find the (6) *time* / *times* to study. I don't get (7) *any* / *no* peace in my room with the others there. It's really hard to work.

Mum: I'm sorry, I know what you mean. There really isn't (8) *any* / *some* space in the house when we have guests, is there?

Ali: Mum – I'm thinking of moving in with (9) *any* / *some* friends.

Mum: Oh, you can't do that! I know, I've got (10) *an* / *some* idea. Why don't you do your (11) *work* / *works* with me in the living room?

- 3 Work in pairs, A and B.

A: Turn to page 127. Look at the picture of Charlie's bedroom.

B: Turn to page 129. Look at the picture of Charlie's bedroom after a party.

How many differences can you find?

*Are there **any** people in your picture?*

*There are **some** bottles on the table.*

*There's **no** food in this picture.*

SPEAKING

Roleplay



- 1 Work in groups of three to five. You share a flat with the other students in your group. There are some problems and no one is really happy.

Read your role card and decide what you want to say to your flatmates. At the end of the discussion, make a list of four rules for the flat so that everyone is happy.

No smoking in the flat.

A: Turn to page 126. B: Turn to page 128.

C: Turn to page 129. D: Turn to page 130.

E: Turn to page 131.

You are sitting in the living room with your flatmates. Student C begins the discussion.

There are some things I want to talk about ...

3B | Another country

READING

- 1 On a piece of paper, write everything that you know about Scotland. You have two minutes.

Now work in pairs and compare your ideas.

- 2 Read the magazine article and choose the best summary.

- 1 An American man becomes interested in where his family came from.
- 2 An American man goes to a conference about Scotland.
- 3 An American man returns to his family's home town in Scotland.

- 3 Read the article again and put the sentences a-f in the gaps 1-6.

- a And they also told me about the communities of Scots living abroad.
- b I already have my ticket.
- c my grandmother worked for President Roosevelt.
- d Scottish bankers, Scottish businessmen, in politics, in the arts, in education – everywhere you look there's a Scot.
- e There are, for example, 75 places called Hamilton around the world.
- f They went to Australia, Canada, America and New Zealand.

- 4 Find these words in the article and choose the best definition.

- 1 *conference* (line 6)
 - a) a large meeting where people talk about one subject
 - b) a short conversation
- 2 *origin* (line 15)
 - a) a place where you go on holiday
 - b) the place that you come from
- 3 *settled down* (line 17)
 - a) got married and stayed in a place
 - b) sat down
- 4 *strange* (line 24)
 - a) normal or ordinary
 - b) not normal
- 5 *reunion* (line 29)
 - a) wedding
 - b) meeting people again after a long time



Scots Abroad *by Ted Hamilton*

- I always knew that I had a Scottish name, but I always thought of myself as American. I never thought about my name. I was born, like my parents and grandparents before them, here in Lexington, Kentucky. My father was in the Marines and (1) ____ Not many families are more American than us.
- Then, two weeks ago, I went to a conference of whisky producers here in Lexington. I counted 245 names on the conference programme and many of them were Scottish. I also met two brothers called Hamilton and they never stopped talking. They told me about the Hamilton clan (the Scottish word for family) and about the Hamilton tartan. They told me about the first Lord Hamilton, who married the daughter of King James II of Scotland. (2) ____ (The brothers came, would you believe it, from a place called Hamilton in Canada.)
- Apparently, five million people live in Scotland, but there are more than 30 million people of Scottish origin around the world. Many Scots went to live abroad in the nineteenth century to find land and jobs. (3) ____ They settled down, had families and some of them gave their names to their home towns. (4) ____
- Here, in the state of Kentucky, it seems that most of the people you meet have some Scottish origins. We came here poor, but we are everywhere now. (5) ____ How many of them are like me, I asked the Hamilton brothers. How many know almost nothing about their origins? To my surprise, I learnt that I was probably the only one. The Hamilton brothers thought I was very strange.
- But after the conference I was a changed man. Now, most days, I go to the Hamilton Family website and chat with James and David, the brothers from Ontario (and a hundred others). Yesterday, I got my first copy of a magazine called *Scots Abroad*. I am also waiting for the tartan scarf that I ordered online. And next summer, there is a reunion of Hamiltons in Edinburgh Castle. (6) ____

SPEAKING

1 Work in pairs. Discuss these questions.

- Did many people leave your country in the past? Why did they leave? Where did they go?
- Do many people from your country live abroad?
- Do you know anybody who lives abroad? If so, why did they go?
- What do people from your country miss when they are abroad?

