

5

Where do you live?

There is/are • Prepositions • some/any • this/that • Furniture • Directions 1

STARTER

1 Write the words in the correct column.

an armchair a fridge a television
a table a shelf a plant a CD player
a lamp a cooker a washing machine
a telephone a cupboard a cup a sofa

2 What's in your living room?
Tell a partner.

The living room	The kitchen	Both

WHAT'S IN THE LIVING ROOM?

There is/are, prepositions

1 Emma has a new flat. Describe her living room on p37.

There's a television.

There are two photos.

2 **T 5.1** Read and listen. Complete the answers.
Practise the questions and answers.

Is there a television?	Yes, there _____.
Is there a computer?	No, there _____.
Are there any books?	Yes, there _____.
How many books are there?	There _____ a lot.
Are there any pictures?	No, there _____.

GRAMMAR SPOT

Complete the tables.

Positive	There		a television.
			some books.
Negative	There		a computer.
			any pictures.
Question		there	a telephone?
			any plants?

▶▶ Grammar Reference 5.1 and 5.2 p129



3 Ask and answer questions about these things.

a cat	a dog	a CD player	a fireplace
a mirror	a clock	a rug	a table
plants	pictures	bookshelves	lamps
newspapers	photos	flowers	CDs

Is there a cat?

Yes, there is.

4 Look at the picture of Emma's living room. Complete the sentences with a preposition.

on under next to in front of behind

- The cat is _____ the sofa.
- The CD player is _____ the television.
- There's a photo _____ the mirror.
- There aren't any pictures _____ the walls.
- There's a lamp _____ the sofa.
- There are some magazines _____ the rug _____ the sofa.

PRACTICE

What's in your picture?

1 Work with a partner.

Student A

Look at the picture of the living room on p137. Your picture is not complete. Ask Student B questions and find out where the things go. Draw them on your picture.

Student B

Look at the picture of the living room on p138. Your picture is complete. Answer Student A's questions and help him/her complete the picture.

Where's the lamp? Where exactly?

It's on the table. Next to the book.

Don't look at your partner's picture.

2 **T 5.2** Look at the complete picture together. Listen to someone describing it. There are *five* mistakes in the description. Say 'Stop!' when you hear a mistake.

Stop! There aren't three people! There are four people!



WHAT'S IN THE KITCHEN?

some/any, this/that/these/those

- 1 This is Emma's kitchen. Work with a partner. Ask and answer questions about these things.

a cooker a fridge a bottle of champagne cupboards cups flowers

Is there a cooker?

Yes, there is.

Where is it?

It's behind Marco.



- 2 **T 5.3** Listen and complete the conversation between Emma and Marco.

Emma And this is the kitchen.

Marco Mmm, it's very nice.

Emma Well, it's not very big, but there _____ a _____ of cupboards.
And _____'s a new fridge, and a cooker. That's new, too.

Marco But what's in all these cupboards?

Emma Well, not a lot. There are some cups, but there aren't any plates.
And I have _____ knives and forks, but I don't have _____ spoons!

Marco Do you have _____ glasses?

Emma No. Sorry.

Marco Never mind. We can drink this champagne from those cups! Cheers!

- 3 What is there in your kitchen? How is your kitchen different from Emma's?

GRAMMAR SPOT

- What's the difference between the sentences?
There are **two** magazines.
There are **some** magazines.
- When do we say *some*? When do we say *any*?
There are **some** cups.
There aren't **any** glasses.
Are there **any** spoons?
- Complete the sentences with *this, that, these, or those*.



I like _____ champagne.



_____ cooker is new.



_____ flowers are lovely.



Give me _____ cups.

▶▶ Grammar Reference 5.3 and 5.4 p129

What's in Yoshi's briefcase?

- 4 **T 5.4** Yoshi Ishigawa is on business in New York. Listen to him describe what's in his briefcase. Tick (✓) the things in it.



- | | | |
|---------------------------------------|---------------------------------------|------------------------------------------|
| <input type="checkbox"/> a newspaper | <input type="checkbox"/> a notebook | <input type="checkbox"/> a letter |
| <input type="checkbox"/> a dictionary | <input type="checkbox"/> keys | <input type="checkbox"/> a mobile |
| <input type="checkbox"/> a sandwich | <input type="checkbox"/> a bus ticket | <input type="checkbox"/> stamps |
| <input type="checkbox"/> pens | <input type="checkbox"/> photos | <input type="checkbox"/> an address book |

- 5 Look in your bag. Ask and answer questions about your bags with a partner.

Is there a dictionary in your bag?

Are there any stamps?

How many stamps are there?

