

# 5 | IT FEELS LIKE HOME

## Objectives

FUNCTIONS	making suggestions; talking about events in the past
GRAMMAR	past simple (regular verbs); modifiers; <i>quite, very, really</i>
VOCABULARY	parts of a house and furniture; adjectives with <i>-ed / -ing</i> ; phrasal verbs with <i>look</i>

Student's Book page 48–49

## READING

- 1 1.46 If you have an interactive whiteboard (IWB), do this as a heads-up activity with the whole class. Say: *Where's the kitchen?* Individual students come up to the board to point to the correct room. Elicit reactions from the rest of the class, but don't confirm answers yet. Repeat for the remaining rooms. Play the audio to check answers, then again to practise pronunciation.

### Answers

1 C 2 E 3 D 4 A 5 F 6 B

- 2 Students quickly match the verbs to the rooms. In some cases, more than one room will be possible.
- 3 **SPEAKING** Ask the class: *What do you do in the kitchen?* Point to the verbs in Exercise 2 and elicit a response using the present simple, e.g. *I eat in the kitchen.* Ask: *What other things do you do in the kitchen?* Try to elicit a response involving a verb not included in Exercise 2. Instruct students to talk about the other rooms in pairs. Allow about two or three minutes. Monitor students' use of the present simple and their pronunciation. Make a note of any major mistakes to review at the end of the activity with the whole class, but avoid interrupting conversations for error correction.

### Suggested answers

C cook  
E sleep  
C, D wash  
A watch TV (Arguably, *with the increased use of mobile devices to watch TV, people could do this in any room.*)  
C, F eat  
B play football

- 4 **SPEAKING** Check/clarify key vocabulary: *queue, TV presenter, TV show, Lego toy bricks, charity.* Check: *toilet, shower, fridge, cooker, tables, bed* by asking students in which room they normally find them. Alternatively, display photos from page 48 on the IWB, and ask individual students to label or point to the relevant items. Ask students to look at the picture and title on page 49. If you're using an IWB, display the photo with books closed. Elicit students' initial ideas about the house in open class.

### Optional extension

Write students' initial ideas on the board so they can check them as they read. After they've read the article quickly – set a time limit of say, two minutes – conduct brief whole-class feedback checking off the items from the board mentioned in the text. This aims to practise students' skim-reading skills.

- 5 1.47 This exercise is closely modelled on Reading Part 4 of the Cambridge English: Key exam. Ask students to read the statements first, and underline key words. If you did the optional skim-reading task, students could try to answer the questions from memory before they read again to check. Alternatively, students read and then answer the questions, underlining the key information in the article that supports their answers. Ask students to compare answers in pairs before you check with the whole class. Encourage students to use as much English as possible to convince their partner that theirs is the correct answer, where they have different answers. During feedback, ask students to justify their answers by referring to the text.

### Mixed-ability

In a weaker class, play the audio, stopping after the information for each question to allow students time to answer each one before you move on. In stronger classes, students could read without the audio.

### Answers

1 B 2 B 3 C 4 A 5 C 6 A

### Optional extension

If you want to explore some of the vocabulary from the text further, or for an extra challenge for strong learners, ask students to try to work out from the text the meaning of: *ordinary, take something to pieces, donate.*

## THINK VALUES

### Community spirit

- 1 Focus on the title *Community spirit*, and try to elicit meaning, for example: *people working together; people doing something for others*. Ask: *Is there a similar expression in your language?* Give students a few minutes to match in pairs. You could do the first one in open class. This would also enable you to check/clarify: *laughed*. Check answers as a whole class.

#### Answers

1 c 2 b 3 a 4 d

- 2 **SPEAKING** Students prioritise values individually before they compare rankings in pairs. Stress that there are no right or wrong answers. Encourage students to give reasons for their rankings. Allow two or three minutes for the activity. Monitor to check that students are using English, and if necessary, bring their attention to the examples on the page. To follow up, put two pairs together to form groups of four to compare their ideas for another minute. Finally, conduct whole-class feedback by asking each group if there were any interesting differences of opinion.

#### Optional extension

To extend the discussion, tell students that they are members of a local youth group and that their group leader has asked them to come up with a list of activities that they could do in the future. Activities need to promote the four values (a–d in Exercise 1).

Students work in pairs to come up with three possible activities for each value. Put pairs together to make groups of four. Each group needs to choose the best activity for each value. Pairs may well consider their own suggestions to be the best. This is not a problem as it will serve to stimulate genuine debate between pairs. Elicit feedback from each group, develop a list of activity suggestions on the board, and conduct a class vote on the best one.