GRAMMAR: *some, many & most*

We can use *some, many* and *most* with or without *of*.

Some of them gave their names to their home towns.

Most of the people you meet have **some** Scottish origins.

Many Scots went to foreign countries.

Most days, I log on to the website.

not many	of	the, my, his, etc + plural
some		noun (people)
many		them
most		us

not many	+ plural noun (Scots, days)	
some		
many		
most		

SEE LANGUAGE REFERENCE PAGE 34

1 In four of the sentences below the word *of* is missing. Insert *of* where necessary.

- Many the passengers on the *Titanic* were leaving for a new life in America.
- Most the Scots in America came in the nineteenth century.
- Most Afro-Americans live in the southern states and the industrial cities.
- Some US cities, like Boston, have big Irish communities.
- There aren't many places in California that do not have a Spanish-speaking community.
- Some the first immigrants to America were Dutch.
- Not many the new immigrants to America come from Western Europe.
- There are many Koreans and Japanese in LA.

2 Make true sentences using the phrases in the table.

Not many Some Many Most	people in this country people in this town students		are difficult to understand. are married. are very interesting. arrive late. don't have much money. drive a nice car. have a job. like their work. live near here. need English at work. speak two or three languages.
	of	the students in this class	
		my friends	
		my work colleagues our English lessons	
		us	

3 Work in pairs and compare your answers.

DID YOU KNOW?

1 Work in pairs. How much do you know about the United Kingdom?

- Write the capital cities on the correct places on the map.
- What do you know about the different countries in the United Kingdom?

Great Britain is the island of England, Scotland and Wales. The United Kingdom is Great Britain and Northern Ireland. The flag of the United Kingdom is called the Union Flag.

Capital Cities of the UK

Cardiff • London
Belfast • Edinburgh

3c | Home town

VOCABULARY: towns

1 Look at the words in the box.

art gallery bar bus cinema crime
flat house library metro nightclub
park pollution restaurant studio theatre
traffic tram

Put the words into these groups.

- public transport
- types of accommodation
- nightlife, culture
- other

Can you add any other words to the groups?

2 Imagine that you are going to live somewhere new. Which things are most important for you?

READING

1 Imagine that you are going to live in Montreal. Read the webpage. Choose which area (Verdun, Outremont or Old Montreal) you would prefer to live in. Why?

Work in pairs and compare your answers.

2 Read the webpage again. Which part of Montreal do the sentences refer to: Verdun (V), Outremont (O) or Old Montreal (OM)?

1 = OM

- 1 There are a lot of cars.
- 2 It doesn't cost a lot to live here.
- 3 It has the best places to eat.
- 4 It isn't dangerous.
- 5 It's a good place for outdoor sport.
- 6 There isn't much to do in the evening.
- 7 There are a lot of cultural activities.
- 8 There isn't much cheap accommodation.

living in m

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Go To: <http://www.livinginmontreal.com>

livinginmontreal.com

Home

Mini guide

Choosing an area

Find out from the people who live there

Public transport

Eating

Health

Services

Harbor and waterfront



Verdun

We live down by the river. It's a poor area and there's a lot of crime, but the shops are good and there are a few good restaurants. The shopping area is not very attractive, but it is changing. Public transport is excellent and we're near the city centre. In the summer, Verdun is the place to be. The river here is really beautiful and you can have picnics in the park. There isn't enough nightlife for us, so we go to the area near the university for that. Accommodation is cheap!

BRIGITTE GOFFIN & BERNARD YIP (students)

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Outremont

Outremont has many advantages. The best restaurants in town, the most beautiful park and the biggest houses. You feel safe here. You meet interesting, important people and it's good for business. There are not many Japanese restaurants and we do very well. When we're not working, we like having a coffee outside one of the cafés. We don't have much time to enjoy the area, but we like going up to the park at Mount Royal sometimes. The only problem, really, is that you need to speak French in this part of town (and we don't!).