Check it

- 6 Tick (✓) the correct sentence.
- ☐ There aren't some sandwiches.
☐ There aren't any sandwiches.
 - ☐ Do you have some good dictionary?
☐ Do you have a good dictionary?
 - ☐ I have some photos of my dog.
☐ I have any photos of my dog.
 - ☐ I have lot of books.
☐ I have a lot of books.
 - ☐ How many students are there in this class?
☐ How many of students are there in this class?
 - ☐ Next my house there's a park.
☐ Next to my house there's a park.
 - ☐ Look at this house over there!
☐ Look at that house over there!
 - ☐ Henry, that is my mother. Mum, that is Henry.
☐ Henry, this is my mother. Mum, this is Henry.

PRACTICE

In our classroom

- Complete the sentences with *some* or *any*.
 - In our classroom there are _____ books on the floor.
 - There aren't _____ plants.
 - Are there _____ Spanish students in your class?
 - There aren't _____ Chinese students.
 - We have _____ dictionaries in the cupboard.
 - There aren't _____ pens in my bag.
- What is there in your classroom? Describe it.
- Talk about things in your classroom, using *this/that/these/those*. Point to or hold the things.

This is my favourite pen.

I like that bag.

These chairs are nice.

Those windows are dirty.

READING AND SPEAKING

Living in a bubble

- 1 What are the names of the rooms in a house? What do we do in each room? Match the lines to make sentences.

We cook in	the living room.
We watch TV in	the kitchen.
We sleep in	the dining room.
We eat in	the bedroom.

- 2 Look at the photos. What rooms can you see?

- 3 Read about Cyril Jean and his house. Answer the questions.

- 1 Where is Cyril's house? How old is it?
- 2 Why is it called 'a bubble house'?
- 3 What does Cyril do?
- 4 What does Cyril collect?
- 5 How many rooms are there in his house?
- 6 Is there a garden?

- 4 Are the sentences true (✓) or false (X)?

- 1 Cyril's house is modern.
- 2 There aren't any 'bubble houses' in the south of France.
- 3 There are a lot of clocks in the house.
- 4 The centre of the house is the kitchen.
- 5 Cyril doesn't like listening to music.
- 6 The windows don't have curtains.
- 7 There are three rooms upstairs.
- 8 Antti Lovag thinks the house is funny.

- 5 Work with a partner. Ask and answer questions about Cyril's home.

Is there a bathroom?

Yes, there is.

Are there any bedrooms?

Yes, there's one bedroom.

Ask about these things:

- a garden
- fireplace
- curtains
- clocks
- kitchen cupboards
- a TV

What do you think?

- Do you think there are any books or magazines in Cyril's house?
- What do you like about Cyril's home? What don't you like? Do you agree with Antti Lovag?



Living in a bubble

Is this a modern house? Is this a house of the future? Well, no, it isn't. Cyril Jean's house in the south of France is 40 years old. There are more houses like this in the south of France. They are called 'bubble houses,' and you can see why!

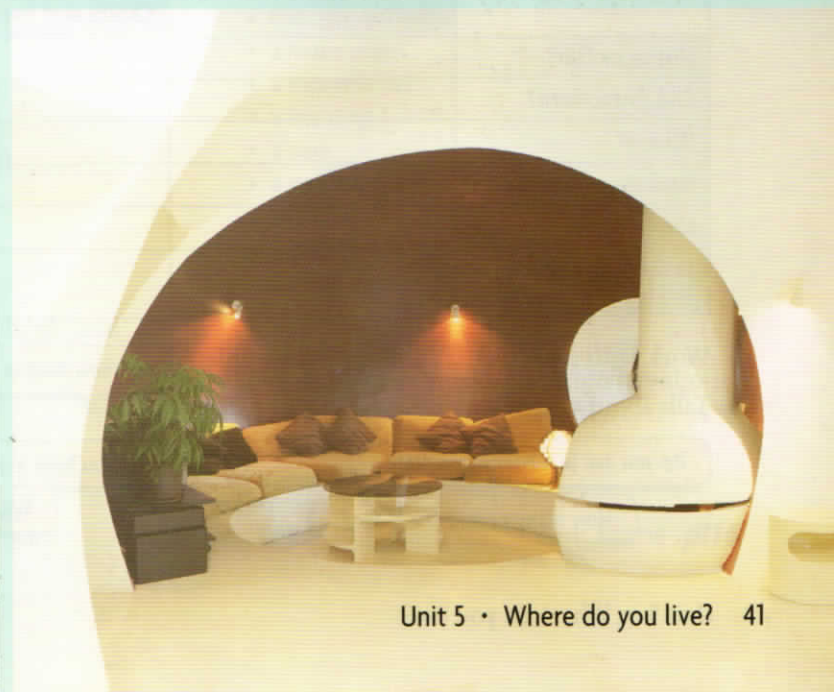
Cyril Jean is a designer and he loves round things. He collects old records and clocks. He also collects round furniture. And now he has a completely round house for it all.

The centre of the house is one very big bubble. This is both the living room and dining room. There are round armchairs, a round table, and a big round rug in front of a round fireplace. Around the living room are three small bubbles. One bubble is a kitchen with round cupboards, another bubble is the garden room, and the third bubble is a music room for all Cyril's old records. Upstairs there are two more bubbles – a bedroom, and a bathroom.

