

Objectives

- Grammar: Second and third conditionals
- Vocabulary: Words with similar / different meanings
- Everyday English: Money matters
- Reading: The sharing economy
- Listening: The kindness of strangers





1. Look at the photo. What are the monkeys doing? Do animals and humans help each other for same reasons?

2. Read the quote. How can this be true?



‘The miracle is this: the more we share, the more we have.’

Leonard Nimoy

Which of these are the statements of a selfish person? Which ones are true for you, or someone you know?

- I get a lot more pleasure from giving presents than receiving them.
- I wouldn't dream of sharing my favourite chocolates with anyone!
- I sometimes put my bag on the seat next to me on the train, to stop someone else sitting there.
- I would never play loud music if it might annoy other people.
- I sometimes find it difficult to listen to people telling me their problems because I'm dying to tell them mine.

1. Statements 1-5 show the results of studies into selfishness. Match them with the photos A-E.

- 1. If you waited at the side of the road, drivers of **cheaper / expensive** cars would be more likely to stop and let you cross.
- 2. People would be more likely to help a lost child in the street if they lived in a **small town / a city**.
- 3. **81% / 51%** of people said that if they found a bag containing £1 million in cash and jewellery, they would take it to the police.
- 4. If people saw someone in trouble, they would be **more / less** likely to help if there were other people around.
- 5. If you were an only child, you would be **more / no more** selfish than children with brothers and sisters.

2. Discuss our answers as a class, then listen and check. Did they surprise you?  9.1

3. What you would do in the situations in 1?

1. If I found a bag containing £1 million, ...

I'd definitely take it to a police station.

I **wouldn't**. I'd give the money to charity.

- 2. If I saw someone in trouble and there were other people around, ...
- 3. I'd / I wouldn't
- 4. I'd a child in the street told me he was lost, ...
- 5. I'd I was in my car and saw someone waiting at the side of the road, ...
- 6. If I were an only child, I think ...



4. Look at the painting. Do you know the story of *The Good Samaritan*? It's about three people who walk past an injured man lying at the side of the road. Who do you think stops to help the man?

- a. A priest
- b. Someone from the same community
- c. A stranger



The story of The Good Samaritan

A man was travelling along a country road in the area where he lived, when he was attacked by robbers. They stole everything he had, and left him half dead at the side of the road. A local priest was going down the same road later, and when he saw the man, he passed by on the other side of the road. The same thing happened with another man from the same community who came past.

The next man who came along was a stranger from a different area, Samaria, and people from Samaria (Samaritans) were seen as enemies in this region. But this Samaritan saw the injured man and felt sorry for him. He took care of his injuries and took him to an inn for the night.

The next day he paid the innkeeper, and said '*Look after this man, and when I return, I will pay any extra expenses you may have.*'

So, we're told that we should 'love our neighbour,' but in this case, the traveller's neighbour was a stranger from a different community.

5. Read about an experiment that was done in an American college for student priests. Decide what you think the missing percentages are.

Who cares? An experiment

A group of student priests were asked to prepare a talk on the story of The Good Samaritan. They were then told to go to another building to give their talk.

As they left, half of the students were told they were late and had to hurry. The others were told they had plenty of time. On the way, there was a man lying on the pavement, clearly in pain (it was an actor).

___ % of the students who thought they had plenty of time, stopped to help, but only ___ % of those who thought they were in a hurry stopped. Some of them said that they hadn't noticed the man as they hurried past, but many of them stepped over him ... in order to go and give a talk on ... The Good Samaritan.



Listen and check. The experiment suggests that modern life can make people behave selfishly. How?



6. Look at the things the students might have said after this experiment and answer the questions.

Student A: ‘If I hadn’t been in a hurry, I’d have offered to help him.’

Student B: ‘If I’d stopped, I could have asked if he needed help.’

Student C: ‘I think I might have stopped if I hadn’t been late.’

Student D: ‘I know I should have stopped. I wouldn’t have walked past if it’d been in my town.’

- 1. Did any of the students A–D stop?
- 2. Did any of them help the man?

LANGUAGE FOCUS

1. *Second conditional* sentences talk about an unreal situation in the present or future.
If I **had** a problem, I’d (= would) **come** to you for help.
(But I don’t have a problem.)

Third conditional sentences talk about an unreal situation in the past.
If you’d (= had) **asked** me, I’d (= would) **have helped**.
(But you didn’t tell me, so I didn’t help.)