K.INAMOTO (restaurant owner)

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ntreal

Security Shop Stop

What's Related



Marie Reine du Monde Cathedral



Old Montreal

True, there are too many tourists and there's too much traffic. The metro doesn't take you into the centre of Old Montreal. There is a little crime in the area, but not too much. But why am I being so negative? Old Montreal is the **only** place to be. There are a lot of good bars and restaurants. There are excellent museums (if you like that kind of thing), an IMAX cinema, an interesting park to go rollerblading in the summer or ice-skating in the winter. What more do you want? Just one big problem: not enough cheap flats. I found the last one!

Mr. J. B. LAZARIDIS (computer programmer)

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Rue Saint Paul
Old Montreal

GRAMMAR: quantifiers

- Look again at the text about Montreal. Find the expressions in the table below and complete the examples with nouns from the text.

quantifiers with plural countable nouns

too many tourists
a lot of _____
many _____
not many _____
a few _____
not enough _____

quantifiers with uncountable nouns

too much traffic
a lot of _____
not much _____
a little _____
not enough _____

SEE LANGUAGE REFERENCE PAGE 34

- Here is some more information about these places. Choose the correct expression to complete the sentences.

Verdun

- There are *a lot of / much* cheap flats.
- There are *not many / not much* hotels for tourists.
- There are *a little / a few* big factories.

Outremont

- There's *not many / not much* crime.
- There are *a lot of / too much* French speakers.
- There is *not many / not much* unemployment.

Old Montreal

- There are *too many / too much* cars.
- There are *many / too much* things to do for children.

- Write six sentences about your town. Use a different quantifier in each sentence.

SPEAKING

- Turn to page 127 and complete column A.
- Work in pairs. Ask questions about your partner's town. Write the answers in column B on page 127.

Useful language

What is the name of your town?
How much ... is there?
How many ... are there?

- Compare your answers.

If you described the same town as your partner, did you have the same answers?

If you described a different town, which town is the better place to live?

3D | Lost!

SPEAKING

- 1 Read the information about the city of Newcastle.
- 2 Work in small groups.

Are there any towns or cities in your country that are similar to Newcastle? In what ways?

Bilbao is near the sea. It also has a famous football team ...

Official name: Newcastle-upon-Tyne.
Location: North-east England. On the River Tyne, 13 km from the North Sea.
Population: Approximately 200,000.
History: Old Roman town. 19th century industrial centre (ships, coal).

*A lively city with good nightlife.
Centre for contemporary art.
Interesting place to visit.
Famous football team.
Beautiful countryside.*