The doors and windows are also round, of course. The windows are like eyes. There aren't any curtains in the house, because Cyril likes to see the garden all the time.

Bubble houses are the idea of a Hungarian architect, **Antti Lovag**. Lovag thinks that a lot of modern houses are bad for us, especially tall blocks of flats. He thinks that people are happy in round homes because they are more natural. Cyril agrees with this. 'Some people think my house is funny,' he says. 'But for me, this is the perfect home.'





LISTENING AND SPEAKING

Homes around the world

1 Match the places and photos 1-4.

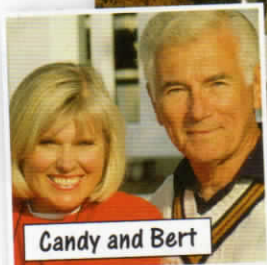
☐ Lisbon ☐ New England ☐ Seoul ☐ Samoa

4

1

3

2



Candy and Bert



2



Alise



Kwan



Manola

2 T 5.5 Listen to some people from these places. Complete the chart.

	Manola	Candy and Bert	Kwan	Alise
House or flat?				
Old or modern?				
Where?				
How many bedrooms?				
Live(s) with?				
Extra information				

3 Work with a partner. Talk about the people.

4 Talk about where you live.

Manola lives in a flat in the old town.

Do you live in a house or a flat?

Where is it?

Do you have a garden?

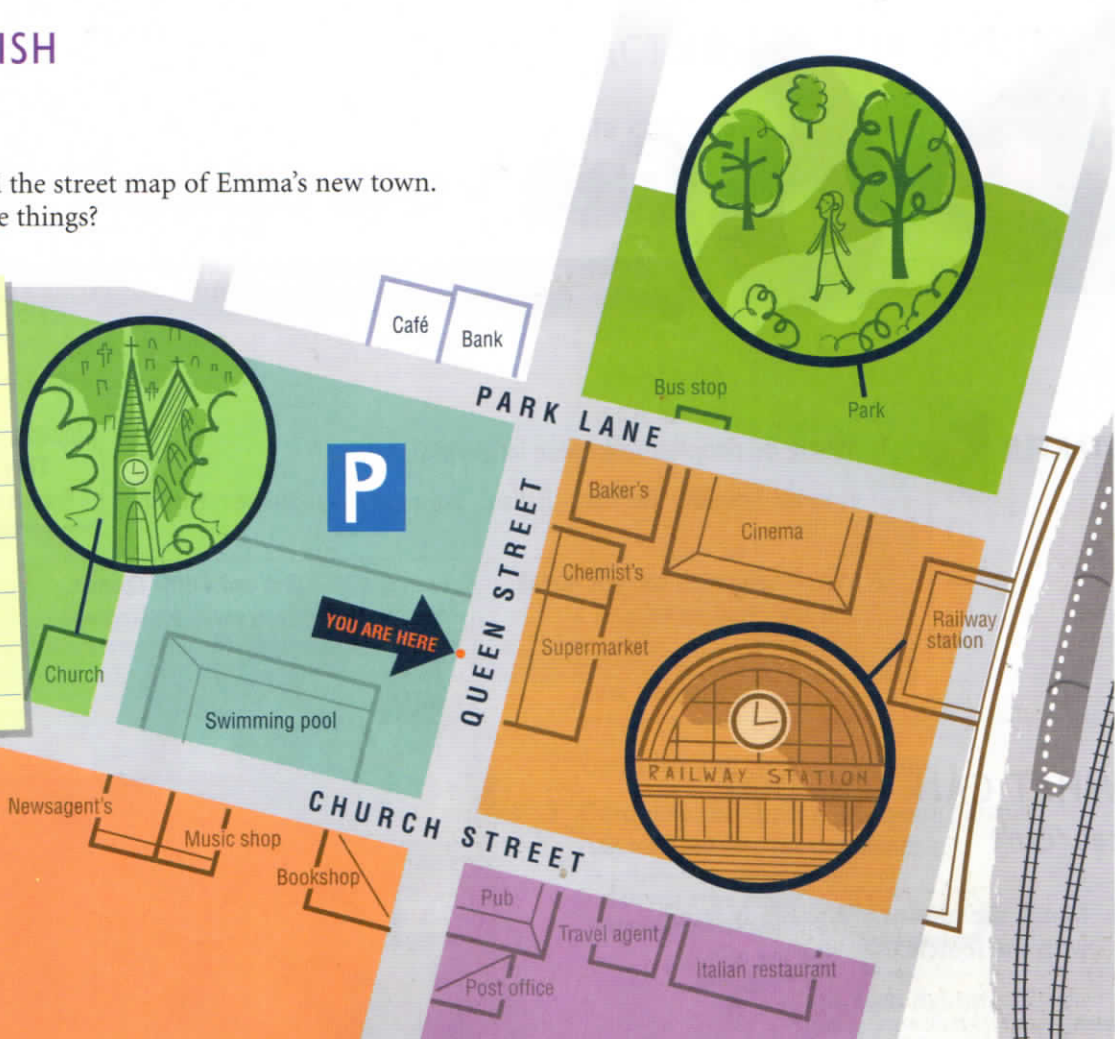
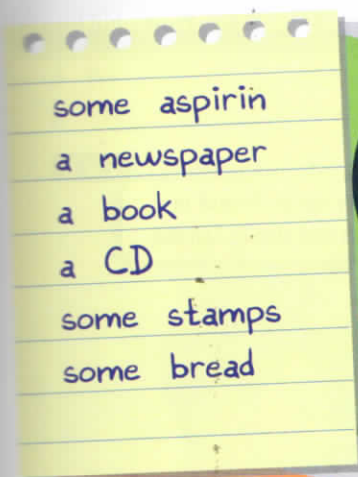
How many rooms are there?

