

8

Amazing architecture

Unit profile

- Vocabulary:** Describing buildings
Reading: Unusual homes around the world
Grammar: Comparative and superlative adjectives
Vocabulary: Prepositional phrases for location
Listening: Moving to another city
Speaking: Describing a picture (1)

Warmer

Put students into mixed-ability pairs or small groups. Set a time limit for them to write adjectives to describe different homes or apartments, e.g. *small, modern*. Tell them the adjectives can describe size, shape, age, colour, materials, etc. Then ask them to work individually to write two sentences to describe a place using five words from their list. Do not over-correct for accuracy. Students read their sentences aloud to the group, who take a vote on which one sounds the most interesting.

Your profile

Class survey. Tell students to copy the questions onto a piece of paper. Set a short time limit for them to ask the questions to as many people as possible. Join in with the activity and encourage students to show interest in what other people are saying. Nominate individuals to report answers back to the class. Write a list of favourite buildings on the board and take a class vote to see which is the most popular.

VOCABULARY Describing buildings

- 1 Direct students to the photos. Ask *Which house would you most like to live in?* Ask for a show of hands for each house and nominate individuals to say why. Do the exercise as a class before putting students into pairs to describe each building. Draw four columns on the board (one for each house) and write any useful vocabulary for each of the houses, e.g. *ceilings, walls, floors, cottage, roof, tower*.
- 2 Read the instructions and sentence 1. Check understanding of the words in blue by eliciting their opposites (*old; new*), and ask students *Which house? (d)*. Tell students to continue in pairs, and to use the pictures to guess the meaning of any new vocabulary in the descriptions. Check answers.


Answers

1 c 2 b 3 a 4 not needed 5 d

- 3 Direct students to the chart and the examples. Ask for one more word for each column. Allow them to compare their answers with a partner before checking as a class. Write the adjectives in the corresponding columns on the board. Help with pronunciation as necessary, for example check students don't insert an unnecessary vowel sound before *spectacular* /spek'tæk.jʊ.lə/, and that syllable stress is correctly placed on *traditional* /trə'dɪʃ.ən.əl/.

Answers

Age: original, brand new, traditional, historic, modern
 Opinion: fresh, spectacular, classic, cosy

- 4 Model the activity by describing the advantages and disadvantages of one of the houses. Direct students to a different photo and invite two or three students to give advantages and disadvantages of the space inside and the location. Write any new adjectives on the board.
- 5  1.20 Read the instructions. Suggest that students write very brief notes about each building as they listen. Play the recording, pausing after each speaker if necessary. Ask a student to give a summary of what each speaker said.

Audioscript

- 1 If you have nothing to hide, why not spend a few nights in this brand-new house in Tokyo? There's plenty of light entering the glass ceilings and walls, and the fresh design makes it spectacular to look at. But you can't really expect to have much of a private life here, as you can see right through the building. It has three floors, but these are actually divided into twenty-one different levels, with ladders and fixed and movable steps connecting the various spaces. The house can be one single room or a collection of rooms, depending on how it is used.
- 2 The cottage's location is up in the mountains of northern Portugal, well away from city life, and the large rocks on either side are definitely very original. Built in 1974, there are two floors of cosy living accommodation, kept warm by a real fire. It's not all made of stone, either. The central part is like a traditional cottage, with an iron roof, glass windows and a steel door. And although there's no electricity, there is a swimming pool, cut into one of the large rocks. Recently, it has attracted so many tourists and fans of unusual architecture that the owner has had to move out to escape his curious visitors.
- 3 This modern building is incredibly narrow, and there's no doubt that it is the world's thinnest house! It's only 122 centimetres at its widest point and just 72 centimetres at its narrowest. Pushed into a gap between two larger apartment blocks in Warsaw, there's just enough room for one person to live and work, so it could be quite cosy. For short periods of time, it offers a temporary home to travelling writers, and its Polish architect says it helps if they have a sense of humour!

- 4 It's called the House in the Clouds and is now a spectacular holiday cottage available for rent, with lots of space over its seven floors. The house on top is unusual, and is much more recent than the tower below. The building was originally designed as a water tower to hold water for the local village, and the small house was built on top to make it look less ugly. There are sixty-seven steps inside to take you from the ground floor to the upstairs rooms, the highest of which has terrific views across the English countryside.