### Student's Book page 50–51

## GRAMMAR

### Past simple (regular verbs)

- 1 Focus on the article on page 49. Ask: *When did the people make the Lego House? (a few years ago)*. Ask: *Does this refer to now, the past or the future? (the past)*. Focus students on Exercise 1 and ask them to find *start* in the text (*started* appears in the third line of the article). Students find, underline and write the past simple forms individually, then complete the rules. Students compare answers in pairs before you check with the whole class.

#### Answers

1 wanted 2 used 3 finished 4 worked 5 stayed  
6 planned 7 decided 8 tried 9 asked  
1 -ed 2 -d 3 consonant 4 -i 5 -ed

- 2 Do number 1 as a class, and write answers on the board. Students work individually. Ask them to compare answers in pairs before you check with the whole class. Nominate individual students to

write each past verb on the board for the rest of the class to check. Next, focus on numbers 0–2, and ask students who is the subject of each of the verbs. Encourage students to notice that the past simple form is the same after *he* and after *we* or *I*.

#### Mixed-ability

As an extra challenge for stronger learners, for each verb ask students to say which rule in the box governs its spelling.

#### Answers

1 started, finished 2 decided, painted 3 tried, wanted  
4 visited, wanted 5 studied, ordered 6 stayed, helped  
7 planned, watched

#### Fast finishers

Students choose six of the words from Exercise 1 to write true sentences about what they did, for example, *last weekend, last week, during their last holiday*, using the past simple.

Workbook page 46 and page 124

## PRONUNCIATION

To practise the pronunciation of *-ed* endings, go to Student's Book page 120.

## VOCABULARY

### Furniture

- 1 **▶▶1.50** Link the vocabulary to the reading article on page 49 by asking students to scan the list, and identify the words that appeared in the text (*cooker, shower, toilet*) – then ask them to find the pictures for these. Students complete the rest of the exercise individually. Ask students to compare ideas in pairs, then play the audio once for them to check answers, and again to practise pronunciation.

#### Answers

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

#### Optional extension

Memory challenge to promote assimilation of vocabulary: students test each other in pairs by covering up the wordlist, and taking turns to point to the various items. (A: *What's K?* B: *It's a lamp.*)

- 2 **SPEAKING** Students take turns to describe their homes. They should make a list of each room mentioned by their partner, and all of the furniture in it. This gives them a reason to listen. Instruct students to include all 12 objects from the exercise. Monitor students' use of target vocabulary and make a note of any errors in usage or pronunciation to review at the end of the activity with the whole class.

#### Fast finishers

Students write an inventory of their homes: they make a list of each room in their homes, and the furniture they contain.

Workbook page 48

## LISTENING

1 **SPEAKING** As a warm-up, ask students to look at and memorise the pictures for 30 seconds before they close their books. If you have an IWB, do this on screen with books closed from the outset. Prepare a list of five or six questions, for example: *Is there a garden in the pictures? (yes); Are there any chairs in the kitchen? (no); Is there a bathroom in the pictures? (no); Are there two armchairs in the living room? (No, there is only one.); Is there a carpet in the bedroom? (yes).* Students then take turns to describe each picture. The student listening looks at the picture and corrects and completes the description, as necessary. Monitor use of target vocabulary and *there is / there are*.

2 **1.51** Explain that the four speakers will each be talking about one of the pictures in Exercise 1. The task is to listen and decide which one they're talking about. Encourage students to listen for key words, for example, words for rooms in the house, words for furniture. Ask: *Which room is Sophie talking about?* Play the first dialogue and elicit the answer: *her bedroom*. Check answers as a class post-listening.

### Mixed-ability

In weaker classes, pause after *each* speaker to give students time to consider their answers. You may also want to allow them to compare ideas in pairs before you move on to the next speaker. In stronger classes, play the whole audio through without pauses.

### Answers

1 Daniel 2 Sophie 3 Mia 4 James

### Audio Script Track 1.44

1 Sophie

Interviewer Where's home for you, Sophie?

Sophie For me, home is the place where I can be happy. I'm thinking of my bedroom. I feel really happy there.

Interviewer What do you like best there?

Sophie My desk. It's got the docking station for my MP3-player, of course, with two very good speakers, so I can listen to my favourite music. That's cool.

2 James

Interviewer Where's home for you?

James That's a difficult question. I feel at home where it isn't noisy. Hmm. I think for me home is the living room at my grandparents' house.

Interviewer What things do you like best there?