Who do you live with?

EVERYDAY ENGLISH

Directions 1

- 1 Look at Emma's list and the street map of Emma's new town. Where can she buy these things?



- 2 **T 5.6** Listen to Emma's conversations and complete them.

1 A Excuse me! Is _____ a chemist's _____ here?

B Yes. It's over _____.

A Oh yes. Thanks.

2 A _____ me! Is there a _____ near here?

B Yes. _____ Church Street. Take the first _____ right. It's _____ the music shop.

A OK. Thanks.

3 A Is there a post office near here?

B Go straight ahead, and it's _____ left, _____ the pub.

A Thanks a lot.

4 A Excuse me! Is there a _____ near here?

B There's one in Park Lane _____ the bank, and there's an Italian restaurant in Church Street next to the _____.

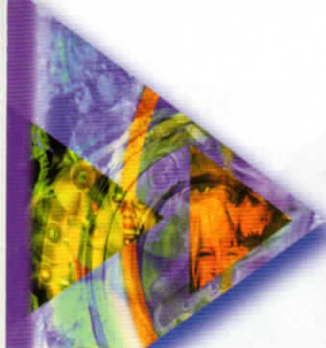
A Is that one _____?

B No. Just two minutes, that's all.

- 3 Make more conversations with your partner. Ask and answer about these places:

- a bookshop
- a cinema
- a bank
- a baker's
- the railway station
- a music shop
- a supermarket
- a bus stop
- a park
- a swimming pool
- a church
- a pub
- a travel agent's

- 4 Talk about where you are. Is there a chemist's near here? Is it far? What about a bank/a post office/a supermarket?



6 Can you speak English?

can/can't/could/couldn't • was/were • Words that sound the same • On the phone

STARTER



1 Where do people speak these languages?

French Spanish German Italian Portuguese Japanese English

They speak French in France and also in Canada.

2 Which languages can you speak? Tell the class.

I can speak English and a little Spanish. And of course, I can speak my language.

WHAT CAN YOU DO?

can/can't

1 Match the photos of the Brady family with the sentences.

- 1 ☐ She can walk now.
- 2 ☐ We can draw, but we can't write.
- 3 ☐ I can sing quite well.
- 4 ☐ 'Can you play the drums?'
'Yes, I can.' 'No, he can't!'
- 5 ☐ 'Can they dance?'
'Yes, they can. My dad's OK, and my mum can dance flamenco really well.'



a Lucia



b Dominic



c Eva

T 6.1 Listen and check.

GRAMMAR SPOT

1 Say all persons of *can* and *can't*. What do you notice?

I can, you can, he... she... it... we... they... I can't, you..., etc.

2 T 6.2 Listen and repeat these sentences.

I can speak French. = /kən/
Can you speak French? = /kæn/
Yes, I can. = /kæn/
No, I can't. = /kɑ:nt/

3 Say these sentences. We can draw. She can't write.

▶▶ Grammar Reference 6.1 p130

T 6.3 Listen and complete the sentences with *can* or *can't* + verb.

- 1 I can speak French, but I can't speak German.
- 2 He can't dance, but he can sing.
- 3 'Can you cook?' 'Yes, I can'.
- 4 They can ski, but they can't swim.
- 5 We can dance and we can sing.
- 6 'Can she drive?' 'No, she can't'.

T 6.3 Listen again and repeat.



e Ben and Ana



d Philip and Elena

PRACTICE

Lucía can't cook. Can you?

T 6.4 Listen to Lucía and complete the chart. Put ✓ or X.

Can ...?	Lucía	you	your partner
drive a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speak French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speak Spanish	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ski	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
swim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play the guitar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a computer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Complete the chart about you.

3 Complete the chart about your partner. Ask and answer the questions.

Can you drive a car?

No, I can't.

Can you ski?

Yes, I can. But not very well.

Tell the class about you and your partner.

Louis can ski, but I can't.

What can computers do?

4 What can computers do? Discuss with a partner.

Can they ...?

