

Unit 1 Homes and habits

Unit objectives

- **Topics:** house and home, daily life
- **Listening Part 4:** identifying parallel expressions
- **Reading Part 5:** reading for gist and main points
- **Speaking Part 1:** questions and answers
- **Writing Part 1:** identifying target structures, writing an email
- **Grammar:** prepositions of time, frequency adverbs, question forms, present simple / present continuous, state verbs, prepositions of place, quantifiers: *a few, a little, many, much, a lot of, lots of*
- **Vocabulary:** house and home, daily life, countable and uncountable nouns

Starting off

- 1 This introduces the topics and some basic vocabulary. Encourage speculation on which might be her room, possibly with prompts such as 'How old do you think Julia might be?', and focus on objects shown in the pictures such as books, magazines, phone, computer and guitar, plus the verbs *play, put on, log on*, etc.
- 2 After they have heard the recording once or twice, elicit the correct room (B) and forms using the present simple, e.g. spends much of her time there, has her things there, uses the PC for emailing, etc., loves texting, does homework there, reads a lot, listens to music, plays the guitar.

Answer
B

Recording script

CD1 Track 2

Julia: Hi. My name's Julia Davies and this is my room. I spend most of my evenings there and part of the weekend, though I'm out quite a lot then. It's not a particularly big room, but I've got all my favourite things there. There's my computer, which I use mainly for emailing, online chat and looking around on the Internet, and my mobile – I love texting people!

I do my homework there too, as you can see from the pile of textbooks. They should really be on the bookshelf, but there just isn't any space there. I read a lot, actually – that's why there are so many books and magazines. Also I play the guitar a bit, and though I'm not very good yet my mum says I'm starting to get better! Then there's the DVD player. I don't often use that, but when I have someone round, we sometimes watch a film or two.

- 3 This provides practice in identifying parallel expressions (paraphrase). This is a useful language sub-skill in itself, which will be helpful when tackling exam task types including Listening Part 4, and Writing Part 1 (at the end of this unit).

Answers

2 e 3 a 4 f 5 d 6 b


Extension idea Get groups to study an intermediate-level text and think of parallel expressions for as many words and phrases in it as possible.

Listening Part 4

- 1 Allow time for the class to read the instructions and Exam advice, and answer any questions they may have.
- 2 Explain that the answer they hear is unlikely to be in the same words as those they are reading, so they need to practise listening for expressions with meanings that are similar (correct answers), or opposite (incorrect answers). Suggest they begin by thinking of similar expressions to key words (plus their opposites), and then listening out for them. Explain that the noun *routine* means the things you do regularly, and how and when you do them.

Suggested answers

- 1 doesn't shut late, lots of places stay open late
- 2 cost a lot of money, charge low prices
- 3 sometimes doesn't feel safe, is always very safe
- 4 get out of bed before, stay in bed longer
- 5 a sensible thing to do, not very clever

- 3  Play the recording twice. Remind them always to give an answer to every question, even if they are not sure.

Answers

1 No 2 Yes 3 Yes 4 No 5 Yes


Extension idea Photocopy the recording script on page 139 for students, who then match the underlined expressions with the exact words in the text.

Recording script CD1 Track 3

- Lucas: When you're travelling abroad, Zoe, do you find that people do things at different times of the day?
- Zoe: Well, I guess the first thing you notice is how early people have dinner here in the UK, maybe at 6 o'clock. And often in the USA and Canada, too. But in Spain or South America, for instance, they don't usually have their main meal until late in the evening, and they often go out after that. By then, in a town like this, everything's closing, isn't it?
- Lucas: Well, I don't think that's *always* true. Some places stay open very late these days, particularly in the town centre.
- Zoe: But how do you get home here? The buses and trains all stop running around eleven-thirty.
- Lucas: There are usually taxis around after that. There always seem to be people getting into them, or waiting for them.
- Zoe: Well, even if you can get one, they cost far too much, in my opinion anyway.
- Lucas: You're right about that. That's why I never take them. But I suppose you could walk home.
- Zoe: All the way from the town centre? You must be joking! And that's another thing. At night in places like Italy or Greece or the Middle East, there are always lots of people around. Families, I mean. So you don't worry about anything bad happening there, but when I'm here in your town there are times when I feel well, not as safe. I know it seems silly, but it's true.
- Lucas: You may be right that older people go to bed early most nights. But doesn't that make it more fun when you're out? Everyone you see is young!
- Zoe: That's true!