VOCABULARY: places in a town

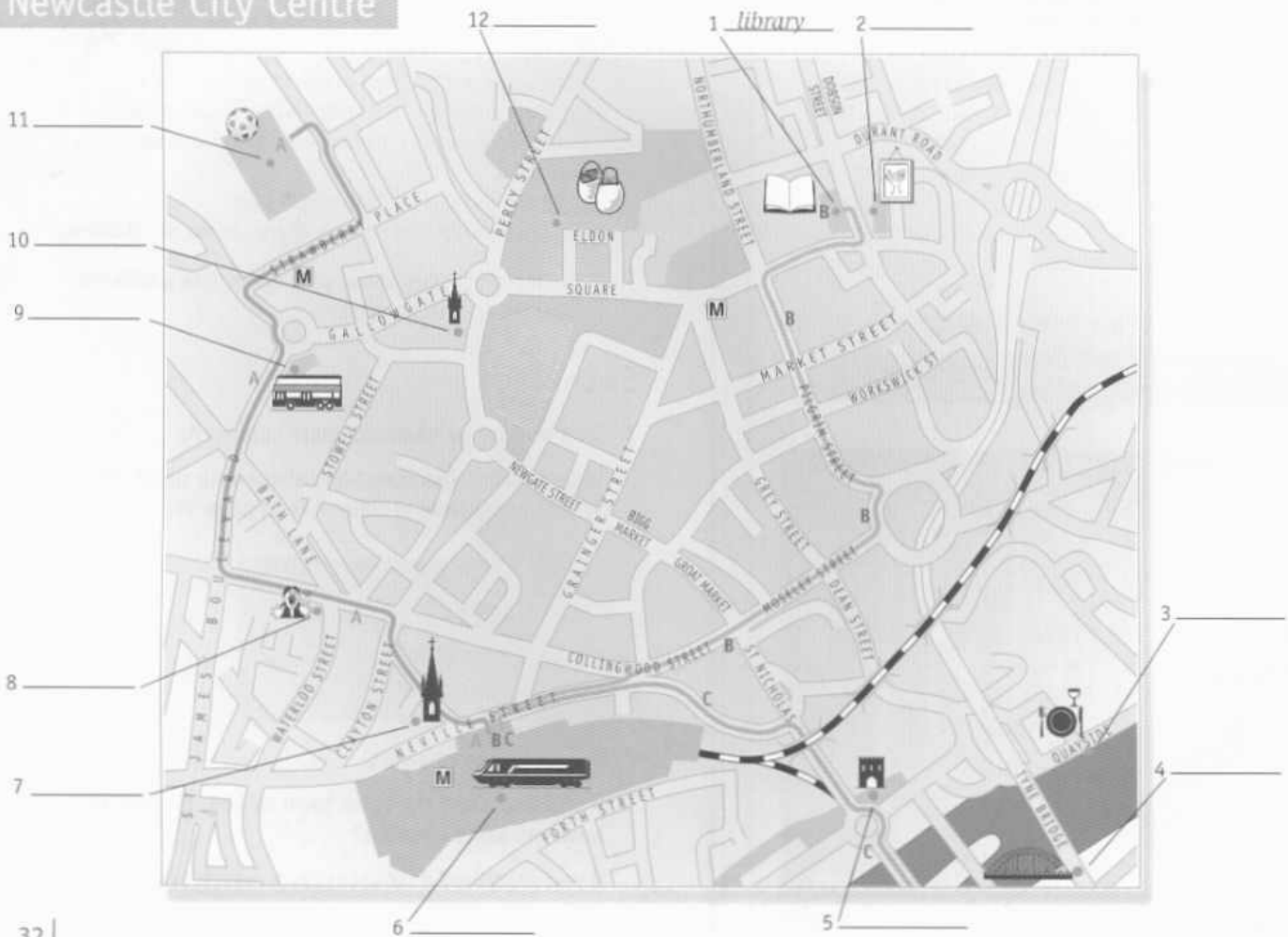
- 1 Label the map below with the words in the box.

bridge art gallery castle bars and restaurants
bus station cathedral church library
opera house shopping centre stadium train station

- 2 Are the statements below true (T) or false (F)?

- 1 The art gallery is opposite the library.
 - 2 The bars and restaurants are near the river.
 - 3 The cathedral is opposite the stadium.
 - 4 The opera house is next to the castle.
 - 5 The shopping centre is between the art gallery and the bus station.
 - 6 There is a metro station not far from the stadium.
- 3 Do you have these places in your town? Where are they?

Newcastle City Centre



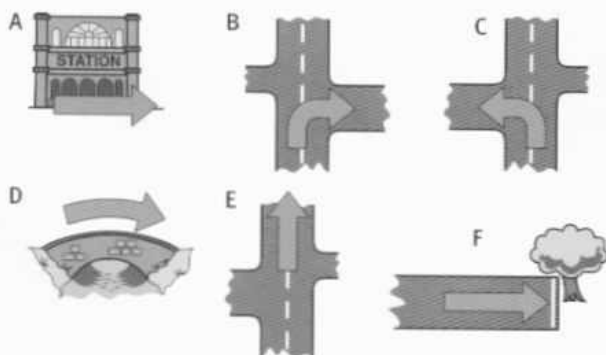


LISTENING

- 1.27 Listen to a conversation in Newcastle train station. Choose the correct words to complete the sentences.
 - Mary is saying *goodbye* / *hello* to Emma and Lucy.
 - The men want to go to the *shopping centre* / *stadium*.
 - Emma finds it *difficult* / *easy* to give directions.
 - Her aunt *helps* / *doesn't help*.
- 1.27 Listen again and follow Mary's directions on the map. Which route did she describe: A, B or C?

FUNCTIONAL LANGUAGE: directions

- 1.28–1.30 Stuart and Tony are in front of the castle. Listen to three more conversations. Which speaker gives the best directions to the stadium?
- 1.31 Listen to extracts from conversations 1–3 again and complete the sentences.
 - _____ straight on.
 - _____ the first street on the right.
 - _____ past the station.
 - _____ the bridge.
 - _____ to the end of the road.
 - _____ the first street on the left.
- Match the phrases in exercise 2 to the pictures.