- ☐ translate
- ☐ check spellings
- ☐ write poetry
- ☐ feel ill
- ☐ speak English
- ☐ make music
- ☐ laugh
- ☐ think
- ☐ play chess
- ☐ have conversations
- ☐ hear
- ☐ fall in love

What else can/can't you do with a computer?

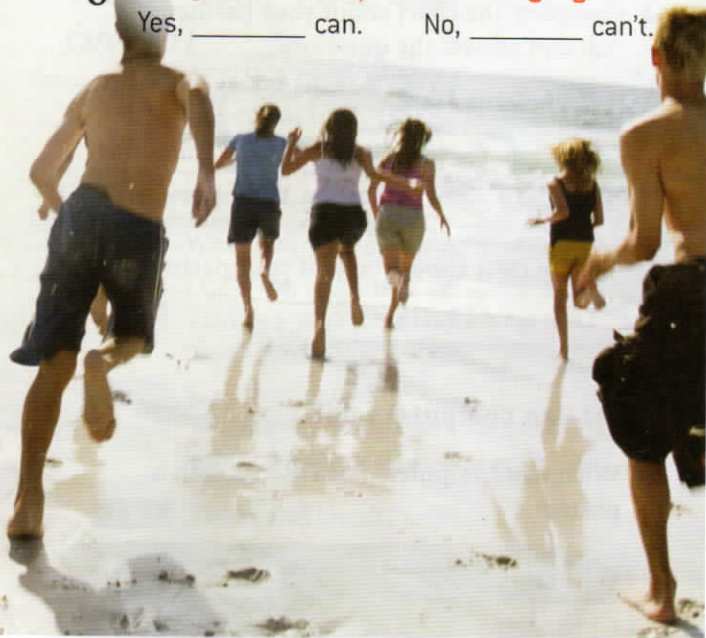
WHERE WERE YOU YESTERDAY?

was/were, can/could

Read the questions. Complete the answers.

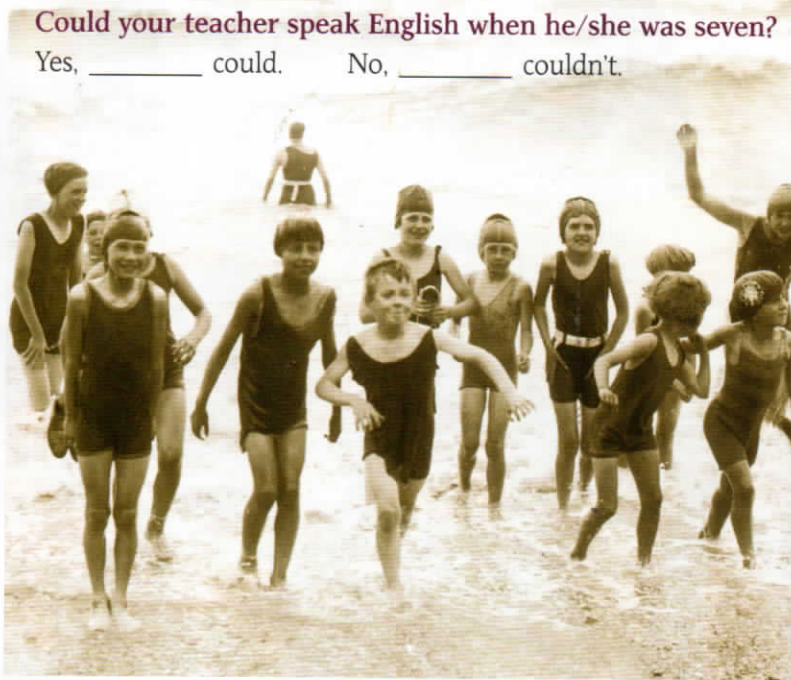
Present

- 1 **What day is it today?**
It's _____.
- 2 **What month is it now?**
It's _____.
- 3 **Where are you now?**
I'm in/at _____.
- 4 **Are you in Britain?**
_____, I am. _____, I'm not.
- 5 **Can you swim?**
_____, I can. _____, I can't.
- 6 **Can your teacher speak three languages?**
Yes, _____ can. No, _____ can't.



Past

- What day was it yesterday?**
It was _____.
- What month was it last month?**
It was _____.
- Where were you yesterday?**
I was in/at _____.
- Were you in Britain in 1999?**
_____, I was. _____, I wasn't.
- Could you swim when you were five?**
_____, I could. _____, I couldn't.
- Could your teacher speak English when he/she was seven?**
Yes, _____ could. No, _____ couldn't.



GRAMMAR SPOT

- 1 Complete the table with the past of *to be*. 2 **T 6.5** Listen and repeat.

	Positive	Negative
I	was	wasn't
You	were	weren't
He/She/It		
We		
They		

It was /wəz/ Monday yesterday. We were /wə/ at school.

In short answers the pronunciation is different.