- Lucas: So do people in the south of Europe get up later the next morning?
- Zoe: Well, school starts just as early as in the north of Europe so I don't think they stay in bed any later. And the school day is normally about the same as here.
- Lucas: And when there's no school?
- Zoe: They have lunch later, perhaps at two or three. A proper meal, that is – not just a sandwich. After that people sometimes have a quick sleep.
- Lucas: I think that's sensible, if it's just for a few minutes. I'd like to do that, every day.
- Zoe: It's certainly a good idea when it's hot. Maybe the different routines in different parts of the world are because of the weather there?
- Lucas: That's possible, yes.

Prepositions of time

- 4  Explain that 1–5 are actual mistakes made by students taking the PET exam, and are particularly common ones.

Answers 2 in 3 on 4 at 5 in

- 5 Elicit more, such as 'on my birthday', but point out that other prepositions may be possible, e.g. 'during' (the holidays, 2009, the winter, etc.), or 'around' (two o'clock, etc.). Note also 'on the weekend' in US English, now sometimes used in the UK, too.

Answers
AT half past two, bedtime; IN the morning, summer, 2010, the holidays; ON April 24, Saturdays

- 6 Ask whether there are any regional differences within their own country, and if so why.

Grammar

Frequency adverbs; question forms

- 1 Explain that 'main verb' excludes modals and auxiliaries, such as *don't* in the second sentence. Elicit as many frequency adverbs and expressions as possible, perhaps writing them on the board prior to the next activity. Adverbs: *always, frequently, hardly ever, never, normally, often, occasionally, rarely, regularly, seldom, sometimes, usually*; adverbial expressions: *every day, from time to time, now and then, once a week, twice a month, most weekends, etc.*

Answers
1 before 2 they go after it 3 at the end

- 2 Before they begin, point out that *hardly ever* (7) means *almost never*.

Suggested answers

- 2 I check my email every two hours.
3 I'm never late for school.
4 I sometimes write letters to friends.
5 I don't always have lunch at home.
6 I'm sleepy in the morning almost every day.
7 I hardly ever go out on Monday nights.
8 I stay in bed late most weekends.

- 3 Students work individually. Point out that in most cases they can use longer expressions like *once a day* instead of words such as *often*, or vice versa, but if they do so they will have to change the word order.

Extension idea Each student rewrites 1–8 so that it is true, in their opinion, for their partner. Then they compare sentences to see whether they were right about each other.

- 4 If necessary, refer the class back to 'prepositions of time' in Listening Part 4.
5 Point out the negative answers: 'No, I never chat online / send text messages.'
6 You may want them to work with different partners for this.

Reading Part 5

- 1 The third picture shows the windmill described in the text on the next page, but the class should not be told this yet.

Background information The first recorded uses of windmills were in the Middle East and China, and they are still in use in many parts of the world, most famously in Holland, central Spain and the Cyclades islands of Greece. The basic design is a number of rotating 'sails' powered by the wind. The energy these generate is traditionally used to grind grain or pump water. Their present-day successors, called *wind turbines*, generate electricity.

- 2 Suggest that in Reading Part 5 they begin by quickly reading through the text for gist, ignoring the gaps. Make sure that everyone understands 1–8, and set a time limit of 2 or 3 minutes for the reading. Point out that this windmill is in the village of Wraysbury, pronounced /reɪzbri/.

Answers

Article. A windmill built to be a home. C. On one side, near the top of the windmill (sails); around the lower part of the windmill (balcony). Points in text: 1, 3, 4, 6, 7

- 3 Explain that Part 5 mainly focuses on vocabulary, but may also test prepositions, determiners, phrasal verbs, linking words, frequently confused words, pronouns, etc.

Background information Students may be interested to know that since this text was written, the Wraysbury Windmill has become a hotel, complete with four-poster bed. Further information from: <http://www.riverthames.co.uk/accommodation/2718.htm>.

Answers

2 ground 3 third 4 like 5 few 6 corners
7 as 8 in 9 job 10 electricity

- 4 **Background information** Cappadocia is an inland region of western Turkey, famous for the strangely shaped pillars and caves formed by the erosion of the soft volcanic deposits there. For many centuries, the local inhabitants have built underground houses, churches and monasteries to avoid the extremes of temperatures there – and also as hiding places.

Answers

News report; modern cave homes.

Suggested points: As the climate becomes hotter, cave homes are becoming more popular; it's never very hot or cold in caves; modern cave homes are pleasant places to live.

- 5 Revise prepositions of time if weaknesses are apparent, but leave *a few / a little / a lot*, etc. until the next section.

