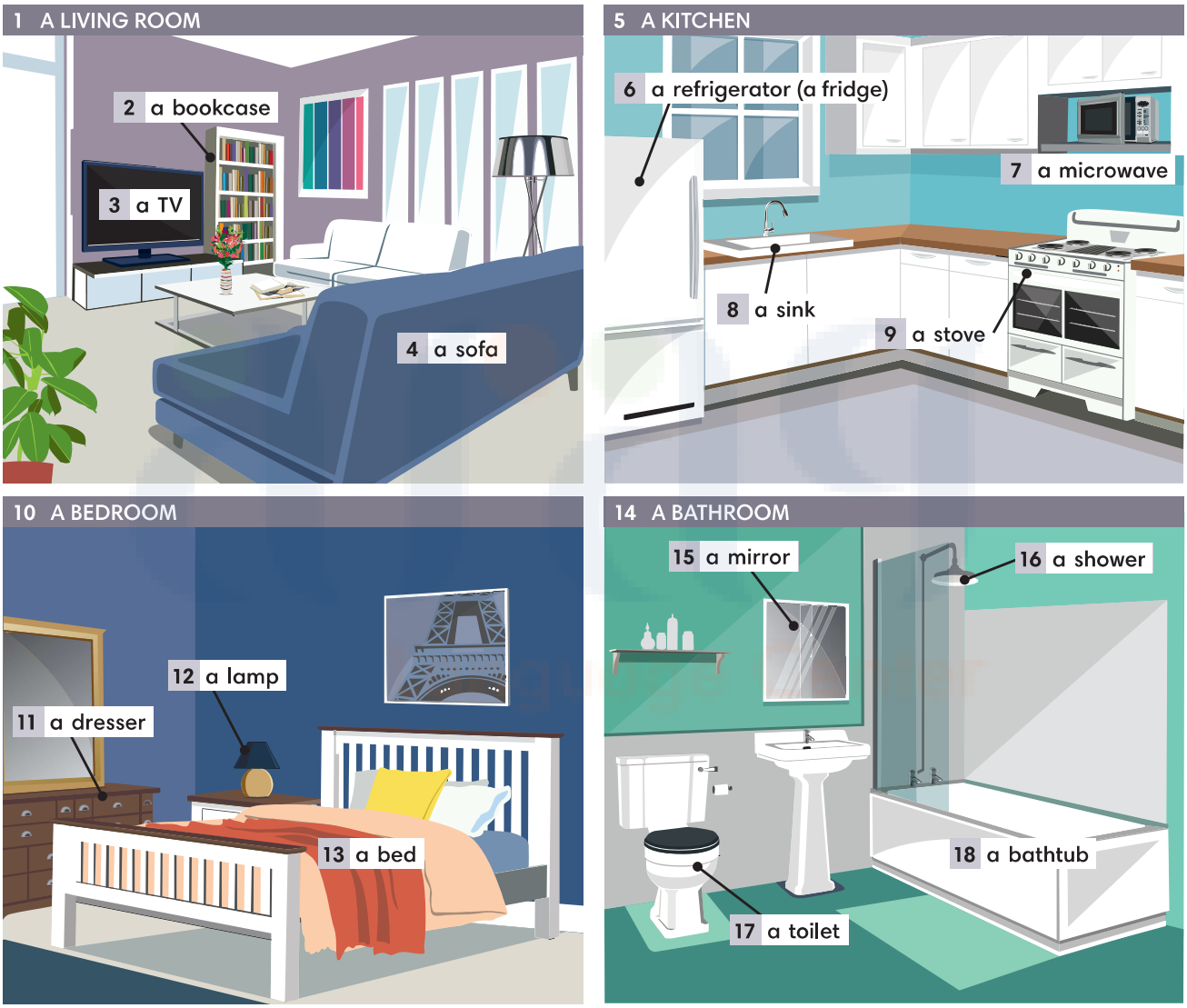
UNIT 8

Houses and Homes

Warm-Up

A VOCABULARY | Rooms, furniture, and appliances | Read and listen. Then listen again and repeat.



B ACTIVATE VOCABULARY | Listen to the five conversations. Then complete the statement about each conversation. Circle the correct words.

1 They're in the ...*kitchen*... . The ...*stove*... is new, but the (fridge / stove) isn't.
2 She doesn't have a *microwave* at (home / work). She has one in the (kitchen / living room) at work.
3 The two people are in the *living room*. The (furniture / house) is new. The man loves the *bookcases* , but he doesn't like the color of the ...*sofa*... .
4 There's a ...*mirror*... in the *bedroom* . The room is too dark, but there's a ...*lamp*... next to the (bed / dresser).
5 The husband and wife want a new (bathtub / sink) for their *bathroom* . They find a nice white one that's not expensive. And it has a ...*shower*... , too!

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Unit 8 Houses and Homes

WARM-UP	Students learn how to talk about rooms, furniture, appliances, and buildings.	
	Pronunciation	Linking sounds
LESSON 1 **Ask about someone's home**	***Vocabulary***	Parts of a building
	Grammar	*There is* and *There are* / Questions with *How many*
LESSON 2 **Agree and disagree about styles**	***Vocabulary***	More rooms and furniture
LESSON 3 **Talk about where you live, work, or study**	***Grammar***	The simple present tense: Questions with *Where* / Prepositions of place
	Vocabulary	Places in and around cities and towns
LESSON 4 **Compare people's tastes in housing**	***Reading***	Read about people's houses
	Listening	Listen for information about housing
	Writing	Write about where you live
INTERACTIVE COOL DOWN	*Different Houses for Different People; Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii-xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4 minutes | Your time:

- Hold up your book and point to the pictures. Say, *These are rooms. Rooms have furniture. For example: a sofa. And appliances. For example: a microwave.*
- Have Ss read and listen. Then have them listen again and repeat. Make sure Ss clearly pronounce the indefinite articles *a* and *an*.
- Tell Ss to look at item 6. Explain that *fridge* is short for *refrigerator.* Tell Ss that *fridge* is less formal.

EXTENSION (+5 minutes) Have Ss look at the pictures in Exercise A. Form pairs. Have Partner A say the furniture and appliances in one of the rooms. Have Partner B point to the correct picture and says the name of the room. For example: *A: There's a TV and a bookcase. B: Living room!* Time permitting, have Ss switch roles.

LANGUAGE AND CULTURE

- Another word for *sofa* is *couch*. A *microwave* is also called a *microwave oven*.
- In British English, a *sofa* is also called a *settee*, and a *stove* is a *cooker*.

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Say, *Listen to the conversations. Complete the statements with the places, room, furniture, or appliances you hear. Circle the correct answer.*
- Have Ss preview the statements and answer choices before listening.
- Do item 1 as a class. Play the first conversation and pause. Ask, *Which room are these people in?* (kitchen) *What appliances do they see?* (a fridge, a stove) *Is the fridge old or new?* (old) *The stove?* (new) Write the answers in complete sentences on the board.
- Replay the audio from the beginning. Have Ss complete the exercise individually and then compare answers in pairs. Refer Ss to Exercise A to check their spelling.
- To go over the answers, ask for volunteers to read the completed sentences aloud. Ask follow-up questions about Conversations 1-5. For example:
  1: *How old is the fridge?* (5 years old)
  2: *What does she make in the microwave?* (breakfast and lunch)
  3: *Does the woman like the color of the sofa?* (yes)
  4: *Is the lamp on the left or right side of the bed?* (right)
  5: *What color are the sink and bathtub?* (white)
  Replay the audio if appropriate.
- Write on the board: *Personally. . . .* Say, *Use this when you say what you think.* Review the example from Conversation 3. Say, *Personally, I don't love the color.* Have Ss repeat.