Was it hot? Yes, it was. /wɒz/
Were you tired? Yes, we were. /wɜː/

- 3 What is the past of *can*?

Positive _____ Negative _____

►► Grammar Reference 6.1 and 6.2 p130

PRACTICE

Talking about you

1 Ask and answer questions with a partner.

Where were you ... ?

- at eight o'clock this morning
- at half past six yesterday evening
- at two o'clock this morning
- at this time yesterday
- at ten o'clock last night
- last Saturday evening

2 Complete Emma and Marco's conversation, using *was*, *were*, *wasn't*, *weren't*, or *couldn't*.



E _____ you at Charlotte's party last Saturday?

M Yes, I _____.

E _____ it good?

M Well, it _____ OK.

E _____ there many people?

M Yes, there _____.

E _____ Pascal there?

M No, he _____. And where _____ you?

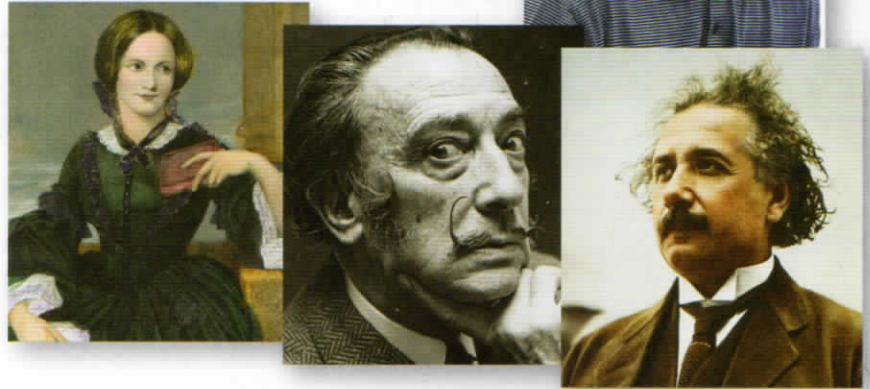
Why _____ you there?

E Oh ... I _____ go because I _____ at Sergio's party! It _____ brilliant!

M Oh!

Four geniuses!

3 Do you know any of these people? Discuss with a partner.



4 Look at these sentences.

I was born in London in 1983. I could read when I was four.

My sister couldn't read until she was seven.

Match lines in A, B, and C and make similar sentences about the four geniuses.

A	B	C
Charlotte Brontë	the USA / 1975	paint / one
Salvador Dalí	Germany / 1879	play golf / three
Tiger Woods	England / 1816	write stories / four
Albert Einstein	Catalunya / 1904	couldn't speak / eight

5 Ask and answer questions with a partner about the geniuses.

When was Charlotte Brontë born?

Where was she born?

How old was she when she could ... ?

6 Work in groups. Ask and answer the questions.

1 Where were you born? 2 When were you born?

3 How old were you when you could ... ?

- walk • talk • read • swim
- ride a bike • use a computer • speak a foreign language

Check it

7 Tick (✓) the correct sentence.

- | | |
|--------------------------------------------------------------------|-------------------------------------------------------------|
| 1 <input type="checkbox"/> I don't can use a computer. | 5 <input type="checkbox"/> Was they at the party? |
| <input checked="" type="checkbox"/> I can't use a computer. | <input checked="" type="checkbox"/> Were they at the party? |
| 2 <input type="checkbox"/> I can to speak English very well. | 6 <input type="checkbox"/> She was no at home. |
| <input checked="" type="checkbox"/> I can speak English very well. | <input checked="" type="checkbox"/> She wasn't at home. |
| 3 <input type="checkbox"/> I'm sorry. I can't go to the party. | |
| <input type="checkbox"/> I'm sorry. I no can go to the party. | |
| 4 <input type="checkbox"/> He could play chess when he was five. | |
| <input type="checkbox"/> He can play chess when he was five. | |

T 6.6 Listen and check. Listen for the pronunciation of *was* and *were*. Practise with a partner.

READING AND SPEAKING

Talented teenagers

- 1 Do you like singing? Can you sing well?
Do you like reading? What do you read?
Look at the teenagers in the photographs.
What can they do?
- 2 Work in two groups.
Group A Read about the singer.
Group B Read about the writer.
- 3 Answer the questions about Joss or Christopher.
 - 1 How old is she/he?
 - 2 What can she/he do?
 - 3 Where was she/he born?
 - 4 Where does she/he live?
 - 5 Who does she/he live with?
 - 6 Does she/he go to school?
 - 7 What could or couldn't she/he do when she/he was very young?
 - 8 Why were her/his parents surprised?
 - 9 Where was she/he last month?
 - 10 Why was she/he there?
- 4 Find a partner from the other group.
Tell your partner about your teenager, using your answers.
- 5 What is the same about Joss and Christopher? What is different? Discuss with your partner.

They are talented teenagers.

Joss is a singer.
Christopher is a writer.