James The big soft armchair. It's very comfortable. I love sitting in it and watching TV.

3 Mia

Interviewer Where's home for you?

Mia The kitchen in the flat where I live with my mum and my sister.

Interviewer What do you like best there, Mia?

Mia It's quite small but it's always busy and full of people talking and having fun. My mum's always cooking something and I love helping her. She asks me all about school and my friends. I love telling her about my life and then at the end there's a delicious cake to eat!

4 Daniel

Interviewer Where's home for you?

Daniel My garden.

Interviewer Your garden?

Daniel Yes, we've got a really big garden.

Interviewer And what do you like best there?

Daniel I like playing football there with my friends. It's great. I can forget about everything and just enjoy myself. I think when I'm with my friends I always feel like I'm at home.

3 **1.51** Before you play the audio again, students try and complete the table with details they remember from the first listening and check ideas in pairs. Play the recording twice, pausing after each speaker to allow time for students to check and record their answers. Students don't need to write full sentences, as the main focus is on listening for specific ideas rather than on sentence formation. As you check answers, you could play the audio again, stopping at the relevant parts.

### Answers

- 1 happy
- 2 listening to my favourite music
- 3 not noisy
- 4 sitting in the armchair, watching TV
- 5 kitchen
- 6 talking to my mum
- 7 friends
- 8 playing football (with my friends)

## GRAMMAR

### Modifiers: *quite, very, really*

1 Refer back to the listening section, and ask students to answer and complete the rule in pairs. Check answers as a class.

### Answers

- 1 Sophie 2 Mia 3 James  
1 really 2 quite

2 Remind students to use one of the four modifiers in each sentence they write. If pressed for time, this exercise can be skipped in class, and set as homework instead. However, it feeds into the exercises about self-esteem, so even if there is not enough time to do the complete exercise, perhaps ask students to make just one true sentence about each prompt.

### Fast finishers

Students write two sentences about each of the pictures in Exercise 1. They must use *very, really* or *quite* in each sentence.

Workbook page 47 and page 124



Be aware of common errors related to Modifiers, go to Get it right on page 124.

## THINK SELF-ESTEEM

### Feeling safe

- 1 Allow students four or five minutes to consider the questions individually and to make notes, then ask them to compare their ideas in pairs or small groups.
- 2 **SPEAKING** Students spend another two or three minutes expanding their notes into short paragraphs of two or three sentences. You could tell them about your own feelings first, as a model, before they start writing their sentences. Put students in groups of four or five to take turns to read and comment on each other's paragraphs. Monitor discussions, helping with any problematic vocabulary or grammar. Also provide any new language. Praise strong contributions – in terms of interesting ideas and nice language used – in open class at the end of the activity.

### Student's Book page 52–53

#### READING

- 1 A recording of this text is available with your digital resources. Check/clarify: *volcano, erupt, ash, destroy*. Ask students to look at the photos on the page or on the IWB. Ask: *Where do you think Jenny went on her holiday? (Pompeii, Naples, Italy are all possible answers here – but accept all suggestions without giving away the correct answers to motivate students to read the text to check their predictions.) Did Jenny enjoy her holiday? Accept all answers.*

Students read and listen to the text and complete the four sentences below the photos. This exercise practises skills tested in Part 8 of the Reading test in the Cambridge English: Key examination. If students have already done the initial skim-reading task, ask them to complete the sentences from memory and listen and read again to check. Ask students to compare answers in pairs before you check them with the whole class. Students may need help saying the numbers.

#### Answers

1 volcano 2 20,000 3 mosaics 4 2,000

#### BACKGROUND INFORMATION

Pompeii was a lively city in ancient Rome with a population of around 20,000, near the site of modern Naples in Italy. In 79 CE, the volcano Vesuvius erupted, and destroyed the entire city. The city lay forgotten for over 1500 years, first found again at the end of the 16th century, then explored in the mid-18th century. The layers of dry ash around the ruins and human bodies preserved a lot of the city almost exactly the way it was during Roman times. Today, it is a UNESCO World Heritage site, and receives nearly 2.5 million visitors a year.

#### Optional extension

Write students' initial ideas on the board so they can check them as they read. After they've read the blog quickly – set a time limit of say, two minutes – conduct brief whole-class feedback checking off the items from the board mentioned in the text. This aims to practise students' skim-reading skills.

- 2 Ask students to read the questions first and underline key words. Remind them they only need to include the relevant pieces of information from the text to answer the questions rather than go into a lot of extra detail. Students should underline information in the text that supports their answers. Students compare answers in pairs before you check with the whole class.