Answers

1 D 2 A 3 B 4 A 5 C 6 B 7 B 8 D

Extension idea Focus on any points that cause particular difficulty, such as *rise/raise*, *all/every*, *since/although* and reflexive pronouns.

- 6

Suggested answers

Reasons: the lack of natural light, the possibility of damp, claustrophobia, etc.

Other places: tree houses, converted lighthouses, aeroplanes, boats, etc.

Grammar

Present simple and present continuous; state verbs

- 1 Point out that English regularly uses two different verb tenses for the present – this may not be the case in the students' first language. Elicit the form of the present continuous (correct form of *be* + *-ing* form of main verb), the negative and interrogative, and the contracted forms of both tenses, including

negatives. The use of the present continuous for future arrangements could be introduced now, or left until Unit 7.

Answers

1 b 2 d 3 a 4 c

Extension idea Put some more examples on the board and ask the class which they illustrate; for example:

- 1 I usually sleep about eight hours, except at weekends.
2 Paul is watching the match on the TV in his room.
3 This week I'm staying at my grandparents' house.
4 Our apartment has three bedrooms and two bathrooms.

- 2 Begin with some gist-reading practice, e.g. *Where is she? What does she want to do? How does she feel?* Go through each answer, asking why the continuous/simple is needed.

Answers

2 am/'m sitting 3 is 4 am/'m looking 5 love
6 stay 7 go 8 is getting/'s getting 9 leave 10 is blowing
11 am/'m having 12 don't think

- 3 Explain that many of these verbs describe thoughts, possession and existence. Go through the answers, possibly eliciting more, e.g. *appear, imagine, recognise, suspect, wish*.

Answers

All state verbs except: *change, dream, fill, improve, paint, relax*

Extension idea 1 With a strong class, point out that certain verbs – particularly of senses and feelings, e.g. *think, see* – are sometimes considered to be state verbs but can be used in the continuous when they relate to actions: 'What are you thinking?', 'I'm seeing the doctor', etc. Elicit examples of both uses with more verbs such as *feel, taste, smell, be, weigh*.

Extension idea 2 For the next lesson, students go back through their recent written work, and note down the verbs they most often use incorrectly in the present simple or continuous. They report back to groups, who draw up a list of the 'top ten' common errors involving these forms. Draw up a class 'hit list' of frequently misused present-tense verbs that can be pinned up, or photocopied and handed out.

- 4 This is a useful ice-breaking activity. Encourage use of state verbs, and explain they will need the answers for the next part, when their answers will be given to others.

- 5 Pairs compare completed sentences.

Answers

2 Do you prefer to get up early or late?
3 Is anybody at your house watching TV at the moment? 4 What colour clothes are you wearing today? 5 Which things in your house belong to you? 6 What do you sometimes forget to do in the morning?

Suggested answers

2 I prefer to get up late. 3 No, nobody at my house is watching TV at the moment. 4 I'm wearing blue and black clothes today. 5 The small bed, the computer and the desk belong to me.
6 I sometimes forget to brush my teeth in the morning.

- 6 Encourage the use of both tenses, and if necessary refer students back to the verbs they have practised in earlier activities.

Alternative treatment Each writes six sentences about themselves based on the prompts in Exercise 5, but two contain false information. Their partner has to guess which two are false. Examples: I prefer to get up late – *true*; My dad is watching TV at the moment – *false*.

Vocabulary

House and home; countable and uncountable nouns

- 1 Elicit other rooms or parts of homes, e.g. *patio, study, basement, cloakroom, cellar, conservatory, attic, spare room, storeroom, shed, lift*.
2 Explain that some of these, e.g. *cupboards*, could be found in a number of rooms. Elicit more common items: *freezer, wardrobe, bedside table, dining table, desk*, etc.

Suggested answers

Living room – sofa, cushions, armchair;
Bathroom – bath, cupboards, mirror, taps, toilet, towels, washbasin; Kitchen – cooker, cupboards, dishwasher, microwave, sink, taps, washing machine, fridge; Bedroom – blankets, cupboards, mirror, chest of drawers, pillow; Hall – bell.

- 3 Ⓞ Remind the class that countable nouns usually have singular and plural forms, and are preceded by *a/an* or *the* in the singular. Uncountable nouns tend to be things like qualities, topics and substances that only have one form and are not normally used with *a/an* or *the*. Get the class to circle the correct answer (*furniture*), and then check with the dictionary entry.