Roleplay

- 6 Work with a partner.
Student A is a journalist.
Student B is Joss or Christopher.

Ask and answer questions, using the questions in exercise 3 to help you.

Hello, Joss! Can I ask you one or two questions?

Of course.

First of all, how old are you?

I'm sixteen.

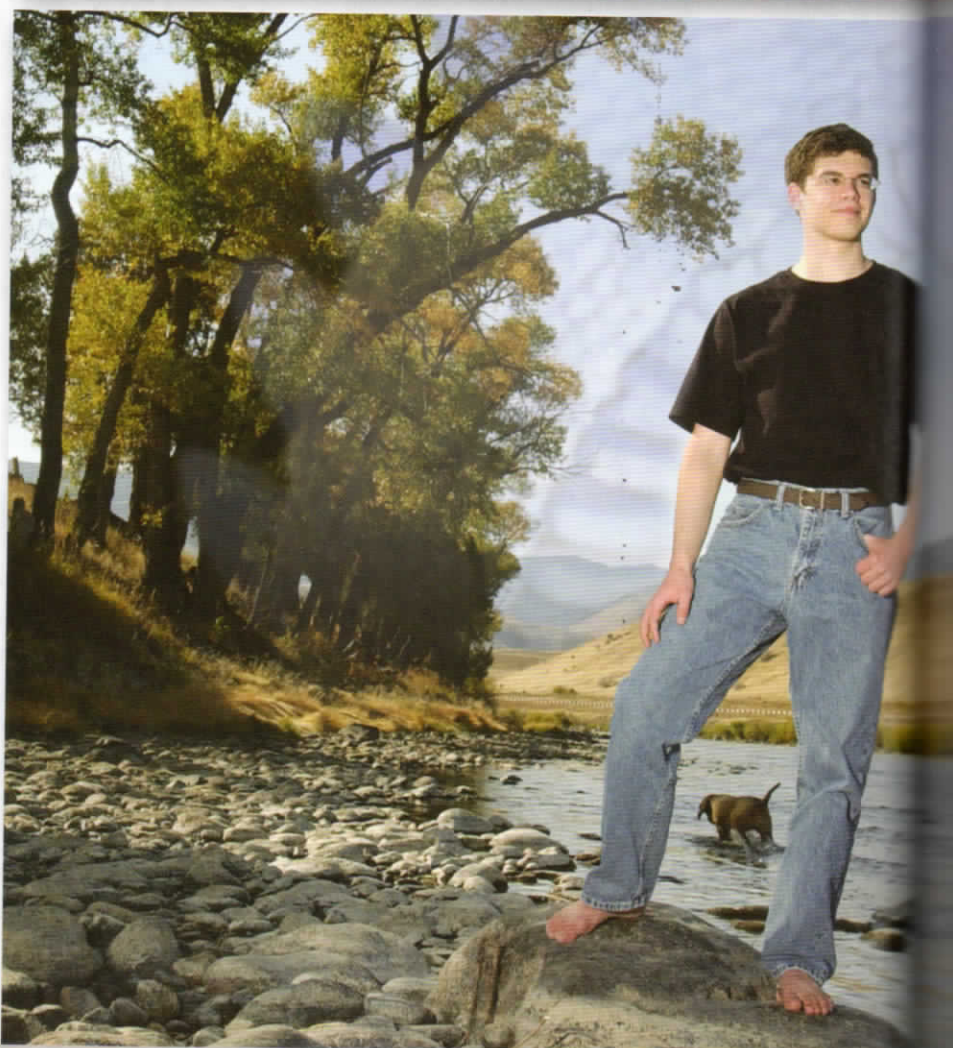
THE SOUL SINGER

CAN A WHITE GIRL SING SOUL? CAN A TEENAGER SING THE BLUES? PEOPLE THINK THAT JOSS STONE CAN.

Joss was born in Devon in the south of England. She lives with her family in a small village in the English countryside. But she also works in New York. She sings at the Beacon Theatre on Broadway. She is a shy, sixteen-year-old schoolgirl with a fantastic voice.

Joss could sing very well when she was a little girl. Her parents couldn't believe it. She says 'No-one in our family can sing – only me. My mum can't sing a note!' Later, at school, her friends couldn't understand soul music. 'I love it, but they don't. They prefer pop music.'

Last month she was in New York to make a record. 'I was worried about it. But people like it, so I'm very happy at the moment.'





THE FANTASY WRITER

CAN A FIFTEEN-YEAR-OLD WRITE A BESTSELLER? CAN A TEENAGER'S BOOK SELL MORE THAN HARRY POTTER? CHRISTOPHER PAOLINI'S ANSWER IS YES.

Christopher was born in Montana, USA. He lives with his family in Paradise Valley. They have a small house by the river. His parents teach him and his sister at home. Christopher loves language and he loves books, so he can't stop writing. Every day he sits for hours at his computer.