Answers

- 1 advantages – plenty of light, fresh design; disadvantages – no privacy
- 2 advantages – quiet, original, cosy, warm, swimming pool; disadvantages – no electricity, too many visitors
- 3 advantages – modern, cosy; disadvantages – narrow
- 4 advantages – lots of space; disadvantages – ugly, lots of steps

- 6 Put students into same-ability pairs or small groups to discuss the questions. Invite student pairs to discuss the questions in front of the class.

Extension activity

Put students into pairs. They choose one of the houses in the pictures and write a short paragraph to describe it using adjectives from the lesson. Set a five-minute time limit and ask students to swap with another pair and compare their descriptions.

READING

- 1 Ask students what kind of houses they like and don't like, and why. Read the instructions and example with the class. Monitor and help as they continue the exercise individually. Allow them to compare their answers with a partner before checking as a class.

Answers

- 2 old buildings, in the countryside, rent for short periods
- 3 famous architect, building where they used to live, classic furniture
- 4 smallest of its kind, in a city, neighbourhood where it is located
- 5 recently-built home, better for the environment, done well in competitions, original architecture

- 2 Set a short time limit to encourage students to read quickly. If they read one word at a time, they are likely to fail to grasp the overall meaning. Nominate a student to give the answer, and see if the class agrees before confirming.

Answers

Texts A and C are shown in the pictures on page 46 (Keret House and House Na).

● Prepare for Preliminary for Schools

Reading and Writing, Reading Part 2

Task description

Reading Part 2 tests students' ability to read for specific information and detailed understanding. They match five descriptions of people to eight short, factual texts.

Tip

Tell students to read the descriptions of the people first and underline the important information – each person will want three things. They should then carefully read the eight texts, underlining any matches they find. Remind students to read the description and chosen text again to make sure that all of the things given in the description are included and that there are three extra texts which are not the correct answer to any of the people descriptions.

→ See Exam Profile 2, Student's Book page 122

- 3 ● Ask students to read the first house description (A) very carefully and say who they think it would be suitable for (Sofie). Point out that the texts are unlikely to have exactly the same words as in the people descriptions, so they should look for paraphrasing. Advise students to read the remaining descriptions very carefully and to underline any matches as they read. Remind them that they should check that *all* the requirements of each teenager have been met. As you check answers, nominate individuals to give the information in the text which helped them make the match.

Answers

- 1 Marcelo: E – Pas House (designed for skateboarders, situated near the beach, owner is a former world champion)
- 2 Gloria: D – Freston Tower (this historic tower has lasted 400 years; river and the fields beyond; cheaper than £25 a night to stay here)
- 3 Harry: G – Gropius House (created by an important architect; designed this as his family home; has an original collection of chairs)
- 4 Sofie: A – Keret House (no other house is as narrow as this one; in the capital, Warsaw; between a house and an apartment building)
- 5 Kurt: B – Crossway (prize-winning; modern home; uses energy from the sun to produce all its electricity ... and it has a living 'green' roof)

EP Word profile

Books closed. Write *last* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercises on page 134. Check answers. Discuss answers to exercise 2 as a class.

Answers

1 d 2 b 3 f 4 a 5 c 6 e

Talking points

Put students into pairs to discuss the questions. Remind them to give examples and reasons. Monitor and help with ideas. Share ideas as a class.

GRAMMAR Comparative and superlative adjectives

- 1 Read the instructions and do the first two items as a class. Ask *Which word is used to compare one thing with another?* (*easier* – a comparative) *Which word is used to compare one thing with all the others?* (*thinnest* – a superlative). Tell students to do the exercise individually. Check answers and see if the class agrees before confirming.

Answers

1 S 2 C 3 S 4 C 5 S 6 C 7 C

→ Grammar reference Student's Book page 152

- 2 Put students into pairs to write the comparative and superlative forms. Check answers, and help with pronunciation as necessary.

Answers

Comparative: cheaper, thinner, wider, easier, more famous, worse, further, better
Superlative: cheapest, thinnest, widest, easiest, most famous, worst, furthest, best
1 bad, far, good
2 er/est
3 the final consonant is doubled
4 it changes to i
5 use *more/most*

- 3 Ask students to do the exercise individually. They should then check in pairs before feedback as a whole class.

Answers

1 cosier 2 most original 3 bigger 4 best 5 ugliest
6 more spectacular 7 worse 6 further

Corpus challenge

Put students into pairs to correct the mistake. Tell them that there is an extra word if they are struggling. Remind students that we do not use *more* with comparative adjectives, e.g. *nicer*.

Answer

Smaller schools are nicer and quieter than larger schools in the centre of town.