#### Answers

- 1 They are staying in Naples / Italy.
- 2 They travelled by train.
- 3 He told them about the history of Pompeii.
- 4 24 August 79 CE
- 5 She liked that they were big with lots of rooms, she liked the paintings and mosaics on the walls and she loved the bathrooms.
- 6 She thought it was really interesting.

#### WRITING

Students expand their notes from Exercise 2 to write a summary. Explain that 100 words is only about eight to ten sentences, so students should use their own words and the key information only to write about Jenny's holiday. Looking at what they underlined in the text for Exercise 2 should also help them decide what to include. Remind them to avoid copying sentences directly from the original text. This writing exercise could be set as homework, and followed up on in the next class. Students read their summaries to each other in pairs or small groups. Encourage listeners to make constructive comments: *What is good about each summary? What, if anything, is missing? How could the writer make their summary better?*

#### GRAMMAR

##### Past simple negative

- 1 Ask students to complete the sentences from memory, then check back in the text, before they complete the rule. Check answers as a whole class. Elicit that the form of *didn't* is the same for all persons. Elicit the form of the verb that follows *didn't*: the base form.

#### Answers

1 didn't 2 didn't 3 didn't

#### Rule

didn't

- 2 Students correct errors individually by writing out the revised sentences in full, then compare answers in pairs before you check with the class.

#### Answers

- 1 I didn't want to go home.
- 2 The poor people didn't live in big houses.
- 3 Dad didn't order a pizza for lunch.
- 4 It didn't rain in the afternoon.

#### Fast finishers

Students write four or five sentences in the past simple negative about Jenny's story.



- 3 **SPEAKING** Give students a minute to prepare. Students take turns in pairs to talk about their weekends. Alternatively, you could ask students to make at least one of the four statements untrue, and ask their partner to guess which one this is. Monitor the correct use of the past simple positive and negative forms, and make a note of any grammatical errors to review at the end of the activity as a whole class. Before you do this, nominate two or three students to tell the class about any interesting facts they learnt about their partners.

Workbook page 47 and page 124

## VOCABULARY

### -ed and -ing adjectives

- 1 Explain that the girl in the pictures is Jenny. To model the task, point at the first picture and ask: *How does Jenny feel?* Elicit the correct adjective: *amazed*. Students match the remaining pictures with the adjectives. Check answers. If necessary, drill the pronunciation through choral repetition of the words. The pronunciation of the -ed ending follows the same rules as the ending of the past simple (see Student's Book page 120).

#### Answers

- 1 amazed 2 interested 3 relaxed 4 bored  
5 annoyed

#### Optional extension

To practise the adjectives further, ask students to mime the feelings as you call out the words in random order. Alternatively, you could mention some situations, and ask all the students to show (not say) how they feel about them, then ask students to say how the person next to them is feeling. The situations could include: a maths test, a new boy band, world politics, philosophy, a sports car, etc.

- 2 Students complete the sentences from memory, then look back at the text to check their answers. Focus attention on the Look! box and read the rule together. Check understanding by asking students: *I watched a film last night. It wasn't very good. Was the film ... boring or bored? (boring); How did I feel when I was watching the film ... was I boring or bored? (bored)*

#### Answers

- 1 interested 2 interesting

- 3 Students complete the exercise individually. Check answers as a class. You could check through a show of hands. Encourage peer-correction, but also elicit explanations from students who've chosen the correct answers to help those yet to fully grasp the difference.

#### Answers

- 1 annoyed 2 amazed 3 boring 4 relaxing  
5 interesting

- 4 Students work individually. Allow about two or three minutes. Monitor and help with any unfamiliar vocabulary.

#### Fast finishers

Students can write five more sentences, but they should use the other variant of the adjectives in each one, that is: *boring, annoyed, amazed, interesting, relaxing*.

- 5 **SPEAKING** Pairs take turns to read their answers to each other. Encourage students to comment on each other's sentences by saying whether they feel the same way. Monitor their use of the adjectives. During feedback, nominate one or two confident students to share any interesting facts they learnt about their partners with the class.

