

# Around the house

## 1 VOCABULARY

- a** Focus on the picture of the house and ask Sts *What is it?* to elicit that it is a house. Point to the first word (*bedroom*). Get students to repeat. Say each of the words and get Sts to repeat the rooms in the house and the items of furniture. Pause as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice modelling and drilling the pronunciation as necessary, and getting choral and individual responses.

### Vocabulary notes

#### Word stress

The first syllable or first word in the rooms of the house is stressed, e.g. *bedroom*, not *bedroom*.

Focus on the table and read the titles of each column out loud. Use the examples to explain the meaning of *rooms* and *furniture*.

Give Sts time to complete the table with the other words. Check answers.

rooms in the house	furniture
bedroom, kitchen, living room, bathroom, dining room	an armchair, a bed, a cooker, a fridge, a lamp, a laptop, a picture, a shower, a sink, a sofa, a table, a toilet, a TV

- b** Focus on the instructions and make sure Sts understand sentences 1-6. Give them time to look at the picture in exercise **a** again and tick the correct sentences. Get Sts to compare with a partner, and then check answers.

Students should tick 2, 4

- c** Focus on the instructions and make sure Sts understand they should write the correct answers for sentences 1, 3, 5 and 6 from exercise b. Give them time to write the correct sentences. Get Sts to compare with a partner, and then check answers. Get students to read out the full sentences when checking the answers.

- 1 There is a table in the dining room.
- 3 The toilet is in the bathroom.
- 5 There is a cooker in the kitchen.
- 6 There is a sofa and an armchair in the living room.

- d** In this speaking activity, Sts practise vocabulary for rooms in the house and furniture. Focus on the instructions and the example dialogue. Get a volunteer St to read the dialogue out loud with you. Make sure Sts understand what they have to do. You could do an example with the class. Put Sts in pairs and give them a few minutes to ask and answer the questions. Monitor and help. When Sts have asked and answered about all the items of furniture in the picture, you could ask the whole class some questions to round up the activity.

## 2 READING

- a** Focus on the text and read the title out loud. Tell Sts to read and listen at the same time. Now you read the text out loud for the Sts. Then focus on the instructions and give Sts time to read the words. Get Sts to tick the rooms and furniture that are in Francesco's apartment. Check answers with the class.

Students should tick bathroom, bedroom, kitchen, living room, sink, sofa, toilet.

- b** Focus on the instructions and make sure Sts understand the questions and the answers. Give them time to match the questions and the answers. Get Sts to compare with a partner, and then check answers.

4, 1, 5, 6, 2, 3

- c** Focus on the task and make sure that Sts understand they should write about their own house or apartment, similar to the text about Francesco. If necessary, you can brainstorm things they can write about on the board, e.g. rooms, number of rooms, furniture in different rooms, etc. Give Sts time to write a short text. Monitor and help. Put Sts in pairs or small groups. Get them to take turns reading their texts to each other. You could ask a few volunteer students to read out their texts to the class to wrap up the activity.

# Daily routines

## 1 VOCABULARY

- a** Focus on the pictures. Point to the first verb phrase (*brush your teeth*). Get students to repeat. Say each of the words and get Sts to repeat. Pause as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice modelling and drilling the pronunciation as necessary, and getting choral and individual responses.
- Focus on the instructions and make sure students understand they should match the pictures to the verb phrases.
- Give Sts time to write the numbers of the pictures next to the correct verb phrase.
- Get Sts to compare with a partner, and then check answers.

1, 4, 7, 6, 5, 3

- b** Focus on the instructions. Copy the first set of prompts onto the board. Then ask Sts How can I use these words to make a question? Elicit the answer and write it on the board (*Do you brush your teeth in the morning?*).
- Give students time to write the other questions. They can work in pairs if necessary.
- Get students to compare with a partner, and then check answers. You may like to write the answers on the board so Sts can check their spelling.

- 1 Do you brush your teeth in the morning?
- 2 How often do you check social media?
- 3 When do you have a snack?
- 4 Do you wash your face in the evening?
- 5 Do you feed the cat?
- 6 What time do you get dressed?

- c** In this speaking activity, Sts practise using the new daily routines verbs. Model by reading the speech bubbles with a volunteer student. You can model again by choosing another daily routine verb and asking the question.
- Put Sts in pairs and give them a few minutes to ask and answer the questions.
- Monitor and help.
- When Sts have asked and answered about all the new daily routines, you could ask the whole class some questions to round up the activity.

## 2 READING

- a** Focus on the text and read the title out loud.
- Tell Sts to read and listen at the same time. Now you read the text out loud for the Sts.
- Then focus on the instructions and explain that Sts should write one word to complete each sentence.
- Give Sts time to complete the sentences with the missing words.
- Get Sts to compare with a partner, and then check answers. You may like to ask Sts to say the complete sentences to check pronunciation.