How do we form second and third conditional sentences?

2. Which two of these modal verbs express a possibility?
I **would / might / could** have helped you.

Look at this sentence.
He **shouldn’t have kept** the money he found.
(Did he keep the money? Was it a good thing to do?)

Go to pages 20–24 for grammar reference.

7. Listen and repeat the contracted forms. Notice how have is pronounced.



9.3

- 1. If I’d known, I’d have come.
- 2. She wouldn’t have come if it’d rained.
- 3. If they’d helped, we might have managed it.
- 4. You shouldn’t have done that.
- 5. We could have told you if you’d asked.

8. Make sentences using the prompts.

1. The commuters were in a hurry. They didn't notice the man.

hadn't / hurry / might

If the commuters hadn't been in a hurry, they might have noticed the man.

2. The cat didn't die. Someone rescued it.

would / someone / rescued

3. I didn't give Tammy a lift. I didn't know she needed one.

would / lift / known

4. I bought this flat. My parents helped me.

couldn't / parents / helped

1. *Karma* is the idea that the way you behave now will affect what happens to you in future. Read the three news stories. After each one, discuss how they suggest ‘instant karma’.



On his Tube journey to work, HR executive Matt Buckland moved aside to let a woman off the train before him. The man behind pushed past and swore rudely at him. Later that day, the same man walked into Matt’s office for a job interview. Matt recognized him immediately, and asked him a lot of questions about underground travel. When the man realized who Matt was, he laughed about it ... but was not offered the job.

RING OF FORTUNE

When Sarah Darling dropped money into the cup of a homeless man, Billy Ray Harris, she didn’t realize her engagement ring had fallen in, too. A jeweller told Billy Ray it was worth \$4,000, but he decided he couldn’t sell it. Two days later, Sarah returned, and was delighted when Billy gave her the ring back. Sarah and her husband-to-be were so grateful. She started an online fund to help Billy Ray. In three months, she collected \$190,000, and Billy now has a house, a car, and a job.



Philip Contos took part in a New York rally with 550 other motorcyclists, to protest against the law about wearing helmets. Helmetless, Contos fell off his motorcycle after braking hard, and hit his head on the road. He died before reaching hospital. Doctors said that wearing a helmet would almost certainly have prevented his death.

2. Complete each of the second sentences about the stories using the words in brackets.

1. The man was wrong to push past Matt on the train. (*shouldn’t*)

He shouldn’t have pushed past Matt on the train.

2. The man was very rude. He didn’t get the job. (*might*)

If he hadn’t been so rude, _____.

3. It was wrong for him to swear at Matt. (*shouldn’t*)

He _____.

4. Billy Ray didn’t sell the ring. He didn’t get \$4,000 for it. (*if*)

_____, he could have got \$4,000 for it.

5. Billy was honest. He got a house, a car, and a job. (*if, not*)

_____ a house, a car, and a job.

6. Sarah put Billy’s story online. She collected a lot of money. (*if, not*)

_____ any money.

7. Contos didn’t wear a helmet on the rally. (*should*)

_____.

8. He braked hard and fell off his motorcycle. (*if*)

_____.

9. He didn’t wear a helmet. He died. (*if, might*)

_____.

Practice I Instant karma

Role Play

3. Your colleague is telling you some silly things he's done. React using might have, could have, or should/shouldn't have.

1. 'I drove home, even though I was falling asleep at the wheel.'

You're an idiot! You might have had an accident! You could have killed someone!

2. 'I walked home along the side of the highway.'
3. 'I took a bag through customs for a man who asked me to.'
4. 'I didn't feel like going to work. I phoned in sick, and then went shopping.'
5. 'I went out in the sun and with no suncream on.'
6. 'I told my girlfriend I was too busy to go out, and then I went to the pub with Rita.'

Talking about you

4. Think of times when you've behaved stupidly. Tell the class and listen to how they react.

I fell asleep on the metro home and missed my stop.

You should have set the alarm on your phone!

Saturday Live is a popular radio programme on **BBC Radio 4**, which includes a feature called **Thank You**. Members of the public call in and say ‘thank you’ for help that strangers gave them when they were in difficulty – often many years ago. The callers often weren’t able to say thank you at the time, and hope that the person might be listening.



1. Look at the photos connected with four callers who phoned *Thank You*. What do you think the callers’ difficulties were? How do you think people helped?



