

# 5 DREAM HOUSES

In this unit, students will learn about different homes and household chores, and consider the importance of home as a place of refuge and a place to belong. Students will be encouraged to think about their own personality and how this is reflected through the places where they live and spend most of their time. They will also find out about different houses and ways of living around the world. Students will discuss and learn about the value of cooperation.

## BASIC COMPETENCES

In this unit, students will learn how to ...

- use vocabulary to talk about furniture and household chores CLC, L2L, SCC
- use *(not) as* + adjective + *as*, *(not)* + adjective + *enough* CLC, L2L
- use *have to/don't have to* CLC, L2L
- understand a magazine article about amazing homes CLC, L2L, SCC, CAE
- understand different teenagers talking about household chores CLC, L2L, SCC
- discuss a photo CLC, L2L, SCC
- write a description of a house CLC, L2L, SCC
- pronounce *have* CLC, L2L
- understand written cultural information about Inuit igloos DC, L2L, CLC, CAE
- design a poster DC, L2L, CLC, CAE, SIE
- understand and use information from a video about unusual homes CLC, SCC, DC, CAE

<b>CLC</b>	Competence in Linguistic Communication
<b>L2L</b>	Learning to Learn
<b>SCC</b>	Social and Civic Competences
<b>DC</b>	Digital Competence
<b>CAE</b>	Cultural Awareness and Expression
<b>SIE</b>	Sense of Initiative and Entrepreneurship
<b>CMST</b>	Competence in Mathematics, Science and Technology

## 🕒 Flipped classroom activity check

Check students' answers to the three questions in the flipped classroom activity and encourage them to share their thoughts. Did anyone find out where the building is?

### Background information

This building can be found in the Gobi Mongolian desert. It is shaped in the form of a turtle.

## EXPLORE THE PHOTO

### 🗨️ Class discussion: different kinds of houses

Use the photo to initiate a class discussion. The main idea behind this image is to show how different people live in different places. Students should discuss the three questions in the flipped classroom activity on page 126.

As the discussion proceeds, write some of the key words and phrases that come up on the board. At the end of the discussion you could take a photo of it, or ask students to do so. You could show this photo at the beginning of the next class and ask students to remember what the words and phrases were about.

It doesn't matter too much if students have some of this discussion in their mother tongue, particularly as they are yet to learn the vocabulary in the unit which is related to this photo. The idea behind the photo is to get students to explore the topic, raise interest in it and allow them to use critical thinking skills before the language input from the unit.

### Possible answers

- 1 an odd-looking house part of which resembles a turtle
- 2 It's not a typical house because of its shape, the materials used, and where it is.
- 3 Students' own answers

## 🎥 KICK-OFF! Home, sweet home

### Class discussion: watch the video

Like the photo on the opening page of the unit, the kick-off video should help students to start thinking about the topic of the unit. The video can be used as a springboard for discussion. It shows unusual places to live around the world.

Read through the questions to make sure students understand them all and get them to think about any possible answers. They should answer the first question before they watch. Play the video.

### Possible answers

- 1 Students' own answers
- 2 They felt safe. The caves stayed dry in winter and cold in summer.
- 3 Students' own answers

## Optional activity 🌟🌟

Ask students to write down one sentence for the following points after having watched the video.

- 1 something you have just learnt, that you didn't know before
- 2 something surprising
- 3 your favourite scene in the video

## 👉 Teacher's Resource Bank: video worksheet

## 🕒 Flipped classroom activity

### 🖱️ WARM UP WITH FLUBAROO

**Digital literacy:** For homework, get students to work in small groups and make a list of all the furniture words they know in two to three minutes. Ask them to make a multiple-choice quiz with their furniture words using *Flubaroo* to bring to the next class. This will help to preteach the vocabulary on page 61.

5

DREAM HOUSES

LEARNING OUTCOMES

I can ...