1 Peru 2 pilot 3 Tuesdays 4 lunch 5 a snack/snacks  
6 hotel

- b** Focus on the instructions and make sure Sts understand the questions and the possible answers. Explain that there is only one possible answer for each question.
- Give them time to choose the correct answer for each question.
- Get Sts to compare with a partner, and then check answers.

1 a 2 c 3 a 4 c 5 b

- c** Focus on the task and make sure that Sts understand they should write about their daily routine, similar to the text about Paula. If necessary, you can brainstorm other daily routine verbs they have learned and write these on the board so they can use them in their texts.
- Give Sts time to write a short text.
- Monitor and help.
- Put Sts in pairs or small groups. Get them to take turns reading their texts to each other.
- You could ask a few volunteer students to read out their texts to the class to wrap up the activity.

# Extra Reading 1

## Units 1-3

**a** Focus on the text and read the title out loud.

Tell Sts to read and listen at the same time. Now you read the texts out loud for the Sts.

Then focus on the instructions and make sure Sts understand the questions.

Give Sts time to answer the questions. Encourage them to write complete sentences.

Get Sts to compare with a partner, and then check answers.

- 1 Her name is Maria Clara.
- 2 She's from Brazil.
- 3 She's a teacher.
- 4 She's a student at the English Academy.
- 5 There are five students in her class.

**b** Focus on the instructions and make sure Sts understand the sentences and the possible answers.

Give them time to read the text again and choose the correct answers.

Gets Sts to compare with a partner, and then check answers. You may like to ask Sts to say the complete sentences to check pronunciation.

- 1 b 2 a 3 b 4 b 5 b 6 a

**c** In this speaking task, Sts will practise asking and answering questions about personal information. This task gives them the opportunity to practise what they have learned so far. Focus on the instructions and brainstorm some questions they could ask. Then read out the example in the speech bubble.

Give Sts a few minutes to prepare.

Put Sts in pairs and give them a few minutes to ask and answer the questions.

Monitor and help.

# Extra Reading 2

## Units 4-6

**a** Focus on the texts and read the title out loud.

Tell Sts to read and listen at the same time. Now you read the texts out loud for the Sts.

Then focus on the instructions and explain that Sts should write the correct name (Douglas or Sandra) to complete each sentence.

Give Sts time to complete the sentences with the missing names.

Get Sts to compare with a partner, and then check answers. You may like to ask Sts to say the complete sentences to check pronunciation.

1 Sandra 2 Douglas 3 Douglas 4 Sandra

**b** Focus on the instructions and make sure Sts understand the sentence halves. Explain they must read the text again and match the two sentence halves.

Give them time to choose the correct ending for each sentence.

Get Sts to compare with a partner, and then check answers.

1 b 2 d 3 c 4 a

**c** In this speaking task, Sts will talk about themselves.

This task gives them the opportunity to practise what they have learned so far. Focus on the instructions and brainstorm some ideas of what they could say for each bullet point. Then read out the example in the speech bubble.

Give Sts a few minutes to prepare.

Put Sts in pairs and give them a few minutes to take turns talking about themselves.

Monitor and help.

To wrap up the activity, you could ask a few students to name some things they have learned about their classmate.

# Extra Reading 3

## Units 7-9

**a** Focus Sts on the text and ask *What type of text is this?* Elicit that it is a conversation.

Tell Sts to read and listen at the same time. Now you read the conversation out loud for the Sts.

Then focus on the instructions and make sure Sts understand they should write the missing verb. Explain that the verb might be positive or negative.

Give Sts time to complete the sentences with the missing verbs.

Get Sts to compare with a partner, and then check answers. You may like to ask Sts to say the complete sentences to check pronunciation.

You could wrap up the activity by asking Sts to read the conversation in pairs.

1 doesn't like   2 is 3 starting   4 can't take

**b** Focus on the instructions and make sure Sts understand the questions and the answers. Explain they must read the text again and complete the questions with the missing words.

Give them time to complete the questions.

Get Sts to compare with a partner, and then check answers.

1 does Emma want to go   2 does Carlos want to watch  
3 What time   4 Where is Oliver   5 does Oliver hate

**c** In this speaking task, Sts will do a role-play. Focus on the instructions and read out the example in the speech bubble.

Put Sts in pairs and give them a few minutes to take turns role-playing the conversation in Activity 1.

Monitor and help.

# Extra Reading 4

## Units 10-12

**a** Focus Sts on the text and ask *What type of text is this?* Elicit that it is a text message conversation.

Tell Sts to read and listen at the same time. Now you read the text out loud for the Sts.

Then focus on the instructions and make sure Sts understand the questions.

Give Sts time to read the text and answer the questions.

