

3A | Houseswap

WHAT THE LESSON IS ABOUT

Theme	Places to live; swapping homes
Speaking	Game: Class houseswap
Reading	<i>Houseswap</i> : a website describing houses
Vocabulary	Places to live
Grammar	Prepositions of place

IF YOU WANT A LEAD-IN ...

Test before you teach: describing houses

Methodology guidelines: Test before you teach, page xxi

- Draw a simple block of flats on the board. Point to one of them and say: *This is my home. It's a flat.* Then describe the flat in simple terms:
It's an old flat. It's in England. It's near the city centre. It's small. There is a balcony. It has two bedrooms. It's beautiful. I like it.
- Now say: *This is your home.* Nominate a student to describe it, using any language that they have. It's fine if they only have one or two sentences to offer.
- Ask one or two other students to describe their home. Then put students in pairs to describe their homes.
- Alternatively, take in some magazine pictures of different types of housing for students to describe.

Pre-teach key vocabulary: swap

- Go round the class, saying, eg *Can I swap my pen/book for your pencil/mobile?* Make a few *swaps* with students in the class. Then elicit what *swap* means. Ask: *What things do you swap with friends?*

Language notes

- **Swap** means to exchange one thing for another with somebody. It is usually used with small, simple exchanges rather than swapping houses. Common collocations: *swap seats, swap places, swap stories, swap clothes.*
- **Houseswap** means you give someone your house for the holidays, and they give you their house.

VOCABULARY: places to live

Language reference, Student's Book page 41

1

- Students match the adjectives in A to their opposites in B.

A		B
big	≠	small
new	≠	old
noisy	≠	quiet
lovely	≠	horrible

Extra practice

Methodology Builder 10: Flashcards 1 – the essentials, page 37

- Use flashcards to practise the words in exercise 1. You need to find a fairly large (magazine) picture of a busy city and one of a quiet village. Hold up your picture of a city. Say: *It's big.* Spread your arms to show the meaning of the word. Ask students to repeat after you as a class. Then nominate two or three individuals to repeat. Point to the village and say: *It's small.* Push your arms towards each other to mime the meaning. Ask students to repeat. Do the same with all the words. And try to mime the meaning, eg screw up your face and cover your ears to show *noisy*; put your finger to your lips for *quiet*; smile and do a thumbs up for *lovely*.
- Once students have listened and repeated, point to pictures and nominate individuals to give you a sentence, eg point to the picture of the city and nominate a student. The student must say: eg *It's new and it's noisy.*
- End the practice by putting the pictures on the board and asking students in pairs to point to and describe the pictures.
- When doing this sort of controlled practice, be strict on pronunciation. In particular, make sure students pronounce *quiet* /¹'kwaɪət/ as two syllables, and watch out for the pronunciation of /ɔɪ/ in *noisy* and /ɔ:/ in *small*.

2 1.46

- Ask students to read the text in the speech bubble carefully first before you play the recording.
- Students listen to the recording and underline the words that they hear. They can compare their answers with a partner before you check with the whole class.

See underlined answers in the audioscript below.

1.46

I live in a small flat on Herbert Street. It's in the centre of Dublin. It's a lovely flat, but the street is noisy. I like it.

3

Methodology Builder 7: Accurate speaking & fluent speaking, page 20

- Ask students to look at the gapped text in the speech bubble. Model the activity by saying a sentence to describe where you live.
- Pairwork. Put students into pairs. Give them a moment or two to think what they are going to say. Then ask the pairs to tell each other about where they live. Monitor and check that students are producing (reasonably) accurate sentences. Ask two or three individuals to tell the class where they live in feedback.
- Ask students to write sentences to describe where they live in their exercise book.

Extra task

- Ask students to imagine they are millionaires and live in a dream house. Ask them to write a sentence then read it for the class, eg *I live in a big house on Tropical Beach. It's in Barbados. It's a lovely house. I like it.*

READING

The first reading text is the home page of an internet site, Houseswap.com. In the introduction it explains that it is a company which helps people find other people who would like to swap their home with them for the holidays. The second text contains five descriptions of homes people are trying to swap on the site.

1

- Before class, find three very different pictures of luxury holiday homes from magazines. Put them on the board and ask students to describe them: *It's big, old, lovely*, etc. Tell students: *You can go on holiday to one of these houses. Which one and why?*
- Write *Houseswap* on the board. Ask: *What is Houseswap?* Remind them of the Lead-in *Pre-teach key vocabulary* task if you did it. Students read the introduction to the *Houseswap* webpage, and say what *swap* means.

Methodology Builder 10 Flashcards 1: the essentials

- *Flashcards are pictures (or sometimes words written in large letters) that you can hold up and show to the class or pass around for a variety of activities. If you regularly teach lower level classes, one of the most useful ways of investing your preparation time is in building up your own personal stock of flashcards. If you choose pictures carefully and prepare the cards well, they will go on being useful to you for years to come.*
- *Scour glossy magazines for good pictures. Alternatively, you can draw simple images yourself, or persuade an artistic friend to draw a few for you!*
- *If you teach a largish class, you need to choose pictures big enough to be easily seen even at the back of class. Anything smaller than half an A4 page will be too small.*
- *A good basic set of flashcards will include:*
 - 1 *striking different faces showing people of different ages, backgrounds, etc.*
 - 2 *people doing different things: work, relaxing, sports, etc.*
 - 3 *everyday objects*
 - 4 *landscapes and city views*
- *Don't try to build a whole set of flashcards in one go. Allow it grow slowly alongside your teaching work.*
- *It is vital that you maintain your pictures in good condition. Magazine pages tear and fall apart very easily. If you hope to get a few years' use out of them, spend a little time on ways of mounting them:*
 - 1 *if you have the opportunity, laminate your pictures, ie encase them in a plastic envelope.*
 - 2 *as an alternative to laminating, put pictures into A4 transparent file pouches (pochettes). This has the advantage of allowing you to store them in a standard ring binder file.*
 - 3 *a third alternative is to glue pictures onto a cardboard backing. This has the advantage of preserving their life a little longer than otherwise – but the pictures tend to look a little more wrinkled.*
- *When you have a set of flashcards, they can be used in a variety of ways to spice up your lessons.*
- **Methodology Builder 11 & 12: Flashcards 2 & 3, pages 40 & 43**