- Work in pairs, A and B. You are at the train station in Newcastle.

A: Choose a place you want to go to. Ask B for directions.

B: Look at the map and give A directions.

Questions

Excuse me,	where's the ... can/could you tell me the way to ... how do I get to ...	please?
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Prepositions

behind between near not far from
in front of opposite next to on the corner of

PRONUNCIATION: to

- 1.32 Listen to the pronunciation of the word *to* (/tə/) in the middle of these phrases.
 - interesting place to visit
 - difficult to give directions
 - next to the castle
- Look at tapescript 1.27 on page 135. There are five examples of *to* in the middle of a phrase. Find them and underline them.
- 1.33 Listen to the recording to check your answers.
- Practise saying the phrases with the short pronunciation of *to* (/tə/).

3 | Language reference

GRAMMAR

Countable & uncountable nouns

Countable nouns

Most nouns in English are countable. We can count them. They have both a singular and plural form for example, *one house, two houses*.

It's a new house.

He's got two houses in London.

A small group of countable nouns has irregular plurals (*child/children, man/men, woman/women, foot/feet, tooth/teeth, mouse/mice*).

Uncountable nouns

Some nouns are uncountable. We cannot count them. For example, we cannot say *two homeworks*. They only have a singular form.

I want to do my homework.

Some nouns can be both countable and uncountable. The uncountable noun refers to the thing in general; the countable noun refers to a particular example of it.

Crime is a problem in many cities.

(uncountable; crime in general)

Sherlock Holmes solved hundreds of crimes.

(countable; particular crimes)

Determiners

Some & any

We use *some* and *any* to describe an indefinite quantity of something. We can use *some* and *any* with both countable and uncountable nouns.

We usually use *some* in positive sentences.

*I've got **some** biscuits.* (countable)

*He's going to buy **some** milk.* (uncountable)

We usually use *any* in negative sentences and questions.

*Mark doesn't like **any** vegetables.* (countable)

*I haven't got **any** money.* (uncountable)

*Have you got **any** apples?* (countable)

*Do you have **any** advice for me?* (uncountable)

No

We use *no* with both countable and uncountable nouns.

A positive verb + *no* has the same meaning as a negative verb + *any*.

*There are **no** biscuits.* = *There aren't any biscuits.*
(countable)

*I have **no** time.* = *I don't have any time.*
(uncountable)

Quantifiers

We can use quantifiers before a noun to show how much of something there is.

quantifiers with plural countable nouns	quantifiers with uncountable nouns
<i>too many</i>	<i>too much</i>
<i>a lot of</i>	<i>a lot of</i>
<i>many</i>	<i>not much</i>
<i>not many</i>	<i>a little</i>
<i>a few</i>	<i>not enough</i>
<i>not enough</i>	

*There are **too many** tourists in this town.*

*I know **a few** good restaurants near here.*

*We do **not** have **much** time.*

We do not usually use *much* in affirmative sentences.

We use *a lot of* instead.

*There's **a lot of** work to do.* Not *There's much work.*

Some, many & most

We can use *some*, *many* and *most* with or without *of*.

Not many	of	my friends	live at home.
Some		the students	
Many		them	
Most		students	

***Some of** my friends are working.*

***Most of** the people I know are very interesting.*

***Many** people spend their holidays abroad.*

***Most** days, I do some homework.*

FUNCTIONAL LANGUAGE

Directions

Excuse me,	where's the ...	
	can/could you tell	please?
	me the way to ...	
	how do I get to ...	

behind
between
in front of
near
next to
not far from
on the corner of
opposite

Cross the bridge/road.
Go past the ...
Go straight on.
Go to the end of the road/street.
Take the first/second street on the left/right.