This is surprising because when Christopher was very young he couldn't read very well. Then one day – 'It was magic,' he says, 'I could read, I could see the characters.' Suddenly there were people, conversations and stories in his head. His parents were surprised that his first book was very good. It was a fantasy called *Eragon*.

Last month Christopher was in New York for interviews. Why? Because *Eragon* was number one in the bestseller lists!



VOCABULARY AND PRONUNCIATION

Words that sound the same

- 1 Look at the sentences. What do you notice about these words?

I **write** with my **right** hand.

I have a black **eye**.

No, he doesn't **know** the answer.

- 2 Find the words in **B** that have the same pronunciation as the words in **A**.

A hear write wear see eye
there by for hour
know son four
too I sun our
sea where buy here
right no two their **B**

- 3 Correct the two spelling mistakes in each sentence.

hear

see

- I can ~~here~~ you, but I can't ~~sea~~ you.
- Their are three bedrooms in ~~hour~~ house.
- I don't ~~no~~ wear Jill lives.
- My ~~sun~~ lives near the ~~see~~.
- Don't ~~where~~ that hat, by a new one!
- Know, ~~eye~~ can't come to your party.
- You were ~~write~~. Sally can't come four dinner.
- There ~~daughter~~ could ~~right~~ when she was three.
- I ~~no~~ my answers are ~~write~~.

- 4 Look at the phonetic symbols. Write the two words with the same pronunciation.

- /nəʊ/ _____
- /sʌn/ _____
- /tu:/ _____
- /raɪt/ _____
- /hɪə/ _____
- /weə/ _____

▶▶ Phonetics symbols on inside front cover

EVERYDAY ENGLISH

On the phone

- 1 Here are the names and addresses of some people you want to phone.

The Cambridge Herald

Lisa Jefferson
Journalist

124 Main Street
BOSTON
USA

tel
email ljefferson@usa.net

Yoshi Ishigawa
Businessman

659 Tearaimizu-cho
KYOTO 604-8152
JAPAN

tel
email ishigawa@nkg.or.jp



Fernando Diaz
Tourist guide

Jiron Junín 612
Lima
PERU

Tel:
email: flmdiaz@estrella.com.pe

- 66 **T 6.7** Listen to the operator and answer her questions. Get Lisa's telephone number.

Operator International Directory Enquiries. Which country, please?

You The USA.

Operator And which town?

You Las Vegas NV

Operator Can I have the last name, please?

You Turner.

Operator And the initial?

You A. J..

Operator What's the address?

You 401 Emerson drive

Recorded message The number you require is 0016178668113

- 2 Work with a partner. Make similar conversations to get the telephone numbers of Yoshi and Fernando.

Student A Go to p137. **Student B** Go to p138.

3 Complete the conversations with these lines. Discuss with a partner.

- 1 Can I take a message?
- 2 Great! See you on Sunday at ten, then. Bye!
- 3 This is Jo.
- 4 Oh, never mind. Perhaps next time. Bye!
- 5 No, it isn't. I'll just get her.
- 6 I'll ring back later.
- 7 There's a party at my house on Saturday. Can you come?
- 8 Can I speak to the manager, please?



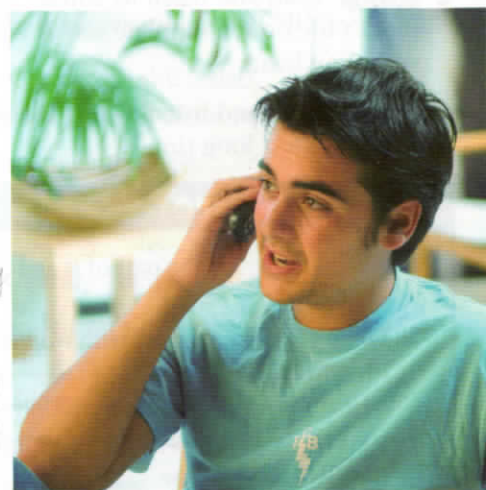
I'll = I will
will = an offer or promise
I'll help you



- 1 A Hello.
B Hello. Can I speak to Jo, please?
A This is Jo.
B Oh! Hi, Jo. This is Emma.
Is Sunday still OK for tennis?
A Yes, that's fine.
B Great! See you on Sunday at ten then.
A Bye!



- 2 A Hello.
B Hello. Is that Emma?
A No it isn't. I'll just catch her.
...
C Hello, Emma here.
B Hi, Emma. It's Marco. Listen!
there is a party at my house on Saturday? Can you come?
C Oh sorry, Marco. I can't. It's my sister's wedding.
B Never mind! Perhaps next time!
C Bye!



- 3 A Good morning. Barclays Bank, Watford. How can I help you?
B Good morning. Can I speak to the manager?
A I'm afraid Mr Smith isn't in his office at the moment. Can I take a message?
B Don't worry. I'll ring back later.
A All right. Goodbye.
B Goodbye.



4 T 6.8 Listen and check. Practise the conversations.

Make similar conversations with your partner.