LANGUAGE AND CULTURE *Tub* is an abbreviation for *bathtub*. *Tub* is less formal.

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C VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss read and listen. Then have them listen again and repeat.
- To check understanding, ask questions about the pictures. For example: *What color is the house?* (red and white) *What furniture do you see in the apartment?* (lamp, sofa, bookcase, TV, table, chairs) *How many people are outside the office building?* (two) *How many people are in the office?* (one)

D ABOUT YOU

Suggested time: 7–10 minutes | Your time:

- Have a volunteer read the statements aloud for the class.
- Go over the sample answer in item 1 with the Ss. Explain that they should begin with item 2.
- Have Ss look at item 7. Say, *If you don't work, you can write* I don't work. Write *I don't work* on the board.
- Have Ss complete the exercise individually. Monitor.

E GROUP WORK

Suggested time: 10–15 minutes | Your time:

- Form pairs. Have Ss switch books and look at Exercise D. Give them a couple of minutes to read each other's true statements.
- Read the woman's statement aloud. Write it on the board. Point out the third-person singular verb form *lives*.
- Ask pairs to stand up. Have each S share two or three statements about his or her partner's home. Listen for the correct pronunciation of third-person singular verb endings.
- Ask *Who* questions and call on Ss to answer. For example, ask, *Who lives in an apartment? Who works from home?*

OPTION In large classes, have Ss report to small groups rather than the whole class.

OPTION (+5–7 minutes) Give Ss time to prepare their statements before doing the exercise. Tell them to rewrite their partner's true statements in the third person. Write this example the board: *I live in an apartment.* → *Vincent lives in an apartment.* Monitor as Ss write. Provide help with grammar as necessary.

OPTION (+5–7 minutes) Complete the first part of the exercise as an interview. To prepare, tell Ss to write a *yes / no* question for each item in Exercise D. Write this example the board: *I live in a house.* → *Do you live in a house?* Monitor as Ss write. Then form pairs. Have Ss take turns asking and answering the questions. Suggest they take notes on their partner's answers. When Ss are finished, invite them to tell the class about their partners.

F PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the statements.
- Write *It's in* on the board. Demonstrate what *linking* means by saying the two words separately and then again, linking them together. Say, *It's. In. It's_in* (/ɪtsɪn/).
- Play the audio. Have Ss listen and repeat.

SPEAKING | PAIR WORK

Suggested time: 15 minutes | Your time:

- Read the example aloud.
- Form similar-level pairs. Tell Ss to take turns describing a house or apartment. Remind them they can talk about another person's home if they prefer.
- Tell Ss to use the simple present and the vocabulary on pages 90 and 91. Encourage them to also use adjectives to describe the rooms, furniture, and appliances. Give lower-level Ss time to write out their statements before talking.
- Remind Ss to ask, *What about you?* and *Really?* as they discuss to show interest in their partner's view.
- Monitor. Listen for the correct pronunciation of buildings, rooms, furniture, and appliances.
- Invite volunteers to describe their partner's home to the class.

OPTION (+10 minutes) Before starting the exercise, have pairs first work together to describe the house or apartment shown in Exercise A on page 90. Write on the board: *This house / apartment has* ___. Tell Ss to use this prompt to begin their descriptions. Monitor. Provide help with the pronunciation of rooms and furniture.

LANGUAGE AND CULTURE *Home* is the place a person lives. It can refer to either a house or an apartment.

Remind Ss of additional vocabulary and pronunciation practice in their digital resources.

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C VOCABULARY | Buildings | Read and listen. Then listen again and repeat.

1 A HOUSE



2 AN APARTMENT BUILDING



4 AN OFFICE BUILDING



D ABOUT YOU | Check the statements that are true for you. Correct the statements that are not true for you.

- ☐ 1 I live in ~~a house~~ an apartment.
- ☐ 2 I live in a house.
- ☐ 3 I live in a large apartment.
- ☐ 4 My apartment has two bedrooms.
- ☐ 5 I have one bed in my bedroom.
- ☐ 6 I work and study in my living room.
- ☐ 7 I work in an office building.

E GROUP WORK | Read your partner's statements from Exercise D. Tell the class about your partner.



Vincent lives in an apartment . . .

COACH

F PRONUNCIATION | Linking sounds | Read and listen. Then listen again and repeat.

1 It's in the kitchen.
2 She works in an office.
3 He lives in an apartment.
4 My bedroom has a dresser.

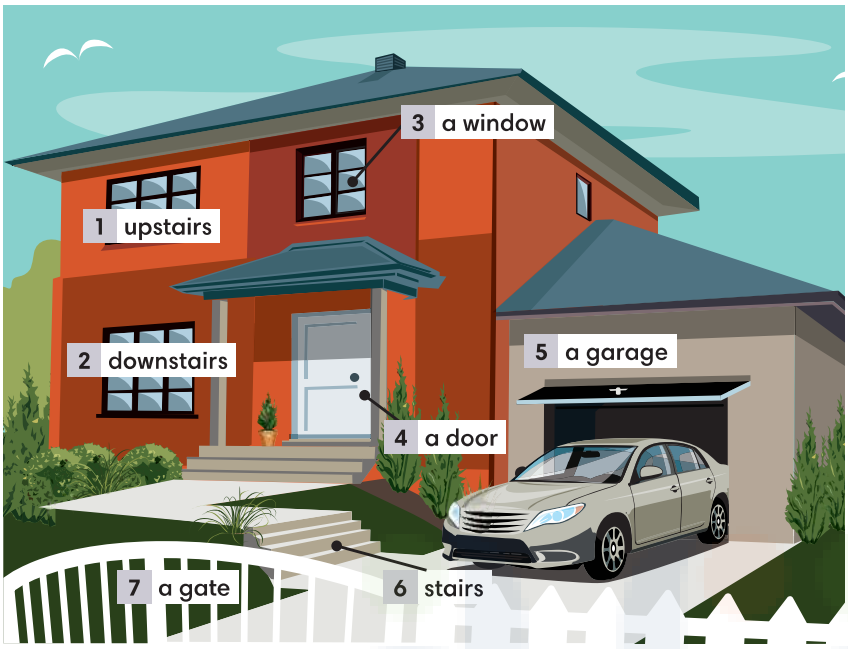
SPEAKING PAIR WORK | Describe a house or an apartment. It can be your home or another person's home. Talk about the rooms and the furniture.

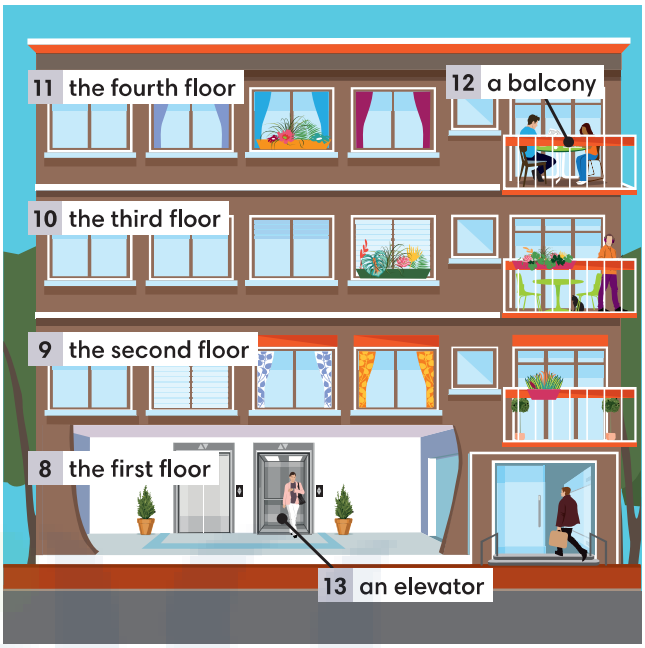
"My sister's apartment has three bedrooms and a beautiful kitchen . . ."

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1 COMMUNICATION GOAL Ask about someone's home

A VOCABULARY | Parts of a building | Read and listen. Then listen again and repeat.





B PAIR WORK | Tell your partner about your house or apartment building. Use the vocabulary.

"My apartment building doesn't have an elevator."

COACH **C** GRAMMAR | There is and There are / Questions with How many

Use There is with singular nouns. Use There are with plural nouns.

There's a small bedroom downstairs.	**There are** three large bedrooms upstairs.
There's a large kitchen and two bathrooms.	**There are** two bathrooms and a large kitchen.
There's no microwave.	**There are** no elevators.
Is there a balcony? | Yes, **there is**. No, **there isn't**.	**Are there** stairs? | Yes, **there are**. No, **there aren't**.

How many

Ask questions about quantity with How many. Always use a plural noun with How many.

How many bathrooms **are there**? (There are two.)



Be careful!
DON'T SAY Yes, ~~there's~~.
DON'T SAY ~~There're~~ two gates.

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E GRAMMAR PRACTICE | Complete the sentences with forms of there is and there are. Use contractions when possible.

1 *There are* three large rooms and one small one.
2 *Are there* stairs, too?
3 *There's* no garage next to the building.
4 How many rooms *are there* in your apartment?
5 How many elevators *are there* in your apartment building?
6 *Is there* a large kitchen or a small one?
7 How many windows *are there* in your bedroom?
8 *Is there* a lamp next to the bed?
9 *There's* a small balcony.

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LESSON 1 Ask about someone's home

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the pictures of the house and the apartment building. For each, ask, *What kind of building is this?*
- Have Ss read and listen. Then have them listen again and repeat.
- To check comprehension, ask, *How many floors are in the apartment building?* (four) *How many floors are in the house?* (two) *Does the apartment building have a garage?* (no) *Does the apartment building have a balcony?* (yes)

LANGUAGE AND CULTURE

- In many countries, the first floor is above the ground floor. In the U.S., the first floor is also called the *ground floor*.
- In British English, an *elevator* is a *lift*, and an *apartment* is a *flat*.

B PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Model the activity. Read the example aloud.
- Form similar-level pairs. Tell Ss to take turns describing their house or apartment building, using the vocabulary in Exercise A. Remind them they can talk about another person's house or building if they prefer.
- Monitor as Ss complete the task. Listen for the correct pronunciation of the parts of a building.
- Challenge higher-level Ss to also talk about things they like, want, or need in their house or building. For example: *I like the windows in my house, but I think we need a balcony.*
- Invite volunteers to describe their partner's house or building to the class.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the grammar chart. Write the first example sentence on the board. Underline *bedroom.* Ask, *Is this noun singular or plural?* (singular) Underline *There's.* Draw a curved line to show the connection between *There's* and *bedroom.*
- Read aloud the rule for *There is / There are*. Ask Ss to follow along as you read the example statements aloud. For each, have Ss identify the first noun that follows *There's* or *There are*. Ask, *What's the noun? Is it singular or plural?*
- Read aloud the example *yes / no* questions. Point out how *there* and *is / are* change places.
- Direct Ss' attention to the **Be careful!** note. Say, *We can't use* there's *in affirmative short answers. We can't contract* there are.
- Write on the board: *No, there isn't. = No, there's not.* Remind Ss both of these negative forms are acceptable.
- Point to the photo. Read the example conversation aloud.
- Point to the rule for *How many* in the chart. Say, *We use* How many *to ask about the number of things.*
- Read the rule aloud. Write the example question and answer on the board as you read them. Say, *Questions with* How many *always use a plural noun and* are there. Explain that the answer can be singular or plural. Next to *There are two*, write on the board: *There's one.*

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen to make sure Ss link *'s* and *a* in *There's a*.

EXTENSION (+5 minutes) Write several prompts on the board, such as *five rooms* and *a bathroom*. Call on Ss to make statements with the prompts and *There is / There are*. For example: *There are five rooms. There is a bathroom.*

EXTENSION (+5 minutes) Point to the pictures in Exercise A. Tell Ss to take turns asking and answering questions with *How many* about the house and apartment building. Monitor. Make sure Ss use plural nouns in the question.

E GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Write the statement on the board. Underline *rooms*. Ask, *Is this noun singular or plural?* (plural) *Do we use* There is *or* There are *with plural nouns?* (There are) Have Ss write the answer in their books. Remind Ss that we cannot contract *there are*.
- Have Ss complete the exercise individually and then compare answers in pairs. Encourage them to take turns reading the sentences aloud.
- To go over the answers, write the sentences with the blanks on the board. Invite volunteers to complete them. Correct as necessary.

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F PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Read the examples aloud. Provide example answers: *No, there isn't. There are six rooms.*
- Have Ss look at the **Ideas** box. Read it aloud. Encourage Ss to give more details about their rooms.
- Form pairs. Have Ss take turns asking and answering questions about their homes. Monitor.

G LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Read the directions aloud. Write *NI* on the board. Say, *Check* NI *if you do not hear this information.*
- Have Ss preview the statements and underline vocabulary words and ordinal numbers to listen for.
- Have Ss listen and complete the exercise individually.
- To go over answers, call on Ss to read the statements aloud and say the answers. Ask them to correct the false statements.

TEACHING TIP For additional support, give Ss copies of the audio script for listening activities. Full script can be found on pages T164–174 and in Pearson English Portal.

H LISTENING COMPREHENSION

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss do the exercise individually.
- Read the statements aloud and elicit the answers.
- Write *sofa bed* on the board. Elicit the meaning (a sofa that opens to also be a bed).

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Soften a negative response with *Actually, no*
- Use *Well, . . .* to indicate you are deciding how to answer
- Begin a question with *And* to indicate you want additional information
- Ask *What about you?* to show interest in another person

- Have Ss preview the conversation before listening. Elicit examples of rooms and buildings, *there are,* and questions with *How many* in the conversation.
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *Does Speaker [A] live in [an apartment]? Is the [apartment] small or large?*
- Call Ss' attention to the **Social language** box. Read the explanations and Speaker B's first line aloud.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure Ss link sounds when appropriate.
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Direct Ss' attention to the questions in the **Keep Talking!** box. To provide more support, play the **Keep Talking!** video. Encourage Ss to ask additional questions about parts of a building to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Monitor as Ss practice their conversations. Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.
- Have volunteers describe their partner's home.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using vocabulary for rooms and buildings
✓ using *there is / there are*
✓ forming questions with *How many*
✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Tell them to write 4–5 sentences to describe a family member's or friend's home. Ask them to describe rooms, furniture, and appliances in the home. Model the activity. Write on the board: *My cousin lives in an apartment. There are two small rooms.* Collect the papers. Read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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F PAIR WORK | Ask and answer questions about your house or apartment. Use Is there, Are there, and How many.

"Is there a garage next to your house?"

"How many rooms are there in your house?"

Ideas
- number of rooms
- size of the rooms
- location of the rooms

G LISTENING COMPREHENSION | Listen to the conversation. Check T (true), F (false), or NI (no information).

	T	F	NI
1 In the first apartment, there are two bedrooms.	☐	☑	☐
2 There's a balcony in the first apartment.	☐	☐	☑
3 There's a bathtub and a shower in the second apartment.	☑	☐	☐
4 In the second apartment, there's a balcony.	☑	☐	☐
5 There's a large table in the kitchen of the second apartment.	☐	☐	☑

H LISTENING COMPREHENSION | Listen again. Circle the correct word or phrase to complete each statement.

1 Tom and Mara (have/ don't have) children.
2 They think the balcony is (OK/ not OK).
3 They (need/ don't need) an elevator.
4 They (want/ don't want) the second apartment.

COMMUNICATION ACTIVATOR

Now let's ask about someone's home.



A CONVERSATION MODEL | Read and listen.

A: Do you live in an apartment?
B: Actually, no I don't. I live in a house.
A: What's it like?
B: Well, there are two bedrooms, a living room, and a large kitchen.
A: And how many bathrooms are there?
B: Two. What about you? Do you live in a house or an apartment?
A: A house.
B: Is it small or large?
A: It's pretty small.

Social language
- Soften a negative response with "Actually, no. . ."
- Emphasize a positive response with "Actually, yes. . ."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use true information.

A: Do you live in ..... ?
B: Actually, ...
A: What's it like?
B: Well, there ..... .
A: And how many ..... are there?
B: ..... . What about you? Do you live in a house or an apartment?
A: ..... .
B: Is it small or large?
A: It's ..... .

KEEP TALKING! ●●●

Ask more questions.
Is there [a balcony]?
Are there [stairs]?
How many [floors] are there?
Does your [house] have [a garage]?
Is it [large]?
Is it on the [first] floor?

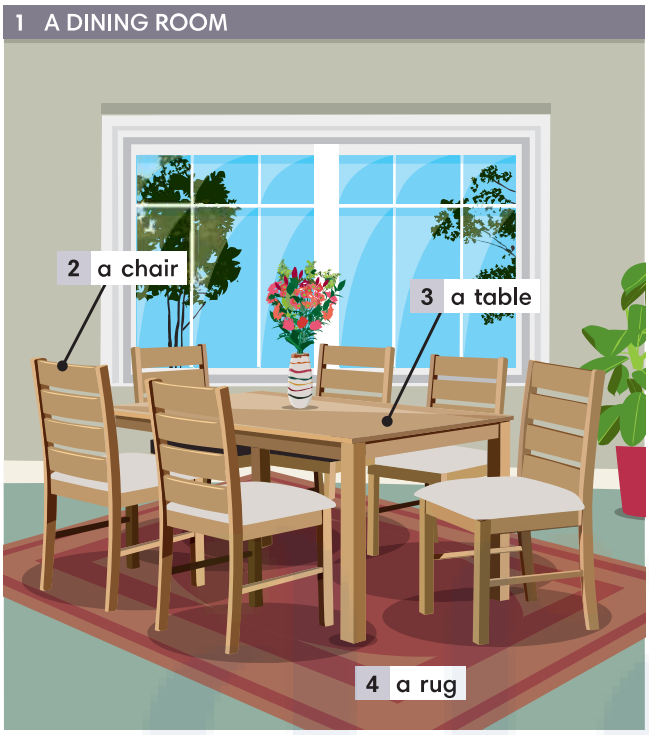
Watch the video for ideas!

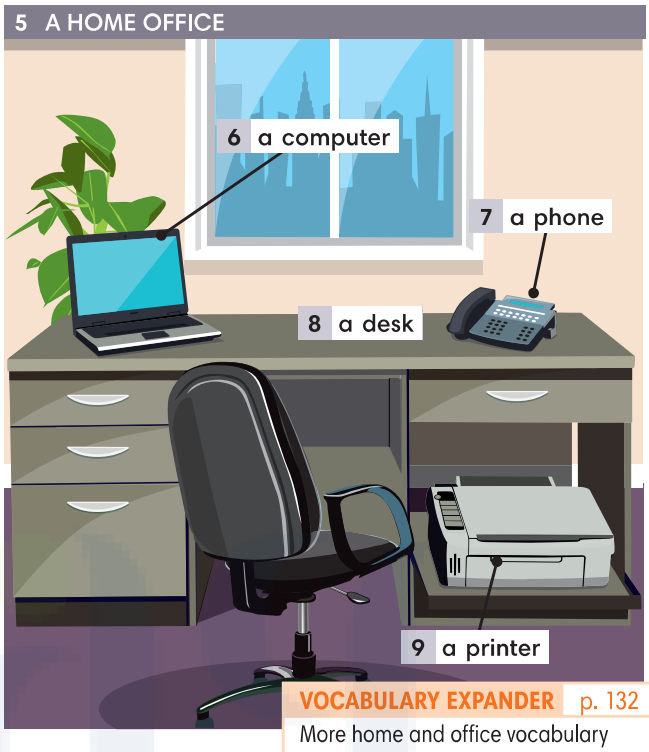
D CHANGE PARTNERS | Personalize the conversation again.

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2 COMMUNICATION GOAL Agree and disagree about styles

A VOCABULARY | More rooms and furniture | Read and listen. Then listen again and repeat.





VOCABULARY EXPANDER p. 132
More home and office vocabulary

B PAIR WORK | Look at the rooms. Ask and answer questions about the furniture in each room.

"How many chairs are there in the dining room?"

"Is there a lamp in the home office?"





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LESSON 2 Agree and disagree about styles

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Say, *Listen to the names of more rooms and furniture.*
- Play the audio. Have Ss read and listen, and then listen again and repeat.

VOCABULARY EXPANDER (optional, page 132)

LANGUAGE AND CULTURE

- A *rug* covers part of a floor, but a *carpet* covers the whole floor.
- A small table next to a bed is called a *night table*.
- A low table in front of a sofa is called a *coffee table.*

TEACHING TIP To help Ss review and expand target vocabulary, have them identify more items in the pictures using vocabulary from previous lessons. For example, tell Ss to look at the picture in item 1 and ask, *What else do you see?* (a window)

EXTENSION (+10 minutes) Have Ss work on spelling of words. Keep time. Give Ss 1 minute to look at the vocabulary in Exercise A. After 1 minute, ask Ss to close their books and write down as many words as they can remember on a blank sheet of paper. Repeat the exercise three times to track improvement.

EXTENSION (+10 minutes) Form pairs. Give Ss 5 minutes to list all the furniture and appliances in the classroom. Then have pairs form groups of four and compare lists. To go over the answers, have Ss call out the items they have identified and list them on the board. Say the words one by one. After each, ask Ss to point to the item.

EXTENSION (+15 minutes) Have Ss review vocabulary and grammar by playing an improvisation word game.
STEP 1: Form groups of four. Have each S choose five vocabulary words from the Warm-Up, Lesson 1, and Lesson 2. Tell them to write each word on one side of a card and leave the other side blank. Ss should work together so that they write down different words. There should be a total of twenty word cards.
STEP 2: Have the group sit in a circle with the word cards face-down in the center of the circle. Make sure the cards are in a random order.
STEP 3: Write a grammar prompt on the board, such as *There is / There are ____.* or *How many ____ are there?* Say, *Pick a card. Make a sentence.* Have Ss take turns picking a card, reading the vocabulary word aloud, and making a sentence with the word and the prompt on the board. Challenge Ss to create the sentence individually, but allow other team members to help. Every few minutes, write a new prompt on the board. The game continues until each group plays all their cards.

B PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Point to each picture and ask, *What room is this?* (dining room, home office) Read the example questions aloud. Elicit the answers. (six chairs; yes)
- Have Ss label the items in both pictures before they talk. Refer them to the vocabulary on page 90 if appropriate.
- Form pairs. Have Ss take turns asking and answering questions about the pictures.
- Monitor. Listen for the correct pronunciation of furniture. Model and correct as needed.

OPTION (+5 minutes) Give Ss time to prepare their questions before doing the exercise.

EXTENSION (+10 minutes) Have Ss extend the exercise by also talking about the rooms in Exercise A on page 90.

EXTENSION (+10 minutes) Tell Ss to write three statements about each picture using *There is / There are*. Ask them to include additional details about the items like color and size. For example: *There is a large white rug. There are six black-and-white chairs.* Challenge higher-level Ss to also write statements about the pictures in Exercise A on page 90.

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C ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Say, *Listen to six people describe rooms in their homes.*
- Do item 1 as a class. Play the audio and pause after the first description. Read the statement and elicit the answer. Ask, *Why is* bedroom *the correct answer?* (because there's a bed and a dresser) Tell Ss that a bed and dresser are always in the bedroom, but a rug and a lamp can also be in other rooms.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs. Then replay the audio and tell Ss to check their answers.
- To go over the answers, call on Ss to read the completed sentences aloud. Correct as necessary.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Begin a surprising statement with *Actually, . . .*
- Begin a question with *And* to indicate you want additional information
- Soften a contrary opinion with *No offense, but . . .*

- Have Ss preview the conversation before listening. Elicit examples of furniture in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read it aloud. Tell Ss that *contrary* means *opposite.* Say, No offense, but *is good to say when you tell someone they are wrong.* Read Speaker B's last line aloud. Ask Ss to repeat.
- To check comprehension, ask, *What does each woman think about the rug?* (Speaker A thinks it's nice. Speaker B thinks it's beautiful.) *What about the lamp?* (Speaker A thinks it's great. Speaker B thinks it's awful.)
- Write on the board: *No way!* Say, *Use this expression to express surprise.* Read Speaker A's last line in an exaggerated way. Have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5–7 minutes | Your time:

- Play the audio. Make sure Ss say *When do you* as a "chunk" rather than pronouncing each word separately: /wɛndju/.
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 10–15 minutes | Your time:

- Have Ss identify the furniture and appliances in the pictures and their colors. Call on Ss to describe each item. (For example: a pink lamp, a brown rug, a mirror, a green chair, a blue sofa, a red fridge)
- Have Ss look at the **Positive and negative adjectives** note. Play the audio and have Ss repeat. Clarify the meaning of the adjectives as appropriate. Say, *Use these adjectives in your conversation.*
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of furniture, appliances, and adjectives.
- Direct Ss' attention to the **Keep Talking!** and the **Recycle This Language** boxes. Read them aloud. Encourage Ss use this language to extend their conversations. Also remind Ss that they can find more room and furniture vocabulary on page 132.

D CHANGE PARTNERS

Suggested time: 10 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. This time, tell Ss to give their opinions about other furniture and appliances.
- Monitor. Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using vocabulary for more rooms and furniture
✓ using positive and negative adjectives
✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Bring in ads for furniture and appliances from a magazine or newspaper. Alternatively, show a website with ads for a furniture store. Form groups of three. Have Ss take turns giving their opinions about the items. Tell them to use positive and negative adjectives and the verbs *think, want, like,* and *love* to explain their preferences. Write examples on the board: *I think this sofa is gorgeous. I don't like this ugly lamp.* Monitor as Ss complete the task. Take notes on areas for review.

Remind Ss of additional vocabulary and speaking practice in their digital resources.

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C ACTIVATE VOCABULARY | Review the Vocabulary from this lesson and page 90. Listen to each person. Circle the room he or she is in.

1 He's in his (living room / home office / bedroom).
2 He's in his (kitchen / home office / bathroom).
3 She's in the (bedroom / living room / bathroom).
4 He's in the (kitchen / home office / living room).
5 She's in her (dining room / bedroom / kitchen).
6 She's in her (kitchen / dining room / home office).

COMMUNICATION ACTIVATOR

Now let's agree and disagree about styles.



A CONVERSATION MODEL | Read and listen.

A: This is a nice rug. What do you think?
B: Actually, I think it's beautiful.
A: And what about this lamp? I think it's great, too.
B: No offense, Lisa, but I think it's awful.
A: No way!

Social language
Soften a contrary opinion with "No offense, but. . ."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Talk about the furniture and appliances in the pictures. Use different adjectives. Then change roles.

A: This is a nice ..... . What do you think?
B: Actually, I think it's ..... .
A: And what about this ..... ? I think it's ..... .
B: ....

Positive and negative adjectives

- beautiful / gorgeous
- ugly / awful
- ridiculous / weird

KEEP TALKING!

Talk about furniture you have, need, want, or like.
I have a gray sofa.
I need a new rug.
I want that lamp for my bedroom.
I love that mirror.








RECYCLE THIS LANGUAGE

Really?	pretty
Why?	cute
Because it's ___ .	good-looking

D CHANGE PARTNERS | Talk about a different picture.

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3 COMMUNICATION GOAL Talk about where you live, work, or study



A GRAMMAR | The simple present tense: Questions with Where / Prepositions of place

Questions with Where

Where **do** they **live**?
Where **do** your children **study**?
Where **does** she **work**?
Where **does** your dad **live**?

Prepositions of place

in	**at**	**on**
She lives **in** an apartment.	Tom lives **at** 100 Weaver Street.	My apartment is **on** Atlantic Avenue.
I study **in** my kitchen.	She works **at** a restaurant.	She goes to school **on** Penn Street.
There's a bank **in** the neighborhood.	Do you study **at** the Town School?	My son works **on** the eighth floor.

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the conversations. Use the simple present tense and the correct prepositions of place.

1 **A:** Where *do* your children *live*?
B: They live *at* 45 Jason Place.

2 **A:** Where *does* she *study* English?
B: She studies *at* the school across the street.

3 **A:** Where *do* your grandparents *live*?
B: They live *in* an apartment *on* Smith Street.

4 **A:** Where *does* your neighbor *work*?
B: He works *at/in* a bank.

D PAIR WORK | Practice the conversations from Exercise C.

E VOCABULARY | Places in and around cities and towns | Read and listen. Then listen again and repeat.


1 a park


2 a mall


3 a museum


4 a bus station


5 a train station


6 a hospital


7 an airport


8 a stadium

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LESSON 3 Talk about where you live, work, or study

A GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the photo. Read the example conversation aloud. Say, *Use this question to ask where someone does something. Answer with the prepositions* in, at, *or* on.
- Have Ss look at the grammar chart and follow along as you read the example questions with *Where* aloud.
- Remind Ss that we use *do* with plural subjects and *does* with singular subjects. Point out that *live, study,* and *work* are in the base form.
- Have Ss look at the prepositions of place. Tell Ss that *in*, *at*, and *on* show where someone or something is.
- Read the examples with prepositions aloud. As Ss to underline the place in each as they listen.
- To check comprehension, write additional examples on the board and elicit the correct prepositions. For example: *Do you work ____ South Street?* (on) *We study ____ the New English School.* (at) *He lives ____ a house.* (in)

LANGUAGE NOTE We use *in* with areas that are limited by walls or borders, such as rooms, neighborhoods, cities, and countries. We use *on* with surfaces, such as streets, islands, and large vehicles like buses. We use *at* with points on a map, such as addresses and specific locations.

B PRONOUNCE THE GRAMMAR

Suggested time: 4 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for the third-person singular verb endings in *does, lives, works, goes,* and *works.*

C GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Write the conversation on the board. Read it aloud and elicit the answers. Write them on the board. Say, *We use* do *with plural subjects like* children. *We use* like *because it's the base form. We use* at *with addresses.*
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over the answers, read the conversations aloud. Elicit the answers. Write them on the board.

D PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Have Ss practice the conversations in pairs. Time permitting, have them switch roles.
- Monitor. Listen for linking sounds with the prepositions *in, at,* and *on.*

EXTENSION (+10–15 minutes) To recycle vocabulary and review information questions, have Ss show photos of family on their phones or ask them to bring in photos from home. Form pairs. Tell Ss to use *Who, What,* and *Where* questions to learn more about their partner's family. Model the activity with a higher-level S. Point to one of the S's photos and ask, *Who's that? Where does [she] work? What does [she] study?* Walk around as Ss talk. Listen for the correct use of information questions and prepositions.

E VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening.
- Have Ss read and listen. Then have them listen again and repeat.

EXTENSION (+15 minutes) Write on the board:
Where do you . . .

1. *exercise*
2. *take the bus*
3. *take the train*
4. *watch a soccer game*
5. *go shopping*
6. *rest after an accident*
7. *read a book*
8. *go to the movies*
9. *see an art exhibit*
10. *take a walk*

Form pairs. Have Ss take turns asking and answering questions about where to do the activities on the board. Tell Ss to respond with preposition in and a place in Exercise E. Model the activity. Ask, Where do you take a walk? (in a park) Monitor as Ss complete the activity. Listen for the correct pronunciation of the places.

LANGUAGE AND CULTURE A *bus stop* is small and usually located on the street. It is where a bus picks up or drops off people for short rides. A *bus station* is larger and usually in the center of a city or town. It is where people buy tickets for longer bus rides, for example to another city.

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F VOCABULARY AND GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Lead a class brainstorm of places. Write Ss' ideas on the board.
- Direct Ss' attention to the notepad in their books. Read the sample answers aloud.
- Have Ss look at the **Recycle This Language** box. Read the phrases aloud. Say, *You can also use these phrases to describe the location of places.*
- Give Ss time to complete the exercise individually. If they finish early, suggest they write the name and location of other places in their city or town. Refer them to page 31 for ideas.
- If appropriate, allow Ss to look up locations on their phones.
- Monitor. Provide help with vocabulary and grammar as necessary. Check for correct use of prepositions.

EXTENSION (+5 minutes) Form pairs. Have Ss take turns asking and answering questions about the location of the places they described. For example: *A: Where is the Museum of Art? B: It's on Green Avenue.*

EXTENSION (+5 minutes) To prepare for the Communication Activator, have Ss do Exercise F again, this time writing about places where they live, work, or study.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model
- Use *awesome* to describe something in a positive way
- Respond positively to a description with *Sounds nice!*

- Have Ss preview the conversation before listening. Elicit examples of questions with *Where,* prepositions of place, and places in the conversation.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box. Read it aloud. Tell Ss to look at Speaker A's last line. Read it aloud. Ask Ss to repeat.
- To check comprehension, ask, *Where does Speaker B live? What's her neighborhood like? What activity does she do in the park? How often does she take a walk?*

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure Ss say *Sounds nice!* with enthusiasm.
- Monitor as Ss role-play. Listen for falling intonation in the information questions.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the **Recycle This Language** box. Read the phrases aloud. Say, *Use this language to describe the places in and around your neighborhood.*
- Play the audio for the **Prepositions *near* and *far*** note. Ask Ss to repeat. To check understanding, ask, *What places are near our school? What places are far from here?*
- Point out *nearby* in Speaker B's last line in Exercise A. Say, Nearby *means near.*
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B. Use the phrases in **Recycle This Language** to describe your neighborhood.
- Form pairs. Have Ss personalize the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation and use of places, locations, and the prepositions *near* and *far*.
- Direct Ss' attention to the **Keep Talking!** box. Read the questions aloud. Encourage Ss to extend the conversation by asking about other locations or activities in their partner's neighborhood.

D CHANGE PARTNERS

Suggested time: 5–7 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ forming questions with *Where* in the simple present tense
- ✓ using prepositions of place to describe locations
- ✓ using vocabulary for places in and around cities and towns
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+15 minutes) Form groups of three. Give each group a large blank sheet of paper or card. Have Ss work together to make a travel brochure or poster about the city that your school is located in. Have them include activities people can do in at least four of the places in Exercise E on page 96. Tell them to use prepositions of place to write the location of each place. Model the activity. Write on the board: *See an exhibit in our museum at 100 North Street!* Monitor as Ss work. Take notes on areas for review. Display the brochures or posters around the classroom.

Remind Ss of additional grammar, vocabulary, and speaking practice in their digital resources.

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F VOCABULARY AND GRAMMAR PRACTICE | Complete the notepad about places in your city. Use in, at, or on and other expressions of location.

	Name	Where is it?
a museum	*The Museum of Art*	*It's on Green Avenue.*

	Name	Where is it?
a museum		
a mall		
a park		
a bus or train station		
a hospital		
an airport		
a stadium		

RECYCLE THIS LANGUAGE
next to ___
between ___ and ___
on the right / left
across from ___
down the street from ___
around the corner from ___

COMMUNICATION ACTIVATOR

Now let's talk about where we live, work, or study.



A CONVERSATION MODEL | Read and listen.

A: Where do you live? Far from here?
B: No. I live on North Street. Near the train station.
A: What's the neighborhood like?
B: It's awesome. There's a park and a mall nearby. I take a walk in the park every weekend.
A: Sounds nice!

Social language
Respond positively to a description with "Sounds nice!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Ask where your partner lives, works, or studies. Use positive or negative adjectives and there is / there are. Then change roles.

A: Where do you ..... ? Far from here?
B: ..... . I ..... . Near ..... .
A: What's the neighborhood like?
B: . . .

RECYCLE THIS LANGUAGE

around the corner	gorgeous
down the street	ugly
across the street	ridiculous
next to [a mall]	weird
nice	That's too bad.
beautiful	Sounds [awful].

Prepositions near and far



near far

KEEP TALKING! ●●●

Ask more questions.
- Are there [restaurants] in the neighborhood?
- Where do you [go shopping / go to the movies]?

D CHANGE PARTNERS | Ask about where another classmate lives, works, or studies.

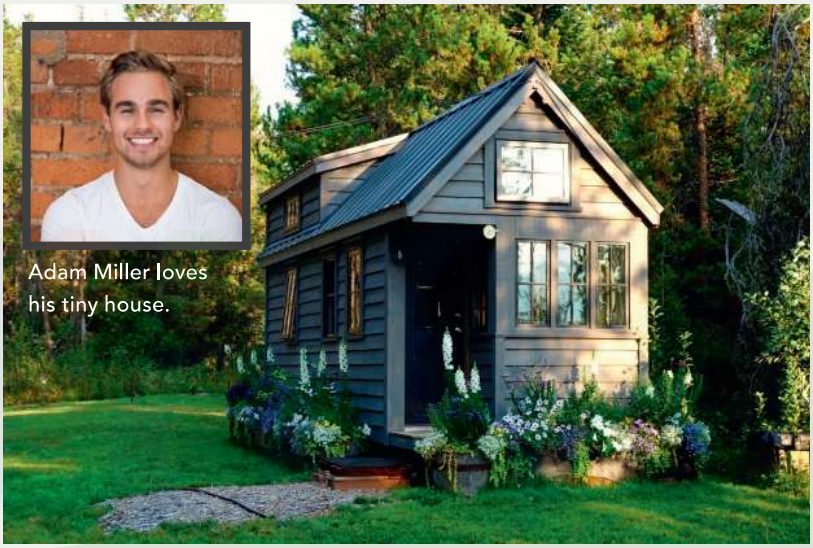
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A READING | Read about the people's houses. Which house do you like?

Small House or Large House?

Some people like small houses. Other people prefer large houses. Read about a brother and sister who have very different tastes in housing.

Meet Adam Miller. Adam is 27 years old, and he lives in a tiny one-room house. He doesn't have a wife or children, so he doesn't need a large house. Adam's one room is his "kitchen-living-dining-bedroom-office." He has two chairs and one table, where he eats and works. There's also a very small fridge and a small stove. The house is too small for both a sofa and a bed. So he has a sofa bed! Outside, next to the house, there's a small bathroom. But there's no garage because Adam has no car. Adam's house is really small, but he thinks it's awesome.



Adam Miller loves his tiny house.



Adam's sister, Clare, loves her large house.

But not all people like or need the same kind of house. Adam's sister, Clare, has four children—from ages 4 to 17. Clare and her husband, Jack, work at home. They need a very large house because they have a home office. Clare and Jack work in that office. The office has two desks and a large sofa. Jack sometimes works on the sofa when he doesn't need a desk. Their house has three floors, and there are five bedrooms—three on the second floor and two on the third. The house has four bathrooms and two garages: one for one car and another one for two cars. In the kitchen, there are two large refrigerators and a large, restaurant-size stove. Clare says, "We love our house. It's large, but it's not too large for our family!"

LESSON 4 Compare people's tastes in housing

A READING

Suggested time: 10 minutes | Your time:

- Have Ss cover the heading and subheading (the sentences in bold under the heading). In pairs, tell them to look at the photos and describe the appearance of the houses. Encourage them to talk about the color, size, and parts of the building.
- Tell Ss to look at the heading and subheading in the reading. Read them aloud.
- Write *taste* on the board. Point to the photo of the Adam Miller and his house. Read the caption aloud. Ask, *What is Adam's taste in housing?* (He loves small houses.)
- Point to the photo of Clare and her husband and their house. Read the caption aloud. Say, *Clare's taste in housing is different. She likes large houses.*
- Say, *Read and listen to descriptions of these two houses.* Play the audio. Have Ss read along silently as they listen. Explain unknown words as appropriate.
- Form pairs. Ask, *Which house do you like?* Have Ss take turns sharing their preferences. Remind Ss to ask for each other's opinion with the expression *What do you think?* Encourage them to use positive and negative adjectives to explain their opinions.
- Tell Ss to ask follow-up *Why* questions to learn more about each other's taste in housing.

OPTION (+10 minutes) Have Ss read the text silently before listening. Remind them to annotate as they read. They can underline main ideas, circle unfamiliar vocabulary, and note important information in the margin.

OPTION Before Ss listen, ask them to scan the text and complete a prereading task. First, have Ss underline words for buildings, rooms, furniture, and appliances. Then ask them to circle numbers and any adjectives.

OPTION (+10 minutes) Form mixed-level pairs. Have Ss work together to define any new or confusing words in the reading. Tell higher-level Ss to look them up in a dictionary if appropriate.

OPTION (+10 minutes) Pause the audio after *but he thinks it's awesome.* Ask general comprehension questions before moving on, such as *What is Adam's last name?* (Miller) *How old is he?* (27 years old) *Does he live in a small or large house?* (small) *How many rooms does it have?* (one) *Who does he live with?* (nobody) *Does he like his house?* (yes) Then play the rest of the audio. Ask general comprehension questions about the second house. For example: *Who is Clare?* (Adam's sister) *Is she married?* (yes) *What's her husband's name?* (Jack) *Do they have children?* (yes) *How many?* (four)

TEACHING TIP Make sure all Ss have an opportunity to both speak and listen in speaking exercises by doing a "fishbowl discussion." In this activity, Ss inside the "fishbowl" (the inner circle) actively participate in a discussion by sharing their opinion, while Ss outside the "fishbowl" (the outer circle) listen carefully to the ideas presented. Ss take turns in these roles so that they practice being both contributors and listeners in a discussion.

EXTENSION (+10 minutes) Have Ss do a "fishbowl discussion" to share their opinions of the two houses in the reading.
STEP 1: Prepare the class for the activity. Have Ss stand in an inner and outer circle. Both circles should have the same number of Ss. Each S should face a partner. If there is an odd number of Ss in your class, you can participate in the activity as well. You can also arrange chairs or desks for Ss to sit down as appropriate.
STEP 2: Start the activity. Write on the board: *Which house do you like? Why?* Explain that Ss in the inner circle will answer the questions. They talk for 1 minute and their partners listen. Keep time. After 1 minute, say, *Switch!* Partners switch places so the Ss in the outer circle are now in the inner circle. Repeat the activity.

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B READING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the chart. Point to each heading and ask, *Are these items in Adam's house? In Clare's house? In both Adam's and Clare's houses? Or does the reading give no information?*
- Go over the sample answer. Ask, *Is there a balcony in Adam's or Clare's house?* Hold up your book. Point to the checkmark. Say, *The reading gives no information about a balcony.*
- Have Ss complete the exercise individually. Suggest that when possible, they underline the sentence in the text that supports each answer. Then have them compare answers in pairs.
- To go over the answers, ask questions with *Is there* and *Are there* about the items in the left column. Have Ss explain their answers with information from the reading. For example, ask, *Is there a garage in Adam's house?* (no) *Why not?* (because he has no car)

C PAIR WORK

Suggested time: 6 minutes | Your time:

- Have Ss write down adjectives to describe their apartment, house, or parts of the building. Suggest they list the furniture and appliances in each room.
- Write the examples on the board. Read them aloud. Underline *too* and *but*. Say, *Use* too *with things that are the same. Use* but *with things that are different.*
- Form similar-level pairs. Have Ss take turns comparing their homes with Adam and Clare's homes. Monitor.

D LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the statements before listening.
- Go over item 1. Play the audio and pause after *our family needs a large house.* Ask, *Does Kate live in a tiny or a large house?*
- Play the rest of the audio. Have Ss complete the exercise individually.
- To go over answers, call on Ss to read the correct statements. Replay the audio if appropriate.
- Elicit any new or confusing words from the listening. Clarify their meanings as appropriate.

Communication Activator

A PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the man's statement aloud. Point out the use of *too* and *very*. If appropriate, refer Ss to page 72 to review intensifiers.
- Give Ss time to write down the items they want in their dream homes.
- Form similar-level pairs. Have Ss take turns describing their dream homes. Encourage them to take notes to prepare for Exercise B.

B PRESENTATION

Suggested time: 5–7 minutes | Your time:

- Read the example aloud. Tell Ss to describe their partner's dream house, using the information they learned in Exercise A. Remind Ss to use possessive nouns and the third-person singular.
- As Ss present, take notes on areas for extra practice in later lessons.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

✓ using vocabulary for buildings, parts of buildings, rooms, furniture, and appliances

✓ using prepositions of place

WRITING

Suggested time: 10 minutes | Your time:

- Read the writing sample aloud. Say a few more sentences about your home.
- Say, *Write about your home*. Have Ss write at least six sentences on a blank sheet of paper. Encourage Ss to write in paragraph format. Refer them to the vocabulary and grammar charts in the unit if appropriate.
- After Ss finish, form pairs and have them exchange papers to give peer feedback. Give Ss time to edit their sentences based on the peer feedback before turning in their papers.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement with Ss as a class.

GUIDED WRITING (optional, page 137)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Tell them to write four sentences comparing their taste in houses with a friend's or family member's. Model the activity. Write on the board: *I like big houses, but my grandmother prefers small apartments.* Remind Ss that they can also compare tastes in rooms, furniture, and appliances. Collect Ss' papers. Read them to identify areas for review.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

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B READING COMPREHENSION | Compare Adam's and Clare's houses. Write checkmarks in the correct columns.

	Adam's house	Clare's house	Both houses	No information
a balcony				✓
a garage		✓		
five bedrooms		✓		
a desk		✓		
rugs				✓
a sofa		✓		
a small refrigerator	✓			
a stove			✓	
a microwave				✓
only one floor	✓			

C PAIR WORK | Compare your house or apartment with Adam's house and Clare's house.

"There's a sofa bed in Adam's house. I have a sofa bed, too."

"Clare's house is large, but my house isn't."

D LISTENING COMPREHENSION | Listen to a conversation between Kate and a friend. Then correct the false statements. Use information from the conversation.