2. Listen to the four callers and complete the notes in the chart.



	What were the callers doing when they got into difficulty?	What was the problem?	Who helped them? How?
1	Driving a scooter through a desert in Iran.		
2		She couldn't see when the train came in.	
3			A woman took his son to a police station.
4	We don't know.		

3. Listen again and answer the questions.



- 1. Why didn't the man have any gloves? Why didn't he thank the man who helped him?
- 2. Why was the Tube so busy? Why did the girls stand on top of something?
- 3. How did the man's wife react? How did the woman take the child to the police station?
- 4. Why did the woman think her daughter's purse wouldn't be returned.

Answer the questions:

- Which of the acts of kindness do you find most surprising, and heart – warming? Why?
- Why do people love to hear these stories being broadcast by the media?
- Would it be good if the media reported more good news stories? why/Why not?

SPOKEN ENGLISH - pretty

1. Look at the use of *just* in this sentence from the thank yous. What does it mean?
*'We were in a clothes shop, **just** looking around.'*
2. *Just* can mean many different things. Write just where you think it goes best in these sentences. Choose which of the meanings in the words below has.

absolutely only a short time before by a small amount

1. 'Alice isn't here. She's **just** gone. = **a short time before**
2. I love your present! It's perfect!
3. Abingdon is south of Oxford – it's only eight miles away.
4. I've finished reading that book, so you can borrow it.
5. I don't want any wine. A glass of water, please.
6. Wow, that chocolate cake is amazing!
7. 'Who's coming tonight?' 'Me. Claire can't make it.'
8. We missed the rain – we were only a minute late.

Listen, check and repeat.  9.6

Optional. Think of a time someone helped you. Write a short 'thank you' and share it.



Reading and speaking

The sharing economy

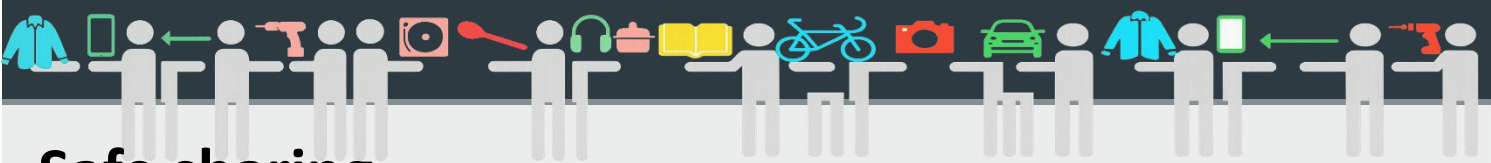
1. Have you or anyone you know used *Airbnb* or *Uber*? How do they work? How are they an example of the *sharing economy*?
2. Read the introduction to *What's yours is mine!*
 1. What's shocking about the statistic on electric drill use?
 2. What's another example of something we own, but rarely use? Can you think of more?
3. Would you share any of these things?

children's toys | a car/bicycle | jewellery tools | clothes | kitchen gadgets
4. Read the full text and answer the questions.
 1. Why are we bombarded by advertising?
 2. What's the danger with being able to buy things on credit?
 3. Why does it not feel too risky to use sites such as Airbnb?
 4. What are the two most common problems and benefits with the sharing economy?
 5. How are libraries different nowadays?
 6. What do people share in Seoul?



What's yours is mine!

Every day, we're bombarded with advertising telling us to buy more stuff. Many of our homes are full of things we hardly ever use, and often couldn't have bought if it hadn't been on credit. Clearly, we live in a consumer economy, but a new alternative, the sharing economy, is beginning to change our attitude to buying and owning things. So, perhaps you need an electric drill to put up some bookshelves? But would you buy one for £150 if you knew that the average person only uses their drill for between 6–13 minutes during its lifetime? And should you really have bought that huge ladder you only use once a year? The obvious question is, why don't we share these things with other people, and share the costs?



Safe sharing

Sharing used to be difficult to organize, and could feel risky, but the Internet, and smartphone apps, have made it easy, safe, and global. People can rent out anything they own and don't use much. Airbnb is the most successful example, with millions using it to make money by letting people stay in their spare rooms, or in their homes while they're away, and to find cheap accommodation when they travel themselves. Reviews provided by both hosts and guests mean you know whether you can trust what people are offering, and payment systems are secure and reliable.