2

- Ask students to look at the six photos on pages 32 and 33. Ask them to describe the houses and to say which one they like. Ask: *Where do you think the houses are?*
- Students read about some of the homes on *Houseswap*, and match each description to a photo. Remind students that there is one extra photo. They can compare their answers with a partner before you check with the whole class.

1 B 2 A 3 F 4 E 5 C

Cultural notes

- **Luxor** is a modern city. However, the ancient temple complexes of Karnak and Luxor lie within its boundaries and it is close to the Valley of the Kings. As a result, it is a popular destination for tourists.
- A **cottage** is a small, traditional house in the countryside.
- **Santa Monica** is an expensive, exclusive resort town on the coast of California near Hollywood. It is popular with the rich and famous. The house on offer is likely to be a large villa with a swimming pool.
- **Notting Hill** is a busy, cosmopolitan quarter of central London, near Hyde Park. It is famous for its bars and restaurants. Portabello market is in Notting Hill, where you can buy food, clothes and antiques.
- **Heathrow** is London's largest airport and one of the world's busiest.
- **The Champs-Élysées** is the main, wide, tree-lined thoroughfare in Paris. Its main monument is the huge arch of the Arc de Triomphe.

3

- Students read about the homes again and mark the sentences T (true) or F (false). They can compare their answers with a partner before you check with the whole class.

- 1 T
- 2 F (It's big.)
- 3 F (It's in Scotland.)
- 4 F (It's in the mountains.)
- 5 F (It's big.)
- 6 T
- 7 F (It's behind a market.)
- 8 F (It's a little noisy.)

4

- Pairwork. Put students into pairs. Students discuss the questions with their partner.
- In class feedback, ask some students to say which home they have chosen and why (*It's in the centre of Paris, It's big*, etc).

Web research tasks

Methodology guidelines: Web research tasks, page xxi

- Ask students to find their dream home on the web. Tell them to decide where they want to live (ideally, make sure they choose an English-speaking country). They should also decide whether they want a flat, cottage or house.
- Tell students to go online and find their home. They must find the following information: where it is, its description, and how much is it.

Web search key words

- (name of city or country) house/home/property
- home swap/home exchange

GRAMMAR: prepositions of place

- ▶ *Language reference, Student's Book page 40*
- ▶ *Methodology guidelines: Grammar boxes, page xxi*

1

- Ask students to look back at the five descriptions of houses on the *Houseswap* webpage on page 32. They must underline all the prepositions of place and the nouns that follow them.

- 1 in a lovely, white house; in Luxor, Egypt; next to the River Nile; near the mountains
- 2 in Scotland; in the mountains.; far from other people
- 3 on the beach; in Santa Monica; near our house
- 4 in the centre of London; in Notting Hill; behind a market; close to a hospital
- 5 at the end of the Champs Elysées in Paris; opposite the Arc de Triomphe.

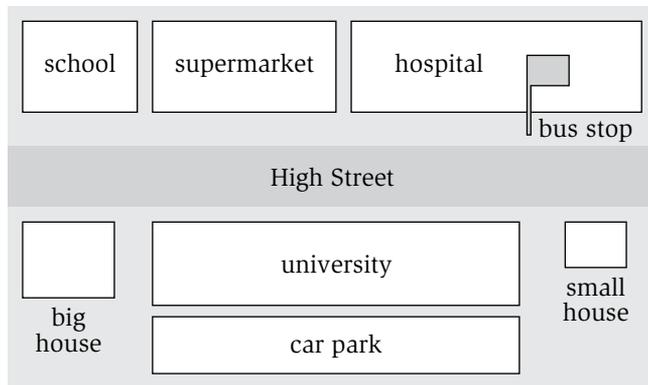
Extra task: in, on & at

- Write *in*, *on* and *at* on the board. Build up a list of 'rules' under each preposition.

<i>in</i>	<i>on</i>	<i>at</i>
a house	streets	the end ...
towns/cities	the beach	home
countries	floors	school
the mountains		the doctor's/dentist's
the centre ...		

Extra task: opposite, behind, next to, etc

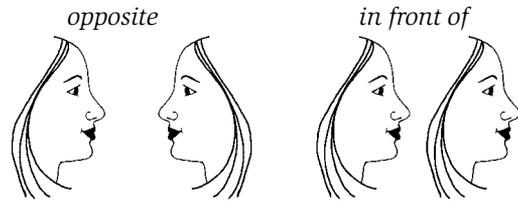
- You could check students' understanding by drawing a simple street map (as shown) on the board and ask them where the school/hospital, etc is. Elicit responses using prepositions of place, eg *The school is opposite the big house. The car park is behind the university.*



Language notes: prepositions of place

- **In**, **on** and **at** are difficult in English for students if and when they are used differently in the students' L1. If you have a monolingual class, predict errors by checking which of the uses in the grammar box are similar and which are different from the students' L1.
- You could show the difference between *in*, *on* and *at* by drawing the following symbols on the board:
in (X) *on* (X) *at* (●)
- We generally say *at school*, *at university*, *at work*. No article is used. However, when we want to stress the specific location we can say *in the*, eg *John isn't outside. He's waiting in the school.*
 NB We say *at home* not ~~X~~ *in home*.

- **Opposite** and **in front of** are often confused. You can check the difference between them by drawing faces on the board:



- Watch out for stray uses of *of*, eg ~~X~~ *It is behind of my house.*
- NB *Near* and *near to* are both correct, but *to* is required with *close*, eg *I live near London. I live close to the centre.*

2

- Students complete the texts with prepositions.

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

3

- Model the activity briefly by describing someone in the class, using the sentence prompts. The students must guess who you are describing.
- Students choose a person in the class, and complete the sentences with information about that person.

4

- Pairwork. Put students into pairs. Each partner must read their sentences from exercise 3, and their partner must guess who they are describing. Monitor and help if necessary.

SPEAKING

1

- Tell students to close their eyes and imagine their home. Say: *Where is it? Is it a flat or a house? Is it big or small; new or old; lovely or horrible? Is it close to the city centre? Is it far from the shops?*
- Tell students to open their eyes, and write a short description of their home on a piece of paper. Give them a time limit of four minutes. Remind students to look back at the web page descriptions on page 32 to help them.

Alternative procedure

- Ask students to imagine and describe their 'perfect' house rather than their own house. You could get students to draw the house as well as write a description.
- 2
- Ask students to stand up and walk round the class. They must find another student and take it in turns to describe their homes. They must then make a note whether they are interested in swapping houses with that person.
- Make it a rule that they must speak to at least three people before they can make a final decision which of the houses they want to swap with.
- Monitor, prompt and correct where necessary.
- 3
- When all or most students have swapped, ask them to sit down. Ask a few students to describe their new home.

IF YOU WANT SOMETHING EXTRA ...

- ▶ *Straightforward Teacher's Resource Disc at the back of this book*

3B | 1600 Pennsylvania Avenue

WHAT THE LESSON IS ABOUT

Theme	Famous houses (the White House)
Speaking	Presentation: giving a short presentation of your home
Listening	A documentary about the White House
Vocabulary	Parts of a house
Grammar	<i>There is/there are; How many</i>
Did you know	10 Downing Street

IF YOU WANT A LEAD-IN ...

Pre-teach key words: parts of a house

- Write *parts of a house* in the middle of the board. Say: *Where am I?* Then mime the act of cooking food. Try to elicit *kitchen*. Say the word, ask students to repeat, then write it on the board. Repeat this to elicit the following words:
 - Dining room* (mime eating)
 - Bedroom* (mime sleeping)
 - Bathroom* (mime showering)
 - Living room* (mime watching TV)
- Rub the words off the board, then ask students to come to the front of the class and mime an action. The other students must guess the room.

LISTENING

This listening is the introduction to a documentary about the White House. An official at the White House talks about what other names the building has, where it is and who lives there. He goes on to give more details about the house: how old it is; how many rooms there are; whereabouts in the building the President works; how many people work there and information about public visits.

1

- Ask students to look at the photos. Tell them to work silently on their own and answer the questions. If they don't know the answers to some of the questions, tell them to guess.
- Ask students to describe the house: *It's big; It's old; It's beautiful; It's white.*

- It's more than 200 years old.
- Its common name is the White House.
- The President of the United States and his family live there.
- Yes, there are.
- There are 132 rooms.
- Washington DC, US.

2 1.47

- Now play the recording. Students listen out for the questions from exercise 1 and put the questions in the order that they hear them.
- Then play the recording again for students to check their answers to exercise 1 and 2. They can then compare their answers with a partner before you check with the class.

Correct order: 4, 1, 3, 6, 5, 2

1.47

V = visitor O = official

- V: What is the name of the house?
O: There are at least four names for the house at 1600 Pennsylvania Avenue, including the President's Palace, the President's House and the Executive Mansion. But this famous building's common name is the White House.
V: Where is it?
O: The White House is in the centre of Washington, DC, the capital of the United States of America.
V: Who lives there?
O: The President of the United States and his family officially live in the White House. But there are hundreds of people who work there, and there are thousands of visitors every day.
V: How old is it?
O: The White House was built in 1800. It's now more than 200 years old.
V: How many rooms are there?
O: There are 132 rooms in the White House. There are 16 family bedrooms, three kitchens and 32 bathrooms. There are also six floors, seven staircases, three elevators, 147 windows and 412 doors. There is a games room, a mini golf course, a tennis court, two swimming pools, a bowling alley and even a small cinema.
V: Are there public visits?
O: Yes, there are. Public visits are available for groups of ten people or more from Tuesday to Saturday, from 7:30 am to 12:30 pm. Please note that there aren't any public telephones or public bathrooms on the tour of the White House.

Language notes

- Elevators** = US English; *lifts* = UK English
- The bathroom** (US English) is a room with a toilet. In UK English, it is just called the *toilet*, whereas a *bathroom* contains a bath or a shower and a place to wash your hands, and often includes, but not always, a toilet. In US English, *restrooms* are bathrooms in public places, whereas in UK English, the terms *Public toilets* or *Ladies and Gents* are used.

Cultural notes

- The White House** at 1600 Pennsylvania Avenue was completed in 1800 by Irish immigrant James Hoban. He modelled it on the neoclassical Georgian manors of Dublin. It was burned down by the British in the War of 1812, then rebuilt and painted white, hence its name. Every US president since 1800 has lived there.

3 1.47

- Read out the numbers and ask students to repeat them.
- Then ask students to read through the sentences and remember or guess which number goes in which space.
- Play the recording again. They can compare their answers with a partner before you check with the whole class.

1 4 2 200 3 32 4 7 5 10

4

- Pairwork. Students discuss the question briefly with a partner. They can then tell the class about their opinion.

VOCABULARY: parts of a house

👉 *Language reference, Student's Book page 41*

1 🎧 1.48

- Play the recording for students to listen and repeat the words in the box.
- Then read out the words in the box and ask students to repeat them again. Make sure students are approximating the weak stress in *kitchen* /'kɪtʃən/ and *balcony* /'bælkəni:/.
- Students match the words to the numbers on the map. They can then compare their answers with a partner.

🎧 1.48

living room hall kitchen balcony bedroom bathroom
dining room

Methodology Builder 11

Flashcards 2: presenting vocabulary

- *Instead of using Student's Book illustrations to introduce vocabulary, try using your flashcards to do a books-closed presentation.*
 - *The simplest way is to stand at the front of the class, hold up a card, eg a picture of two eggs, and invite students to name the object(s) shown. If they can't produce the word, you can model it yourself.*
 - *You could say the item once clearly in a sentence, eg The Queen's standing on the balcony. Then isolate the word and say it clearly two or three times, eg balcony ... balcony. Try to leave a longish pause between each time you say the word – allow time for the word to 'echo' in students' minds before they hear it again. If you repeat too quickly, each new hearing simply drowns out the one before. Also, don't repeat too many times – three or four is sufficient. If you do it more, students may relax and not pay the attention that is needed.*
 - *Now get students to repeat the word. First of all, gesture to get the whole class to repeat the word, two or three times – then gesture to ask individuals to say it one by one with feedback.*
- 👉 *Methodology Builder 16: Helping students say it better, page 65*
- 👉 *Methodology Builder 12: Flashcards 3 – more ways of presenting vocabulary, page 43*

2 🎧 1.49

- Play the recording for students to check their answers.

1 hall
2 bedroom
3 dining room
4 living room
5 kitchen
6 bathroom
7 balcony

🎧 1.49

M = man W = woman

1

M: So, come in, come in.

W: Wow. So, this is your new flat.

M: Yeah. Look, this is the hall. These are my pictures, here and ... here.

W: Mmm.

2

M: The bedroom.

W: Nice and big.

M: Yes. Look out the window. You can see the park ...

W: Ooohh.

3

W: What's this room?

M: It's the dining room. I don't go in here really, there's only me.

4

W: Is this the living room?

M: Yes, I'm here a lot of the time.

W: I like your TV.

M: Thanks.

5

M: Would you like a drink?

W: Umm, yes, please. What do you have?

M: Come into the kitchen. Let's see.

6

W: Where's the bathroom?

M: Next to you. Right there.

W: I see.

7

W: Look at this balcony. You have a nice flat.

M: Thanks, it's not exactly the White House, but it's home.

3

- Model the present simple question forms. Ask students to listen and repeat. Pay particular attention to the weak /ə/ stress and the intonation pattern in these sentences.
Where do you watch TV?
- Nominate individual students to ask and answer the questions across the class in open pairs.
- Pairwork. Put students into pairs to ask and answer the questions. Monitor, prompt and correct as necessary.

GRAMMAR: *there is/there are* & *How many*

👉 *Language reference, Student's Book page 40*

👉 *Methodology guidelines: Grammar boxes, page xxi*

👉 *Methodology Builder 15: Drilling 2 – substitution, page 58*

1

- Read through the examples with the class, then elicit the answer to number 3 to make sure students know what to do. Students make sentences about the White House using the prompts. Monitor and help if necessary. They can compare their answers with a partner before you check with the whole class.
- In feedback, you could ask a confident student to come up to the board. Ask the rest of the class what the answer is. The student at the board must write it up. Change the student after two sentences.

- 3 There are two swimming pools.
- 4 There isn't a restaurant.
- 5 There are three kitchens.
- 6 There are seven lifts.
- 7 There aren't any public telephones.

Extra task: a substitution drill

- Now turn this writing task into a simple substitution drill.
- Write '+' and '-' on the board. Say: *a cinema*, point to '+', and nominate a student. The student must say: *There's a cinema*. Continue round the class, saying *seven floors*, *a staircase*, etc.
- Alternatively, if you have time, you could draw simple pictures to represent *two tennis courts*, *a restaurant*, etc. Make about ten pictures. Then use these visual prompts to prompt sentences from students. They work better than verbal prompts.

Language notes

- *There is* and *there are* do not translate literally into the students' first language. If you have a monolingual class, it is worth briefly exploring what phrase is used in their language, and whether they have a singular and a plural phrase (like English) or just one phrase for both singular and plural.
- Using *any* with negative and question forms may well be a new concept for students. In many Latin languages, for example, there is no need to use a word like *any*, so students are likely to avoid it, eg ✗ *There are not swimming pools*.

2

Methodology Builder 29: Pronunciation – don't avoid intonation!, page 126

- Ask students to look at the table. Then model the activity carefully by reading out two or three questions. Make sure that students have grasped the idea of *Is there a* + singular noun, and *Are there any* + plural noun.
- Elicit sentences from around the class.
- Now model the stress and intonation pattern carefully. Show that the main strong stress is on the noun in column 4, and that the voice rises at the end. Show the falling intonation on the short answer.
For example:

Is there a bathroom in your house?

Yes, there is.

- Ask students to listen and repeat your model.

Language notes

- At this level, students may find it difficult to manipulate these forms. They will need lots of practice.
- **There is** + singular noun and **There are** + plural noun is a fairly simple idea to grasp. However, be aware that transposing the word order to make questions and adding the abbreviated *not* may well be unfamiliar and will therefore lead to errors, eg using the same word order when making a statement or asking a question, such as, ✗ *There is a bathroom?* with rising intonation.
- *There is* and *There aren't* are not easy to pronounce accurately! You will need to do lots of repetition work to get students to approximate these phrases. Note the following in particular.

Weak stress and linking and the pronunciation (or not) of *r*:

There's a ... /ðeəzə/

There isn't a ... /ðə'ri:z(ə)ntə/

There are ... /ðeərə/

The strong and weak stress of *are*:

There are ... /ðeərə/

There aren't ... /ðə'ra:nt/

Are there ... /'ɑ:ðeə/

3

Methodology Builder 7: Accurate speaking & fluent speaking, page 20

- Pairwork. Put students into pairs. Students ask and answer the questions from exercise 2. Monitor, prompt and make sure that students are both manipulating the forms and pronouncing them correctly.
- You could copy the table in exercise 2 on to the board (or use an OHT or flip chart). That way students will have their attention on you and the board when you elicit and drill the questions.

4

- Read the example and elicit the answer to number 2 to make sure students know what to do. Students make questions using the prompts. Monitor and help where necessary. They can compare their answers with a partner before you check with the whole class.
- When they have finished, model and drill some of the questions. Then ask students to ask and answer the questions across the class.

- 2 How many students are there in class today?
- 3 How many bathrooms are there in your house?
- 4 How many teachers are there at your school?
- 5 How many books are there in your bag today?

5

- Pairwork. Put students into pairs to practise asking and answering the questions in exercise 4. Monitor and prompt if necessary.

SPEAKING

1

Methodology Builder 8: Spoken errors – fluency tasks 1, page 28

- Draw a basic plan of your house or flat on the board. Label the rooms, or ask students to guess which room is which, then label them. Make a short presentation about your home, using the words in the *Useful language box*.
- Students draw a plan of their house or flat. Then they prepare a short presentation using the words from the lesson and the *Useful language box* to help them. Monitor and help, if necessary.
- Put students into groups of three or four. They take it in turns to make their presentations.

Alternative procedure

- If you have an OHP, ask students to draw the plan of their house on OHTs. They can then take it in turns to come to the front of the class and make their presentations while pointing to the various rooms on their plan on the OHT.

DID YOU KNOW?

1

- Ask students to read about Number 10 Downing Street.
- Groupwork. Divide students into groups of four or five. Tell them to work on their own and find two interesting facts from the text to tell their group.
- Students discuss the questions in their groups.

Alternative procedures

- In a class where the students are from the same country, get them to discuss the questions and pool their knowledge in order to prepare and present a short description of the famous house. Alternatively, they could discuss then write the description individually for homework.
- In a class with a variety of nationalities, make sure they are in groups with a good mix of nationalities. The students must find out as much as they can about each other's leader's house. In the feedback, ask each group what they can remember about one of the houses described, eg *Group A – tell me about Maria's president's house.*

Cultural notes

- Downing Street is a row of tall, narrow terraced houses. From the front, **10 Downing Street** looks very small, but it actually goes back a long way. The Prime Minister usually lives in a flat at Number 10, and the Chancellor of the Exchequer (or the senior Finance Minister) usually lives in a flat next door at Number 11, which is in fact bigger than the one at Number 10. At the time of writing, David Cameron is the Prime Minister and officially resides at Number 10 Downing Street. However, as he is married with children, the Cameron family, like previous Prime Ministers Tony Blair and Gordon Brown, actually live at Number 11 next door, which is officially the residence of the Chancellor of the Exchequer (or the senior Finance Minister). Number 11 is bigger – it has four bedrooms. The Camerons upgraded the kitchen at Number 11 and built a nursery for their young children.

Web research tasks

- *Methodology guidelines: Web research tasks, page xxi*
- Find out where the presidents of the following countries live: France, Germany, Italy, Russia, Brazil, Mexico, etc. (Tailor this to suit your students.)
- Find: the address/what rooms and facilities there are.

Web search key words

- *president/address/ (the country concerned)*
- *Alternatively, ask students to find out more information about the White House.*

IF YOU WANT SOMETHING EXTRA ...

- *Straightforward Teacher's Resource Disc at the back of this book*

3c | My first flat

WHAT THE LESSON IS ABOUT

Theme	Describing rooms
Speaking	Communication activity: finding differences between two rooms
Reading & listening	A dialogue about a new flat
Vocabulary	Furniture
Grammar	A, an, some & any

IF YOU WANT A LEAD-IN ...

Introducing the theme: describing rooms

- Write *There is...* and *There are...* on the board. Look around the classroom, and make two or three sentences, eg *There is a whiteboard. There are eight tables.* Tell students to look around the classroom for a few seconds then ask them to give you as many sentences as they can to describe the room.
- An alternative to this is to ask students in pairs to write three sentences about the classroom. Two must be true, and one false. Ask each pair to read out their sentences. The rest of the class must say which one is false.

VOCABULARY: furniture

▶ Language reference, Student's Book page 41

1

- Students look at the pictures and say what the rooms are. Elicit answers and model good pronunciation for students to repeat.

- 1 living room
- 2 bedroom
- 3 dining room, living room
- 4 kitchen

2 & 3 1.50

- Students match the words to the numbers in the picture.
- Play the recording. Students listen and repeat the words.

- fridge – 15
- a stereo – 3
- a chair – 7
- curtains – 11
- a clock – 4
- a sofa – 2
- a television – 1
- a cupboard – 13
- a desk – 8
- plants – 10
- a wardrobe – 5
- a cooker – 14
- pictures – 9
- a bed – 6
- a bookcase – 12

1.50

- a fridge; a stereo; a chair; curtains; a clock; a sofa;
a television; a cupboard; a desk; plants; a wardrobe;
a cooker; pictures; a bed; a bookcase

Language notes

- Pay particular attention to the words below, which have specific pronunciation problems:

/ə/ sounds on the final syllable:

sofa mirror cooker curtains cupboard

problem sounds:

fridge television wardrobe pictures

Extra idea

- Revise *there is/are* by asking students to give you sentences from the pictures on page 36 using these forms, eg *In picture 3, there are two plants./There is a cupboard.*

Methodology Builder 12 Flashcards 3: more ways of presenting vocabulary

- Here are two different ideas for introducing or revising vocabulary using flashcards.

Picture lists

- Collect a set of flashcards that show the words you want to teach. Write the list of words in a column on the left-hand side of a piece of paper and photocopy it or write it on the board for students to copy.
- Now distribute the flashcards randomly around the room. Each pair of students gets one card. Pairs must decide which word they think the picture shows and copy a simple version of the picture onto their own list next to the word. If they don't know a word, they draw the picture at the bottom of the page.
- When pairs have seen all the cards, ask them to look at other pairs' answers and see if there are any words they can learn – or maybe answers they disagree with.
- At the end, go through the pictures one by one at the front, and confirm the words.

Hidden answers

- Before students arrive, write the words you want to teach in various positions around the board, and then use tape or sticky-tack to put flashcards with the corresponding pictures on the board covering the words, ie the picture of a station hides the word station underneath it.
- In the lesson, ask pairs of students to look at the board (they could come up for a close look), and write down what the words are for the objects they can see.
- When students have finished, ask a pair to choose one word they think they really know. They come to the board and write it below the picture. Don't say if it's correct or not. Ask other pairs if they agree or not with what they have written. If they don't, ask them to come up and also write their answer below the flashcard.
- When everyone has written their words, you can dramatically remove the picture and reveal the real answer underneath. You could give points to the teams that were correct if you wished.
- Continue with the other pictures in the same way.

4  1.51

- Read the introduction as a class and explain that Shelly and Claudia are students. Ask students which flat they think they will rent – Flat A or Flat B?
- Play the recording. Students listen and say which flat Shelly and Claudia decide to rent.

Flat A

 1.51**L = landlord S = Shelly C = Claudia**

L: OK, this is the flat. Bedroom here ... and here. The beds are a little old.

S/C: Oh.

L: Here's the living room. You have a window, a sofa and a TV. The TV's Japanese. It's in good condition. It's my mother's TV.

S: That TV isn't new.

L: The kitchen. I know it's dirty, but look – the cooker works perfectly, and the fridge, too. Look, oh ... a sandwich. What's that doing there?

C: Yuk.

L: Anyway, it's £50 per week. Do you want it or not.

C: Ummm.

S: Yes, we do, thank you.

READING & LISTENING

Students read and listen to a dialogue in which Shelly (from *Vocabulary exercise 4*) receives a phone call from her father about her new flat and tries to assure him that everything is fine. Her father would like to see it, but Shelly makes an excuse why he can't come and ends the phone call. Students will need to 'read between the lines' to infer that Shelly is not actually telling the truth.

1  1.52

- Read through the questions with the class. Tell students to read and listen to the dialogue at the same time.
- You could put students into pairs to discuss the answers to the questions and then discuss them as a class.

- 1 Shelly tells her father that she likes her flat, but she probably doesn't.
- 2 She's from Italy.
- 3 No. She says, *This week isn't good*. (Probably because she wants to clean her flat before they see it.)

 1.52**S = Shelly F = father**

S: Hello?

F: Hello, Shelly. It's your father here. How's your new flat? Do you like it?

S: Yes, I do. It's ... perfect.

F: Well, tell me about it. Is it big?

S: Yes, it is.

F: And what about furniture? Is there any furniture?

S: Yes, I have a desk and a bed in my room.

F: Would you like a lamp? We have an extra lamp at home.

S: No, thanks, Dad. Claudia has a lamp for the living room.

F: Who's Claudia?

S: She's my flatmate. She's Italian. Don't worry, there aren't any boys here.

F: Good. Your mother has some old curtains. Do you want them?

S: NO, that's fine. We have curtains.

F: Really?

S: Yes.

F: Oh. So, when do we come and see the flat?

S: This week isn't good. We don't have any chairs.

F: No chairs? What does that mean, no chairs?

S: I don't know. Sorry, that's the door. Talk to you later, OK, Dad? Bye.

2

- Tell students to look back at Flat A on page 36 and underline false information in the dialogue. They can compare their answers with a partner before you check with the whole class.

It's ... perfect.

Claudia has a lamp for the living room.

We have curtains.

We don't have any chairs.

Language & cultural notes

- Shelley's father uses the markers *Really?* and *Oh* which suggest that he is surprised by what she is saying – and probably doesn't believe her. You may wish to point these out to students.
- *Dad* and *Mum* are common abbreviations for mother and father. Younger children say *Mummy* and *Daddy*. Americans tend to say *Mom* rather than *Mum*.

