

Module 2

East, West, Home's Best

Topic

In this module, Ss will learn about houses, appliances, geographical features and places in a town.

Modular page

25

Lesson objectives: To give an overview of the module, to listen for specific information, to write sentences about your house

Vocabulary: Rooms in a house (*kitchen, dining room, bedroom, bathroom, living room, utility room*); Items in a house (*pillow, washbasin, bath, towel, armchair, sofa, carpet, cushions*)

2a The Nautilus House

26-27

Lesson objectives: To learn *there is/there are*, to read for specific information, to talk about a house, to compare houses

Vocabulary: Parts of houses/Furniture (*bookcase, desk, wardrobe, bed, door, sink, window, cupboard, mirror, table, chair, stairs, sofa, garden, floor*); Nouns (*shape, seashell, young couple, spiral staircase, plant, room, stream, trees, view, mountain*); Adjectives (*huge, bright, earthquake-proof*); Adverb (*everywhere*); Preposition (*like*); Phrases (*grass carpet, friendly to the environment*); Determiner (*every*)

2b In my house

28-29

Lesson objectives: To read for specific information, to learn plurals, to learn *this/that – these/those*, to learn prepositions of place, to talk about position, to write about a favourite room

Vocabulary: Appliances (*fridge, washing machine, dishwasher, toaster, iron, cooker, vacuum cleaner*); Verbs (*catch, wash*); Nouns (*space station, neighbourhood, chore, floating dust, pipe, mealtime, tin, packet, disposable clothes*); Adjective (*wet*)

2c Culture Corner

30

Lesson objectives: To read for specific information, to write about tourist attractions

Vocabulary: Verb (*forget*); Nouns (*statue, ride, chance, boat, horse-and-carriage ride, path, lake, zoo, skating rink, skyscraper, flight*); Adjective (*huge*); Phrases (*symbol of independence, get wet*)

2d Everyday English

31

Lesson objectives: To read for gist, to pronounce /u:/ and /ʌ/, describing your home

Vocabulary: Asking/giving information (*What's it like? It's really big. What floor is it on? It's really cosy. It's got a great view... Is it far from...? How many rooms has it got? It sounds amazing!*)

2e Special places

32-33

Lesson objectives: To read for cohesion and coherence, to identify the author's purpose, to write an email describing a place

Vocabulary: Geographical features (*desert, mountain, forest, island, river, cliff, lake, sea, beach, waterfall*); Nouns (*floating islands, place, home (to), surface, totora reeds, reed huts, heating, fisherman, reed boats, school, hospital, tourists*); Adjectives (*soft, wet, simple, popular with*); Adverb (*nearby*); Phrase (*experience a unique way of life*)

2f Going around

34-35

Lesson objectives: To learn the imperative, to learn prepositions of movement, to learn *a/an – the*, to pronounce /ðə/ and /ði:/

Vocabulary: Shops (*baker's, butcher's, supermarket, florist's, chemist's, bookshop, pet shop, clothes shop*); Products (*bread, meat, medicine, flowers, dog, pasta, jacket, dictionary*); Prepositions of movement (*up, down, along, across, into, out of, over, under, through, past*); Nouns (*address, underground, station*); Phrases (*turn left, turn right*)

2g Skills

36

Lesson objectives: To listen for specific information, to practise giving/asking for directions

Vocabulary: Places in an area (*pet shop, supermarket, post office, gym, bookshop, cinema, Internet café, fast food (restaurant), clothes shop, library, school, butcher's, café, chemist's, baker's, restaurant, park*); Directions (*go straight on, turn left/right into, cross the road, go down, ... is on your left/right opposite/next to/between/behind*)

2h Writing

37

Lesson objectives: To read for specific information, to learn about punctuation, to learn about adjectives, to write an email to a friend about your house

2i Curricular: Art & Design**38**

Lesson objectives: To read for specific information, to make a presentation about a tower or building

Vocabulary: Verb (*slide (out)*); Nouns (*wood, glass, brick, steel tower, skyline, tonne, top, sight, spaceship, second, great view, glass cube*); Adjective (*cool*); Phrase (*hundreds of flats*); Phrasal verb (*stand out*)

Language Review 2**39**

Lesson objectives: To test/consolidate vocabulary & knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 2**40-41****Russia 2****42**

Lesson objectives: To read for specific information, to talk about Triumph Palace, to write a description of Triumph Palace

Vocabulary: Nouns (*luxury, storey, skyscraper, fitness centre, residents, bowling alley, medical centre*); Adjectives (*sky-high, famous*); Phrases (*the wow factor, VIP, breathtaking views*)

►► What's in this module?

Read the title of the module *East, West, Home's Best* and ask students to predict the content of the module (*the module is about homes and places*). Go through the list of contents and stimulate a discussion on what Ss will learn in the module.

Note: The title of this module is an English proverb meaning that wherever you go, home is always the best place to be.

Vocabulary**1 Aim To present vocabulary for rooms/objects in a house**

- Draw Ss' attention to the pictures and play the recording.
- Ss listen and repeat chorally or individually.
- Check Ss' pronunciation.

2 Aim To listen for specific information

- Explain the task and play the recording.
- Ss listen and write what rooms there are in Tom's house and what his favourite room is in their notebooks.
- Check Ss' answers.

Answer Key

... a large living room, a modern kitchen, four bedrooms and two bathrooms.

... his bedroom.

OVER TO YOU!**Aim To personalise the topic**

- Ask Ss to look at the pictures on the page again and complete the sentences.
- Ask various Ss to read their sentences out to the class.

Suggested Answer Key

... a dining room, a large kitchen, three bedrooms, and one bathroom.

... my bedroom.

2a The Nautilus House

Vocabulary

- 1 **Aim** To present/practise vocabulary for furniture/fixtures
- Ask Ss to look at the pictures on p. 26. Explain that the pictures show the inside of the house on p. 27. Elicit what the house looks like (*a seashell*).
 - Draw Ss' attention to the pictures and the numbered items.
 - Allow Ss time to match the words to the numbers. Play the recording for Ss to check their answers.
 - As an extension, play the recording again for Ss to repeat chorally or individually.