WORD LIST

House & home

(be) away from home	/əweɪ frəm 'həʊm/
get home	/get 'həʊm/
home town	/həʊm 'taʊn/
homework <i>n U</i> *	/həʊmwɜ:k/
housewife <i>n C</i>	/haʊswaɪf/
housework <i>n U</i>	/haʊswɜ:k/
leave home	/li:v 'həʊm/

Towns

accommodation <i>n U</i> **	/əkɒmə'deɪʃn/
art gallery <i>n C</i>	/ɑ:t gæləri/
bar <i>n C</i> ***	/bɑ:/
bridge <i>n C</i> **	/brɪdʒ/
bus station <i>n C</i>	/bʌs steɪʃn/
castle <i>n C</i> **	/kɑ:sl/
cathedral <i>n C</i>	/kə'thi:drəl/
church <i>n C</i> ***	/tʃɜ:tʃ/
cinema <i>n C</i> **	/sɪnəmə/
crime <i>n C/U</i> ***	/kraɪm/
culture <i>n U</i> ***	/kʌltʃə/
flat <i>n C</i> **	/flæt/
industrial <i>adj</i> ***	/ɪn'dʌstriəl/
library <i>n C</i> ***	/laɪbrəri/
metro <i>n C</i>	/metrəʊ/
museum <i>n C</i> ***	/mju:ziəm/
nightclub <i>n C</i>	/naɪtklʌb/
nightlife <i>n U</i>	/naɪtlaɪf/
park <i>n C</i> **	/pɑ:k/
opera house <i>n C</i>	/ɒp(ə)rə haʊs/
pollution <i>n U</i> **	/pə'lju:ʃn/
public transport <i>n U</i>	/pʌblɪk 'trænsport/
restaurant <i>n C</i> ***	/rest(ə)rənt/
shopping centre <i>n C</i>	/ʃɒpɪŋ sentə/
stadium <i>n C</i>	/steɪdiəm/
studio <i>n C</i> **	/stju:diəʊ/
theatre <i>n C</i> **	/θɪətə/
traffic <i>n U</i> ***	/træfɪk/
tram <i>n C</i>	/træm/
train station <i>n C</i> ***	/treɪn steɪʃn/

Other words & phrases

abroad <i>adv</i> **	/ə'brɔ:d/
area <i>n C</i> ***	/eəriə/
banker <i>n C</i>	/bæŋkə/
cash <i>n U</i> ***	/kæʃ/
century <i>n C</i> ***	/sentʃəri/
chat <i>v</i> *	/tʃæt/
cheap <i>adj</i> ***	/tʃi:p/
clan <i>n C</i>	/klæn/
coal <i>n U</i> *	/kəʊl/
community <i>n C</i> ***	/kə'mju:nəti/
conference <i>n C</i> **	/kɒnf(ə)rəns/
countryside <i>n U</i> **	/kən'traɪsaɪd/
dirty <i>adj</i> ***	/dɜ:ti/
discourage <i>v</i>	/dɪs'kʌrɪdʒ/
drive (sb) mad <i>v</i>	/draɪv 'mæd/
encourage <i>v</i> ***	/ɪn'kʌrɪdʒ/
flatmate <i>n C</i>	/flætmeɪt/
flag <i>n C</i>	/flæg/
grim <i>adj</i>	/grɪm/
guest <i>n C</i> **	/gest/
immigrant <i>n C</i>	/ɪmɪgrənt/
independence <i>n U</i> **	/ɪndɪpendəns/
normal <i>adj</i> ***	/nɔ:ml/
online <i>adj/adv</i>	/ɒnlaɪn/
ordinary <i>adj</i> **	/ɔ:d(ə)n(ə)ri/
origin <i>n C</i> **	/ɒrɪdʒɪn/
outdoor <i>adj</i>	/aʊt'dɔ:/
owner <i>n C</i> ***	/əʊnə/
passenger <i>n C</i> **	/pæsɪndʒə/
peace <i>n U</i> ***	/pi:s/
picnic <i>n C</i>	/pɪknɪk/
producer <i>n C</i> *	/prə'dju:sə/
programme <i>n C</i> ***	/prə'græm/
put (sb) off <i>v</i>	/pʊt 'ɒf/
reunion <i>n C</i>	/ri:'ju:niən/
rollerblading <i>n U</i>	/rɒlə'bleɪdɪŋ/
scarf <i>n C</i>	/skɑ:f/
settle down <i>v</i>	/setl daʊn/
skating <i>n U</i>	/skeɪtɪŋ/
sofa <i>n C</i>	/səʊfə/
space <i>n U</i> ***	/speɪs/
strange <i>adj</i> ***	/streɪndʒ/
tartan <i>adj/n</i>	/tɑ:tn/
tourist <i>n C</i> **	/tuərɪst/
twin <i>n C</i> *	/twɪn/
whisky <i>n U</i>	/wɪski/