3

-  *Methodology Builder 5 & 6: Dialogues 1 & 2, pages 11 & 16*
- Pairwork. Put students into pairs. Ask them to play the roles of Shelley and her dad, and to practise reading the dialogue.
- Monitor carefully and help with any problems.
- At the end, you could ask one or two pairs to read out parts of their dialogue.

GRAMMAR: a, an, some & any

-  *Language reference, Student's Book page 40*
-  *Methodology guidelines: Grammar boxes, page xxi*

1

- Ask students to look at the picture of Shelley's bedroom. Ask: *What can you see?* Elicit answers from the students.
- Students look at the picture and complete the sentences. They can compare their answers with a partner before you check with the whole class.

1	any	4	a	7	a
2	a	5	any	8	any
3	some	6	some		

Language notes: a, an, some & any

- Here, at this level, the use of *some*, *any* and *a/an* is kept nice and simple. It looks at the use with single and plural countable nouns only. Basically, the rule here is, use *some* in positive sentences, and *any* in negative sentences and questions.
- If you have a monolingual class, think about how *some* and *any* are expressed in L1. In some languages they are missed out where English tends to use them, and the same word is used for both *some* and *any*. At this level, whenever L1 differs from English, it takes lots of practice before students can grasp and manipulate new forms.
- Be aware that *some* and *any* gets more complicated with uncountable nouns, eg *I have some money*.
- *Some* is also used with a question form when making offers and requests, eg *Would you like some biscuits?* *Can I have some bread?* No need to share this with your students at this level though!

2

Methodology Builder 7: Accurate speaking & fluent speaking, page 20

- Ask students to look at the table. Then model the activity carefully by looking round the room and reading out two or three true sentences.
- Elicit sentences from around the class.
- Now model the stress and intonation pattern carefully. Point out the weak pronunciation of *are* in *there are* /ðeərə/, and the long /ɑ:/ sound in *there aren't* /ðeərə:nt/. Show that the main strong stress is on the noun in column 4, and that the voice falls at the end. Ask students to listen and repeat your model.
- Put students into pairs or groups of three to make true sentences from the table.

3

- Ask students to work in pairs to think of and prepare sentences. Ask a few pairs to share their idea with the class.

Extra idea

- Ask pairs to prepare and read out sentences about one room. The rest of the class must listen to the sentences and guess which room they are describing.

Extra tasks

1

- Live listening. Describe your (real or imaginary) bedroom to the class. Tell them to listen carefully because there will be questions after. At the end, ask some simple questions and find out if the students can remember your description, eg *Is there a picture on the wall?* *Are there two or three chairs?*

2

- Ask students to draw a simple line drawing of their bedrooms. Put them in pairs and ask them show and describe their drawings to a partner. Alternatively, ask students to describe their bedrooms without showing them and tell partners to draw the bedroom they hear described.

Revision task

- It is a nice idea to revise the large set of useful vocabulary in this lesson by playing one of the following games:
- Divide the class into pairs. Say, *Write down five pieces of furniture you find in a kitchen*. Then say, *Write four things you have in your bedroom*. And so on. Pairs must write the words then shout out *Finished* when they have written the words. Find out which pair can write each set of words the quickest.
- Divide the class into groups of four. Group A must say the name of something in the kitchen. Group B say another word and so on round the class until teams can't think of more words, and there is a winning team. Then ask groups to name bedroom words.

SPEAKING

Communication activities, Student's Book pages 132 & 136

1

- Pairwork. Put students into A and B pairs. Student A turns to page 132 and Student B turns to page 136.
- Students look at their pictures of a room. They ask and answer questions to find six differences between their rooms.

Alternative procedure

- A good way of doing this activity is to divide it into two stages.
- Divide the class in half. One half looks at the picture for Student A on page 132 and the other half looks at the picture for Student B on page 136. Allow three or four minutes for the students to look at their pictures and then ask them to describe it to another student in their group.
- Then redivide the students so that a Student A pairs up with a Student B. Tell the new pairs to ask and answer questions to find six differences between their pictures.
- Ask students to tell you the differences in feedback.

IF YOU WANT SOMETHING EXTRA ...

- Straightforward Teacher's Resource Disc at the back of this book

3D | Shopping mall

WHAT THE LESSON IS ABOUT

Theme	Shopping malls; giving directions
Speaking	Roleplay: giving directions in a building
Listening	Dialogues at the information desk of a shopping mall
Vocabulary	Ordinal numbers
Functional language	Directions

IF YOU WANT A LEAD-IN ...

Pre-teach key words: shopping malls

- Write *shopping mall* on the board. Ask students to tell you as many words as they can that are connected with shopping malls and write them up. They could give you types of shops (*clothes shop, department store*, etc) or they could give you verbs (*go shopping, buy, sell*, etc).
- Alternatively, brainstorm the names of shops that students know from their local shopping mall. Write them on the board then ask students if they know what type of shops they are.

Discussion starters

- **Methodology guidelines:** *Discussion starters, page xxi*
- *How often do you go to shopping malls? What do you do there and who do you meet?*
- *What are the advantages and disadvantages of going to a shopping mall in comparison to going to the high street?*

SPEAKING

1

- Ask students to look at the photos. Ask, *What can you see in the photos?*
- Ask students to discuss the questions in pairs. In feedback, discuss the questions as a class and find out who likes shopping.

Web research task

- Ask students to visit the website of one of the world's great shopping malls and find out how big it is and what shops it has.

Web search key words

- *Dubai Mall*
- *Mall of America*
- *Westfield Centre*
- *Dolce Vita Tejo*

VOCABULARY: ordinal numbers

- *Language reference, Student's Book page 41*

1

- Students match the words to the ordinal numbers.
- In feedback, ask students to listen to and repeat the words after you.

1st	first
2nd	second
3rd	third
4th	fourth
5th	fifth
6th	sixth
7th	seventh
8th	eighth
9th	ninth
10th	tenth

2 1.53

- Play the recording. Students listen and underline the word they hear. They can compare their answers with a partner before you check with the whole class.
- Students practise saying the words in their pairs.

See audioscript below for answers.

1.53

1	1st
2	3
3	7th
4	9
5	10th
6	5th
7	3rd
8	5th

Language notes

- The problem with ordinal numbers is the pronunciation. The consonant clusters at the end are difficult to say. In fact, *fifth* /fɪfθ/ and *sixth* /sɪksθ/ are not easy for native speakers!
- After doing the matching task in exercise 1, take time to focus on the production of the unvoiced consonants /f/ and /θ/. Write *1st*, *4th* and *5th* on the board. Point to *1st* and bite your bottom lip. Say *first* while releasing your bottom lip. Get students to copy and repeat. Then say and practise the /f/ sounds in *4th* and *5th*. Write *3rd* on the board. Point to it and push your tongue out so it slightly protrudes from your mouth and presses against your top teeth. Get students to copy you. Say *third*, showing how the tip of your tongue starts beyond your teeth and goes back. Get students to repeat. Then get students to practise saying the /θ/ sound in *4th* and the tricky combination of /f/ and /θ/ in *5th*.

3

- Tell students to look at the diagram of the shopping mall. Ask students to listen and repeat after you the names of the different places. Then model the task. Say, *What floor is the cinema on? It's on the fifth floor.* Get students to listen and repeat.
- Put students into pairs to take it in turns to ask and answer using the prompts.
- At the end, ask students to write two or three questions and answers in their exercise books.

2 & 3  **1.56**

- Ask students to read the six sentences first. Then play the recording for students to complete the sentences.
- Students look at the audioscript on page 141 in the Student's Book to check their answers.

See answers in audioscript.

 **1.56**

- 1 Where is the café?
- 2 It's on the second floor. Go up the stairs and turn right.
- 3 Where are the men's toilets?
- 4 They're over there. They're on the left, next to the lift.
- 5 It's next to the stairs. It's on the right.
- 6 Go down these stairs here. Then turn left and go along the hall.

4

 *Methodology Builder 6: Dialogues 2, page 16*

- Pairwork. Put students into pairs. Tell them to take it in turns to read the dialogues in the audioscript.

Extra tasks**1**

- Bring in a set of simple tourist maps of the city you are in or a city students know well. Tell the class to imagine that they are in or at a well-known place (the tourist office or market square, for example). Ask each student to think of three places they would like to get to. Then put the students into pairs. Students take turns to ask for directions and give directions to different places.

2

- Place masking tape on the floor of the classroom (making sure it won't leave a mark!) so that it goes round the room, turning left and right. One student stands at where the tape starts. The rest of the class gives instructions so that the student correctly follows the line of the tape.

5 & 6

 *Methodology Builder 9: Spoken errors – fluency tasks 2, page 34*

- Pairwork. Put students into A and B pairs. Ask them to look at the plan of the shopping mall. Ask some simple questions to familiarize the students with the map, eg *Where is the shop? Where is the men's clothes shop?*
- Read through the instructions carefully, then briefly model the activity with a strong student.
- Ask students to take it in turns to roleplay the situation.
- Monitor and carefully prompt, and note errors.
- At the end of the activity, write a few errors on the board for the students to correct as a class.

IF YOU WANT SOMETHING EXTRA ...

-  *Straightforward Teacher's Resource Disc at the back of this book*

Answer key

3 REVIEW

▶ Student's Book page 149

1

- 1 third
- 2 fourth
- 3 first
- 4 fifth
- 5 second

2

- 3 How many chairs are there? There is one chair.
- 4 Is there a desk? Yes, there is.
- 5 Is there a computer? No, there isn't.
- 6 How many lamps are there? There are two lamps.
- 7 Are there any plants? Yes, there are.
- 8 Is there a television? Yes, there is.
- 9 Are there any curtains? No, there aren't.

3

The MoMA (Museum of Modern Art) is in New York near ~~from~~ Madison Avenue, between Fifth and Sixth Avenue. There are lots of ~~different~~ different types of art in the MoMA. There ~~is~~ are paintings, sculptures, drawings and ~~any~~ some photographs. There is an education centre on the ~~one~~ first floor of the museum.

4

- 1 big: small
- 2 ugly: beautiful
- 3 horrible: lovely
- 4 noisy: quiet
- 5 new: old

5

- 1 any
- 2 some
- 3 a
- 4 are
- 5 a
- 6 Is
- 7 is

6

- 1 Yes, can I help you?
- 2 The toilets. OK, go along the hall here and turn left.
- 3 Turn left
- 4 Then go down the stairs.
- 5 No, down the stairs.
- 6 opposite the information desk.

3 WRITING

▶ Workbook page 69

Sample answer:

Hi Jack

Here are the directions to my house. I don't live next to the car park. From the car park go out and walk along the street in front of the theatre. Turn right on the second street on the right. Turn left at the supermarket and take the first street on the right. There's a restaurant and a café on the right. My house is next to the café. See you soon!