

# 5 Your space

## 5.1

**Goal:** talk about cities and neighbourhoods

**Core language:**

VOCABULARY      Places  
                         Describing places  
                         Prepositions of place

## Place to place

### VOCABULARY Places

- 1 a Learners find the things in the pictures.  
b Play recording 2.1 and practise saying the words.

A a forest, mountains      C a beach, the sea  
B a market                      D a bridge, a river

- 2 To introduce *close to*, *far from* and *away*, give two examples from the town where you are (e.g. *Where's the nearest bus stop? Is it close to here or far from here? How far is it? ...*).
- a Learners decide which things in 1a are close to / far from them, and write them in two lists.
- b Learners compare their lists. Go through the answers with the class on the board.

#### Language note

We can say *close to*, *near to* or *near*:

- We live *close to* the station.
- We live *near (to)* the station.

We can say *far from* or *far away from*:

- We live *far (away) from* the station.

### READING

- 3 To introduce the reading, look at the title of the text. Ask what *800 kilometres away* means (800 kilometres from my home).

*Reading for main idea.* Learners read the text and find answers to the questions.

- José Luis lives in a small village in San Luis; he works in Buenos Aires.
- Lawrence lives in Malta; he works in London.

- 4 *Reading for detail.* Learners answer questions 1–6, referring back to the text if necessary.

- 1 JL: 14 hours, L: 3–4 hours  
2 JL: 2, L: 2  
3 JL: Friday and Sunday nights, L: Monday morning, Thursday evening  
4 JL: a river, mountains, L: the sea, a school, an airport  
5 Both: wife and children  
6 JL: His village is safe, quiet, cheaper, L: They can have a bigger house, it's a nicer place to live.

- 5 Ask around the class if learners know anyone who lives and works in different places. To make this more focused, ask: *Does anyone in your family work in a different place? What about friends, or famous people? ...*

Write on the board: *Do you live near your place of work/study?* To demonstrate, tell the class how far away you live, and how long your journey is. Then learners do the same.

*Round-up.* Ask a few learners what they found out about their partner.

### VOCABULARY Describing places

- 6 a Learners find the opposite adjectives.

safe/dangerous    noisy/quiet    expensive/cheap;  
ugly/beautiful    polluted/clean

- b Play recording 2.2 and practise saying the words.

### SPEAKING

- 7 To demonstrate the activity, write one place you like and one place you don't like on the board. Tell the class why you like or don't like it, using adjectives from 6a where appropriate.
- a Learners write a list of five places they really like or don't like.
- b / They tell other learners about the places on their list, and see if they agree.

#### Option: Mingling activity

Learners move freely around the class, telling other learners about the places on their list. They should each talk to three or four other learners.

## Where I live

### VOCABULARY Prepositions of place

- 1 a Learners complete the sentences.

1 in    2 on, in    3 next to    4 from

- b If necessary, look back at the article to check.

#### Alternative: Elicitation with books closed

Write phrases without prepositions on the board, and ask learners to give the preposition each time. *Example:* Write *the centre*, and say *My flat is ...* (*Answer: in or near*). Focus on all the prepositions in this way. Learners could then do 1a quickly as a check.

- 2 *Focus on 'in' and 'on'.* Go through the expressions together, or let learners work through them in pairs and then check the answers. Focus on any expressions that are different in the learners' own language (e.g. *on the ground floor*).

1 in    2 in    3 on    4 in    5 on

#### Option

Give (or elicit) other examples with *in* and *on*:  
– *in the street, in the main square, in the suburbs*  
– *on a railway line, on a main road, on the sea, on the border*

- 3 *Writing sentences.* Learners write sentences about where they live. As they do this, go round and check.

*Round-up.* Ask a few learners to read out their sentences.

## SPEAKING

- 4 To demonstrate the activity, tell the class where you live and work, and why you like or don't like it. Then tell them where you would like to live and work, and why.

