

## 2

## Home sweet home

## UNIT AIMS

Exam preparation in Unit 2:






- understand different types of texts
- predict information in an interview
- say where things are
- understand result clauses and apply them in an open-cloze exercise
- use the right style in an article






## TEACHER'S PRESENTATION KIT

- Talk2Me videos
- Speaking test videos
- Class and Workbook audio
- Workbook pages and answer key

## UNIT OVERVIEW

Student's Book / Digital Student's Book 		Workbook / Online Workbook 
LESSON / EXAM TASK	EXAM SKILLS / LANGUAGE FOCUS	CONSOLIDATION
Reading 3-option multiple choice	Understanding text type A short message	Workbook, pp 12–13, Exercises 1, 2, 3, 4 Unit 2, Reading, Exercises 1, 2, 3, 4
Grammar 1	Past simple and past continuous	Workbook, p 14, Exercises 1, 2, 3 Unit 2, Grammar 1, Exercises 1, 2, 3
Vocabulary	Words connected with <i>the house and home</i> Phrasal verbs Word patterns	Workbook, pp 14–15, Exercises 1, 2, 3 Unit 2, Vocabulary, Exercises 1, 2, 3
Listening  3-option multiple choice (interview)	Predicting	Workbook, p 16, Exercises 1, 2, 3, 4 Unit 2, Listening, Exercises 1, 2, 3, 4
Grammar 2	<i>used to and would</i>	Workbook, p 15, Exercises 1, 2 Unit 2, Grammar 2, Exercises 1, 2
Speaking   Extended turn (photos)	Saying where things are	Workbook, pp 16–17, Exercises 1, 2, 3 Unit 2, Speaking, Exercises 1, 2, 3
Language in Use Open cloze	Result clauses	Workbook, p 17, Exercises 1, 2, 3 Unit 2, Language in Use, Exercises 1, 2, 3
Writing An article	Using the right style	Workbook, p 18, Exercises 1, 2, 3, 4, 5 Unit 2, Writing, Exercises 1, 2, 3, 4, 5
Progress check	Check language progress for Units 1 and 2	Workbook, p 19, Progress check and Cumulative progress Progress check and Cumulative progress

## Additional material

PRESENTATION KIT 	TEACHER'S / STUDENT'S RESOURCE CENTRE 	TEST GENERATOR 
Talk2Me video <i>In the background</i> ...	<b>Unit 2 worksheets:</b> <i>Optimise your grammar</i> (Standard and Higher), <i>Optimise your vocabulary</i> (Standard and Higher), Talk2Me video, <i>Say it right</i> <b>Units 1–2 worksheets:</b> CLIL, Culture, Everyday English (TRC only), Grammar communication (TRC only)	Unit Test 2 (Standard and Higher)

## READING

### 3-option multiple choice | A short message

→ Student's Book, pages 14–15



### Lesson aims

- Focus on understanding different text types
- Practise a 3-option multiple-choice exam task

### Lead-in

Elicit the difference between 'house' and 'home'. (*The main difference is that house refers to a building in which someone lives; in contrast, a home has more of an emotional aspect – the place where you live and you feel you belong to.*) Focus students' attention on the photo and ask them to describe it in open class. Use this opportunity to pre-teach vocabulary in Exercise 1 if necessary.

- 1** In pairs or groups, students complete the exercise. Elicit answers from different students around the class.

### Answers

Students' own answers

### Extra support

Read out these definitions of types of homes for students to match to the words in the box in Exercise 1.

*a house which is not joined to another house (detached)*

*a house which is joined to another house on one side (semi-detached)*

*a large building with homes on different levels (block of flats)*

*a house in the British countryside (cottage)*

## EXAM SKILL

### Understanding text type

Ask students to read the tips.

- In reading exams, students will come across different kinds of factual texts, such as notices and advertisements, each with its own features, purposes and conventions.
- Giving students adequate experience with different kinds of texts can help them understand more rapidly that reading comprehension is not a function of understanding every word but rather of developing strategies for selecting and identifying verbal and non-verbal cues, strategies essential in both oral and written communication. Having this context at the beginning of a reading task helps students understand the tone, style and purpose of the text.
- Point out that students will practise this skill in Exercise 2.

- 2** Ask students to complete the exercise. Elicit answers from different students around the class and ask what helped them decide on their answers (tone, style, design, font, choice of words, etc.).