Get Sts to compare with a partner, and then check answers.

You could wrap up the activity by asking Sts to read the conversation in pairs.

1 Because of their flights (on 12th October). 2 She invited all the family. 3 It's on 13th October. 4 Yes, he does.

**b** Focus on the instructions and make sure Sts understand the sentences. Explain they must read the text again and correct the sentences.

Give them time to write the correct sentences.

Get Sts to compare with a partner, and then check answers.

1 Jack didn't book the flights for 12<sup>th</sup> October. / Jack booked the flights for 13<sup>th</sup> October.  
2 Deb's mum invited all the family to the party.  
3 Jack can change the flights.  
4 Deb is looking at the tickets now.

**c** In this speaking task, Sts will do a role-play. Focus on the instructions and make sure Sts understand what to do.

Put Sts in pairs and give them a few minutes to take turns role-playing the conversation.

Monitor and help.

You could wrap up the activity by asking some students to read their alternative conversation to the class.

# Extra Reading 5

## Units 1-12

- a** Focus Sts on the text and read the title. Ask Sts what they already know about Emma Watson.  
Tell Sts to read and listen at the same time. Now you read the text out loud for the Sts.  
Then focus on the instructions and make sure Sts understand the sentences.  
Give Sts time to read the text and decide if the sentences are true or false.  
Get Sts to compare with a partner, and then check answers.

1 F 2 T 3 T 4 T 5 F

- b** Focus on the instructions and make sure Sts understand the sentences. Explain they must read the text again and correct the sentences from Activity 1.  
Give them time to write the correct sentences.  
Get Sts to compare with a partner, and then check answers.

1 Emma Watson was born in France.  
4 She didn't stop studying because she was an actress.  
5 She studied for five hours every day.  
6 She was a student in the UK and the USA.

- c** Focus on the instructions. Make sure Sts understand the information in the table.  
Give them time to complete the table about a family member.  
Monitor and help.  
Put Sts in pairs and give them a few minutes to take turns telling each other about their family member.  
You could wrap up the activity by asking some students to tell the class about their family member.

# Extra Reading 6

## Units 1-12

- a** Focus Sts on the text and read the title. Ask Sts What is different about Felipe's life? Elicit that he has a new job. Tell Sts to read and listen at the same time. Now you read the text out loud for the Sts. Then focus on the instructions and make sure Sts understand the questions. Give Sts time to read the text and answer the questions. Get Sts to compare with a partner, and then check answers.

- 1 He is from Buenos Aires/Argentina.
- 2 He is in Dallas/the USA.

- b** Focus on the instructions and make sure Sts understand the sentences. Give them time to read the text again and decide if the sentences are true or false. Get Sts to compare with a partner, and then check answers.

- 1 F
- 2 F
- 3 T
- 4 F
- 5 T

- c** Focus on the instructions. Copy the first set of prompts onto the board and ask Sts to help you put the words in order to make questions. Write the completed question on the board (What time did Felipe arrive in Dallas?). Give Sts time to write the questions. Get Sts to compare with a partner, and then check answers. You may like to write the questions on the board so they can check their spelling.

- 1 What time did Felipe arrive in Dallas?
- 2 How did Felipe go to his apartment?
- 3 Who did Felipe meet at the office?
- 4 What did Felipe buy on Monday?

- d** Focus on the instructions and explain that Sts should write the answers to the questions in Activity c. Give Sts time to answer the questions. Get Sts to compare with a partner, and then check answers.

- 1 Felipe arrived in Dallas at 5 p.m.
- 2 He went by taxi.
- 3 He met lots of people.
- 4 He bought clothes and a video games console.



# Extra Reading 7

## Units 1-12

**a** Focus Sts on the texts and read the title.

Tell Sts to read and listen at the same time. Now you read the texts out loud for the Sts.

Then focus on the instructions and make sure Sts understand the sentences.

Give Sts time to read the text and write the correct name to complete each sentence.

Get Sts to compare with a partner, and then check answers.

- 1 Anthony
- 2 Martha
- 3 Martha
- 4 Martha
- 5 Anthony

**b** Focus on the instructions and make sure Sts understand the questions.

Give them time to read the text again and answer the questions. Encourage them to write full sentences.

Get Sts to compare with a partner, and then check answers.

- 1 Antony lives in New York.
- 2 He learned about the history of Canada.
- 3 He liked Jacques-Cartier National Park.
- 4 Martha stayed at a hotel.
- 5 The buildings were white.

**c** Focus on the task and make sure that Sts understand they should write about their last holiday, similar to the texts in Activity 1.

Give Sts time to write a short text.

Monitor and help.

Put Sts in pairs or small groups. Get them to take turns reading their texts to each other.

You could ask a few volunteer students to read out their texts to the class to wrap up the activity.