- 4 Put students into same-ability pairs to complete the exercise. Nominate individuals to give answers.

Answers

1 as narrow as
2 less expensive than
3 the least suitable

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Reading and Writing, Writing Part 1

Task description

Writing Part 1 tests students' ability to rephrase information and their understanding and control of grammatical structures. Students are given five sentences, each with a 'gapped' sentence below it. They should complete the second sentence using between one and three words, and ensure that it means the same as the first sentence.

Tip

Students should never write more than three words. They should check that their spelling is correct.

- 5 Do the first sentence with the class, reminding students that the second sentence should mean the same as the first, and that they should complete the space with no more than three words. Put students into mixed-ability pairs to complete the exercise. Monitor and check that new sentences are correct. Invite students to give answers.

Answers

1 as big/large as 2 least 3 Monica's closest 4 less
5 better than

VOCABULARY Prepositional phrases for location

- 1 Tell students to look at the photo and discuss how they think it was made. Elicit ideas and help students express their ideas as necessary. Ask them to say what the people are doing in the reflection.
- 2 Do the first sentence as a class. Ask students to continue individually and compare answers with a partner before checking as a class. See if the class agrees before confirming. Revise prepositions if necessary.

Answers

1 above 2 from 3 on 4 to 5 beside 6 in
7 behind 8 on

LISTENING

- 1 Ask students if they have always lived in their hometown. If anyone has moved, ask them what they found easy and difficult. Put students into pairs to discuss the questions, and demonstrate the activity by giving your own answer to the question. Share interesting comments and ideas as a class.

- 2** **1.21** Read the instructions. Tell students that they probably won't always hear exactly the same words in the recording, so that they should focus on listening for the general idea. Play the first part of the conversation. Invite two or three students to share their opinion and to give reasons.

Audioscript

Tom: Hi Helena. Have you been away?
Helena: Yeah, to visit my new school in the city we're moving to next month.
Tom: Oh right. What's it like?
Helena: Not too bad, I guess. The building's more modern than our school, and there're better sports facilities too. The individual classrooms didn't seem that great, though I didn't see that many so perhaps I shouldn't complain.

Answer

Helena isn't very disappointed. Her new school is more modern, with better sports facilities, but she didn't like the classrooms she saw.

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Listening Part 4

Task description

Listening Part 4 tests students' ability to listen for detailed information, and to identify the speakers' attitudes and opinions. They listen to an informal conversation and say whether six sentences are correct or incorrect. Students hear the recording twice.

Tip

Tell students it is a good idea to read each question first to find out which speaker the information relates to. Most questions refer to one speaker or the other – occasionally to both.

→ See Exam Profile 4, Student's Book page 127

- 3** **1.22** Read the instructions aloud and give students time to read sentences 2–6 before you play the recording. Allow them to compare their answers with a partner before playing the recording again for them to check. Nominate individuals to give answers and see if the class agrees before confirming.

Audioscript

Tom: Hi Helena. Have you been away?
Helena: Yeah, to visit my new school in the city we're moving to next month.
Tom: Oh right. What's it like?
Helena: Not too bad, I guess. The building's more modern than our school, and there're better sports facilities too. The individual classrooms didn't seem that great, though I didn't see that many so perhaps I shouldn't complain.
Tom: And has your family got anywhere to live yet?

Tom: And has your family got anywhere to live yet?
Helena: Yeah, no problems there. Dad's new company offered to help him find an apartment, but he's already found something by himself, and has moved in, in fact, which means Mum and I are having to pack up everything here.
Tom: Sounds like hard work!
Helena: Oh, it's OK, but I'd like to have a bit more time, you know, to say goodbye properly.
Tom: Well, it's not as though you're moving to another country! You won't be much further than a couple of hours' bus ride from here, so you'll still get to hang out with us occasionally, surely?
Helena: I hope so.
Tom: And in any case, you can always come back and visit people here at the weekends. I'm certain there are plenty of places you can stay ... there's a spare room in my sister's flat which she might let you use – I could ask her, what do you think?
Helena: Thanks. I'd like that.
Tom: And aren't you being a bit negative? I mean it's a great opportunity to be able to experience another city, especially the one you're moving to, where there's so much going on. I'm quite jealous!
Helena: Well yes, Tom, but you aren't the one having to make new friends and find new places to hang out. I know it's not going to be easy to begin with, although I'm sure you're right that it'll be fantastic in time.
Tom: Of course it will.

Answers

Refer to the underlined parts of the audioscript above.