### Answers

Text 1 f Text 2 d Text 3 g Text 4 a Text 5 b

### Fast finishers

Ask students who finish early to say which features they would expect to see in the two text types they didn't need (*a magazine advert* and *a reminder*). When everyone has finished this activity, students could read out their answers to the rest of the class.

### Suggested answers

A magazine advert – colourful design, bright colours, good slogan, large font size

A reminder – short text, maybe capital letters, imperative form, instructions

- 3** Ask students to complete the exercise. Set a two-minute time limit to stop them reading in too much detail at this stage. Elicit answers in open class.

### Answers

**1** Adriana saw an advert on a noticeboard and told Natasha about it.

**2** Yes, they do. We know this because they are having a house-warming party to celebrate.

## OPTIMISE YOUR EXAM

### 3-option multiple choice

Ask students to read the tips.

- Highlight that 3-option multiple-choice tasks test students' ability to read real-world messages and extract the main message. There are five questions on five very short, discrete texts.
- Highlight that when the same word is used in the statements and texts, this can be a way to trick candidates. Students should look for synonyms, antonyms (opposites) and paraphrasing.
- Remind students to make sure they can back up all their answers with evidence direct from the text. They mustn't choose an answer that 'feels' right; the answer must be derived from and supported by the text itself.

### Exam task

- 4** 1.08 **Note: The reading text is also available on the audio CD. You may want to have students listen and read the text before doing the exam task.**

Ask students to complete the exercise. Have them compare in pairs before you check answers in open class. Elicit evidence for the answers.

### Answers

**1** A (*All meals and cleaning, but not laundry, included.*)

**2** B (*When are you free to see the rooms?*)

**3** B (*... did you notice any bedroom lamps? ... can buy some if not.*)

**4** C (*I don't need the cooking things ... look after them for me for the future!*)

**5** B (*... please let us know if you can make it.*)

### Cultural note

Young people in the UK usually live at home while they are still at school, and then many move away from their family when they go to university/college. Once they start working, most try to find accommodation independently or sharing with friends – but it's expensive!

- 5** Ask students to complete the exercise. Check their answers and elicit the meaning of the secret word.

#### Answers

1 accommodation 2 furnished 3 laundry 4 flatmate  
5 refreshments 6 house-warming (party)  
Secret word: roommate (someone you share a room with)

### THINK

RESEARCH | CULTURE | LEARN | ME

Students complete the task in class or for homework. In pairs or groups, students could read out their ideas for others to comment on and ask follow-up questions.

### Optional extension

Brainstorm ideas for a perfect roommate in class together. Feed in ideas, such as *cleans up, has a similar timetable to you, pays the bills on time, takes out the rubbish, always cooks, etc.* In pairs, students use the ideas to write an advert and describe their perfect roommate.

#### Homework

Assign students Reading exercises 1, 2, 3 and 4 on pages 12–13 of their Workbook.



## GRAMMAR 1

### Past simple and past continuous

→ Student's Book, page 16



### Lesson aims

- Understand the correct usage of the past simple and past continuous
- Practise using the past simple and past continuous

### Lead-in

Tell students a short personalised story using both the past simple and past continuous. Tell the story twice. The first time students just listen, and the second time they note down the key points. Ask them to retell the story in pairs. Elicit the story from students around the class and check how familiar they are with the tenses.

Example story: *I got two tickets to the opening night of A Monster Calls the other day. I texted my friend and told her to meet me outside the cinema at a café on the corner. It was raining when I arrived, so I went inside the café. Guess what! I met an old friend from school. We were having a coffee together when the phone rang. It was my friend – she couldn't*

*come. She said she was having problems with her car. I asked my friend if he was free. He said yes and we had a great time.*

### Grammar in context

Ask students to complete the task. Refer them to the information in the *Remember* box if they aren't sure. Check answers in open class and ask them to explain their choice.

Remind students that they can find more information in the Grammar reference, Unit 2, page 149.

#### Answers

d, because the action of walking was interrupted by the action of seeing the notice

### Language note

Highlight that the past continuous describes situations that go on for some time, e.g. *I was dancing* and *He was playing*, but the past simple describes actions that happen quickly, e.g. *rang* and *fell*.

Point out the important difference between these two sentences:

*When they arrived, Sue was doing her homework.* (Sue started doing her homework before they arrived.)

*When they arrived, Sue did her homework.* (Sue started doing her homework after they arrived.)

Note that *when* is most often followed by the past simple, e.g. *I saw him when I went to the park*, whereas *while* is usually followed by the past continuous, e.g. *I saw him while I was running in the park*. *While* expresses the idea of 'during that time'.

Remind students that stative verbs cannot be used in any continuous tenses.

### Extra support

In pairs, students make sentences similar to the examples above for each point in the *Remember* box. Ask them to read out their sentences in open class. If appropriate, ask students to come up and write them on the board and discuss as a class if they are correct. Encourage them to make questions and negative sentences from their examples.

- 1** Ask students to complete the exercise. Check their answers and ask them to explain their choices.

#### Answers

1 moved 2 was raining 3 didn't have 4 invited 5 visited  
6 was decorating

- 2** Ask students to complete the exercise. Have them compare in pairs before you check answers in open class.

#### Answers

1 She was putting up a poster when the phone rang.  
2 They were playing a video game when the lights suddenly went off.  
3 He was doing his homework when the party upstairs began.  
4 We were walking home when it started to rain.

### Optional extension

In groups of three, students write one of the sentences from Exercise 2 on a sheet of paper. Tell them to fold the paper so the sentence cannot be seen and pass the paper to their right. Tell students to write a sentence to say what happened next. Remind them to use the past simple and/or the past continuous. Tell them to fold the paper and pass it to their right. Ask students to write what happened in the end. Students read out their stories. They could choose a story to improve on: adding links, more adjectives, adding past continuous for atmosphere, etc.

- 3** Ask students to complete the exercise. Have them compare in pairs before you check answers in open class. Ask if they would like to live in a house like the one in this exercise and to say why or why not.

#### Answers

1 were planning 2 had 3 built 4 came 5 created  
6 were designing 7 realised 8 found

#### Homework

Assign students Grammar 1 exercises 1, 2 and 3 on page 14 of their Workbook.

## VOCABULARY

Topic vocabulary | Phrasal verbs | Word patterns

→ Student's Book, page 17

### Lesson aims

Understand the correct usage of:

- words connected with *the house and home*
- phrasal verbs
- verb forms after expressions, e.g. *be worth*, *be keen on*, *depend on*, etc.

### Lead-in

Write these verbs on the board and ask students to write their past tense form in the correct column, according to the pronunciation of the *-ed* ending (/t/, /d/ or /ɪd/): *start*, *turn*, *watch*, *decide*, *like*, *cook*, *rain*, *listen*, *love*, *plant*, *play*, *stay*, *work*, *hate*, *want*, *need*, *kiss*, *wash*.

Elicit the rules and drill the pronunciation of each past tense form.

#### Answers

/t/ watched, liked, cooked, worked, kissed, washed

If the verb ends with a voiceless sound (-f, -p, -k, -s, -sh, -ch, -x, -h), we say /t/.

/d/ turned, rained, listened, loved, played, stayed

If the verb ends with a voiced vowel sound or consonant (-b, -g, -l, -m, -n, -th, -v, -z), we say /d/.

/ɪd/ started, decided, planted, hated, wanted, needed

If the verb ends in *-d* or *-t*, we say /ɪd/. This is the sound that really matters in oral speech.

## Words connected with *the house and home*

- 1** 1.09 Ask students to complete the exercise. Play the audio for them to listen and check their answers.

#### Answers/Audioscript

1 attic 2 roof 3 ceiling 4 balcony 5 fence 6 living room 7 dining room 8 basement 9 study 10 garage 11 hedge 12 chimney

Refer students to the Vocabulary reference, page 162, for more information on topic vocabulary.

## Phrasal verbs

- 2** 1.10 Ask students to complete the exercise. Play the audio for them to listen and check their answers.

#### Answers/Audioscript

- 1 I didn't like this house when we first *moved in*, but now I love it!
- 2 When we moved house, it took me a long time to make friends and *settle in*.
- 3 I *was tidying up* my bedroom when I found some old comics I didn't know I had!
- 4 Come and stay for a few days! We can *put you up* in the spare room.
- 5 You could *rent your flat out* while you're on holiday and make some money.
- 6 Jake couldn't afford the rent so he had to *move out*.
- 7 I can't believe they're going to *pull down* the house I was born in! It'll be gone forever!
- 8 My parents bought an old house so they can *do it up* and make it attractive again.

### Mixed ability

Before students do the exercise, you could read out these definitions in a jumbled order for the phrasal verbs in the box in Exercise 2:

do up – *repair something old*

move in – *start living in a different house*

move out – *leave the house where you live*

pull down – *destroy a building because it's dangerous*

put up – *let someone stay in your house*

rent out – *allow a room that you own to be used by someone who pays you regularly for it*

settle in – *become familiar with a new way of life*

tidy up – *clean*

Students write down the phrasal verb. In pairs, students compare their answers. Read the definitions out again and this time, challenge more advanced students to write down your definition. Check answers in open class.


- 3** Ask students to complete the exercise. Have them check in pairs before you elicit answers in open class.

#### Answers

1 move out 2 moved in 3 am settling in / have settled in 4 tidy up

Refer students to the Vocabulary reference, page 162, for more information on phrasal verbs.

## Word patterns

- 4**  1.11 Ask students to complete the exercise. Play the audio for them to listen and check their answers.

### Answers/Audioscript

- 1 It's worth *visiting* a new neighbourhood before you buy a house there.
- 2 I'm not *keen on* living on the 20th floor of a block of flats!
- 3 I think that your happiness *depends on* where you live.
- 4 I *told you to tidy* your room up and it's still a mess!
- 5 We had to *stop* the neighbours *from* playing loud music!
- 6 When we moved house, my parents *made me have* the smallest bedroom!

Refer students to the Vocabulary reference, page 163, for more information on word patterns.

### SAY IT RIGHT

Stress in compound nouns

For the *Say it right* pronunciation activity and instructions, go to the Teacher's Resource Centre.



### Homework

Assign students Vocabulary exercises 1, 2 and 3 on pages 14–15 of their Workbook.



## LISTENING

### 3-option multiple choice (interview)

→ Student's Book, page 18



## Lesson aims

- Learn about predicting what you might hear before listening
- Listen for detail to decide if questions are true or false
- Practise a multiple-choice exam task

### Lead-in

Focus students' attention on the photos in Exercise 1. Elicit descriptions and ask why they think people choose to live in this type of housing. Pre-teach vocabulary that students are going to need for this lesson:

Photo 1 – *yurt, nomadic lifestyle*

Photo 2 – *underground, cool air, dig*

Photo 3 – *stilts, protection from bad weather, safety, floods*

- 1** In pairs or as a group, students complete the exercise. Check answers by asking different students around the class. Elicit if they know of other countries where people live in the same type of housing.

### Answers

- 1 Mongolia 2 Tunisia 3 the Philippines

## EXAM SKILL

### Predicting

Ask students to read the tips.

- Prediction helps students when they listen because it prepares them for what they are about to hear. Whether their predictions are correct or not, the process helps them to know what to expect and helps them to start thinking about the topic even before they hear anything. Remind students that we make predictions all the time. When listening to a foreign language, we can use two main types of information to help predict what is going to be said next:

#### Background knowledge

Background – general knowledge of the world; knowledge of the foreign culture; specific subject knowledge.

#### Knowledge of context

Context – the situation (who is speaking, where and when); the 'co-text' – what has been said so far.

- Point out that students have described types of housing and this should help them predict what type of information they are going to listen to.
- If students predict the sort of things they are going to hear in the listening test, they can reduce the amount they need to listen out for during the test. Students usually have 30 seconds before the first listening to look at the questions and options and think of what they're going to listen to. Remind students that this strategy, predicting information, helps them identify relevant points and reject irrelevant information.

- 2** Ask students to complete the exercise and then compare in pairs.

- 3**  1.12 Play the audio for students to listen and check their answers.

### Answers

- 1 T 2 T 3 F 4 T 5 T


## OPTIMISE YOUR EXAM

### 3-option multiple choice (interview)

Ask students to read the tips.

- Students often make the mistake of writing the first answer they hear. Remind them to listen for gist – the key words – the first time and build a general image in their mind of the opinion and attitude of the speakers. In the second listening, remind students that they should listen for any key words and synonyms and eliminate the options they think are incorrect.
- Highlight that the speaker may discuss all the options but will highlight one as the key point. Students should listen out for words like *but ...* and *though ...* which signal that the speaker is homing in on what is important to him/her.
- Exam questions usually involve 'paraphrasing': sentences with the same meaning as the options but with different words. Using synonyms is one of the main methods of paraphrasing. It is a very important skill that will help students in all areas of an exam.

## ▼ Exam task

- 4**  1.12 Play the audio for students to listen and complete the exercise. Play the audio again for them to check their answers. In open class, discuss the specific clues that helped students choose their answers.

### Answers

- 1** A (*My interest in houses, though, was really started by my dad getting a new job in China.*)  
**2** A (*I thought it was going to be smoky, and a bit frightening, but it wasn't at all. It was really peaceful and I actually slept very well.*)  
**3** B (... *you can step into the cool air and get away from the sun.*)  
**4** C (**The real reason**, *though, is that there are often floods in the area.* – Highlight this connector that signals the speaker is about to say the most significant point.)  
**5** B (... *go back to Ireland and design a house using some of the things I learnt.*)

### Extra support

Ask students to listen again and note down the distracting information for the incorrect options. Alternatively, give students the audioscript and ask them to underline the distracting information.

### Answers

- 1** I used to want to be an architect. / I would often watch programmes about unusual buildings on television.  
**2** One family invited me to spend the night with them in their yurt. I thought it was going to be smoky, and a bit frightening, but it wasn't at all.  
**3** It's perfectly safe, although it's very hot work digging out the rooms.  
**4** That can be useful for keeping rats out of the house. / It also creates a space under the house for animals like sheep.  
**5** I've just finished a tour visiting houses in countries all around the world, and I've written a book.

### Homework

Assign students Listening exercises 1, 2, 3 and 4 on page 16 of their Workbook.



## GRAMMAR 2

### *used to and would*

→ Student's Book, page 19



## Lesson aims

- Understand the correct usage of *used to* and *would*
- Practise using *used to* and *would*

### Lead-in

In pairs, students find out things about their partner's childhood (e.g. *I lived in a small flat.*). Encourage students to use the past simple and elicit answers in open class.

## Grammar in context

Ask students to complete the task. Check their answers and ask them to read more about *used to* and *would* in the *Remember* box.

Remind students that they can find more information in the Grammar reference, Unit 2, page 149.

### Answers

1 T 2 F 3 T 4 F

### Language note

Highlight that neither *used to* nor *would* can be used to refer to single actions in the past. For example, it would not be possible to use either form in this sentence: *I moved to Barcelona in 2012.*

When students describe habitual actions and temporary or repeated events in the past, it's a good idea to try to vary their choice between *used to*, *would* and the past simple to make their descriptions more interesting, e.g. *I used to live quite near my school, so every day I would walk there with my friends.*

An important difference between *used to* and *would* is that *would* is not used with stative verbs, such as *love*, *be*, *understand* and *feel*. The use of *would* is more restricted than that of *used to*. Advise students that if they aren't sure which one to use, it's best to choose *used to*.

Remind students that the contracted form of *would* is 'd.

- 1** Ask students to complete the exercise. Have them compare in pairs before you check answers in open class.

### Answers

1 both 2 both 3 did you 4 used to 5 didn't use to 6 did you

### Language note

Point out that two verbs, *live* and *work*, are not usually listed as stative verbs, but they can be used to describe states. When they describe more temporary situations, they act like dynamic verbs and we tend to use a continuous tense:

*She's living with her parents until she can find a new flat.* (temporary situation)

But when they describe permanent or long-lasting states, they act like stative verbs and we use a simple tense. They can go with *used to* to talk about the past, but not *would*:

*He used to live in Spain, but now he lives in France.*

*He would live in Spain, but now he lives in France.*

Highlight that both *love* and *be* are state verbs and remind students that stative verbs often describe states which last for quite a long time.

- 2** Ask students to complete the exercise. Have them compare in pairs and expand their answers before you check answers in open class. Elicit some examples. Ask students if they can replace *used to* with *would* in their sentences.

### Answers

Students' own answers

- 3 Ask students to complete the exercise. Check answers in open class.



### Answers

1 used to 2 didn't use to 3 would / used to 4 didn't use to  
5 didn't use to 6 Didn't they use to 7 would / used to  
8 would / used to

THINK | RESEARCH | **CULTURE** | LEARN | ME

Ask students to complete the task. Alternatively, they could prepare this for homework and read their descriptions to each other in pairs at the start of the next lesson.



### Homework

Assign students Grammar 2 exercises 1 and 2 on page 15 of their Workbook.

Assign students the Flipped classroom tasks on page 20 of their Student's Book if you'd like them to prepare for the next lesson. To complete this task, students need to watch the *Talk2Me* video which can be found on the Resource Centre.



## SPEAKING

### Extended turn (photos)

→ Student's Book, page 20



## Lesson aim

- Describe photographs

The *Talk2Me* video in this unit focuses on describing where things are. In the audio tracks, people discuss what is happening in a photo and talk about where different objects are in a photo. Students answer some comprehension questions and then listen out for expressions to say where things are. The video can be used in one of two ways:

### Flipped classroom

#### Flipped classroom option

Using this approach, students watch the video and complete the exercises for homework. This prepares students for the speaking lesson by introducing them to the topic and the key phrases to use in the exam task. Teachers who use this method will find they have more class time to spend on activating the target language and developing fluency for the final task.

#### *Talk2Me* worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

## Classroom option

### Lead-in

Divide the students into two teams. Call out letters randomly (don't use the letter X) and ask teams to think of a word they've learnt so far which begins with that letter. Students put up their hand if they know a word. Choose the first student who puts their hand up and ask him/her to say the word then spell it. If it is correct, their team gets a point. Play for a set time. At the end, the team with the most points wins.

- 1 Ask students to read the questions. Play the *Talk2Me* video for students to complete the exercise. Play the video again, if necessary, before checking their answers.



### Answers

1 They are looking for something to eat / a tin of biscuits which has been hidden.  
2 3/4 years old  
3 **Beginning:** tidy, there's a note on the table  
**Middle:** untidy, messy from baking, flour on the table  
**End:** clean/tidy with cookies on the table

- 2 Play the *Talk2Me* video again, so students can underline the phrases in the *Phrase expert* box. Pause the video from time to time if necessary. Check answers in open class.



### Answers

on the right, at the top, to the left of the ..., above the ..., behind the ..., in front of the ...

## *Talk2Me* worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.



### Answers

The transcript and answer key for the *Talk2Me* video exercises and Worksheet can be found on the Teacher's Resource Centre.

- 3 In pairs or as a group, students ask and answer the questions. Elicit answers from different students around the class.



### Suggested answers

1 A teenage boy listening to music in his bedroom; he is in the foreground and on the right of the picture. He's lying on his bed. In the background on the left there is a desk with a lamp, laptop and small set of shelves on it. In the background near the desk there is a larger set of shelves with books on them. In front on the desk there is an orange chair. Behind the desk there is a window with orange curtains.  
2 Students' own answers


## Optional extension

Give students further practice for saying where things are using the phrases in the *Phrase expert* box. In pairs, ask students to describe the position of an object in the classroom without saying what it is for their partner to guess from the description of the positioning of the object.

**EXAM SKILL****Saying where things are**

Ask students to read the tips.

- In speaking exams, students often need to describe photographs that depict everyday situations and give a simple description of what they can see in their photograph. This part of the exam allows candidates to demonstrate a wide range of vocabulary and their ability to organise language in a long turn lasting approximately one minute.
- In this task, students need to do three things: refer to the picture, describe the picture and speculate about the picture. In this lesson, students learn key expressions to refer to the objects in a photo.

- 4**  1.13 Play the audio for students to listen and complete the exercise. Check answers in open class.

**Answers/Audioscript**

This is a photo of two blonde girls in a living room. They're sitting on a sofa and both of them are using their laptops. In the background, on the left, there's a small picture on the wall. In the background behind the sofa, there are two red lamps. Between the lamps there's a big picture on the wall. On the left, next to the sofa, there are two small tables. On one of the tables, there's a plant and on the other one, there's a small lamp and some candles. On the sofa, to the left of the girls, there are two green cushions and on the sofa to the right of the girls, there are two more cushions. In the foreground, on the floor in front of the sofa, there's a bright orange rug. In the foreground on the right, you can see part of another sofa.



- 5** Ask students to complete the task. Elicit if students' drawings were the same or different.

**Answers**

Students' own answers

**OPTIMISE YOUR EXAM****Extended turn (photos)**

Ask students to read the tips.

- Students should give a general description of the scene, e.g. *This photograph shows ... In this photo I can see ... This is a photo of some people ...*
- Students should then move on to give specific details. A good description will include something about the people, the place, the action and what is in the background (*Where are they? What are they doing? Who are they? How old are they? What are their feelings? What are they wearing?*).
- Remind students to talk in sentences and not just produce a list of items they can see.

- 6** In pairs, students take turns to describe the photo. Remind them to time each other so that they speak for at least one minute.

**Homework**

Assign students Speaking exercises 1, 2 and 3 on pages 16–17 of their Workbook.

OWB

**LANGUAGE IN USE****Open cloze**

→ Student's Book, page 21

SB

**Lesson aims**

- Focus on result clauses
- Practise an open-cloze exam task

**Lead-in**

In groups, ask students to write the unit theme *House and Home* in the centre of a blank page. Encourage them to make a 'vocabulary network' with related ideas branching out in all directions, categorised into sub-themes, e.g. *types of houses, furniture, rooms, associated phrasal verbs, adjectives and expressions*, etc. Students can look back over the unit for ideas and add drawings and lots of colour. Set a five-minute time limit and walk round, helping students if necessary. In a less confident class, ask students for their ideas and make a collective mind map on the board.



- 1 In pairs, ask students to complete the exercise. Elicit answers from different students around the class.

### Suggested answers

- 1 A boat that looks like people live on it – it's on a canal in the middle of a town.  
2 Positive points: lower cost, freedom, simple life, closer to nature, etc. Negative points: small, cold, poor internet connection, not safe, etc.

### Remember

Ask students to read the information.

We can use *too* before an adjective, e.g. *It's **too** hot*, or before an adverb, e.g. *You walk **too** quickly*. Before a noun, we use *too much* (uncountable nouns) or *too many* (countable nouns), e.g. *I drank **too much** lemonade. I ate **too many** sandwiches*.

We can also use *too much* after a verb, e.g. *I ate **too much***.

We use *enough* before a noun, e.g. *We have **enough** pens*, but after an adjective or verb, e.g. *He isn't tall **enough** to go on all the rides*.

Sentences with *too* and *enough* are often followed by *to* + verb infinitive, e.g. *I'm not tall enough **to reach** that book. = I'm too short **to reach** that book*.

*So* means *very*, e.g. *It's **so** hot!* *So* is generally used before an adjective or an adverb, e.g. *He's **so** clever! He plays the guitar **so** well!*

In modern English, *so* is increasingly being used before nouns and verbs, e.g. *That top is **so** last year!* (= That top is last year's fashion.)

*Such* also means *very*. *Such* is used before an adjective and noun, e.g. *They are **such** bright students. A/an, if necessary, go after **such**, not before, e.g. That's **such a** pretty scarf! NOT *That's a **such** pretty scarf!**

*So* and *such* can be used with a *that* clause, to show a result of the first clause, e.g. *I was **so** tired **that** I slept for hours. It was **such** a nice day **that** we decided to go for a swim.*

Remind students that they can find more information in the Grammar reference, Unit 2, page 150.

### Fast finishers

Ask students to make sentences similar to the examples for each point in the *Remember* box. Ask students to read out their sentences and discuss as a class if they are correct. Encourage them to make questions and negative sentences from their examples.

- 2 Ask students to complete the exercise. Have them compare in pairs before you check answers in open class.

### Answers

- 1 such 2 so 3 so 4 such 5 so 6 such

- 3 Ask students to complete the exercise. Elicit if they agree or disagree with the statements and try to develop an open-class discussion.

### Answers

- 1 a 2 b 3 c 4 a 5 c

### Open cloze

Ask students to read the tips.

- The open-cloze exam task in the Reading paper is designed to test students' reading for detailed understanding at word/sentence level. It is a 120–150-word text with six gaps. Candidates have to think of the word which fits each gap.
- Encourage students to read the whole text first and to read the whole sentence before deciding on which word to write to complete the gap.
- Good spelling is essential in this task. In many official exams, a misspelt word means no marks.

### Exam task

- 4 Students complete the exercise. Check answers.

### Answers

- 1 so 2 too 3 enough 4 such 5 to 6 a

### Homework

Assign students Language in Use exercises 1, 2 and 3 on page 17 of their Workbook.

OWB

## WRITING

### An article

→ Student's Book, pages 22–23

SB

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### Lesson aims

- Focus on getting the reader's attention
- Plan and write an article

### Lead-in

In pairs, ask students to race to list as many ways as possible to get good marks in a writing exam. Set a two-minute time limit and give regular updates, e.g. *One minute left ... Thirty seconds to go ... Time's nearly up ...* Ask students to total up the number of ideas they have thought of. Ask the pair with the most ideas to read out their list. If appropriate, ask the students to come up and write on the board.

### Suggested answers

Good spelling, correct grammar, good layout, right style, correct use of conventions such as *Dear/Yours sincerely*, good punctuation, interesting ideas and facts, logical development, nice conclusion, good opening, use of personal examples, good topic sentences, correct number of words, etc.

- 1 Students discuss the questions. Elicit answers.

### Answers

Students' own answers

**EXAM SKILL****Using the right style**

Ask students to read the tips.

- Before students start writing a text in an exam, one of the first things they need to ask themselves is 'Who is my intended audience?' The answer to this essential question will help them decide on the layout of their text, its style, language and level of formality. Remind students that whichever style they write in, they must be sure to keep it consistent and not mix styles.
- Students should try to impress the examiner in other ways, such as good spelling, grammar and punctuation. For example, a great introduction with a strong opening sentence that tells the reader what the article is going to be about. Rhetorical questions are also useful. These are questions where you don't really expect an answer, such as *Have you ever ...? What do you think about ...? Are you one of those people who think that ...?*, which address the reader directly and invite him or her to read on. By using some simple writing techniques, students may be able to earn higher marks in writing exams at this level.

For more information on articles, refer students to the Writing reference, page 170.

- 2** Students complete the exercise. Check answers.

**Suggested answers**

A friendly neighbourhood / Just neighbours or good friends?

- 3** Students complete the exercise. Check answers.

**Suggested answers**

What makes a friendly neighbourhood?  
Have you ever wondered what makes a friendly neighbourhood?

**OPTIMISE YOUR EXAM****An article**

Ask students to read the tips.

- For an article to work, it has to be interesting. Remind students how they feel when they read boring articles in magazines, newspapers, blog posts, etc. Students should first generate lots of interesting ideas about the topic and consider what the reader wants to know. They can then develop their ideas to form the basis of their writing.
- Highlight that in articles, the best endings link back to the starting point in some way. A good article has a clear and logical progression of ideas and a conclusive ending that summarises the main point.

- 4** Ask students to complete the exercise. Check answers in open class.

**Answers**

- 1** Is it the people, the buildings or something else? / So, if you want a friendly neighbourhood, make friends with your neighbours!  
**2** You can't do that ... / It's a great place to be ...

**3** My neighbourhood is very friendly, and I think I know why. / In our local square, everyone shares their news. / Some families in my area have been there for 70 years!

**4** Some families in my area have been there for 70 years! / So, if you want a friendly neighbourhood, make friends with your neighbours!

**Exam task**

- 5** Ask students to complete the exercise. Check answers in open class.

**Answers**

Students' own answers

- 6 Plan** Ask students to complete the paragraph plan. Review and give advice.

**Answers**

Students' own answers

- 7 Write** Students write a short article in about 100 words in an appropriate style. Depending on time, it may be a good idea to set this and the subsequent checklist exercise for homework.

- 8 Check** Students complete the checklist.

**Homework**

Assign Writing exercises 1, 2, 3 and 4 on page 18 of their Workbook and Progress check 2 on page 19.

OWB

**Answers** **PROGRESS CHECK Units 1-2****Exercise 1**

**1** meet **2** are you crying **3** doesn't **4** do you play **5** I don't know

**Exercise 2**

**1** was looking, found **2** didn't go / did not go, was feeling / felt  
**3** were we talking, came

**Exercise 3**

**1** c **2** e **3** a **4** b **5** d

**Exercise 4**

**1** used **2** play **3** ✓ **4** Did **5** ✓

**Exercise 5**

**1** so **2** enough **3** such **4** too **5** enough

**Exercise 6**

**1** forward **2** in **3** up **4** up **5** into **6** from making **7** on **8** seeing  
**9** trying **10** tidy

**Exercise 7**

**1** personality **2** friendship **3** creativity **4** shyness **5** generosity  
**6** unreliable **7** politeness

**Exercise 8**

**1** fast **2** deep **3** wide **4** hedge **5** big **6** attic **7** balcony