### Option for stronger classes

Write these sentences and questions on the board, if possible eliciting the forms from the class:

*I live in ...*

→ *Where do you live?*



*I'd like to live in ... (= I would like ...)*

→ *Where would you like to live?*

Quickly practise the questions round the class. Focus on the stress:

*Where do you live?*

*Where would you like to live?*

- a  Give learners a minute to think about the questions.  
b  Learners ask and answer the questions.

*Round-up.* Ask learners to say one interesting thing they found out from their partner.

## 5.2

**Goal:** talk about homes

### Core language:

VOCABULARY	Things in the home
GRAMMAR	<i>There is, there are</i>
PRONUNCIATION	Sentence stress 2

## Carole's flat


### VOCABULARY Things in the home

- 1 *Rooms.* Look at the pictures and ask what rooms they show.

1 a kitchen 2 a living room 3 a bathroom 4 a bedroom

Check that learners know *study* (a room where you work or study) and *dining room* (a room where you eat).

Ask a few learners which of these rooms they have in their own home.


- 2 a  *Furniture and appliances.* Learners match the items to the pictures. Then go through the answers with the class, and use the pictures to present any new items.

(a) a cooker	(j) a computer
(b) plates	(k) a plant
(c) a shelf	(l) a sofa
(d) a cupboard	(m) a washing machine
(e) cutlery	(n) towels
(f) a drawer	(o) a bath
(g) a fridge	(p) a wardrobe
(h) a toaster	(q) bedclothes
(i) pots and pans	

- b Play recording 2.3, and practise saying the words. Focus on the pronunciation of /kʌbəd/, /drɔː/, /wɔːdrəʊb/, /bedkloʊðz/, /taʊəl/.

To activate this language, ask a few questions round the class, e.g.

- *Have you got cupboards or wardrobes in your flat? Which rooms are they in? What do you have in them?*
- *Have you got plants? How many? Which rooms are they in? Who looks after them? ...*

- c  Learners cover the words and test each other: *What's that? It's a washing machine.*

### Option: Memory game

Write the sentence opening on the board: *In our flat, we've got ...*. Learners continue the sentence round the class, with each learner adding a new item, e.g.

Learner 1: *In our flat, we've got a cooker.*

Learner 2: *In our flat, we've got a cooker and a microwave.*

Learner 3: *In our flat, we've got a cooker, a microwave and five plants.*

You could also play this game in groups, or use it in a later lesson for revision.



You could use photocopiable activity 5A on the Teacher's DVD-ROM at this point.


## SPEAKING

- 3 Look at the pictures again, and ask learners which they think is Carole's favourite room. Use this to check the meaning of *favourite* (= the room she likes most).

- a *Listening.* Read the questions. Then play recording 2.4 and check the answers.

- *Her favourite room is the kitchen.*
- *She has breakfast and dinner there; she reads; she cooks for other people.*

- b If necessary, play the recording again, and let learners follow the script on p151.

- 4  /  Learners ask each other the questions.

*Round-up.* Ask learners to tell you something interesting they found out from their partner.

### Alternative: Mingling activity

Learners move freely around the class, asking each other the questions.


*Round-up.* Ask learners to tell you the most interesting thing they heard.

## House-sitting

### LISTENING

- 1 To introduce the topic of house-sitting, read the definition with the class, then ask the questions. If necessary, prompt learners to talk by asking related questions, e.g.  
– *What do you do if you go away? Do you give a key to anyone? Do you tell anyone?*
- 2 *Listening for main idea.* Play recording 2.5. Learners listen and match the parts to the topics.

2 the bedroom 3 the living room 4 things near the flat

- 3 a  *Listening for detail.* Learners try to answer the questions. Then go through them with the class, and see if different pairs agree.

- b Play the recording again to check, pausing after each section.

1 *A couple of yoghurts* 2 *In the wardrobe* 3 *It doesn't have internet* 4 *three or four times a week*  
5 *No – they're in the town centre* 6 *Yes (Kafé Kontakt)*

### GRAMMAR *There is, there are*

- 4 Look at the examples with the class and ask learners to complete them. Alternatively, let them do this alone or in pairs.