Workbook page 48

## WRITING


### A blog post

- 1 Ask students to read the task carefully, and check that they understand what to do. Students answer all five questions in note form. They could refer back to Jenny's blog on page 52 for ideas. Monitor and help with any unfamiliar vocabulary. Allow up to ten minutes for planning, and move on to the actual writing when most students appear ready.
- 2 Students expand their notes to write blog posts. Point out that 120–150 words is not very long, so they should only write two to four sentences for each question. Remind them to use the past simple. If pressed for time, the writing stage could be done as homework. When they've finished, ask students to swap with another student, and check each other's work for: task completion (*Does the text answer all five questions?*); accuracy (*Are there any mistakes with the past simple?*) and text coherence (*Does it give you a good idea what the holiday was like?*). Ask for one or two volunteers to read out their posts. Alternatively, you could display students' writing on the board for others to read. If all students have access to the internet, you could set up a blog page (through Google Blogs, for example), and ask each student to post their writing there, then invite the rest of the class to post comments.


Student's Book page 54–55

## PHOTOSTORY: episode 3

### Hey, look at that guy!

- 1 Students look at the photos but cover up the dialogues. If you're using an IWB, show each photo one by one. Ask: *Who's in the picture? What are they doing? How are they feeling?* Then ask students to read and discuss the two questions in pairs. In whole-class feedback, elicit students' ideas, write them on the board but don't confirm any of them at this stage.
- 2  1.52 Play the audio as students read and check their predictions. Ask: *Did you get it right?*

## DEVELOPING SPEAKING

- 3 Ask students what they think happens next and ask them to brainstorm possible endings for the story. They do this in groups with one student in each group acting as secretary and taking notes. Take feedback with the whole class and write the ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 4  EP3 Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 5 Students read the sentences and underline any unfamiliar vocabulary. Monitor to identify any problematic words or phrases and clarify these in whole class. Also encourage students to explain vocabulary where possible, perhaps by miming or giving examples. Students order the events individually, then compare answers in pairs before you check with the whole class. You may also like replay the video before checking answers.

### Answers

1 d 2 g 3 b 4 h 5 e 6 f 7 a 8 c

### Optional extension

You could ask students to role-play the story in groups of four. (The homeless person has no speaking lines, so there is no need for someone to play him.) You could either ask students to memorise the lines from the story and imitate the intonation, or you could ask them to re-tell the story using their own words as much as they can. Ask for volunteers to perform in front of the class, then vote on the best performance.

## PHRASES FOR FLUENCY

- 1 Students work individually to match the expressions with the speakers. Check answers as a class or encourage students to self-correct by referring them back to the stories to check themselves. You could elicit L1 translations for each expression.

### Answers

1 Luke 2 Ryan 3 Olivia 4 Luke 5 Ryan 6 Luke

- 2 Students complete the gaps individually. Remind them that some of the expressions may need to be modified slightly. Ask students to compare answers in pairs before you check them with the whole class.

### Answers

1 though, I know what you mean  
2 Hang on! it's not my problem  
3 not a big deal, to be honest

### Optional extension

In pairs, students practise the mini-dialogues. Ask them to change one small detail in each one. Ask one or two volunteering pairs to perform in front of the class. Ask the rest of the class to listen with books closed, and try to identify the element that's been changed.

## WordWise

### Phrasal verbs with look

- 1 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.

### Answers

1 at 2 after 3 up 4 into 5 for

- 2 Students choose the correct alternatives individually, then compare answers in pairs before you check with the whole class.

### Answers

1 after 2 at 3 for 4 into 5 up

Workbook page 48

## FUNCTIONS

### Making suggestions

- 1 Read out the example, and check that students understand that in each mini-dialogue, they first find a word in list A to complete what A says, then a word in list B to complete what B says. Students complete the sentences. Ask them to compare their answers in pairs, then quickly check them with the whole class. Next, ask students to look at the sentences again, and decide which of B's responses are about accepting or about rejecting a suggestion, and which express uncertainty.

### Answers

1 Why, sure (?) 2 Let's, do (✓) 3 could, great (✓)

### Optional extension

Shadow reading: Students try to speak the lines from the dialogue in time with the audio. This is a great way for students to practise producing features of connected speech, such as rhythm and intonation. It's also lots of fun.

## ROLE PLAY AT A MARKET

- 2 Put students in AB pairs. Put As together in small groups and Bs together to study their respective role cards on pages 127 or 128 carefully. Monitor to help with any language or procedural issues. Encourage students to brainstorm ideas and note down phrases relevant to their roles. When they're ready, ask students to return to their AB pairs and practise role-playing the conversation. Monitor, helping with pronunciation and intonation, and correcting any erroneous use of phrases for making, accepting or rejecting suggestions. Outside of these phrases, limit error correction to mistakes which hinder comprehension – the focus of the activity is on fluency and on the use of communicative devices. Ask two or three volunteering pairs to perform for the class, and offer praise for their performances.