2 B 3 A 4 A 5 B 6 A

- 4** Remind students of the differences in meaning and use of *should*, *shouldn't* and *ought to* (we use *should* and *shouldn't* to give strong advice; we use *ought to* to suggest that something is a good idea). Put students into pairs to write three pieces of advice. Ask for suggestions from the class and monitor for the correct use of *should*, *shouldn't* and *ought to*. Take a class vote on the best piece of advice.


SPEAKING Describing a picture (1)

- 1** Direct students to the photo and elicit useful words and phrases. Write them on the board, e.g. *fun*, *unusual*, *strange*.
- 2** **1.23** Tell students they will listen to somebody describing the house and play the recording. Ask *Did you hear any of the words or phrases on the board?*

Audioscript

OK, well, I can see a room in what looks like a house, but it's a very unusual one. The room looks very modern. It's got designer lights and that kind of thing. There are three guys in the room itself, all with skateboards, and more people in the background. The guy on the right is going to try out his skateboard, but the floor doesn't seem to be level! And, incredible, the walls are ... they aren't ... normal ... er ... straight. The furniture is quite strange, too. On the left, there's a

guy with a beard. He's sitting on some kind of seat against the wall, and there's something soft behind him. Not pillows exactly, but a bit like pillows? Opposite him is an awesome black chair – it looks more like a bed actually! It's probably very comfortable. Next to that, there's a tall screen with big er ... holes in it. I guess it's made of wood or something like that. It seems like these are cool Californian guys who hang out skateboarding!

- 3**  **1.23** Play the recording again for students to do the exercise. Nominate individuals to give answers and give extra pronunciation practice as necessary. Check students pronounce *comfortable* /'kʌm.fə.tə.bl/ with three syllables and use word stress correctly.


Answers

unusual, normal, soft, strange, awesome, comfortable, big

- 4** Read the phrases and tell students to check that the order of words follows the information in the Order of adjectives chart. Elicit what the words *awesome*, *comfortable* and *cool* have in common. (They are all quality adjectives.) Ask *Where do the quality adjectives go?* (after an article and furthest from the noun). Put students into pairs to write the words in the correct order in items 1–4. Nominate individuals to give answers and see if the class agrees before confirming.


Answers

1 gorgeous brand new leather **2** beautiful little glass
3 big square **4** comfortable large red

- 5**  **1.23** Tell students that often it can be difficult to find the words to describe something and speakers use phrases to indicate that they are giving approximate descriptions. Ask students to look at the *Prepare* box. Play the recording. Allow students to compare their answers with a partner before checking as a class.

Answers

1 looks like **2** that kind of thing **3** seem to be
4 some kind of **5** a bit like **6** looks more like
7 or something like that

- 6**  Direct students to page 130.

- 1** Put students into pairs and set a short time limit of about two minutes for them to brainstorm interesting adjectives to describe the picture. Invite students to give adjectives and write them on the board. Now ask students to make phrases similar to those in exercise 4 on page 49 and ask the class if the word order is correct.

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Speaking Part 3

Task description


Speaking Part 3 tests students' ability to organise language while speaking on their own for a long turn.

They are given a photo to describe, and should talk about it for about one minute, demonstrating their range of grammar and vocabulary.

Tip

Tell students to pretend that they are describing the photo to someone who can't see it. They should name all the objects and include details such as colours, clothes, the weather, etc. Remind them to keep talking until they are stopped after one minute.

→ See Exam Profile 5, Student's Book page 129

- 2**  Put students into different pairs to take turns in describing the picture. Remind them to use phrases from the *Prepare* box on page 49. Each student makes a note of the adjectives their partner uses. When they have both had a turn, they compare the list of adjectives and decide who gave the most interesting description.

Cooler

Students review the unit and decide what they did well and what they might need to revise before the next class. They tick the three things they found easy and put a cross by the three things they found most difficult. Make a note to look at common issues in a future class. Students write a note telling you what they plan to revise.

Project

Put students into pairs to choose two well-known houses, either in the town they live or in their country. At home, each student finds a picture of one of the buildings and uses the internet to find more information about it. In the following lesson, pairs prepare a poster comparing the two houses. Display the posters around the classroom and take a class vote on the places students would most and least like to live in.

Teacher's resources

Student's Book

Grammar reference and practice page 152
Vocabulary list page 140

Video

Amazing architecture
Speaking Part 3

Workbook

Unit 8, page 32

Go online for

- Pronunciation
- Progress test
- Achievement test
- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks