

2

House & Home



Unit plan

- Reading:** missing sentences, using pronouns to help you make your choice
Vocabulary: words related to house and home, collocations & expressions, phrasal verbs, word formation
Grammar: past simple, past continuous, *used to*, *would*, *be/get used to*
Listening: multiple choice (pictures), noticing similarities and differences in the pictures
Speaking: choosing the best option, talking about your home and the surrounding area, giving and justifying your opinion
Writing: story, writing about the past, using past tenses and time expressions

Unit Opener (SB pages 17)

- Ask students to look at the pictures and ask them what they think the buildings are (*houses*). Ask students to read the title of the unit and say how it relates to the picture (*The title is 'House & Home' and we see three different houses in the pictures.*). Then ask them what is unusual about the houses (*A has unusual dome-like roofs; B doesn't look like a house, apart from the window and the door; C is very high.*).
- Ask students to work in pairs or small groups to come up with as many words related to parts of a house as they can think of.

1

- Ask students to read the names of the houses and make a note of which picture they think each one refers to. Tell them they will check their answers later.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the descriptions and explain anything they don't understand.
- Students work individually to match the descriptions with the photos.
- They then check their answers in pairs before checking as a class.
- After you have checked answers, ask them if their first guesses were correct.

Answers

1C 2B 3A

Background information

The House in the Clouds was originally a disguised water tank. It was built in this style so that it would blend in with the rest of the buildings in Thorpeness village. It was used as a water tank until 1977.

Troglodyte homes have been used for centuries by people living in harsh environments, such as Armenia, Iran and Turkey, or in places where it was possible to dig into a cliff face to create a living space, such as at Amboise in France. At Coober Pedy in Australia, homes are built underground because of the extreme daytime temperatures.

Trulli houses are only found in the Italian region of Apulia. They get their name from the Greek word 'troullos', meaning 'dome'. They have been in existence since the 18th century, but people stopped living in them in the 1950s. Later, people began to restore them and use them as holiday cottages.

TOP TIP

Exploit any opportunities you have to expand students' knowledge about the world by encouraging them to do some of their own research into topics related to the unit theme. In Unit 2, students could do a project on different types of homes and present it to the class. They could either choose their own subject or you could assign from the following: yurt, igloo, houseboat, stilt house, pueblo, etc.

Let's talk about it!

- Which of these houses would you like to stay in? Why?
- Have you heard of anyone who lives in an unusual home? Tell the class.
- Would you rather live in a large home or a small one? Why?

DVD 2

Summary of DVD 2: The video is titled 'Hong Kong architect turns shoebox apartment into 24 rooms'. Most of the 7 million inhabitants of Hong Kong live in tiny apartments, but architect Gary Chang has managed to squeeze 24 rooms into 32 square metres of space. He has achieved this with a series of sliding walls that can be pulled out to reveal a different 'room' each time. The idea to create such a space came to him when he realised that at any one time, he was performing only one function, and therefore only needed one space to perform it in. For example, the space becomes a bedroom when he is sleeping.

DVD link: <http://www.youtube.com/watch?v=f-iFJ3ncIDo>

Answers

Students' own answers

Reading (SB pages 18-19)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the statements and explain anything they don't understand.

- Students work individually to decide which features belong to the two different houses.
- They then check their answers in pairs before checking as a class.

Answers

1B 2A 3A 4A 5B 6A/B

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the title of the article and the three photos. Ask them which photos they think show 'earth houses' (*photo B on page 18 and the photo of the interior on page 19*).
- Ask students to skim read the text and look for the answer to the question. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later. Tell them to ignore the gaps 1-4 in the article for now.
- Students do the task individually, but check answers as a class.

Answer

It is surprising that they are so light inside.

DOWNLOAD

- Explain to students what a missing sentence task involves.
- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that there will always be 'clues' in the text before and/or after the gap to help them choose the correct missing sentence. In this instance, the clues are pronouns.

Answers

Sentence D: *they* refers to architects.
Sentence E: *He* refers to Stefan.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to fit the sentences to the gaps.
- They then check their answers in pairs before checking as a class.

Answers

1C Sentence C is linked to the sentence before the gap about protection from rain, wind and low temperatures, and the sentence following the gap in which *it* refers to *their environment*.
2D Sentence D is linked to the sentence before the gap, *they didn't think about the effect ... on the environment*, and the sentence following the gap, *The design saves a lot of energy*.
3F Sentence F is linked to the sentence before the gap, *The heating bills ...*, and the sentence following the gap, *... very dry in winter ... comfortable humidity*.
4E Sentence E is linked to the sentence before the gap, *... he would often repair the roof*, and the sentences following the gap, *... protects them against wind damage ... the wind cannot blow it off*.

▶▶ EXTENSION ACTIVITY

Refer students back to the article. Ask them to find and underline the following phrases: *This means that* (end of first paragraph) and *This makes it easier to* (2nd sentence of third paragraph). Explain to students that words such as *this* and *that* can be used to refer back to a situation. Then ask students to read carefully to find out what 'This' refers to in both examples (*They use their environment to their advantage*, and *... air cannot easily enter the house from outside*).

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that the words in the orange box are in the article and ask them to find and underline them.
- Explain that they can look at the sentence a word is found in and then at the incomplete definition in the exercise to work out the meaning.
- Students work individually to complete the definitions. Encourage them to read all the definitions before writing any answers.
- They then check their answers in pairs before checking as a class.

Answers

| | |
|--------------------|--------------------------|
| 1 basement | 4 temperature |
| 2 curve | 5 damage |
| 3 architect | 6 Central heating |

5

- Ask students to read the instructions and check that they understand what they have to do.
- Point out that the student writing the advertisement should use complete sentences, eg *There is a large bathroom. It's got three bedrooms*. They can also join like information in one sentence, eg *It's got four bedrooms and three bathrooms*. Remind students to write about similar things together, for instance, the types and number of rooms; facilities the house is close to; neighbours and neighbourhood, etc.
- Explain that when the advertisement has been written, it is given to their partner, who will use it to ask questions about the house.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to come to the front of the class and ask and answer questions about the advertisement.

Answers

Students' own answers
Some suggestions:
The seller will talk about the positive aspects of the house, while the buyer might ask about the drawbacks.
Example advertisement:
Beautiful family home.
It's got three bedrooms and a big bathroom.
There is a big kitchen, a living room and a dining room. The neighbours are very nice and it's in a pretty neighbourhood. It's close to shops, schools and a park. The garage is a bit small - it only fits one car. →

Example questions:
 Are the bedrooms big or small?
 Has it got a garden?
 Are the neighbours noisy?
 Is the neighbourhood safe?
 Where exactly is the park?

▶▶ EXTENSION ACTIVITY

Ask students to describe their own home, or, their ideal home. This can be a written activity or an oral task. Help with vocabulary if necessary. Once students are ready, ask one or two to read or talk about their descriptions in front of the class.

a-z Vocabulary 1 (SB page 20)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to label the house.
- They then check their answers in pairs before checking as a class.

Answers

- | | | |
|-----------|--------------|-----------|
| 1 balcony | 4 chimney | 7 garage |
| 2 roof | 5 upstairs | 8 floor |
| 3 attic | 6 downstairs | 9 ceiling |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Explain to students that they must use only vowels to complete the words.
- Do the first item together as a class. Copy the letters and gaps on the board and ask students to give you vowels. Once the word has been completed (*detached house*) ask a student to explain what it is in his/her own words.
- Ask students to work in pairs before checking answers as a class.
- Check pronunciation by saying each kind of house to the students and asking them to repeat after you. Correct where necessary.

Answers

- detached house
- farmhouse
- semi-detached house
- terraced houses
- cottage
- block of flats

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and explain anything they don't understand.

- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary. Elicit that they are all nouns which refer to objects commonly found in homes.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.

Answers

living room: armchair, carpet, sofa, lamp, curtains
 bedroom: chest of drawers, desk, lamp, carpet, curtains
 kitchen: cooker, cupboard, fridge, microwave
 bathroom: shower, toilet, washbasin, curtains

▶▶ EXTENSION ACTIVITY

Ask students to work in pairs or small groups. With books closed, they must write household objects under the following headings:
 for sitting in: *armchair, sofa*
 for putting things in: *chest of drawers, cupboard, desk, fridge*
 that use water: *shower, toilet, washbasin*
 for cooking: *cooker, microwave*
 that add or reduce light: *curtains, lamp*
 for walking on: *carpet*

Extra Task (for early finishers)

See photocopiable material on page 144.

Grammar 1 (SB page 21)

Before you read the Grammar box

- Revise the different forms (affirmative, negative, question) and short answers of these two tenses with the class. Then elicit some time expressions that are used with each tense.
- Ask students to give you some examples of the tenses by telling you what they did yesterday, and what they were doing at a particular time.

1

- Read through the grammar theory with the class.
- Ask students to look back at the article in Reading and find examples of the past simple tense. Tell them to match the examples with the uses of the tense. Where there are no examples in the article, ask students to write their own examples.

Suggested answers

Past simple
 something that started and finished in the past, often with a definite time expression: ... *moved into an earth house ... last year ...*
 situations or states that were true in the past but are not true now: ... *heating bills ... were enormous ...*
 things that we did regularly in the past: *In the past, when architects designed houses, they didn't think about the effect ...*
 things that happened one after the other in the past: *They got up, had breakfast and went to work. (example)*

2

- Ask students to look at the sentences and tell you which uses of the tenses they show (*Sentence a is an example of a past action that was interrupted; sentence b is an example of two actions happening at the same time in the past.*).
- Then ask them to complete the sentences and check the answers as a class.

Answers

- a** when
- b** while

Read 2.1-2.2 of the Grammar Reference on page 162 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to look at the first sentence and elicit what clue will help them to choose the correct tense (*in 2010*) and that they will need the past simple here (*Did they move*).
- Ask students to read the rest of the sentences carefully and to underline any time expressions or other clues in the sentences that will help them to choose the correct tense.
- Students work individually to circle the correct tense.
- They then check their answers in pairs before checking as a class.

Answers

- 1** Did they move
- 2** was shining, were playing
- 3** wasn't sleeping
- 4** bought; brought
- 5** was making; burnt
- 6** Were you talking
- 7** was planting
- 8** took; put; called

4

- Ask students to look at the title of the text and the picture and to tell you what the text will be about.
- Ask students to read the instructions and check that they understand what they have to do.
- Make sure students understand what they have to do.
- Ask students to read through the text once without writing their answers. Ask them to underline any words or clues that will help them choose the correct answer.
- Students work individually to complete the gaps with the verbs in the correct tense.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------------|------------------------|
| 1 were standing | 7 didn't stop |
| 2 was raining | 8 was carrying |
| 3 was blowing | 9 heard |
| 4 pulled | 10 Did Mum want |
| 5 went | 11 were sitting |
| 6 stared | 12 was |

▶ EXTENSION ACTIVITY

- Ask students to look at 4 again and find one example for each of the uses of the past continuous.
- to talk about an action that was in progress at a particular time in the past: *At eight o'clock yesterday morning, my family and I were standing ...*
- to talk about two or more actions happening at the same time in the past: *While Dad was carrying boxes into the house, Mum was cleaning the kitchen.*
- to talk about a past action that was interrupted: *I was putting things away in my bedroom when I heard someone shout.*
- to set the scene in a story: *It was raining and a cold wind was blowing ...*

Extra Task (for early finishers)

See photocopiable material on page 144.

Vocabulary 2 (SB page 22)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the statements and the responses and explain anything they don't understand.
- Explain that all of the expressions contain the word *house* or *home*.
- Students work individually to match the statements and responses.
- They then check their answers in pairs before checking as a class.
- Ask different students to explain the expressions in their own words.

Answers

- 1e 2d 3b 4a 5f 6c**
- bring home the bacon: *earn money for a family to live on*
- there's no place like home: *home is the best place to be*
- make oneself at home: *relax and become comfortable in another person's home*
- eat somebody out of house and home: *eat a lot of the food someone has in their house*
- keep a tidy house: *make sure your house is clean and tidy*
- turn (a place) upside down: *look everywhere for something*

2

- Remind students what a phrasal verb is (*a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts*).
- Ask students to tell you any phrasal verbs they know and to use them in a sentence.
- Ask students to read the instructions and check that they understand what they have to do (*circle the word that goes with the verb to form a phrasal verb*).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

Answers

- | | | | |
|---|------|---|------|
| 1 | out | 4 | up |
| 2 | up | 5 | up |
| 3 | away | 6 | down |

3

- Books closed. Ask students to tell you some common suffixes (endings) for adjectives. Write them on the board and ask students to give you one example of an adjective for each ending (-ful, wonderful; -able, fashionable; -al, central; -ing, amazing; -ent, different; -ous, enormous; -y, noisy).
- Ask students to open their books.
- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to write the adjectives.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 beautiful
- 2 careful
- 3 helpful
- 4 comfortable
- 5 enjoyable
- 6 repairable
- 7 environmental
- 8 natural
- 9 traditional

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to read the whole sentence first and then to look at the table in 3 before writing their answers.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Traditional
- 2 helpful
- 3 comfortable
- 4 enjoyable
- 5 beautiful
- 6 repairable
- 7 careful
- 8 environmental

▶ EXTENSION ACTIVITY

Individually, students write three gapped sentences using the adjectives they came up with before doing 3. The missing word in each sentence must be an adjective. They then swap with a partner who must write the correct adjectives in the gaps.

Extra Task (for early finishers)

See photocopiable material on page 144.

Grammar 2 (SB page 23)

Before you read the Grammar box

- Write the following sentences on the board and tell students that one of them is wrong. Give them time to look at them and decide which sentence it is (*the last one*). Elicit that *would* cannot be used to talk about a state.

1 *He used to live in the countryside, but he doesn't now.*

2 *She would go to school by bus when she was younger.*

3 *I used to play football with my friends every weekend.*

4 *We would have a car, but it always broke down.*

- Ask students to look back at the article in Reading and find examples of sentences with *used to* and *would* (*Our old house used to be very dry in winter ...; ... he would often repair the roof.*).

- Ask students to come up with their own sentences using *used to* and *would*. Time permitting, they can read them out to the rest of the class.

• Write the following paragraph on the board: *Harry is a farmer, so he's used to working outside and he's used to getting up very early in the morning. When he first became a farmer, it was different. He wasn't used to the cold, dark mornings and it was hard for him. Luckily, he got used to the farmer's life and he's now very happy.*

- Ask students which of the underlined phrases show that Harry hasn't got a problem with something (*he's used to working, he's used to getting up*); Harry had a problem with something (*wasn't used to*); and Harry started to feel better about a new situation (*got used to*).

1

- Read through the grammar theory with the class.

- Ask them to find and underline examples of *be/get used to* in the article in Reading. (*Everyone is used to the idea that ...; ... they are used to considering environmental matters.*) Point out that a gerund (-ing) or a noun can follow *be/get used to*.

- Make sure students understand the difference between *used to, would, be used to* and *get used to*. Ask them to write sentences using all four structures. They may look at the sentences and paragraph on the board to help them. Check to make sure students understand fully before moving on to 2.

2

- Ask a strong student to explain in L1 the different meanings of *used to, be used to, get used to*. Then ask students to complete the sentences. Check answers as a class.

Answers

- a is getting used to working
- b is used to working
- c used to work

Read 2.3-2.5 of the Grammar Reference on pages 162-163 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand.
- Make sure students understand that they have to rewrite the words as proper sentences. Point out that the question marks in items 3 and 6 should help them to decide how to begin those sentences. Remind them that *used to* becomes *use to* after *did/didn't*.

- Encourage students to look back at the examples in the grammar theory so as to order the words correctly.
- Students work individually to order the words to form sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Maria used to go to her grandparents' farmhouse every summer.
- 2 I didn't use to live in the city.
- 3 Did they use to own a semi-detached house?
- 4 We would sit on the balcony every evening.
- 5 Steven is used to living on his own.
- 6 Are you getting used to cleaning such a big house?

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Explain to students that in this task they have to keep the same meanings of the first sentences when they rewrite them. Remind them that they can only use two to five words.
- Ask students to read the first sentence and to decide whether Bill has or hasn't got a problem living in the country. Elicit that he has and he feels strange living there.
- Remind students to look back at the grammar theory as they do the task and to ask themselves what is being expressed in the first sentences.
- Students work individually to complete the rest of the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 got used to living
- 2 didn't use to have/never used to have
- 3 use to live
- 4 are used to walking
- 5 used to visit
- 6 isn't used to going

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students if *would* is used to talk about the present or the past (*the past*) and elicit that they should only look at the sentences that refer to the past. Remind them that *would* cannot be used to talk about a state.
- Students work individually to find the correct sentence.
- They then check their answer in pairs before checking as a class.

Answer

Would can be used in sentence 5: *When they were young, they would visit their cousins every summer.*

▶ EXTENSION ACTIVITY

Ask students to write a few sentences about their first day at school and what they weren't used to, what they got used to, what they would do and what they are used to now.

Extra Task (for early finishers)

See photocopiable material on page 144.

Listening (SB page 24)

1

- Ask students to read the two questions and answer any queries they may have about them.
- Ask individual students what they can see in the pictures (*a bunch of keys on a chest of drawers, a bunch of keys on a desk next to a computer, a bunch of keys next to a lamp*).
- Explain that in picture-based listening tasks, they will need to focus on similarities and differences in the pictures.
- Ask them to look carefully at the pictures and to decide what they have in common and what is different.
- Students work individually to compare the pictures.
- They then check their answers in pairs before checking as a class.

Answers

- 1 They all include a bunch of keys.
- 2 In the first picture the keys are on top of a chest of drawers. In the second picture the keys are on a desk. In the third picture the keys are next to a lamp on a table.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask them to read the conversation and to underline key words. Explain any unknown words to them.
- Once they have read the conversation, elicit that the question will be about the keys and where they were or are.
- Students work in pairs to come up with possible questions regarding the keys.

Possible answers

Where did the man find his keys?
Where did the man leave his keys yesterday morning?
Where does the man usually leave his keys?

3

- Ask students to read the instructions and check that they understand what they have to do.
- Point out that in tasks like these, all of the options will be mentioned to some extent, but only one is correct. Here, they have the benefit of seeing the dialogue, but in a test situation, they will only hear it. Therefore, it is important that they keep short notes about what they hear.
- Play the recording and ask students to circle their answer. Then ask students to discuss their answer with a partner and to justify their answer if it is different.
- Then check answer as a class.

Answer

C

See the recording script on page 135.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.

- Give students a minute or so to look at the pictures in 4 and to consider what they have in common and what differences there are. Tell them to think about possible questions that could be asked.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the pictures again and explain anything they don't understand.
- Play the recording for students.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- 1B** *Oh, that's the old garage. We're going to have that pulled down. Henry wants to build a new one.*
- 2B** *Milk! That was it. I knew I'd forgotten something.*
- 3C** *... we bought a new microwave instead.*
- 4A** *The house is quite expensive, but it's worth it just for that view.*
- 5C** *... I always start work at 8.00 ...*
- 6A** *I'd like two cans of this green colour, please. ... OK.*

See the recording script on pages 135-136.

Speaking (SB page 25)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

Ask students to keep a 'Speaking file' in which they can add language related to specific topics, such as house and home in this unit, as well as functional structures such as giving and justifying opinions. Advise students that there is a Speaking Bank at the back of their Student's Book on page 187 and that they should refer to it as they work their way through the course.

2

- Ask students what sort of language can be used to give an opinion (*should, in my opinion, if I were you, etc*) and how we justify an opinion (*by giving reasons for our opinion*).
- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the sentences and explain anything they don't understand.
- Tell students to underline any words and phrases that show whether an opinion is being given or justified or both.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1G 2J 3G 4J 5J 6G

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Emphasise that the sentences in 2 use a range of structures to give an opinion and justify it. Stress the importance of using a variety of language to show range. Also point out that in 2, items 2 and 5 give reasons for not choosing an option and that this is just as important as giving reasons for choosing an option.

3

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Ask them to look back at 2 to see which phrases were used.
- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining this as it can be a very confusing task for those attempting it for the first time (*Student A must present a situation in which a choice must be made between two options. They ask Student B for advice about the option to choose. Student A uses the extra information that Student B does not have. This information will enable Student A to answer Student B's questions. In this case, the extra information relates to the cost and duration of renovations, as well as the advantages and disadvantages of each option. The onus is then on Student B to give an opinion and justify it based on the information received from Student A. Stress that there are no right or wrong answers, but they must be able to justify their opinions.*).
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do.
- Make sure they turn to the right page for the task. Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to ask one or two pairs to perform the task for the class.

Answers

Students' own answers

5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

 **Writing** (SB pages 26-27)

Story: Writing about the past

- Ask students to read the information on stories and writing about the past.
- Explain to students that when writing a story they will need to use past tenses as most stories are set in the past, but that different past tenses serve different functions. If necessary, ask students to look back at Grammar 1 for the uses of past simple and past continuous.
- Explain that the past perfect is a tense that allows them to talk about a past event that happened before another past event. They should already be familiar with the form and the uses, but if necessary, ask students to tell you the affirmative, negative and question forms of the tense. Write these on the board and ask for example sentences.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the paragraph and answer any queries they might have about it.
- Tell students they must complete the gaps with the verbs in the past simple, past continuous or past perfect tense.
- Ask a student to tell you what the answer for the first item is (*hid*) and to explain why (*past simple because it follows on from the action 'ran'*).
- Students work individually to complete the rest of the paragraph.
- Check answers as a class.

Answers

- | | |
|---------------|------------|
| 1 hid | 4 had been |
| 2 was | 5 had felt |
| 3 was walking | 6 had come |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask them what clues helped them to decide which tenses to use in 1. Elicit that a series of actions requires the past simple, an action in progress requires the past continuous and time references to an earlier time in the past show that the past perfect should be used.
- Students work individually to answer the questions.
- Check answers as a class.

Answers

- 1 past simple, past perfect, past continuous
- 2 No, he wasn't.
- 3 now

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the task and elicit that they have to write a story and that the story must begin with the words given.
- Ask students to look at the task again. Ask them the questions as a class.
- After the answers have been checked, stress the importance of using the correct past tenses when writing a story.

Answers

- 1 past continuous
- 2 past perfect
- 3 past simple

4

- Ask students to read the instructions and check that they understand what they have to do.
- Make sure students understand that they must use the three past tenses – past simple, past continuous and past perfect. Remind them to look for clues that will help them decide which tense to use.
- Ask students to read the story.
- Explain any unknown words.
- Students work individually to complete the gaps.
- They then check their answers in pairs before checking as a class.

Answers

- 1 had phoned
- 2 got
- 3 stopped
- 4 wasn't sure
- 5 had been
- 6 heard
- 7 saw
- 8 hadn't left
- 9 was walking
- 10 climbed
- 11 opened
- 12 relaxed

5

- Books closed. Ask students to think of some time expressions that are used to show when a past event occurred. For example, *after that, when, an hour ago*, etc. Make a list on the board.
- Books open. Ask students to read the instructions and check that they understand what they have to do.
- Explain that they have to look in the story for the time expressions.
- Students work individually to find the expressions.
- They then check their answers in pairs before checking as a class.

Answers

- 1 suddenly
- 2 then
- 3 just as
- 4 later

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the words and phrases and explain any unknown words.

- Make sure students know how to use the time expressions by asking them to give you example sentences using the expressions.
- Ask them to look at the model story again and to underline any time expressions there that appear in the *Language Bank* (*that night, suddenly, as, that morning, then, just as, later, as*).

6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the paragraph and explain anything they don't understand.
- Give students time to complete the paragraph.
- Students work individually to complete the paragraph.
- They then check their answers in pairs.
- To check answers, ask a student to read out his/her paragraph.

Answers

- 1 while
- 2 after
- 3 Afterwards
- 4 during
- 5 (just) as
- 6 At that moment
- 7 at last

▶ EXTENSION ACTIVITY

Time permitting, write the following opening sentence for a story on the board and ask students to write an introduction: *Max ran out of the house and jumped on his bike.*

Tell students to write no more than 50 words. Monitor and help with vocabulary and grammar if necessary. When students have finished, ask several students to read out their paragraphs.

7

- Read the task out to students and explain anything they don't understand.
- Ask students the following questions in order to analyse the task:
How will the story begin? (Sally threw her bike on the ground and ran towards the house.)
Who is the main character? (Sally)
What tenses will be used to write the story? (past simple, past continuous, past perfect)
- Go over the *Plan* with the students. Stress the importance of distinct paragraphs to develop the story.
- Ask students to write short notes for each paragraph of the story and go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Explain to students the importance of planning a story. They shouldn't make it up as they write, but should think about the character and what happens to him/her before they write. They can do this by writing

very short notes. This will also help them to stick to the story and not write anything unnecessary.

🔄 Reload 2 (SB page 28)

Objectives

- To revise vocabulary and grammar from Unit 2.

Revision

- Tell students that Reload 2 revises the material they saw in Unit 2.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they can do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the words for parts of a house by drawing a basic picture of a house in cross section and asking different students to come to the board and label the parts.
- 2: Select a student to come to the board and ask them to draw a type of home. Once they have drawn it and labelled it, they must explain what makes it different to other types of homes.
- 3: Ask individual students to tell you what things we would normally find in a living room, bedroom, kitchen and bathroom. Write the answers on the board.

Vocabulary 2

- 1: Practise collocations & expressions. Write these expressions on the board: *bring home the bacon, there's no place like home, make yourself at home, eat us out of house and home, keep a tidy house, turn the house upside down*. Then give a definition for one of the expressions and ask a student to tell you which expression it is. Repeat until all the expressions have been covered.
- 2: Practise phrasal verbs. Write these phrasal verbs on the board: *wear out, tidy up, put away, do up, put up, pull down*. Then ask students to answer the following questions:
What do you do when you wear out your shoes? (buy a new pair)
What do you tidy up at home? (bedroom, etc)
Where do you put away some of your clothes? (in a chest of drawers)
Do you want to do up your house? What do you want to do? (students' own answers)
What can teens put up on their bedroom walls? (posters, etc)
Describe a building in your area that you think should be pulled down. (students' own answers)
- 3 and 4: Practise word formation. Write the following words on the board and ask individual students to write the adjective form: *beauty, care, comfort, enjoy, environment, help, nature, repair, tradition*.

Grammar Revision

Grammar 1

Practise the past simple and the past continuous.

- Ask students to tell you when we use the past simple and the past continuous. Elicit that the past simple is used to talk about something that started and finished in the past, often with a definite time expression; situations or states that were true in the past, but are not true now; things that we did regularly in the past; things that happened one after the other in the past. Elicit that the past continuous is used to talk about an action that was in progress at a particular time in the past; to talk about two or more actions happening at the same time in the past; to talk about a past action that was interrupted; to set the scene in a story.
- Ask students to tell you which time expressions we use with each tense. Write them on the board in two columns. Or, write the time expressions on the board (in mixed up order) and ask students to tell you which are used with each tense.
- Ask students to give you examples for each of the uses of the tenses.

Grammar 2

Practise *used to*, *would*, *be used to* and *get used to*.

- Remind students that *used to* and *would* cannot be used interchangeably. Ask them to tell you when we can use *used to*, but not *would* (to talk about a state). Ask them when *used to* changes form (after *did* and *didn't*).
- Ask students to explain the difference between *be used to* and *get used to*. Ask students for example sentences.
- Tell them to be careful and not confuse *used to*, *be used to* and *get used to*. Explain that *used to* can only refer to the past.
- Students are now ready to do Reload 2.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1a 2b 3c 4d 5b 6a 7c 8d 9b

Grammar

1c 2c 3d 4b 5a 6c 7c 8d 9b

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Progress Review (SB pages 29-30)



Objectives

- To revise vocabulary and grammar from Units 1 and 2.

Revision

- Tell students that Progress Review 1 revises the material they saw in Units 1 and 2.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise adjectives.

- Unit 1, Vocabulary 1, Exercise 2: Read out one adjective from each pair and ask students to give you the opposite. This activity can be done individually or in pairs.

The adjective pairs are: *relaxed / anxious, lazy / hard working, patient / impatient, modern / old-fashioned, mean / generous, shy / outgoing.*

- Unit 1, Vocabulary 1, Exercise 3: Ask students to put the words into four categories. They may look back in their books if necessary. Write the four headings in a table on the board and ask students to copy and complete it in their notebooks.

Body: slim, thin, overweight, plump, pierced, well-built, weak, fit, decorated

Face: ugly, handsome, pretty, moustache, wrinkles, beard

Hair: dark, fair, straight, curly, blonde, black

Eyes: blue, sparkling

Revise family words.

- Unit 1, Vocabulary 1, Exercise 1: Copy the table (blank) and headings from the exercise onto the board. Ask a student to give you a word for a family member, either male or female. Write it in the table and ask another student to give you the opposite in the pair. Repeat until all items from the Student's Book task have been added to the table.

Revise words for house and home.

- Unit 2, Vocabulary 1, Exercise 1: Read out the words for the parts of a house and ask individual students to tell you what they are or what they are used for.

Suggested answers:

balcony – sit outside, put plants on

roof – protects/covers the top of the house

attic – store things there, it's under the roof

chimney – smoke from a fireplace leaves through it

upstairs – refers to the upper part of a two-level home

downstairs – refers to the lower part of a home

garage – keep a car there

floor – walk on it

ceiling – the upper part of a room

- Unit 2, Vocabulary 1, Exercise 2: Read out descriptions of the different types of homes and ask individual students to tell you which homes they are. *block of flats – large building with many homes*
cottage – small house usually in the countryside or by the sea
detached house – not joined to any other building
farmhouse – where a farmer lives
semi-detached house – joined to another similar house on only one side
terraced house – belonging to a row of small houses joined together by their side walls
- Unit 2, Vocabulary 1, Exercise 3: Ask individual students to tell you what items there are in the different rooms of their house. Write them on the board.

Revise word formation.

- Unit 1, Vocabulary 2, Exercise 1: Copy the table with the three headings and columns on the board. Complete the list of verbs. Before individual students come to the board and complete the list of nouns, ask students to give you some noun suffixes (endings). Write them on the board. Then repeat for the adjectives – ask for suffixes and then individual students fill in the adjectives on the board.

- Unit 2, Vocabulary 2, Exercise 3: Students work individually or in pairs. Write the following words on the board: *beauty, care, comfort, enjoy, environment, furniture, repair, tradition.* Ask students what part of speech the words are. Point out that some are both verbs and nouns.

Verbs: enjoy

Nouns: beauty, environment, nature, tradition

Both: care, comfort, help, repair

Then ask students to write the adjective forms.

(beautiful, careful, comfortable, enjoyable, environmental, helpful, natural, repairable, traditional)

Revise collocations & expressions.

- Unit 1, Vocabulary 2, Exercises 2 and 3: Write the verbs *make, get, have, keep, do, break* and *be* in a column on the board. Ask students to tell you words that can go with the verbs in order to form phrases.
- Unit 2, Vocabulary 2, Exercise 1: Write gapped phrases on the board and ask students to complete them with either *house* or *home*. Then ask individual students for definitions.

Revise phrasal verbs.

- Unit 2, Vocabulary 2, Exercise 2: Write the phrasal verbs on the board and ask individual students for definitions and example sentences. Write them on the board. Ask students to copy them into their notebooks.

Revise prepositions.

- Unit 1, Vocabulary 2, Exercise 4: Write the phrases on the board and then write the following gapped sentences. Ask individual students to come to the board and complete the gaps with the correct phrases.

1 *My brother is a dad; he's _____ five children!*
(married with)

2 *Ask Kayla to help you; she's really _____ maths.*
(good at)

3 *This is Mary. She's the _____ of my friend Bertie.*
(sister of)

- 4 Joe is the champion! Let's _____ him _____ his prize! (congratulate ... on)
- 5 I don't like Josh, but he's in a _____ my sister! (relationship with)
- 6 Eurovision is on tonight! I'm really _____ it! (excited about)
- 7 Grandpa was _____ a poor family, but became a successful doctor. (born into)
- 8 Fay is _____ Tom and they are getting married next year. (engaged to)

Grammar Revision

Revise present simple and present continuous.

- Write these gapped sentences on the board. Ask individual students to come to the board and write the correct tense – present simple or present continuous – of the verb given.

- Ask them to justify their answers.

- 1 Look! She _____ (push) her sister! (is pushing)
- 2 Please be quiet! Why _____ in class? (are you always talking)
- 3 _____ (he / play) football regularly? (Does he play)
- 4 Michael usually _____ (walk) to school with his friends. (walks)
- 5 The sun _____ (rise) every morning. (rises)
- 6 Every Sunday we _____ (go) to see our grandparents. (go)
- 7 Sue _____ (not go) out tonight; she's sick. (isn't going)
- 8 Her plane _____ (arrive) at 8 pm. (arrives)
- 9 I _____ (not chat) to anyone at the moment. (am not chatting)
- 10 _____ (you / plan) to go to the Greek islands this year? (Are you planning)

Revise stative verbs.

- Write these sentences on the board. Ask individual students to come to the board and complete them with the correct tense – present simple or present continuous – depending on whether the verb is stative or active.

- 1 I _____ (hate) coffee, but I don't mind tea. (hate)
- 2 Anthony is silly. He _____ (believe) in ghosts. (believes)
- 3 This box _____ (have) everything you need to make a cake. (has)
- 4 Bill doesn't drive a car, but he _____ (own) two bikes. (owns)
- 5 We _____ (have) a good time at your party; thanks for inviting us. (are having)
- 6 I didn't understand at first, but now I _____ (see) what you mean. (see)
- 7 My hair looks terrible! I _____ (need) a haircut. (need)
- 8 Ask Helen; I'm sure she _____ (know) the answer. (knows)
- 9 I can't go out; I _____ (have) a lot of homework to do. (have)
- 10 Stop that, Martin! You _____ (be) very bad now. (are being)

- Write these sentence pairs on the board. They are all completed with verbs that have a stative and an active meaning. Students must determine which tense – present simple or present continuous – to use each time.

- 1 smell
Mum _____ the milk. Is it bad? (is smelling)
These flowers _____ wonderful! (smell)
- 2 have
Jack _____ a very nice guitar. (has)
Bruce and Sheila _____ a party today. (are having)

- 3 you / think
What _____ of me? (do you think)
What _____ about? (are you thinking)
- 4 look
Tim _____ sad. What's wrong with him? (looks)
We _____ at the dog; it's sleeping. (are looking)
- 5 taste
This milk _____ terrible. Are you sure it's OK to drink? (tastes)
Grandma _____ the soup now to see if it needs salt. (is tasting)

Revise past simple and past continuous.

- Write these gapped sentences on the board. Ask individual students to come to the board and write the correct tense – past simple or past continuous – of the verbs given.

- Ask them to justify their answers.

- 1 When I _____ (wash) the dishes, I _____ (break) a glass. (was washing, broke)
- 2 While Fred _____ (clean) the bathroom, Mum _____ (make) dinner. (was cleaning, was making)
- 3 He _____ (wake up) at seven o'clock and then he _____ (take) a shower. (woke up, took)
- 4 When I _____ (walk) to school, I _____ (find) a five-euro note on the ground! (was walking, found)
- 5 Sam _____ (watch) TV when he suddenly _____ (hear) a loud noise. (was watching, heard)
- 6 When it _____ (start) to get cold, our cat _____ (want) to come inside. (started, wanted)
- 7 They _____ (not work) when the boss _____ (walk) in. (weren't working, walked)
- 8 When Tim _____ (travel) around the Greek islands, he _____ (swim) at great beaches. (was travelling, swam)
- 10 While we _____ (be) in class, it _____ (begin) to snow outside. (were, began)

Revise used to and would.

- Write this gapped paragraph on the board and ask students to complete the gaps with *used to* or *would*. If both are possible, they must write both forms.

Jenny lives in Edinburgh, but she (1) _____ (not live) there. She (2) _____ (live) in London, but two years ago she went to Edinburgh to study at the university there. Her home now is a small flat in the city, but in London it (3) _____ (be) a large detached house with a nice garden. In London, she (4) _____ (go out) a lot with her friends. They (5) _____ (meet) at a café and then go shopping. They (6) _____ (have) a great time together. She has to study in Edinburgh, but she sometimes goes out. When she first arrived in Edinburgh, she didn't have any friends, so she (7) _____ (stay) at home. But she's got a lot of friends now and has a very busy life.

Answers:

- 1 didn't use to live
- 2 used to live
- 3 used to be
- 4 used to/would go out
- 5 used to/would meet
- 6 used to have
- 7 used to/would stay

Revise *be used to* and *get used to*.

- Write the gapped sentences on the board and ask students to complete them with the correct form of *be used to* or *get used to*. Ask individual students to read out their answers. They must justify them.

- 1 *After the holidays it takes me a week to _____ going to school again. (get used to)*
- 2 *At first it was difficult for Jim to speak in French all the time, but he _____ it now. (is used to)*
- 3 *Farmer Brown got up early every day for years, but he never _____ it. (got used to)*
- 4 *Some elderly people _____ using modern technology like the Internet, so they avoid it. (aren't used to)*
- 5 *He didn't like driving in Britain because he _____ driving on the left. (wasn't used to)*
- 6 *Tomas lived in England for a few years, but he _____ the food and the weather. (didn't get used to)*

- Students are now ready to do Progress Review 1.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary

Answers

- | | | | |
|----------|----------|-----------|-------------|
| 1 | helpful | 6 | careful |
| 2 | outgoing | 7 | mean |
| 3 | ugly | 8 | fit |
| 4 | pierced | 9 | comfortable |
| 5 | handsome | 10 | anxious |

- | | | | |
|----------|----------------|----------|----------|
| 2 | | 5 | cooker |
| 1 | step-father | 6 | armchair |
| 2 | block of flats | 7 | cupboard |
| 3 | groom | 8 | nephew |
| 4 | aunt | | |

- | | | | |
|----------|------------|----------|-------------|
| 3 | | 5 | independent |
| 1 | impatient | 6 | traditional |
| 2 | enjoyable | 7 | repairable |
| 3 | beautiful | 8 | protective |
| 4 | supportive | | |

- | | | | |
|----------|------------------------|--|--|
| 4 | | | |
| 1 | hoped and prayed | | |
| 2 | to keep/keeping a tidy | | |
| 3 | tidy (everything) up | | |
| 4 | keep in touch | | |
| 5 | do me a favour | | |
| 6 | the house upside down | | |

Grammar

Answers

- | | | | |
|----------|----------------|----------|-------------|
| 1 | are going | 5 | sit |
| 2 | is doing | 6 | keep |
| 3 | aren't getting | 7 | is sleeping |
| 4 | isn't studying | 8 | leaves |
-
- | | | | |
|----------|----------------------------|--|--|
| 2 | | | |
| 1 | used to | | |
| 2 | didn't use to | | |
| 3 | got used to | | |
| 4 | walked, sat | | |
| 5 | was talking, arrived | | |
| 6 | was painting, was cleaning | | |
-
- | | | | |
|----------|-------------------|----------|--------------------|
| 3 | | 4 | doesn't live |
| 1 | am seeing/meeting | 5 | would play |
| 2 | used to sit | 6 | am used to staying |
| 3 | isn't used to | | |
-
- | | | | |
|----------|-------------|-----------|--------------|
| 4 | | 8 | doesn't like |
| 1 | are staying | 9 | sits |
| 2 | are having | 10 | is |
| 3 | don't need | 11 | look |
| 4 | is | 12 | grew up |
| 5 | jump | 13 | moved |
| 6 | runs | 14 | misses |
| 7 | loves | | |

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