Answer Key

A 1	D 3	G 4	J 14	M 7
B 6	E 9	H 13	K 5	N 2
C 10	F 12	I 8	L 11	O 15

Grammar

- 2 a) **Aim** To present '*there is/there are*'
- Explain that we use *there is/there isn't* to talk about the existence of sth in the singular and *there are/there aren't* for the plural.
 - Explain that the words *there is/there are* change order in questions to become *Is there/Are there*. Present the form of short answers (*Yes, there is/are. / No, there isn't/aren't*).
 - Explain that we use *some* and *any* for plural items. We use *some* in affirmative sentences and *any* in negative sentences and questions.
 - Read the examples in the table aloud and elicit other examples from various Ss.

- b) **Aim** To practise '*there is/there are*' affirmative and negative

Explain the task and give Ss time to complete it, then check Ss' answers.

Answer Key

1 <i>isn't</i>	3 <i>is</i>	5 <i>are</i>
2 <i>are</i>	4 <i>isn't</i>	6 <i>aren't</i>

- 3 **Aim** To practise '*there is/there are*' in questions and short answers
- Explain the task and read the example aloud.
 - Allow Ss time to complete the task, then check Ss' answers.

Answer Key

- 2 *Is there ...? No, there isn't.*
3 *Are there ...? No, there aren't.*

- 4 *Are there ...? No, there aren't.*
5 *Is there ...? No, there isn't.*
6 *Are there ...? Yes, there are.*

Listening & Reading

- 4 a) **Aim** To introduce and predict the content of a text
- Ask Ss to look at the title and the picture on p. 27. Ask Ss to say what they think the text is about (*an unusual house*). Ask Ss to say what they think it is like living in a house like the one in the picture.
 - Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

The text is about an unusual house that is in the shape of a seashell. I think it is fun living in this house.

BACKGROUND INFORMATION

Alice in Wonderland

Alice in Wonderland (*Alice's Adventures in Wonderland*) is a popular novel written by the English author Lewis Carroll in 1865. It tells a story of a girl named Alice who falls down a rabbit hole into a fantasy world. In this strange world of talking animals, unusual characters and magical gardens, Alice begins an amazing adventure. The novel became very successful and is still popular with children and adults today. Many films and short stories have been based on the novel.

Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key

shape (n): the form of sth
seashell (n): a hard outer covering of certain sea animals
young couple (phr): two young people who are married or in a relationship
spiral staircase (phr): a set of curvy stairs in a building
huge (adj): very big in size
plant (n): a living thing that grows in the soil
every (det): all of a group
room (n): an area of a building that is closed by a floor ceiling and walls
everywhere (adv): all over a place
bright (adj): having lots of light
grass carpet (phr): a floor covering made from a green plant
stream (n): a narrow, shallow, flowing body of water
trees (n): tall plants with a central stem and branches
earthquake-proof (adj): being able to withstand an earthquake without being damaged
friendly to the environment (phr): not causing harm to nature

view (n): an area that can be seen from a certain place
mountain (n): a very high area of land
like (prep): similar to

b) **Aim** To read for specific information

Allow Ss time to read the text again and complete the task, then check Ss' answers.

Answer Key

1 F 2 F 3 T 4 DS 5 DS

Speaking & Writing

5 **Aim** To expand on and personalise the topic

- Explain the task and brainstorm with Ss for ideas. Encourage Ss to use words from the **Check these words** box in their answers.
- Allow Ss time to write their sentences. Then ask various Ss to read their sentences aloud.

Suggested Answer Key

*I really like this house. I could live in this house because it has a great **view** of the **mountains** and it's **earthquake-proof**. I really like the **grass carpet**, the **stream** and the **trees**.*

6 **Aim** To personalise the topic

- Explain the task and read the example sentences aloud. Write the three headings (*number of rooms, furniture, garden*) on the board and brainstorm with Ss for ideas.
- Give Ss time to write their sentences. Then ask various Ss to read their sentences to the class.

Suggested Answer Key

The Nautilus House has got a grass carpet on the floor in the living room. My house hasn't got a grass carpet in the living room. The Nautilus House has got a nice garden with trees. My house hasn't got a garden. etc.

2b In my house

Vocabulary

1 **Aim** To present vocabulary for appliances

- Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually. Check Ss' pronunciation.
- Allow Ss time to write sentences about what items they have got/haven't got in their houses.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

In my house we have got a dishwasher, a fridge, a cooker, an iron, and a washing machine. We haven't got a toaster or a vacuum cleaner.

Reading

2 a) **Aim** To introduce and predict the content of a text

- Direct Ss' attention to the title and the pictures. Ask Ss to say what they think the text is about. Ask: *Where is 'out of this world'? Why are these items in space? What could a house out of this world be like?*
- Play the recording. Ss listen and follow the text in their books. Then elicit three things Ss can remember from the text.

Suggested Answer Key

A house out of this world has got no gravity, so things float around. It is very difficult to clean.

There is a lot of floating dust on the space station.

There isn't a kitchen on the space station.

There isn't a washing machine on the space station.

- Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key

space station (n): a place in space built for astronauts to work and live on

neighbourhood (n): an area around where a person lives

chore (n): everyday work done around the house

floating dust (phr): very small pieces of dirt that travel in the air

pipe (n): a long circle-shaped object

catch (v): to grab hold of sth

mealtime (n): the time when a person eats

tin (n): a closed metal food container

packet (n): a container holding several products of the same kind

wet (adj): covered or soaked with water

wash (v): to clean sth

disposable clothes (n): clothes thrown away after use

b) **Aim** To check comprehension of the text and personalise the topic

Allow Ss time to read the text again. Have a class discussion about the questions in the rubric and ask various Ss to share their thoughts with the rest of the class.

Suggested Answer Key

On the space station they have got a special vacuum cleaner to catch the floating dust. They don't need to cook their food. Also, they don't need to wash their clothes because they are all disposable.

The writer thinks this house is cool.

I would like to live there because it is a strange place to live in.

Grammar

3 **Aim** To present plurals

- Explain that when we talk about more than one thing, we usually add -s to the noun. *e.g. desk – desks*
- Read the examples in the table aloud and focus Ss' attention on the different plural endings. Then read the theory for irregular plurals.
- Drill Ss by saying some nouns in the singular aloud (*e.g. potato, cup, dress*). Ss say the relevant plural form (*i.e. potatoes, cups, dresses*).
- Ask Ss to find examples of plural forms in the text.

Answer Key

chores, astronauts, mealtimes, tins, packets, spoons, forks, knives

4 **Aim** To practise forming plurals

- Allow Ss time to complete the task.
- Check Ss' answers on the board.
- As an extension, ask Ss which answers are irregular plurals (I).

Answer Key

1 dishwashers	5 children (I)	9 knives
2 pillows	6 dishes	10 men (I)
3 cooks	7 boys	
4 ladies	8 glasses	

5 a) **Aim** To present 'this/that – these/those'

- Ss close their books. Present *this/that – these/those*. Point to a book close to you and say: **This is a book**. Write it on the board. Point to a book far away from you and say: **That is a book**. Write it on the board. Present the plural forms in the same way.
- Ss open their books. Read the examples in the table aloud.

b) **Aim** To practise 'this/that – these/those'

- Read the example aloud. Then point to various things near you and far away from you in the classroom. Ask various Ss to tell what you are pointing to using *this/that – these/those*.
- Ss work in pairs and do the same. Ss take turns to point and say. Ask several pairs of Ss to perform the task for the class.

Suggested Answer Key

A: *That is a chair. What are these?*
 B: *These are pencils. What are those?*
 A: *Those are books. etc.*

6 **Aim** To practise 'this/that – these/those'

Explain the task and give Ss time to complete it, then check Ss' answers.

Answer Key

1 *This, that* 2 *That, these* 3 *This, those*

7 a) **Aim** To present prepositions of place

- Ss close their books. Present prepositions of place using your book. Put your book on the desk, then ask and answer: *Where's my book? It's on the desk*. Put your book in your bag, then ask and answer: *Where's my book? It's in my bag*. Present the rest of the prepositions of place in the same way. Then put your book in various places around the classroom and ask Ss to tell you its location.
- Ss open their books. Refer Ss to the drawing and play the recording. Ss listen and repeat. Ask various Ss to make sentences orally.

Answer Key

The ball is in the box.
The ball is under the box.
The ball is behind the box.
The ball is next to the box.
The ball is in front of the box.
The ball is between the boxes.
The ball is opposite the box.

b) **Aim** To practise prepositions of place

Explain the task and allow Ss time to complete the text. Check Ss' answers by asking various Ss to read out the completed text.

Answer Key

1 next to	4 between	7 between
2 opposite	5 on	8 in
3 in front of	6 on	9 Under

8 **Aim** To practise describing position

- Explain the task and read the example exchange aloud. Ss work in pairs and ask and answer questions.
- Monitor the activity around the class, and then ask various pairs to act out their exchanges.

Suggested Answer Key

A: *Where's the kettle?*
 B: *It's on the counter.*
 A: *Where's the dishwasher?*
 B: *It's between the cupboards. etc.*

Speaking & Writing

- 9 a) **Aim** To personalise the topic and prepare for the writing task

Explain the task and read the examples. Ss work in pairs. One S has a blank piece of paper and asks questions about his/her partner's favourite room. From the information Student A receives, he/she draws Student B's favourite room. After the drawing is complete, ask each S to describe their partner's room.

Suggested Answer Key

A: What is your favourite room?

B: My bedroom.

A: Is there a wardrobe in your bedroom?

B: Yes, there is.

A: Where is it?

B: It's between the bed and the desk.

A: What is on the desk?

B: My computer is on the desk. etc.

- b) **Aim** To write a short text about your favourite room

- Ss complete the task in class. Alternatively, assign the task as HW. Encourage Ss to use a variety of prepositions of place in their texts.
- Ask some Ss to read their texts to the class.

Suggested Answer Key

My favourite room is my bedroom. There is a bed, a wardrobe, a desk and a bookcase in my bedroom. My bed is next to the window. My desk is between the wardrobe and the bookcase. There is a computer on the desk and books in the bookcase.

2c Culture Corner

Reading & Listening

- 1 **Aim** To introduce the topic and predict the content of a text

- Direct S's attention to the title of the leaflet and the pictures. Ask Ss if they recognise any of the attractions in the pictures. Ask Ss if they know anything about New York or any of the attractions in the city. Write Ss' ideas on the board.
- Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

New York City is on the east coast of America. There are a lot of things to see and do in New York. Tourists can visit attractions, like the Empire State Building, the Statue of Liberty and the Guggenheim Museum.

- 2 **Aim** To read for specific information

- Explain the task and allow Ss time to read the text again.
- Check Ss' answers.

Answer Key

1 A 2 B 3 C 4 C

- Elicit/Explain the meanings of the words in the **Check these words** box.

Suggested Answer Key

statue (n): a sculpture of a person or animal

symbol of independence (phr): a representation of political freedom from another government or country

ride (n): a journey by vehicle or animal; trip

chance (n): the possibility to do sth

boat (n): a vessel for travelling on water; ship

get wet (phr): to become wet

forget (v): to leave sth behind accidentally

horse-and-carriage (n): a small cart with horses that pull it along

path (n): a track made for walking or cycling

huge (adj): very large

lake (n): an area of water surrounded by land

zoo (n): a park that displays live animals in cages or enclosures

skating rink (n): an oval area of ice where people can skate on

skyscraper (n): a very tall building

flight (n): a trip through air or space

- 3 **Aim** To consolidate new vocabulary

- Explain the task and allow Ss time to complete the phrases. Check Ss' answers and ask Ss to write sentences about the places in the leaflet using these phrases.
- Tell Ss not to copy sentences directly from the texts. Encourage them to rephrase information as much as possible.
- Ask various Ss to read their sentences aloud.

Answer Key

1 huge 4 horse-and-carriage
2 skating 5 get
3 fantastic 6 take

Suggested Answer Key

- There's a 6-mile path through the **huge park**.
- There is a **skating rink** in Central Park.
- The Empire State Building has **fantastic views** of the city.
- You can go on a **horse-and-carriage ride** in New York.
- Be ready to **get wet** on the boat to Liberty Island.
- You can **take great photographs** on the speedboat ride to Liberty Island.

Writing

4 **Aim** To write a short text about tourist attractions

- Explain the task and ask Ss to look up information on the Internet or in encyclopaedias/other reference books in groups. Ss write a short text using the information they collected.
- Ask various groups to read their texts to the class.

Suggested Answer Key

There are many tourist attractions in Rio de Janeiro. The Christ the Redeemer statue is 39.6 metres tall. It is on top of Corcovado Mountain with fantastic views of the city. Copacabana beach is also very popular with tourists. It is 4 km long. You can visit one of the many restaurants or night clubs on the promenade, or go to one of many free concerts that take place there.

2d Everyday English

1 **Aim** To identify speakers in a situational dialogue

- Read the sentences aloud and explain any unknown words/phrases.
- Give Ss time to mark who they think says each sentence.
- Play the recording. Ss listen and follow the dialogue in their books to find out.
- Check Ss' answers.

Answer Key

- *What is like?* – Lada
- *It's really big.* – Nelly
- *What floor is it on?* – Lada
- *It's really cosy.* – Nelly
- *It's got a great view...* – Nelly
- *Is it far from...?* – Lada
- *How many rooms has it got?* – Lada
- *It sounds amazing!* – Lada

2 **Aim** To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous phrases.

Answer Key

Is it close to the centre? – Is it far from the city centre? All the other rooms are bigger than mine but it's comfortable. – It's the smallest bedroom but it's really cosy. How high up is it? – What floor is it on?

3 **Aim** To practise asking for and giving addresses

- Play the recording. Ss listen and repeat chorally or individually.

- Explain the task.
- Ss work in pairs, taking turns asking and answering questions. Invite various pairs to act out their exchanges in front of the class.

Answer Key

A: *What's your address, please?*

B: *12 Longhurst Lane.*

A: *Can you spell it, please?*

B: *L-O-N-G-H-U-R-S-T.*

A: *What's your address, please?*

B: *17 Morrison Avenue.*

A: *Can you spell it, please?*

B: *M-O-double R-I-S-O-N.*

A: *What's your address, please?*

B: *21 Primrose Street.*

A: *Can you spell it, please?*

B: *P-R-I-M-R-O-S-E.*

Pronunciation

4 **Aim** To pronounce /u:/ and /ʌ/

- Model the sound for each symbol. Play the recording. Ss listen and tick the correct boxes.
- Play the recording again for Ss to listen and repeat chorally or individually.

Answer Key

	/u:/	/ʌ/		/u:/	/ʌ/
<i>much</i>		✓	<i>blue</i>	✓	
<i>roof</i>	✓		<i>shoe</i>	✓	
<i>dust</i>		✓	<i>under</i>		✓

Speaking

5 **Aim** To role-play flat hunting

- In closed pairs Ss role-play dialogues similar to the one in Ex. 1 following the plan. Ss exchange roles.
- Ask various pairs to act out their dialogues.

2e Special places

Vocabulary

1 **Aim** To present vocabulary for geographical features

- Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually.
- Ask Ss which of the features are in their country and encourage them to give examples.

Suggested Answer Key

In my country there are a lot of rivers and forests.
There are a lot of beaches and a sea.

Reading & Listening

- 2 **Aim** To introduce the topic of a text and read for gist

- Draw Ss' attention to the title of the text. Elicit what an island is (*an area of land surrounded by water*) and explain the word floating (*resting on top of the water*). Encourage Ss to guess what might be strange about these islands.
- Ask various Ss to read parts of the text aloud. Ask Ss if any of their predictions were correct.

Suggested Answer Key

An island is an area of land surrounded by water.
There are over 40 floating islands on Lake Titicaca.
People live on them.

- 3 a) **Aim** To read for specific information

- Explain the task.
- Give Ss time to read the text again and to complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 T
- 2 T
- 3 F Uros homes have one room.
- 4 F Uros men make boats out of reeds.
- 5 F Uros children go to school.
- 6 F Tourists travel to the islands by motorboat.

- Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key

floating islands (phr): areas of land surrounded by water that move on the water

place (n): the area where sth is situated; position

home (to) (n): the residence of certain people or animals

surface (n): outer part /layer of sth; exterior

soft (adj): changing shape or easy to bend when touched

wet (adj): soaked with water

totora reeds (n): long-leafed plants (totora) from South America

reed huts (phr): small one room shelters made from plant leaves

heating (n): facilities/equipment for warming a house or building

simple (adj): not complicated or fancy

fishermen (n): men who catch fish for a living

reed boats (phr): boats made from plant leaves

school (n): a place where children go to learn

hospital (n): a building where medical care is given

nearby (adv): close in distance

popular (with) (adj): liked a lot by certain people

tourists (n): travellers who visit an area for pleasure
experience a unique way of life (phr): to temporarily live an unusual lifestyle

BACKGROUND INFORMATION

Lake Titicaca is a lake located in the Andes mountain range on the border of Peru and Bolivia in South America. It is the largest lake in South America and one of the highest lakes in the world at 3,812 metres above sea level. The Uros people and their man-made islands are one of many groups of people who live on the lake.

Puno is a city in southeastern Peru near Lake Titicaca. It dates back to the 17th century. It is known as the folklore capital of Peru and many traditional dances come from here.

- b) **Aim** To identify the author's purpose in a text

- Tell Ss that it is important to consider why sb writes a text.
- Ask Ss why people write emails to friends (*to inform*), stories (*to entertain*), etc.
- Read the **Study skills** box and ask Ss why the author wrote the text.

Answer Key

The author's purpose is to inform.

- 4 **Aim** To practise new vocabulary

Explain the task and give Ss time to complete it, then check Ss' answers.

Answer Key

1 simple 2 welcome 3 different 4 popular

Speaking & Writing

- 5 a) **Aim** To describe a picture and practise new vocabulary

- Explain the task and refer Ss back to the **Check these words** box.
- Give Ss time to write their sentences and ask some Ss to read their complete sentences aloud.

Suggested Answer Key

The picture shows the **floating islands** of Lake Titicaca. The people make them from **totora reeds**. There are **simple reed huts** on the islands. We can also see the **reed boats** that the **fishermen** have.

b) **Aim** To write an informal email about a place

- Explain the task and write a plan on the board.
Hi ...,
Para 1: greeting, opening remarks (*Greetings from Lake Titicaca!*)
Para 2: describe the floating island you are living on
Para 3: closing remarks (*See you soon!*)
...
- Allow Ss time to complete the task in class or it may be assigned as HW. Encourage Ss to make their emails as descriptive as possible and to use the new vocabulary they learnt from the **Check these words** box.

Suggested Answer Key

Hi Jane,
Greetings from Lake Titicaca! It's great here!
There are forty floating islands on the lake. The local people make the islands out of totora reeds and have got reed huts. They have also got reed boats for fishing and go to school, but they haven't got doctors or a hospital nearby. It is a very simple life here, but I really like it. That's all my news for now. See you soon!
Lisa

6 **Aim** To personalise the topic

- Explain the task and brainstorm with Ss for ideas. Write some of the ideas on the board.
- Allow Ss time to write their sentences. Then organise Ss into pairs to read their sentences to each other.
- Monitor the activity around the class. Then ask some pairs to read their sentences to the class.

Suggested Answer Key

I have got a brick house. There are many rooms in my house and we have got heating. There is a hospital and doctors nearby. I haven't got a different view from my window every day because my house can't move.

2f Going around

Vocabulary

1 **Aim** To present vocabulary for shops and products

- Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally and individually.
- Have Ss complete the task.
- Check Ss' answers around the class.

Answer Key

A 1	C 6	E 3	G 5
B 2	D 4	F 8	H 7

Reading

2 **Aim** To scan a text to predict its content

- Write the questions from the rubric on the board.
- Have Ss read the questions and then scan the text.
- Ss close their books and try to answer the questions with a partner.
- Play the recording. Ss listen and check.

Answer Key

It is to Sam and is from Billy. It is an invitation to a party and mentions how to get to Billy's house. There is a supermarket, a baker's, a pet shop and a florist's in Billy's neighbourhood.

3 **Aim** To read for specific information

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

address (n): information, including a street and number, that tells where a building is

underground (n): a system of trains that runs under the ground

station (n): a stopping point for trains where people can get on and off

turn left (phr): to change the direction you are travelling in and go in the direction to your left

turn right (phr): to change the direction you are travelling in and go in the direction to your right

- Ss reread the text and answer the questions.
- Check answers around the class.

Answer Key

- 1 Saturday, 20th November
- 2 5 pm
- 3 He takes the underground to Central Station. Then he goes up the stairs and comes out of the tube station into High Street and turns left at the supermarket. He walks along the street and past the baker's and then turns left at the pet shop into King Street. He walks across the street and then turns right at the next street and Billy's house is next to the florist's.

Grammar

4 **Aim** To present the imperative

- Have Ss read the theory.
- Explain to Ss that we form the imperative by using the infinitive form of the verb without to. In the negative, *don't* is added before the verb.

- Have one S volunteer go in front of the class. Ss give commands to the S (*sit down, stand up, walk, touch your head, don't move, etc*).
- Allow Ss time to complete the task. Ss check answers with a partner.

Answer Key

- 2 *Don't turn left.* 4 *Turn right.*
3 *Don't enter.*

5 a) **Aim** To present prepositions of movement

- Play the recording. Ss listen and repeat chorally.
- Make sure Ss read the text in the information box.
- Have Ss find examples in the text.

Answer Key

Examples in the text: *up, out of, along, past, across*

b) **Aim** To practise using prepositions of movement

- Give Ss enough time to complete the task.
- Check Ss' answers around the class.

Answer Key

- 1 *past* 3 *along* 5 *down*
2 *across* 4 *over*

6 **Aim** To present 'a/an – the'

- Place a pencil on your desk. Ask Ss what is on the desk. (*There is a pencil on the desk.*) Write the response on the board.
- Now put more pencils on your desk, one of which is red. Ask a S to pick up a pencil. Next ask Ss to pick up the red pencil. Elicit why you used *the* instead of *a* and explain that you say *the* to talk about specific things.
- Ss read through the theory box and find examples in the text.

Answer Key

the underground, the stairs, the station, a supermarket, the street, the baker's, the pet shop, the next street, the florist's

7 **Aim** To practise using 'a/an' and 'the'

- Elicit from Ss what the difference is between using *a* and *an* (*an* is used before words starting with a vowel).
- Remind Ss that there are some gaps that should be left blank.
- Allow Ss enough time to complete the task. Check Ss' answers.

Answer Key

- | | |
|--|---|
| 1 <i>a, The</i> | 6 <i>–, the</i> (capitalise <i>my</i>) |
| 2 <i>a, The</i> | 7 <i>–</i> (capitalise <i>this</i>) |
| 3 <i>a</i> | 8 <i>–, a</i> |
| 4 <i>–, –</i> (capitalise <i>their</i>) | 9 <i>The</i> |
| 5 <i>The</i> | 10 <i>a, the, The</i> |

Pronunciation

8 **Aim** To present pronunciation differences when using *the*

- Go through the examples and have Ss mimic your pronunciation chorally and individually.
- Explain that when *the* comes before a word beginning with a consonant, it is pronounced /ðə/ and when it comes before a word beginning with a vowel, it is pronounced /ði/.
- Play the recording with pauses to allow Ss to repeat. Correct pronunciation if necessary.

Answer Key

ðə – *the fridge, the toaster, the spoon, the sofa, the bedroom*

ði – *the iron, the eraser, the armchair*

Speaking

9 **Aim** To practise giving directions using prepositions of movement

- Have Ss complete the task in pairs. Have Ss make simple maps if needed.
- Monitor the exchange, checking pronunciation.

Suggested Answer Key

Walk up the hill along Green Street, past the baker's. Turn left into Hope Street and walk under the bridge. Walk past two streets and turn right into Florence Avenue. The supermarket is on your left, next to the chemist's.

2g Skills

Vocabulary

1 **Aim** To practise vocabulary for places in a neighbourhood and practise prepositions of place

- Elicit the meanings of *behind, between* and *opposite* using your book (as in 2b Ex. 7a)
- Explain the task and give Ss time to complete it, then check Ss' answers.

Answer Key

- 1 *the gym* 2 *the Internet café* 3 *the cinema*

2 **Aim** To practise vocabulary for products and shops

- Explain the task and give Ss time to complete it, then check Ss' answers.
- Encourage Ss to answer in full sentences.

Answer Key

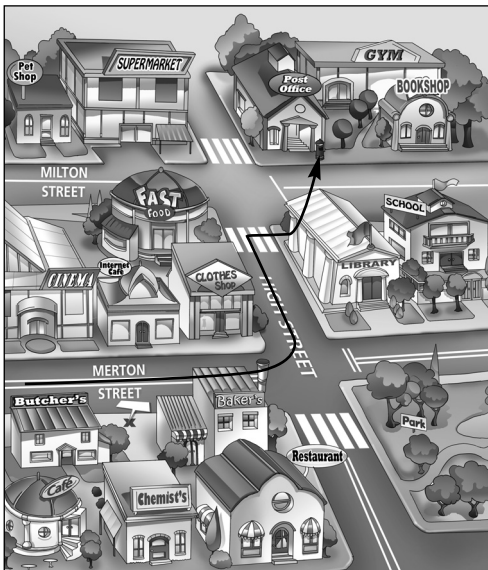
- 2 You can borrow books at the library.
- 3 You can eat burgers at the fast food restaurant.
- 4 You can have lunch at the restaurant/fast food restaurant/café.
- 5 You can buy stamps at the post office.
- 6 You can swim at the gym.

Reading & Listening

3 **Aim** To listen for specific information

- Explain the task and play the recording. Ss listen and show the route on the map.
- Check Ss' answers.

Answer Key



Speaking

4 **Aim** To practise giving directions

- Explain the task to Ss. Tell them they must follow the plan using the directions given.
- Give Ss time to complete the task in pairs. Monitor language, helping if necessary.
- Have some Ss act out their dialogues in front of the class.

Suggested Answer Key

- A: Can you tell me where the bookshop is?
 B: It's on Milton Street.
 A: Can you tell me how to get there?
 B: Sure. Go straight past the Internet café and turn left into High Street. Turn right into Milton Street and the bookshop is next to the post office.

A: Thank you very much.

B: You're welcome. Goodbye.

2h Writing

Reading

1 **Aim** To predict the content of a text

- Ask Ss to read the first two sentences in the text and ask them what they think the email is about.
- Ss read the text and check their answers.

Answer Key

The email is about Nelly's new house.

2 **Aim** To read for specific information

- Explain the task and give Ss time to complete it. Instruct Ss to underline the sentences in the text which give the information.
- Check Ss' answers.

Answer Key

where her house is (It's in a quiet street ...)

how big it is (It's very big with ...)

3 **Aim** To present punctuation

- Go through the **Writing Tip** box and write examples on the board, circling each punctuation point: *My name is Dave. Where is Dave? Dave has got two dogs, a cat and a hamster. Dave is a great friend! etc.* Ask Ss to find examples in the text in Ex. 1.
- Elicit L1 equivalents for the rules of punctuation taught, and make Ss aware of the differences.

(Ss' own answers)

4 **Aim** To practise punctuation

Explain the exercise and allow Ss time to punctuate the sentences. Then check Ss' answers on the board.

Answer Key

- 1 Where is the baker's?
- 2 It's fantastic!
- 3 There are two banks on Princess Street.
- 4 The flat has got a living room, a kitchen, a bathroom and two bedrooms.
- 5 Is there a sports centre in the area?

5 **Aim** To present and practise adjectives

- Read the theory aloud. Then elicit examples from the text in Ex. 1.
- Explain the exercise and allow Ss time to complete it. Then check Ss' answers.

Answer Key

new house, quiet street, new school, It's very big, huge garden, large living room, modern kitchen, favourite room, large bed, huge wardrobe, favourite bands

- 1 *My house is small.*
- 2 *It's got a nice garden.*
- 3 *The living room has got modern furniture.*
- 4 *My house is in a busy street.*
- 5 *There is a big garage.*

Writing**6 Aim** To prepare for the writing task

- Explain the task and give Ss time to complete it. Ask Ss to write full sentences.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

- 1 *My house is in a quiet street next to the park.*
- 2 *There is a large living room, a kitchen, a dining room, a study, two bedrooms and two bathrooms.*
- 3 *My favourite room is my bedroom. It has got a large bed, a desk, a wardrobe and a bookcase.*

7 Aim To write an informal email about your house

- Explain the task and tell Ss they can use their answers from Ex. 6 and the plan to help them.
- Ss complete the task in class. Alternatively assign the task as HW. Point out that Ss should use prepositions of place and a variety of adjectives to make their texts more interesting.

Suggested Answer Key

*Hi Olga,
Thanks for your email about your house! It sounds great.
My house is also in a quiet street next to a park. It's very big with a garden and a garage. It has got a large living room, a kitchen, a dining room, a study, two bedrooms and two bathrooms.
My favourite room is my bedroom. It has got a very large bed, a desk, a wardrobe and a bookcase.
That's all for now.
Yours,
Irina*

2i Curricular: Art & Design**Listening & Reading****1 Aim** To present vocabulary for materials

- Draw Ss' attention to the pictures of the towers. Then explain the words for the materials. Drill Ss by asking them what different items in the classroom are made of: (e.g. the window (glass),

the desk (wood), the legs of a chair (steel), etc.)
Ask Ss what they believe each tower is made of.

- Play the recording. Ss listen and follow the text in the books, and check their answers.

Answer Key

The Eiffel Tower and the Space Needle are steel towers. The Eureka Skydeck 88 is a glass tower.

2 Aim To read for specific information

- Explain the task and ask Ss to find the numbers in the text. Ask Ss to underline them.
- Give Ss time to read the text again and write what each number refers to. Check Ss' answers.

Suggested Answer Key

*184 metres – the height of the Space Needle
300 metres – the height of the Eureka Skydeck 88
43 seconds – how long it takes to get to the top of the Space Needle
324 metres – the height of the Eiffel Tower
10,000 tonnes – the weight of the Eiffel Tower
6 million – how many people visit the Eiffel Tower every year*

BACKGROUND INFORMATION

Paris is the capital of France. It has a population of 2.2 million people and it is a popular tourist destination with many famous sights including Notre Dame Cathedral and the Eiffel Tower.

Seattle is a large city in the state of Washington in the USA. It has a population of 3.4 million people. It is a large seaport. It gets its name from a Native American Chief. It is a popular tourist resort and it is home to the Space Needle.

Melbourne is the second biggest city in Australia. It is the capital of the state of Victoria in the southeast of the country. 4 million people live there, and it is a centre for arts, entertainment and tourism.

3 Aim To practise new vocabulary

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

*wood (n): a material that comes from trees
glass (n): a solid material that you can see through
brick (n): a rectangular building block made from clay
steel tower (n): a very tall building or structure made of a strong metal material
stand out (phr v): to be very noticeable or obvious from a group
skyline (n): the shape formed by objects (buildings) against the sky*

Module 2

tonne (n): a unit of weight (1 tonne = 1,000 kg)
top (n): the highest part of sth
sight (n): sth that is worth seeing in a place/city; tourist attraction
cool (adj): great, impressive
spaceship (n): a vehicle used for space travel; spacecraft
second (n): a small measurement of time; 1/60 of a minute
great view (phr): a beautiful scene that can be seen from a certain position
hundreds of flats (phr): many flats (homes) in a building
glass cube (n): a solid structure with 6 equal sides made of glass
slide (out) (v): to glide smoothly out from sth

- Explain the task and give Ss time to complete it. Then check Ss' answers.

Answer Key

1 great view 2 hundreds of flats 3 glass cube

4 **Aim** To personalise the topic

Explain the task and brainstorm with Ss for ideas. Ask various Ss their opinions.

Suggested Answer Key

The most impressive tower is the Space Needle because the top looks like a spaceship and it takes only 43 seconds to get there. That's really cool!

5 **Aim** To make a presentation about a tower or a building

- Explain the task and write the key questions on the board: *Where is it? What is it made of? What does it look like?* Explain that these questions should act as a plan for the text they will write.
- Ss in groups complete the task or it may be assigned as HW. Ask Ss to look up extra information on the Internet or in encyclopaedias/ other reference books. Ss write a short text using the information they collected.
- Encourage Ss to include a picture to illustrate their piece of writing. Ask groups to present their building to the class.

Suggested Answer Key

The Leaning Tower of Pisa is a very impressive building. It is in Pisa, a city in Italy. It dates from 1173. It is a marble tower and it is very strange. It is famous because it is not straight. It is 55.7 metres high on one side and 56.6 metres high on the other side. This tower is popular with tourists.

- | | | | |
|---|---------------|------------------------|----------|
| 2 | 1 sea | 4 quiet | 7 estate |
| | 2 spiral | 5 washing | 8 get |
| | 3 earthquake | 6 skating | |
| 3 | 1 view | 4 floating | 7 at |
| | 2 level | 5 nearby | |
| | 3 way | 6 huts | |
| 4 | 1 in | 3 in | 5 on |
| | 2 on | 4 on | 6 about |
| | | | 7 with |
| | | | 8 to |
| 5 | 1 butcher's | 4 clothes shop | |
| | 2 chemist's | 5 fast food restaurant | |
| | 3 post office | 6 baker's | |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into two teams. Ask the teams in turn to make a sentence using words from the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all of the words have been used wins.

Suggested Answer Key

*Lake Titicaca is 3,812 metres above sea level.
 Boston is home to the Celtics basketball team.
 Go straight down this street to get to the bank.
 Turn left into Henry Street.
 The Uros people have a unique way of life.
 Susan's mum is an estate agent.
 Her flat is on the second floor.
 There is a huge park behind the library.
 I have chores to do at home.
 The vacuum cleaner is in the living room.
 That building has small windows.
 This car is very friendly to the environment.
 Our hotel room has a great view of the sea.*

Quiz

Answer Key

- | | |
|-----------------------------|-------------------------------|
| 1 F (It's like a seashell.) | 5 T |
| 2 F (It is in Seattle.) | 6 F (It's on Liberty Island.) |
| 3 T | 7 F (There are lakes.) |
| 4 F (102 floors) | 8 T |

Ss prepare their quizzes in groups. Ask Ss to go through the pages of Module 2 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes. Then check their answers.

Language Review 2

- 1 **bedroom:** bed, wardrobe, pillow (desk)
kitchen: fridge, cupboard, dishwasher, sink (cooker)
bathroom: toilet, washbasin, bath (shower)
living room: sofa, armchair, cushion (table)

Suggested Answer Key**Quiz**

- 1 Astronauts have a special vacuum cleaner for catching dust. (T)
- 2 The Eureka Skydeck 88 is a brick tower. (F It's a glass tower.)
- 3 The Nautilus House is in Mexico City. (T)
- 4 You can see Melbourne from the Space Needle. (F You can see the Cascade Mountains.)
- 5 The Nautilus House hasn't got a garden. (F It has got a garden.)
- 6 The Statue of Liberty is 43 m tall. (T)
- 7 Astronauts have got knives and forks for eating their food. (F They haven't got any knives or forks.)
- 8 Uros homes have got only one room. (T)

Skills 2

Listening

- 1 **Aim** To brainstorm vocabulary relating to the text

- Explain the task to Ss and time them as they complete the task.
- When one minute is up, have them compare their answers with a partner.
- Write responses on the board.

Suggested Answer Key

location: suburbs, near the station, etc.

furniture: armchair, table, chair, bed, wardrobe, desk, bookcase, cupboard, etc.

rooms: kitchen, dining room, bathroom, bedroom, utility room, etc.

adjectives: big, small, nice, modern, busy, beautiful, etc.

extra features: garden, garage, etc.

- 2 a) **Aim** To identify key words

- Have Ss read through the **Study skills** box.
- Explain that key words are the main words to focus on when looking for the right answer.

Answer Key

B – fantastic views (amazing/great views)

C – next to a main shopping street (near High Street)

D – lovely garden (pretty/beautiful outside space)

E – very quiet inside (no noise)

F – need new furniture (want to buy more furniture)

G – very small (tiny, not big)

- b) **Aim** To listen for specific information

- Play the recording. Ss listen and take notes.
- Allow Ss enough time to complete the task and check answers around the class.

Answer Key

Speaker 1 B

Speaker 3 E

Speaker 5 G

Speaker 2 C

Speaker 4 A

Speaker 6 D

- c) **Aim** To listen for specific information

- Explain the task to Ss and replay the recording, pausing after each speaker to allow Ss to take notes.
- Elicit key words from various Ss for each speaker.

Answer Key

1 I can see

2 live close to supermarket, walk out my door, have all the shops I need, excellent location

3 isn't any noise, I don't like noise

4 I have lots of old things, 100 years old, beautiful

5 isn't much space, rooms aren't big

6 big outdoor space with flowers and trees

Reading

- 3 a) **Aim** To personalise topic

- Elicit answers to the questions in the rubric.
- Give Ss enough time to read the text to check their answers.

Suggested Answer Key

I know that the White House is home to the President of the United States of America. I know that his family also live there. I think that it was built in the early 1800s. From pictures I can tell that it is very spacious and has some beautiful gardens, etc...

- b) **Aim** To identify key words

- Direct Ss' attention to the headings in Ex. 3c.
- Explain the task and give Ss time to complete it.
- Have Ss compare key words with a partner.

Answer Key

A BIG

C PAST

E SIZE

B RESPONSIBLE D GREEN

- c) **Aim** To read for gist

- Have Ss read through the **Study skills** box, explaining any unknown words.
- Give Ss time to reread the text and to complete the task.
- Check answers around the class.

Answer Key

1 C

2 E

3 D

4 B

- 4 a) **Aim** To consolidate information from a text

Elicit answers to the question.

Answer Key

The author's purpose is to inform.

- b) **Aim** To consolidate information from a text

- Allow Ss to discuss the question in pairs.
- Elicit answers from various Ss.

Suggested Answer Key

Two reasons that people may choose to visit the White House are that it is a famous building where the President resides, and that it also sounds like a beautiful place to see.

Speaking

- 5 a) **Aim** To introduce phrases to be heard in a dialogue

Have Ss read the sentences and guess if the person speaking resides in the property or is a guest.

Answer Key

- | | | |
|--------------|--------------|--------------|
| 1 Asking | 4 Describing | 7 Describing |
| 2 Describing | 5 Asking | |
| 3 Describing | 6 Asking | |

- b) **Aim** To listen for specific information

- Explain the task to Ss.
- Play the recording. Ss listen and take notes to complete the table.
- Check Ss' answers around the class.

Answer Key

Size	Big
Rooms	5
Garden	Really big/trees/pond with fish
Special features	Pond with fish
Area	Really nice/park nearby
Favourite place/room	Bedroom

- c) **Aim** To listen for specific information

- Replay the recording. Ss listen to find an answer to the question in the rubric.
- Check Ss' answers.

Answer Key

Stuart's favourite room in the house is his bedroom. This is because he enjoys having his own private space.

- 6 **Aim** To role play a dialogue

- Have Ss make up dialogues in pairs.
- Have various Ss act out their dialogues in front of the class. Help with grammar and pronunciation when necessary.

Suggested Answer Key

A: Hi Bob. What's your new house like?

B: Hi Tom. It's great. It's quite big with a large living room, three bedrooms and a small garden.

A: What's your bedroom like?

B: It's quite big and bright with a big window.

A: What about the garden?

B: It's got some trees and flowers and a nice lawn.

A: Is it in a nice area?

B: Yes, it's really nice. There are lots of shops and a park nearby.

A: So what's your favourite thing about it?

B: My room. It's good not to share anymore.

A: You're lucky.

B: Why don't you come round for a visit?

Writing

- 7 a) **Aim** To personalise the topic

- Read through the rubric as Ss follow along.
- Give Ss time to answer the questions.
- Check Ss' answers.

Answer Key

1 a short notice

2 details of what size flat, rooms, etc I need, the area it can be in, how much rent I can afford, my name and email address

3 students and staff at the university

- b) **Aim** To write a notice

- Allow Ss enough time to write their notices.
- Alternatively, it may be assigned as HW.
- Have Ss proofread each other's work before turning it in.

Answer Key

Flat Wanted

I want to find a one-bedroomed flat near the university with a living room, a kitchen, a bathroom and furniture. I can pay £150 a week.

Marta Berndt

Martaberndt@yahoo.com

Russia 2

Listening & Reading

- 1 **Aim** To describe specific information
Have Ss pair up and describe their house to partner.
(Ss' own answers)

- 2 **Aim** To look for detail
- Have the class listen to the audio CD.
 - Elicit where this building might be found.

Answer Key

I think that it would be found in a large city.

- 3 **Aim** To check for detail

- Have Ss read the text.
- Elicit answers from the class.

Answer Key

1 DS 2 T 3 DS 4 T 5 F 6 T

- Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key

sky-high (adj): as high as the sky

luxury (n): great comfort

the wow factor (phr): the quality that surprises people

storey (n): a level of a building

skyscraper (n): very tall building

VIP (phr): very important person

famous (adj): very well known

brehtaking news (phr): amazing views

fitness centre (n): gym

residents (n): people who live in a building/area

bowling alley (n): a place where you can go bowling

medical centre (n): a clinic/hospital

Speaking & Writing

- 4 **Aim** To test recollection

- Put Ss into pairs.
- Ss attempt to recall details of the building.

Answer Key

1 *There is a hotel on the top floor.*

2 *It has a swimming pool.*

3 *It is one of Europe's tallest buildings.*

- 5 **Aim** To describe a place

Have each student write their own description of Triumph Palace.

Answer Key

Triumph Palace is very tall. It has many facilities for the residents including a water park and cinemas and also a hotel on the top floor.