

- A No, there aren't. This is an old house... This is the living room.
 LO Are those paintings original?
 A Yes, I think so.
 L Is there a television?
 A No, there isn't, sir. But there's a piano...
 A And the kitchen.
 LO There isn't a fridge.
 A Yes, there is. It's over there.
 LO You call that a fridge?! Are there any glasses? I need a glass of water.
 A Yes. There are some glasses in that cupboard. Now let's go upstairs.

- c • Focus on the conversation with blanks. Play the recording again for SS to complete it.
 • Have SS compare with a partner and check answers.

1 dining room	6 television
2 study	7 piano
3 bathroom	8 fridge
4 upstairs	9 glasses
5 showers	10 cupboard

Extra support

Give SS time to read through the conversation and think about what kind of words are missing (i.e., furniture or rooms) before you play the recording.

d 6.2

- Focus on the instructions. Then play the recording twice. Have SS compare with a partner before you check answers.

One of the bedrooms is very cold.
 They decide to rent the house.

- Ask a few more comprehension questions, e.g., *How old is the house?* (100 years old.) *What kind of heating is there?* (Central heating.) *Why do they go back to the agent's office?* (To sign the contract.) *Who lived in the house before?* (The Travis family.) Elicit that this is the same house as in 5D.

6.2

CD2 Track 51

(audioscript in Student Book on page 118)

- A OK. Let's have a look upstairs now. Follow me.
 LO It's very old.
 A Yes, the house is a hundred years old. The Travis family lived here for nearly fifty years. There are five bedrooms. This was Mr Travis's bedroom.
 L It's cold in here.
 LO Yes, very cold.
 A Don't worry. There is central heating in the house. And this room here is the second bedroom.
 L OK, well, what do you think, Louise?
 LO I like it.
 L Me too. Yes. We want it.
 A Excellent! Let's go back to my office and we can sign the contract.

3 GRAMMAR *there is / there are*

- a • Focus on the chart and give SS a minute to complete it.

singular
 There's a piano.

plural
 There **are** some glasses in the cupboard.

There **isn't** a fridge.
 Is **there** a TV?

There **aren't** any showers.
Are there any glasses?

- b • Give SS a minute to look at the question and discuss it in pairs. Elicit that *some* = we don't know how many exactly.
 c • Tell SS to go to **Grammar Bank 6A** on page 132. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

there is / there are

- *There is* is used with singular nouns, *there are* with plural nouns.
- Questions are formed by inversion (*There is – Is there...?*) and negatives by adding *not* or *-n't* (*There is – There isn't*).
- There is no written contraction of *are* in *there are* (NOT *There're*) but in speaking *are* is unstressed.
- When giving a list of things we use *there is* (NOT *there are*) when the first word is singular, e.g., *In my living room there's a sofa and two armchairs.*

some and any

- *Some* and *any* are determiners used here with plural countable nouns. *Some* and *any* with uncountable nouns is presented in 7A.
- Focus on exercises 6A on page 133. SS do the exercises individually or in pairs.
- Check answers, having SS read the complete sentences aloud.

- a 1 There are 4 There's
 2 There's 5 There are
 3 There are 6 There's

- b 1 There's a table in the kitchen.
 2 Is there a fireplace in the living room?
 3 There aren't any plants in the living room.
 4 Are there any cupboards in the kitchen?
 5 There isn't a shower in the bathroom.
 6 There are some shelves in the study.

- Tell SS to go back to the main lesson on page 65.

4 PRONUNCIATION /ð/ and /ɛr/, sentence stress

a 6.3

- Focus on the conversation and play the recording. Elicit that all the examples of *th* are pronounced /ð/ like *mother*, and that the other highlighted letters all have the /ɛr/ sound, like *chair*.
- Play the recording again, pausing after each sentence for SS to repeat, copying the rhythm.

Extra support

Have SS underline the stressed words (see audioscript) and remind them to pronounce them more strongly when they practice the conversation.

- Have SS read the conversation in pairs.