The downsides
There are downsides. Many schemes run into problems with insurance and safety regulations – who would be responsible if a paying guest had an accident in your home? And taxi drivers aren't too happy about losing passengers to the taxi alternative Uber, another giant of the sharing economy.

A sense of community
As well as offering economic benefits to both users and providers, however, the rise of sharing could also bring back some of the sense of community that we've lost as a society. Libraries were once just for books, but now people are starting their own 'libraries' for all sorts of things. In South Korea, the local government has declared Seoul to be a 'sharing city'. There are schemes for neighbors to share cars, parking spaces, and office space. Apartment blocks can have a 'library apartment', where residents can offer to share tools, suitcases, children's clothes, and, yes, books! People can lend suits to young jobseekers who can't afford to buy one for interviews!

Sharing companies



A - DogVacay
When dog owners have to go away without their pets, it can be challenging to find a kennel that will give their dog a loving, temporary home. DogVacay users offer to look after each others' dogs in their own homes. Your dog gets a friendly new home, and can make some new doggy friends!



A- Pley
Pley's co-founder Elina Furman had the idea for a 'Lego library' when she realized it could have saved her the \$2,000 she'd spent on various sets sitting unused in the toy cupboard. She thinks toys are the perfect items to hire out, as children can get bored with them so quickly.



A- Campinmygarden
If you found you didn't have the budget even for Airbnb, you could get your tent out and use **campinmygarden** to stay in someone's private garden for £10 a night. Hundreds of gardens are available, all around the world, some of them conveniently close to city centres.

B- StylenD

If you spent £1,500 on that designer dress for a very special occasion, when would you ever wear it again? Would it spend the rest of its life in your wardrobe? On StylenD's site, women can see photos of other women's expensive clothes, which they can hire just for the day or evening.



B- TaskRabbit

TaskRabbit is an easy way to hire people to do jobs around the house for you. "Taskrabbits" register with the company, and can bid to do jobs that people have posted on the website. Users could go for the lowest price, or rely on how other users have rated someone's work.



B- JustPark

JustPark makes it easy to profit from the parking space in front of your house by renting it to visitors to your area. Drivers can use it regularly if they have to drive to work, or occasionally if they need a cheaper option to park near hospitals, airports, etc.



Reading and speaking

The sharing economy

5A. Look at the Sharing companies A.

- What do they do?
- What's the advantage of using them?
- Which company you like the most? Why?

5B. Look at the Sharing companies B.

- What do they do?
- What's the advantage of using them?
- Which company you like the least? Why?

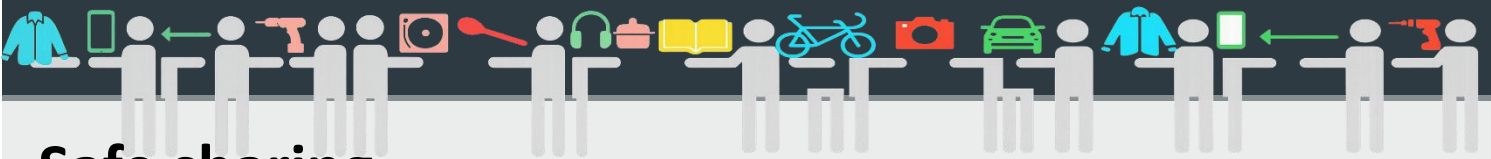
What do you think?

- Why children's clothes and toys ideal for passing on to other people?
- Would people in your neighbourhood share tools and gadgets?
- Taxi drivers don't like Uber. Who wouldn't like the sharing companies shown here? Why?
- If people shared more, how would it affect the economy?



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1. Match words with similar meanings in **A** and **B**. Some are in the text “*What’s yours is mine!*”

A	B
to start	a visitor
to rent	challenging
a benefit	to rely on
a price	to set up
difficult	a fee
a guest	an advantage
to trust	to hire

2. Use the pairs of words from 1 to complete the sentences.

- I’ve _____ a new reggae band with some old friends.
- We would _____ our own business if we had enough money to get started.
- We _____ a small house in Scotland for three months last year.
- I’m going to _____ a nanny to look after the kids.
- Don’t tell Sean any of your secrets. You can’t _____ him to not tell anyone.
- Get Laura to design your garden. You can _____ her to do a really good job.
- We love having Giana to stay – she’s such a good _____.
- Legoland has _____ from all around the world.

- I would have bought our furniture from them if their _____ hadn’t been so high.
- The _____ at schools like Gordonstoun are very high.
- I don’t know which workman to choose – it’s a _____ decision.
- This crossword is very _____! I can only get half of the answers.
- If you did more physio sessions, you’d soon see the health _____.
- Of course, there are both _____ and disadvantages in being self-employed.

3. Which wrong words in these cartoons make them funny? Correct them using the words below.

order | cook | rob | beat | invent | check



1. Thieves stole a bank last night.



2. My mother is a very good cooker.



3. The inspector controlled our tickets.



4. Roma won Arsenal in the cup final.



5. Edison discovered the light bulb.



6. The drinks machine was out of work.

4. Which word goes with which phrase?

- | | | |
|----|--------------------------|--|
| 1. | wash
clean | the flat
your hair |
| 2. | hear
listen | noise
to music |
| 3. | a China
a delicious | dish
plate |
| 4. | a school
a university | professor
teacher |
| 5. | borrow
lend | money from someone
someone some money |
| 6. | an agenda
a diary | with discussion points
full of appointments |
| 7. | sensitive
sensible | about what's possible
to people's feelings |
| 8. | bring
take | something here
something there |

5. Listen and check. Which of the words and phrases are used? In which situations?



1. Listen to the beginnings of four conversations. Match each conversation with a photo.

- Where are the people?
- What questions are asked?



2. Listen to the full conversations and identify the problem in each.



3. Choose one of the situations from 1-4 and uses the prompts to as out the full conversations.

1.
A: ... about ... silk designer dress?
B: Mmm, it's ... but it's ... my price range.
A: So what ... of price did you have in ...?
B: Oh, £1,000 would be my ...
A: You ... spread the ... over 12 months if you ... to.
B: Mmm, I don't ... buying things on ... If I ... it and changed my ..., could I bring it back and get a ...?
A: Yes, as ... as it's not been ...
B: OK. Erm, I think I'll ... it for now, ... Thanks. Bye.
A: Goodbye.

2.
A: Here's ... bill.
B: Thank you. Is service ...?
A: No, it isn't. How was your ...? Was ... OK?
B: Yes, it was all ..., thank you.
A: So, if you could enter your ... number, add a ... if you want to, and then press Enter.
B: Can I not ... contactless?
A: No, I'm afraid that's only ... £30. OK, here's your
B: Thanks. And ... for you. I prefer to ... tips in cash.
A: Oh, thank you ... again soon.
B: I will. Bye.

3.
A: Hello, what's your exchange ... for euros to pounds sterling?
B: It's 0.79 at the
A: And do you ... commission?
B: It's commission ... above £150.
A: OK. So how many pounds would I ... for €250?
B: Er, £197.50. But we've only got sterling in You could have £200 for €254?
A: Yes, that would be
B: OK, if I could just have your ...? So, ... would you like the money?
A: Er, could I have seven ... and six tens, please?
B: ... you go. Have a nice day.
A: And you. Bye.

4.
A: Could I have a ... ice cream, please?
B: Sure. That's £1.80. You'd ... be quick – the film's about to start.
A: OK, thank you. ... you are. I'm sorry, I haven't got ... smaller.
B: That's OK. And here's your
A: Thanks. Er, I think you've ... a mistake.
B: Sorry?
A: Er, you've ... me the wrong change. I gave you a ... pound note and you've given me change for a ten.
B: Oh, sorry ... that, I'm daydreaming today! ... you go.
A: Thanks a lot. Bye.

4. Discuss the questions.

- What's the exchange rate between your currency and the US dollar?
Between your currency and sterling?
- Do you sometimes end up overdrawn at the end of the month?
- How could you cut back on expenses if you really had to?
- Which credit cards do you currently use?
- Do you also have any store or loyalty cards?
- Are you usually able to stay within your credit limit?
- Would you consider lending money to a friend? If so, what's the maximum you'd be comfortable lending?
- How often do you check your bank balance or online account?
- Do you prefer to pay with cash, card, or mobile payment apps?

Writing | Describing a place – relative pronouns and participles.

1. Imagine you are going to list your house/apartment on *Airbnb*. Give each other details about:

- location
- transport
- number of rooms
- furniture and facilities
- house rules
- energy label

2. Read an *Airbnb* ad. How many people could stay there? Would you like to stay there? Why/Why not?

3. Complete the listing using the relative clauses below.

- which is Internet connected
- that can seat six people comfortably
- where you can buy most things you need
- who will help with any problems
- whose children often play outside
- which has fast trains to London
- that has smart, modern furnishings
- where you can sit and enjoy the sun
- you can use for real log fires

LANGUAGE FOCUS

- Underline the relative pronouns in 3. What do they refer to? When do we use which, that, who, where, and whose?
- Look at these sentences. We can leave out the relative pronoun from one sentence in each pair. Which one? Why?
 - This is the room **which** I like best.
 - This is the room **which** has the best view.
 - They're neighbours **who** we don't often see.
 - They're neighbours **who** are happy to help.

Smart and modern Cambridge house



Smart, modern, but cosy 3-bedroom house in a friendly neighbourhood on the outskirts of Cambridge, with easy access to city centre, and rail station to London.

→ The space

The space is a well-kept 3-bedroom house 1. _____ and a nice cosy lived-in feel. The living room has a large, comfortable sofa and armchair, and a nice oak coffee table with bookshelves above it (feel free to read anything you like, and enjoy our classical music collection!). There's a TV 2. _____ for streaming films and catch-up TV (the Wi-fi is fast and reliable). Best of all, for winter visits, there's an open fireplace 3. _____.

The living room runs through into a dining room 4. _____. Both rooms have beautiful wooden floors with rugs. The kitchen is rather small, but has nice modern fittings. At the end of the dining room, the French windows open into a small conservatory,

5. _____. There are two bedrooms, one with a double bed, and the other with twin beds. The third bedroom is used as a study.

→ Neighbourhood

The house is in a quiet, friendly neighbourhood. Our immediate neighbours on the left are a retired elderly couple 6. _____ if we can't be contacted. In the house on the right, there's a nice young couple 7. _____, so if you have children they could make some new friends!

There's a corner shop about five minutes' walk away. 8. _____. The nearest supermarket is within walking distance, about 15 minutes, and it's only a short bus ride to Cambridge city centre, and the rail station, 9. _____.

4. Link these sentences with *which/that, who, where, whose*, or *no relative pronoun*.

- Were you talking to the boy? Her parents live at number 49.
- There's the corner shop. You can buy groceries and magazines there.
- There are two bikes. You can use them to cycle into town.
- This is the bedroom. It's used as a study.
- That woman is my neighbour. She's talking to the gardener.

5. Use your ideas from **1** to write an Airbnb listing for your house/apartment. Include:

- A title
- More details about the space and neighbourhood
- A short summary of the space



There are different ways of making sentences with if. it is important to understand the difference between sentences that express.

- **possible conditions** = first conditional
- **improbable or impossible conditions** = second conditional
- **impossible past conditions** = third conditional
- **no condition** = zero conditional

Possible conditions

If I **see** David, I'll tell him to call you.

This is a sentences about reality.

If I see David ... = a real possibility.

... I'll tell him to call you. = the result of a possible situation

Improbable or impossible conditions

If I **had** the money, I'd **buy** a Audi.

This is a sentences which is different to reality.

If I had the money ... = not impossible, but the reality is I don't have the money

... I'd buy a Mercedes = the results of an improbable situation

Some situations that are different to reality are impossible to change.

If I **had** longer legs, I'd be able to run really fast.

If I **had** longer legs ... = impossible.

(The reality is I don't have long legs and I can't change that)

Impossible past conditions

If I'd **known** you were coming, I'd **have** cooked you a meal.

This is a sentences about an impossible past situation. It didn't happen, and now it's too late to change the result.

If I had known ... = impossible, because I didn't

... I'd have cooked = the result of an impossible past situation.

No condition

If I **get** a headache, I **take** an aspirin.

If metal **is** heated, it **expands**.

There are sentences that are always true. they refer to all time, and are called zero conditionals. If here means when or whenever.

Form

If + Past simple, would + verb

Positive

If I **won** some money, I'd **go** around the world.
My father **would** kill me if he **could see** me now.

Negative

I **wouldn't give** up my job if I **won** the lottery.
If I **saw** a ghost, I **wouldn't talk** to it.

Question

What **would** you **do** if you **saw** someone shoplifting?
If **saw** a ghost, **would** you **run** away?

Was can change to *were* in the condition clause.

If I		were rich		I		wouldn't work anymore.
If she				she		

Other *modal verbs* are possible in the results clause

I **could** buy some new clothes if I had some money.
If I saved a little every week, I **might** be able to buy a car.

Use

1. We use the *second conditional* to express an unreal situation and its probable result. The situation or condition is improbable, impossible, imaginary, or different to known facts.

If I **were** the president of my country, I'd **decrease** taxes.
(But it's not very likely that I will ever be the president.)

2. *If I were you, I'd ...* is used to give advice.

If I were you, I'd refuse.
I'd take it easy for a while **if I were you**.

3. When the condition is understood, it is common to find the result clause on its own.

What **would** you **do** if you had lots of money?
I'd travel / I'd **give** it all away.

4. *Would* can express preferences, especially with *rather*.

I'd love a cup of coffee.
I'd rather have tea, please.
What **would** you rather do, stay in or go out?

5. *Would* can express a request.

Would you open the door for me?

First or second conditional?

Both conditional refer to the present and future. the differences is about probability and possibility, not time, First conditional sentences are real and possible Second conditional sentences express situations that will probably never happen, or are impossible.

If I **lose** my job, I'll ... (My company is doing badly. There is a strong possibility of being made redundant.)

If I **lost** my job, I'd ... (I probably won't lose my job. I'm just imagining.)

If there is a nuclear war, we'll all .. (Said by a pessimist.)

If there **was** a nuclear war, we'd ... (But I don't think it will happen.)

If the word **had** only 100 people in it, 26 of them **would** be children.
(But it would be impossible for there to be only 100 people in the world.)

Third conditional: impossible past conditions

Form

If + Past simple, would + have + past participle

Positive

If I'd (had) **worked** harder, I'd (would) **have made** more money.

They'd (would) **have been** here hours ago if they'd (had) **followed** my directions.

Negative

If I **hadn't seen** it with my own eyes, I **wouldn't have** believed it.

If you'd **listened** to me, you **wouldn't have** got lost.

Question

What **would** you **have done** if you'd **been** me?

If the hotel **had been** full, where **would** you **have stayed**?

Use

1. We use the *third conditional* to express an impossible situation in the past and its probable result. it is too late! These things can't change.

If **he'd known** she was so mean, he **wouldn't have married** her.

My parents **wouldn't have met** if they **hadn't studied** at the same school.

might/could have done

Use

1. *Might have done* and *could have done* express possibility in the past that didn't happen.

Thank goodness you went to hospital. You **might have died**.
She **could have married** anyone she wanted.

2. They are found in the result clauses of third conditional sentences.

If I'd told him I had no money, he **might have given** me some.
If I'd really wanted, I **could have been** a professional footballer.

2. *Might have done* and *could have done* can express criticism. With this use, they are similar to *should*.

You **might have told** me it was her birthday!
She **could have helped** tidy the flat instead of going out!

should have done

Use

1. *Should have done* expresses advice for a past situation, but the advice is too late!

You **should have** apologized. He wouldn't have been so angry.
You **shouldn't have** said she looked old. She really didn't like it.

2. *Should have done* can express criticism.

You **should have** asked me before you borrowed my car.



Relative clauses

1. *Relative clauses* identify which person or thing we are talking about. They give more information about the person or thing.

The boy has gone to the beach. (Which boy?)

The boy **who lives next door** has gone to the beach.

The book is very good. (Which book?)

The book **that you gave** me is very good.

There is a photo of the hotel. (Which hotel?)

There is a photo of the hotel **where we stayed**.

2. We use *who/that* to refer to people, and *which/that* to refer to things.

This book is about a girl **who marries a millionaire**.

What was the name of the horse **that won the race**?

3. When *who* or *that* is the *object* of a *relative clause*, and a new *subject* is introduced immediately after it, it can be left out.

The person (who) you **need to talk to** is on holiday.

The film (that) **I watched last night was very good**.

But when *who* or *that* is the subject of a relative clauses, it must be included.

I like people **who are kind and considerate**.

I want a computer **that's easy to use**.

4. *Which* can be used to refer to the whole previous sentence or idea.

I passed my driving test on the first attempt, **which was a surprise**.

Janet can't come to the party, **which is a shame**.

5. We use *whose* to refer to something that belongs to someone.

That's the man **whose daughter** you met last night.

That's the woman **whose dog ran away**.

5. We can use *where* to refer to places.

The hotel **where we stayed** was right on the beach.

We went back to the place **where we first met**.

Participles

Participle after a noun define and identify in the same way as *relative clauses*.

That woman **driving** the red Porsche is my aunt.

The men **seen** outside the jeweller's were probably the thieves.