- ④ [U] tells you the noun is uncountable; [C] is the symbol for a countable noun. Tell them to look for the [C] or [U] symbol whenever they want to check whether a word is countable or uncountable.

Grammar

A few, a little, many, much, a lot of and lots of; prepositions of place

- ① Pairs study the examples in the text. Point out that we can use *much/many* in affirmative sentences, but usually only in more formal situations, e.g. *There is much work to be done.*

Answers

1 a few, a few 2 a little, a little
 3 many, many, many 4 much, much, much
 5 a lot of / lots of, a lot of / lots of, a lot, a lot

- ② Remind the class to decide whether the noun (if there is one) that follows the gap is countable or uncountable. This is also good practice for exam tasks such as Reading Part 5.

Answers

2 much / a lot of / lots of, a few 3 a few / lots of / a lot of, a lot of / lots of 4 much / a lot of / lots of, a lot of / lots of 5 much / a lot of / lots of, a few, a lot 6 much / a lot of / lots of, many / a lot of / lots of

- ③ Ⓞ Point out that the wrong alternatives to 1–6 are among the most common errors made by candidates writing about homes.

Answers

2 in 3 in 4 on 5 on 6 on

- ④ Encourage the use of all language in this section. Point out that these need only be very rough sketches, showing the main items of furniture, etc.

Alternative treatment Show the class photos or a diagram of your own house or flat, describing the layout, each room and its contents. Then get pairs or groups to draw plans of their own homes (or bring in photos), and describe them in the same way.

Extension idea Pairs imagine their ideal house or flat, and describe the building, the interior, the fittings, furniture, colours, materials, etc.

Speaking Part 1

- ① This activity provides practice using actual questions used in PET Speaking Part 1. Learners will need to use these forms accurately to role play examiner/candidate. The answers extend the uses of prepositions of place from the Vocabulary section.

Answers

2 How do you spell it? d
 3 Where do you live? a
 4 What do you do? e
 5 Do you enjoy studying English? c

- ② Elicit more expressions with each, e.g. *at the station, in a village, on a mountain.*

Answers

at (school, etc.), in (a town, etc.), on (the coast, etc.)

- ③ Pairs role play examiner/candidate. Stress the importance of keeping to the exact wording of the questions, though the 'candidates' may answer as they choose.
- ④ Maria clearly has a good level of spoken English and makes no mistakes here. Draw attention to the fact that she gives full answers to questions, not just one or two words.

Answers

2 in 3 do you work 4 are you 5 at 6 in
 7 do you study 8 're studying 9 do you enjoy
 10 like 11 at 12 in 13 go out 14 in 15 at

- ⑤ 🎧 Go through the answers with the class.

Recording script CD1 Track 4

John: Maria, where do you come from?
 Maria: I'm from Vari. It's a small town in Greece, near Athens.
 John: And do you work or are you a student?
 Maria: I'm a student, at a secondary school in the town.
 John: What subjects do you study?
 Maria: All the usual ones like maths and history, but this month we're studying modern music, too. It's really interesting.
 John: Ah! What do you enjoy doing in your free time?
 Maria: Well, I like listening to music at home, in my room. And I sometimes go out with friends in the evenings, or at weekends.

- ⑥ Encourage students to work with others that they don't know: this can be a good ice-breaking activity.

Writing Part 1

- ❶ If any difficulties are apparent, elicit the reasons why each answer is correct, e.g. 1 'on' with specific date, 2 'sunlight' is uncountable.

Answers

2 a little 3 'm waiting 4 at 5 often

- ❷ If necessary, remind the class what each point consists of, e.g. 'frequency adverbs': *usually, every week*.

Answers

b 3 c 1 d 2 e 4

- ❸ They match the items with the five grammar points in 2. Do 1 as an example: the answer required is a quantifier, in this case *a few*.

Answers

2 e) prepositions of place 3 b) present tenses
4 a) frequency adverbs 5 d) quantifiers
6 e) prepositions of place

- ❹ Stress the importance of correct spelling.

Answers

2 aren't / are not at 3 is having / 's having
4 ever 5 a little 6 at the

Extension idea The class identify and make a note of the pairs of structures that change in the two sentences of each item, e.g. *aren't many / only a few*. Explain that the same grammar points tend to recur in exam tasks of this kind.

- ❺ For a model text, refer the class back to the email in Grammar on page 12. The format used here is similar to Writing Part 2, although study of the actual task type should be left until Unit 2.

Unit 1 photocopiable activity: The right words

Time: 20 mins +

This activity provides material for the first lesson, perhaps before students have bought their books.