– *There's / There are a couple of yoghurts in the fridge.*  
– *There's / There are a lot of DVDs.*  
– *There's no microwave.*  
– *There are no shops near here.*

Point out that:

- we usually say *there's* instead of *there is*.
- we can form the negative by adding *no*:  
*There's no ...; There are no ...*
- before *a lot of, a couple of*, we can use *there's* or *there are*.

- 5 *Quantity phrases*. Learners do the exercise, then check in pairs.

1 *a couple of radios* 5 *a couple of towels*  
2 *a lot of eggs* 6 *no*  
3 *a microwave* 7 *Are; aren't*  
4 *a lot of plates* 8 *Is; is*

#### Note: Grammar practice

You could do the grammar practice on p136 at this point.

### PRONUNCIATION *Sentence stress 2*

- 6 a Check with the class which words are stressed (*Answer*: those in 1 – information words).

#### Alternative: Books closed

Write on the board:

– *There are a couple of radios in the house.*  
Ask learners which words are stressed, and add the stress marks. Then ask what kind of words these are (*Answer*: information words: nouns, verbs, adjectives).

- b Ask learners to read out the sentences in 5, focusing on the stressed words.  
c Play recording 2.6 to check, and get them to repeat the sentences with the correct stress.

### WRITING AND SPEAKING

- 7 a Learners find examples of *in* and *on*. Check the answers with the class.  
b To introduce the writing activity, look at the first topic (food and cooking). Ask learners to suggest sentences they might write. *Possible sentences*:  
– *There's tea and coffee in the cupboard next to the fridge.*  
– *You can use the cooker or the microwave.*  
– *Please buy some milk before you leave.*  
 / *Writing*. Learners write sentences. Go round and check.  
Learners read out their sentences.

- 8 a *Speaking: Role play*. To demonstrate the role play, ask the class to imagine they are going to house-sit for you. Get them to ask you questions, and give suitable replies.

- b Learners improvise a conversation.  
c Then they change roles and have another conversation or talk to a new partner.

## 5.3 Target activity: Rent a room

**Goals:** talk about cities and neighbourhoods   
talk about homes   
find information in adverts for rooms

#### Core language:

TASK VOCABULARY Adverts for rooms  
5.1 VOCABULARY Places  
Describing places  
Prepositions of place  
5.2 GRAMMAR *There is, there are*

### TASK READING

- 1 *Reading for detail*. Look at the adverts, and establish what they are: adverts for rooms and flats to rent. Use this to present:  
– *advert* (= advertisement)  
– *rent* (as a verb: *rent a room, rent a flat*; as a noun: *pay rent*)  
– *flat/room to let* (usually used in adverts = to rent)  
Give learners time to read through the adverts and find answers to the questions. Then discuss them with the class.

1 *B (non-smoking, parking included, 4.3 km from city centre)*  
2 *A (single apartment, quiet house, on main bus route)*  
3 *C (furnished)*

### TASK VOCABULARY Adverts for rooms

- 2 Ask learners to find words or expressions to match the definitions. Give examples to show the meaning of any that cause difficulty.

2 *single* 3 *central heating* 4 *males/females*  
5 *available* 6 *immediately* 7 *furnished*  
8 *own* 9 *shared*

Point out that:

- we usually say *my own, your own* etc. I have *my own* room.
- *shared* is the adjective from the verb *share*:  
The flat has a *shared* kitchen.  
I *share* the kitchen with two other people.

#### Option: Personalisation

To activate these expressions, ask a few questions round the class, e.g.  
– *Do you have your own flat, or is it a shared flat? Do you share the kitchen?*  
– *Where did you live when you were a student? Did you share a flat?*  
– *How many males live in your house/flat? How many females?*

## TASK LISTENING

- 3 *Listening for main idea.* Play recording 2.7. Learners listen to find out which flat Alicja is interested in (*Answer: B*).
- 4 a *Focus on questions.* Learners match the questions and answers. Check that learners understand *included* (= it isn't extra).

1 c 2 d 3 a 4 e 5 b

- b Play recording 2.7 again to check.

## TASK

- 5 a *Speaking: Role play.* Give each learner a letter, A or B. Tell learner A that they are interested in the apartment in advert A, and learner B that they are interested in the room in advert C. Working alone, learners think of a few questions to ask and write them down.

### Alternatives

#### 1 Whole class preparation

Prepare possible questions with the whole class. Get learners to make suggestions, and write questions on the board.

#### 2 Preparation in pairs

Divide the class into pairs, and give each pair a letter, A or B (i.e. they are both A or both B). Together, they prepare questions to ask. Then learners form new pairs (one A and one B) for the role play.

- b *Role play.* Learners work in pairs, with one A and one B. They have the first conversation, A phoning B to ask questions about the apartment on Oxmantown Road. B should look at p124 and answer A's questions.
- c Now they change roles and B phones A to ask about the room in Hazelwood. A should look on p128 and answer B's questions.

*Round-up.* Ask a few learners whether they decided to take the room/apartment, and why or why not.



You could use photocopiable activity 5B on the Teacher's DVD-ROM at this point.

## 5 Explore

### Keyword: on

**Goal:** use *on* appropriately to express a range of meanings

#### Core language:

*on* + places (*on a sofa, on the second floor*)  
*on* + days, dates (*on Mondays, on January 1st*)  
*on* + transport (*on a bus, on a plane*)  
*on* + words for communication (*on TV, on the internet*)

- 1 *Noticing task.* To show what to do, look at sentence 1 with the class, and focus on the expression *on the shelf*. Ask where it should go in the table (*Answer: under places*).  
Learners add the other expressions to the four lists.

**Places:** *on the second floor, on the shelf, on the left, on a sofa*

**Days, dates:** *on March 25th, on January 1st, on Friday*

**Transport:** *on the bus, on planes or trains*

**Media and communication:** *on the phone, on TV, on Sofasurfing.com*

- 2 a *Practice with 'on'.* Learners add *on* to the questions. You could do this round the class, or let learners work in pairs.

2 *on the internet* 3 *on TV* 4 *on the radio*  
5 *on a plane* 6 *on Mondays*

- b *Writing.* Learners write four more questions. They can use expressions from the table, or other similar expressions with *on*. As they do this, go round and check.

- c Learners ask and answer the questions.

### Alternative: A/B pairs

Give learners a letter, A or B.

- Learner A asks Questions 1–3, plus his/her own questions.
- Learner B asks Questions 4–6, plus his/her own questions.

*Round-up.* Ask a few learners to tell you three things they found out about their partner.

## Across cultures: Personal space

**Goal:** to make learners aware of the idea of 'personal space' in different cultures

#### Core language:

*close to, far (away) from; too (close)*

- 1 To introduce the topic, use the diagram and gestures to show what *space* is. Ask learners what they think *personal space* is (= the space you need round you, your own space).  
To show the concept of personal space, ask a learner to come to the front. Start talking to him/her, then gradually move closer. Ask the class what happens: he/she feels uncomfortable. Use this to teach the words *far away, too close, feel uncomfortable*.  
 Give learners time to read the text and answer the questions. Then go through the answers with the class.

1 *a metre*  
2 *50-90 cm*

3 *less than 50 cm*  
4 *30 cm or less*

As you go through the answers, check that learners understand *more than* and *less than* (use gestures).

- 2 Learners match the highlighted expressions with their opposites.

*feel uncomfortable / feel comfortable*  
*too far away / too close* *crowded / empty*

- 3 *Discussion.* Ask questions 1–3 to the whole class, and encourage learners to give different ideas. Prompt them by asking further questions, e.g.  
– *Do you stand closer to colleagues or to friends? Why? What about strangers?*  
– *What do you do if someone stands too close?*



- 4 a *Quiz.* Learners read the quiz and mark their answers.
- b / Then they move into pairs or groups to compare their answers.
- Round-up.* Go through the quiz with the class and find out what answers most learners gave.

## Explore speaking

**Goal:** show interest in a conversation

**Core language:**

Expressions for showing interest: *Really? Right! Oh no! Yeah. That's great. That's terrible. That's wonderful. That's awful.*

- 1 a *Pre-listening task.* Look at the photos and the quotation, and establish the meaning of *crack* and *ceiling*. Ask a few learners if they would like to live in Estrella's flat.

**Optional focusing task**

Ask learners to write three words that describe the house in the photo (they could be adjectives or nouns). Then build up a list of words together on the board.

- b *Listening (Part 1).* Ask learners to cover the script. Read through the questions in **1b** together. Then play recording **2.8** and discuss the answers.

- 1 *In her bedroom.*  
2 *She didn't think it was dangerous.*  
3 *A couple of years.*  
4 *A friend.*

- 2 a *Listening (Part 2).* Learners keep the script covered. Ask them to guess what happened next. Try to get several different ideas and get learners to imagine details (Ask: *Then what did she do? Then what happened?*). If you like, summarise suggestions on the board.
- b Play recording **2.9** to check. Establish what really happened (– the bedroom ceiling fell down).
- c Now let learners read the script.
- 3 a Learners underline the expressions in the script. They discuss which expressions go in each of the four groups.
- b Learners look at the expressions and add them to the groups. You could build these up on the board.

- 1 *OK. Right. Yeah.*  
2 *Really? Oh no!*  
3 *That's great. That's wonderful.*  
4 *That's terrible. That's awful.*

- c Play recording **2.10** and practise saying the expressions.
- 4 a *Using expressions to show interest.* Learners add suitable expressions to the conversation. *Suggested answers:*

- 1 *Right, Yeah, That's wonderful or That's great.*  
2 *Really?*  
3 *Oh no!, That's awful or That's terrible.*  
4 *Oh no!, That's awful or That's terrible.*

- b Learners practise the conversation. If possible, ask them to try to improvise the conversation without looking at the script.



You could use photocopiable activity 5C on the Teacher's DVD-ROM at this point.

## 5 Speaking

**Optional lead-in**

Tell the class about something you did recently. Do this sentence by sentence, addressing each to a different learner. Get them to respond with an appropriate expression each time.

- a Give learners time to prepare what to say. They could note down a few words to help them, but they shouldn't write complete sentences.
- b / Learners tell their story in turn. The others respond with suitable expressions to show interest. For more practice, learners could form new pairs or groups and repeat their story.

## 5 Look again

### Review

**VOCABULARY Places, describing places**

- 1 a Do this with the whole class, or learners could do it in pairs.

- 2 *mountains (the others are buildings)*  
3 *dangerous (it's bad – the others are good)*  
4 *airport (the others are buildings)*  
*Or: farm (it's in the country – the others are in a town)*

- b As you discuss each answer, ask learners to give reasons for their choices, using full sentences.
- c / Learners write three more 'odd one out' questions.
- d Ask pairs or groups to read out their questions. Write the words on the board. Other learners answer them. Make sure they give reasons for their answers.

**VOCABULARY Things in the home, prepositions of place**

- 2 a Play recording **2.11**. Learners identify the rooms.

- 2 *bedroom 3 living room 4 kitchen*

- b Learners write a list of items for each room. If you like, you could set a time limit (e.g. 1 minute).
- c Ask each group to read out their lists. Give learners one point for each correct answer.
- d Learners look at the picture on p124 for 30 seconds. Then ask them to cover the page.
- e Divide the class into two teams. In turn, learners from each team make sentences. Give each team points for each sentence.

**CAN YOU REMEMBER? Unit 4 – Past simple**

- 3 a *Review.* Say the verbs, and ask learners to give the past forms.

- bought, cost, went, had, liked, listened, loved, made, met, used, wanted, worked*


If you like, write these on the board in two lists: regular and irregular.

b Ask learners to add verbs to the questions.

... bought/used/watched a DVD?  
... went to the cinema?  
... made/bought/ate a cake?  
... met an old friend?

Then ask learners to suggest other possible questions beginning *When was the last time you ...?* and write them on the board.

c Demonstrate the pair work by asking a few of the questions to different learners around the class.

 Learners use the questions to start conversations with their partner.

#### Alternatives

- **Groups**  
Learners sit in groups of four or five. Each learner chooses one question and asks it in turn to all the others in the group.
- **Mingling activity**  
Learners choose one question. Then they move freely around the class, using their question to start conversations with three or four other learners.

## Extension

### SPELLING AND SOUNDS Final e

- 4 a Read the words or play recording 2.12, and get learners to practise saying them. Focus on any sounds that they have problems with and point out that these sounds are made up of *two sounds together*. If necessary, practise each sound separately, then run them together: /e/ + /ɪ/ → /eɪ/.
- b Learners add words to the groups. Then go through them with the class and build up lists on the board. Practise saying the words.

/eɪ/ age, male, date, plane  
/aɪ/ invite, life, mobile, write  
/əʊ/ mobile, note, postcode, Rome, wrote

- c Ask learners to read out the words, and play recording 2.13 or check yourself that they say them correctly.
- d Play recording 2.14 or read out the words. Learners write them down.
- e If you like, check by asking them to read the words back to you or look at the correct spellings on p152.

### NOTICE away

- 5 a Ask learners to tell you the title, and write it on the board. (*Answer*: I live here but I work 800 kilometres away.)  
Quickly practise the forms by asking questions about places in your town, learners' homes, other towns, etc., e.g. *How far away is your flat? How far away is the main station? How far is the nearest café?*
- b Learners ask each other questions in groups. Alternatively, ask learners to write a few questions, then ask them to other learners.

### Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then give them a minute to circle the numbers on each line.

# Unit 5 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

### 5A It's a place where ...

**A**

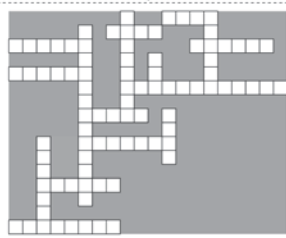
airport	farm	market	sea
hospital	train station	petrol station	school

It's a place where ...


**B**

drawer	toaster	cooker
bath	wardrobe	fridge
sofa	shelf	

You use it to ...

English Unlimited Elementary Teacher's Pack      Photocopiable © Cambridge University Press 2010

### 5B A perfect match

**PROPERTY CARDS**

**Property 1**  
• You are a student and you live with three other students. Your house is five minutes on foot from the university.  
• You are all very friendly, and you usually have a party every Saturday night.  
• The spare room is big but there is no bed, and the bathroom has a bath but no shower.  
• The room costs £250 a month, including bills.

**Property 2**  
• You are a 35-year-old man. Your house is 20 minutes by bus from the city centre.  
• You work from home and you are very busy, so you need someone who is quiet.  
• Your house is very clean, but there is no washing machine.  
• The room has a bed, wardrobe and bedclothes and costs £225 a month.

**Property 3**  
• You are a young woman.  
• You live with your husband, two-year-old child and dog in a three-bedroom flat, ten minutes on foot from the city centre.  
• Your kitchen is very small, so you'd like someone who doesn't like cooking. There is a large garden.  
• The room is furnished and costs £420 a month, including bills and internet access.

**Property 4**  
• You are a 70-year-old woman with four cats.  
• You like people, and you want to live with someone that you can talk to.  
• The room is very small and unfurnished. There is no internet access, and the house has no central heating, so it is cold in winter.  
• You love cooking and the price of the room (only £180 a month) includes dinner every day.

**Property 5**  
• You are a 30-year-old man and you have a one-bedroom flat at the top of a modern apartment block in the city centre.  
• You are going away for one year, and you need someone to live in your flat and look after it.  
• You have free internet access and a private garage. No smoking and no pets!  
• The rent is £500 a month, but it includes all bills.