1 Kate lives in a ~~tiny~~ *large* house.
2 She and her husband have ~~six~~ *five* children.
3 Her ~~parents~~ *husband's parents* live in the house with her family.
4 The Russian student, Igor, sleeps in the ~~house, too~~ *garage*.
5 Kate and her husband work ~~in their home office~~ *far from home*.
6 The children's grandparents make dinner ~~only on the weekends~~ *every night*.
7 In Kate's neighborhood there's a supermarket ~~right around the corner~~ *down the street*.
8 Kate's children go to the ~~supermarket~~ *park* with their grandparents two or three days a week.

COMMUNICATION ACTIVATOR

Now let's compare people's tastes in housing.

A PAIR WORK | Describe your dream house, according to your own tastes. Say as much as you can.

My dream house is small, but it's not too small. It has one floor, so there are no stairs. There are two bedrooms, a living room, and a nice kitchen with a very large table, a new fridge, and a good stove . . .



B PRESENTATION | Tell your classmates about your partner's dream house.

"My partner's dream house has one floor . . ."

WRITING Write about where you live. Write as much as you can.

I live in a large house in a nice neighborhood.
It has three bedrooms. . .

GUIDED WRITING p. 137

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1 DIFFERENT HOUSES FOR DIFFERENT PEOPLE

There's no shower in the bathroom.

GAME 1

Partner B: Look at the house on page 126.

Partner A: Look at the house on this page. You have 5 minutes. Then close your book. On a separate sheet of paper, write as many statements about your house as you can. After 5 minutes, give your list of statements to Partner B. Partner B looks at your house and gives you one point for each correct statement. The partner with more correct statements wins.

GAME 2

Partner A: Look at Partner B's house on page 126 and ask eight questions with How many, Where, Is there… and Are there… about the house. Partner B gets one point for each correct answer.

Then, close your book and answer Partner B's questions about your house. You get one point for each correct answer. The partner with more points wins.

PARTNER A's HOUSE



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Interactive Cool Down

1 DIFFERENT HOUSES FOR DIFFERENT PEOPLE

Suggested time: 40 minutes | Your time:

- Form similar-level pairs. Have Ss choose roles, A or B.
- Tell Partner A to look at the picture on 100. Tell Partner B to look at the picture on page 126. Say, *The two pictures of the houses are different.*
- Say, *This is how we play this game. Look at your picture. Remember what's in the house. Close your books. Then write statements about the house.* Model the activity. Point to the picture of the house on page 100. Then close your book and write the example *There's no shower in the bathroom* on the board. Read it aloud.
- Say, *Let's play Game One!* Give Ss 5 minutes to look at their pictures. Then say, *Close your books and write your statements!*
- Ask Ss to use a blank sheet of paper. Suggest they write their statements in a list, not in a paragraph. Monitor as Ss write to make sure they aren't looking at their pictures.
- After 5 minutes, say, *Stop!* Tell Ss to switch papers. Tell Partner A to turn to page 126 and Partner B to turn to page 100. Make sure Ss have the correct paper and are looking at the correct picture before moving on.
- Say, *Read your partner's statements. Is the statement correct? Give your partner one point.* Monitor.
- Have Ss give their partner's paper back when they are done scoring their statements. Tell Ss the partner with the most correct statements wins.
- Then say, Say, *Let's play Game Two!* For this game, tell Partner A to look at page 126 and Partner B to look at page 100.
- Say, *Ask your partner eight questions about his or her picture.* Remind Ss to ask questions with *How many, Where, Is there,* and *Are there.* Provide an example. Point to the picture of the house on page 126. Ask, *Is there a shower in the bathroom?* (yes)
- Give lower-level Ss time to write their questions before playing Game 2. Monitor. Provide more examples if necessary, such as *How many chairs are there? Where is the fridge?*
- Tell Partner A to ask questions first. Partner B should close his or her book while answering the questions. Every time Partner B answers a question correctly, he or she gets one point. After eight questions, partners switch roles.
- Tell Ss that the partner with the most correct answers wins.

EXTENSION (+10 minutes) Have both Ss look at the same picture, either the one on page 100 or the one on page 126. Have Partner A choose a room in the picture and make statements about the furniture and appliances in it. Have Partner B guess which room it is. For example:

A: There's a large table and four chairs. This room also has a sink and a stove . . .

B: Oh! It's the kitchen.

Have Ss switch roles each turn. Play for 10 minutes.

EXTENSION (+10 minutes) Have Ss play a guessing game. Tell both partners to look at either the picture on page 100 or the one on page 126. Partner A chooses an item in the picture. Partner B asks *yes / no* questions to guess the item. Partner A answers with information about its appearance or location but cannot say its name. For example:

A: It's in the bedroom.

B: Is it next to the bed?

A: Yes, it is.

B: Is it the table?

A: No . . .

B: Is it the lamp?

A: That's right!

Have Ss switch roles each turn. Play for 10 minutes.

EXTENSION (+10 minutes) Write on the board: *Which house do you like?* Form pairs. Tell Ss to take turns answering the question about the houses on pages 100 and 126. Remind Ss to ask for each other's opinion with the expression *What do you think of this [bathroom]?* Encourage them explain their opinion with the information in the pictures. Model the activity. Hold up your book and point to the picture on page 100. Say, *I prefer this house because my family needs two bedrooms.* Tell Ss to ask follow-up *Why* questions to learn more about each other's taste in housing.

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2 CHAT

Suggested time: 20 minutes | Your time:

- Say, *Look at the people in the pictures.* Have Ss explore the context of the pictures. Ask, *Where are they?* (at a café) *What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Andy's and Partner B's role is similar to Tina's.
- Say, *Complete your Chat Guide with information about your own neighborhood and home.*
- Give Ss time to work together to fill out their Chat Guides. Suggest Ss write on a blank sheet of paper if they need more room.
- Walk around as Ss work and provide help with spelling and vocabulary.
- When pairs are ready, have them practice their new conversations. Remind them to respond positively with the expressions *That's great / nice / awesome.*
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 101 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 152–153 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 162 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Andy: So, Tina, do you live nearby?

Tina: Yes, I do. I live on Metropolitan Avenue.

Andy: In a house or in an apartment?

Tina: In an apartment, actually. A small apartment.

Andy: And what's the neighborhood like?

Tina: It's nice. There's a gorgeous park across the street from my apartment. I go there after work.

Andy: Are there restaurants in your neighborhood?

Tina: Actually, there are three restaurants nearby.

Andy: That's great.

Tina: And what about you? Do you live far from here?

Andy: Yes, I do. My house is in a cool neighborhood.

Tina: That's nice. Is your house large or small?

Andy: Actually, it's pretty large. I have three bedrooms and a garage.

Tina: No way! That's awesome.

Partner A's Chat Guide

A So, ___ , do you live nearby?
B
A In a house or in an apartment?
B
A And what's the neighborhood like?
B
A Are there ___ in your neighborhood?
B
A That's ___ .
B
A ___ . My ___ is in a ___ neighborhood.
B
A It's ___ . ___ have ___ .
B

Partner B's Chat Guide

A
B ___ . I live on ___ .
A
B In ___ , actually. A ___ .
A
B It's ___ . There's a ___ my ___ . I go there ___ .
A
B Actually, ___ nearby.
A
B And what about you? Do you live far from here?
A
B That's ___ . Is your ___ large or small?
A
B ___ .

Language Center

For more practice . . . Unit Review, p. 152 / Practi-Chant, p. 162
Connect TV / Test-Taking Skills Booster

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask about someone's home.
- ☐ Agree and disagree about styles.
- ☐ Talk about where I live, work, or study.
- ☐ Compare people's tastes in housing.

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