Objectives

- To review target language (frequency adverbs/quantifiers/prepositions of time and place) from Unit 1
- To encourage student participation and cooperation
- To allow free practice of target language (in extension activity)

Before class

Make one copy of the activity for each group of four students in your class. Cut the bottom of the activity sheet into six 'sentence' cards. You will also need dice and counters (one die and two counters for each group of four students). Ideally, each student group should also have two pens of different colours.

In class

- ❶ Divide your class into groups of four, and ask each group to divide into two teams of two players. Tell them that they will find it useful during the activity if each team uses a pen with different-coloured ink.
- ❷ Give each group a copy of the activity grid, the cards, a set of instructions, a die and two counters. Ask them to look at the sentences on the cards (they should not write anything yet) and explain that these sentences can all be completed using words on the grid. Each space needs just one word.
- ❸ Ask them to look at the instructions, answer any questions they have, and then play the game. They should either play until their cards have been completed, or you can set a time limit of 15 minutes.
- ❹ Review their answers. For each correct word they chose, they award themselves one point. The winning team is the team in each group with the most points.

Suggested answers

A I **never/rarely** go out **in** the evening because I **always/normally/usually** have a **lot** of homework to do.

B There aren't **many** students **in** my English class, and **on** Monday morning **sometimes/normally/usually** it's just me and the teacher!

C My family **usually/normally/always** eats our evening meal **in** the kitchen, but there are a **few** occasions (especially **at** the weekend) when we eat in the dining room.

D Our school canteen is **on** the first floor, but I hardly **ever** go there **at** lunchtime because there's too **much** noise.

E My birthday is **on** 1st April and I **usually/normally/always/sometimes** have a party at a club, but this year I'm staying **at** home and celebrating with a **few** close friends.

F Our train leaves at half seven, but it's **never/rarely** on time. I've got a **little** money, so why don't we have a coffee **at** that café over there while we wait?

Word list

Unit 1

Note: the numbers show which page the word or phrase first appears on in the unit.

armchair *n* (13) a comfortable chair with sides that support your arms

balcony *n* (10) a small area joined to the wall outside a room on a high level where you can stand or sit

bell *n* (13) an electrical object that makes a ringing sound when you press a switch

belong *v* (12) to feel happy and comfortable in a place or with a group of people

blanket *n* (13) a thick, warm cover that you sleep under

bulb *n* (14) a glass object containing a wire which produces light from electricity

cave *n* (11) a large hole in the side of a cliff (= straight, high rock next to the sea), mountain, or under the ground

chest of drawers *n* (13) a piece of furniture with drawers for keeping clothes in

consist (of) *v* (12) to be formed or made from two or more things

contain *v* (11) If one thing contains another, it has it inside it.

cooker *n* (13) a piece of equipment used to cook food

corridor *n* (13) a passage in a building or train with rooms on one or both sides

cosy *adj* (11) comfortable and warm

cottage *n* (11) a small house, usually in the countryside

cushion *n* (13) a cloth bag filled with something soft which you sit on or lean against to make you comfortable

design *n* (11) the way in which something is planned and made

exist *v* (12) to be real or present

fridge *n* (13) a large container that uses electricity to keep food cold

guess *v* (12) to give an answer or opinion about something without having all the facts

improve *v* (12) to get better or to make something better

include *v* (12) to have something or someone as part of something larger or more general, such as a group, price, or process

matter *v* (12) to be important, or to affect what happens

microwave *n* (13) an electric oven that uses waves of energy to cook or heat food

mirror *n* (13) a piece of glass with a shiny metallic material on one side which produces an image of anything that is in front of it

own *v* (12) to have something that legally belongs to you

pillow *n* (13) a soft object which you rest your head on in bed

relax *v* (12) to become happy and comfortable because nothing is worrying you

remain *v* (11) to continue to be in the same state; to continue to exist when everything or everyone else has gone

right *adv* (12) exactly in a place or time

sink *n* (13) a bowl that is fixed to the wall in a kitchen or bathroom that you wash dishes or your hands, etc. in

suppose *v* (12) to think that something is likely to be true

tap *n* (13) the part at the end of a pipe which controls the flow of water

tidy *v* (10) to make a place tidy

upstairs *adv* (11) on or to a higher level of a building

washbasin *n* (13) a bowl in a bathroom that water can flow into, used for washing your face or hands

windmill *n* (10) a building with long parts at the top that turn in the wind, used for producing power or crushing grain