**Property 6**  
• You are a 55-year-old woman.  
• You live in a big house in the countryside, 5 kilometres from the shops, and you have five cats and two dogs.  
• The house has a large garden, a tennis court and a swimming pool.  
• The room has a private bathroom, and costs £200 a month plus bills, but it includes free internet access.

**TENANT CARDS**

**1**  
• You run your own business on the internet, so it is very important for you to live somewhere with internet access. You can't pay more than £200 a month. You can't drive, so you need to live somewhere near the city centre.

**2**  
• You are a taxi driver, so you need somewhere near the city centre with a safe place to park your taxi. You love cooking, so you want a big kitchen, and you'd like a garden or somewhere to sit outside. You can pay about £450 a month. You have a dog.

**3**  
• You are a scientist at the university. You want to rent a room in a house with a garden. You can pay about £250 a month. You want to live somewhere quiet. You would also like to have a private bathroom and your own furniture, including a bed.

**4**  
• You are a student at the university. You want to rent a room in a shared house, possibly with other students. You like meeting new people and going out with friends. You can pay about £200 a month.

**5**  
• You are an artist. You want to rent a room in a flat or a house. You want to live alone if possible, and you definitely don't want to share with students because you need a quiet place to work. You can pay £220 a month. You are a smoker.

**6**  
• You are an architect. You want to rent a modern flat with good views. You can pay £500 a month. You want to live somewhere quiet, and not in the city centre. You don't smoke and you don't have any pets.

English Unlimited Elementary Teacher's Pack      Photocopiable © Cambridge University Press 2010

### 5C Expressing an interest

Yeah.	Yeah.	Yeah.
Oh no!	Oh no!	Oh no!
OK.	OK.	OK.
Right.	Right.	Right.
Really?	Really?	Really?
That's great.	That's great.	That's great.
That's wonderful.	That's wonderful.	That's wonderful.
That's terrible.	That's terrible.	That's terrible.
That's awful.	That's awful.	That's awful.

English Unlimited Elementary Teacher's Pack      Photocopiable © Cambridge University Press 2010

## 5A It's a place where ...

**Activity type:** Vocabulary, writing and speaking – Crossword – Pairs

**Aim:** To write definitions of basic nouns; to practise using vocabulary for talking about places and things in the home

**Language:** Places and things in the home – Use at any point from p44.

**Preparation:** Make one copy of the worksheet for every two learners. Cut along the dotted lines, so that you have a definition worksheet, A or B, for each learner, and a crossword for every two learners.

**Time:** 30–40 minutes

## 5B A perfect match

**Activity type:** Speaking and listening – Role play – Pairs / Whole class

**Aim:** To practise describing houses and flats and discussing accommodation preferences

**Language:** Adverts for rooms – Use at any point from the Target activity, p46.

**Preparation:** Make one copy of the worksheet for every twelve learners. Cut up each worksheet along the dotted lines to make sets of six Property cards and six Tenant cards. For ten learners, use five of each, for eight, use four of each, and so on.

**Time:** 30 minutes

## 5C Expressing an interest

**Activity type:** Speaking – Guided conversation – Groups

**Aim:** To practise using expressions for showing interest in order to develop conversations in a natural way

**Language:** Expressions for showing interest in a conversation – Use at any point from Explore Speaking, p48.

**Preparation:** Make one copy of the worksheet for every three or four learners. Cut up each worksheet along the dotted lines to form sets of 27 cards.

**Time:** 15–25 minutes

# Unit 5 Self-study Pack

### In the Workbook

Unit 5 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Places; Describing places; Prepositions of place; Things in the home
- **Grammar:** *There is, There are*
- **My English:** Jürgen and Ute from Germany
- **Explore writing:** Description of a flat
- **DVD-ROM Extra:** Living space – Martina and Monica

### On the DVD-ROM

Unit 5 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Word stress; Sentence stress
- **Explore speaking:** Responding – Showing interest
- **Animated video:** Renting a room
- **DVD-ROM Extra:** Living space