- understand texts about different homes and doing household chores
- describe a photograph
- write a description of a house
- understand how to use *(not) as + adjective + as*, *(not) + adjective + enough* and *have to / don't have to*
- talk about furniture and household chores
- make spidergrams to record vocabulary, use techniques to answer multiple-choice questions and use word families
- design a poster.



▶ WATCH VIDEO 5.1

- Before you watch, where do you live?
- Watch and check. Why did people build homes in mountains?
- What other unusual homes are there?



KICK-OFF! 5.1



p63

GRAMMAR IN ACTION 5.2



p65

GRAMMAR IN ACTION 5.3



p66

EVERYDAY ENGLISH 5.4



p68

GLOBETROTTERS 5.5



## VOCABULARY


### Furniture

#### Target vocabulary

armchair 'ɑːmtʃeə	floor flɔː
bookcase 'bʊkəz	fridge frɪdʒ
carpet 'kɑːpɪt	picture 'pɪktʃə
ceiling 'siːlɪŋ	shelves 'ʃelvz
chest of drawers tʃest əv 'drɔːz	sink sɪŋk
cupboard 'kʌbəd	wardrobe 'wɔːdrəʊb
desk desk	


#### 🔄 Flipped classroom activity check

Ask students to swap their quizzes with another group to complete. Which is the most popular furniture word?

-  **1** Ask students to do the task individually before listening and checking. Monitor their pronunciation when they repeat the words.

#### Answers

2 cupboard 3 fridge 4 sink 5 floor 6 shelves  
7 wardrobe 8 desk 9 chest of drawers 10 picture  
11 bookcase 12 armchair 13 carpet


-  **2** Students listen to four people describing different rooms in their houses using the furniture words from Exercise 1.

#### Audio script

- 1 GIRL:** This is a bright, sunny room and my sister and I spend a lot of time here. My sister sleeps above me. We have a big chest of drawers and a big wardrobe for our clothes, which we share.
- 2 BOY:** This was a nice room. It had a lovely wooden ceiling and a big mirror on the wall. There was a nice big bath, but the sink was tiny and the toilet didn't work very well. So we built a new one!
- 3 WOMAN:** I've got a lot of pictures of my family on the wall, and there's a nice warm carpet on the floor. I've got a large wooden desk and lots of shelves with books and papers. I work from home, so I spend lots of time in this room.
- 4 GIRL:** This room is quite small, but all my family like spending time in here. There isn't a table or chairs, but there's a new fridge – it's really tall. And there are lots of cupboards. Above the sink, there's a window with a view of the garden.

#### Answers

1 bedroom 2 bathroom 3 study 4 kitchen

-  **3** Students make a note of all the words they hear in order to consolidate the vocabulary and check spelling.

#### Answers

chest of drawers, wardrobe, ceiling, sink, pictures, carpet, floor, desk, shelves, fridge, cupboards

## LEARN TO LEARN

### Using spidergrams

We all like to make connections to classify information and to remember it. By using spidergrams, students will make visual connections with the lexical set enabling them to remember the target vocabulary. Recording vocabulary in this way also allows students to find vocabulary items quickly in their vocabulary notebooks.

- 4** Students copy and complete the spidergram in their notebooks. Encourage them to include any other items they can think of.

#### Possible answers

##### Furniture

to sit or lie on: bed, chair, sofa, armchair

to store things: wardrobe, cupboard, bookcase, chest of drawers, shelves

other: table, desk

##### Other things

other: carpet, sink, toilet, shower, lamp, fridge, ceiling, floor

things on walls: picture, mirror

##### Rooms


kitchen, bathroom, bedroom, living room, study, hall

##### Other places

garden, garage, closet


#### Collaborate learning tip

**Collaboration** happens when two or more people really listen to one another. The most productive type of collaborative listening is peer listening, as students act as a mirror for one another and learn from one another's mistakes.


- 5**  **COLLABORATE** Students test each other using the spidergram in Exercise 4.

#### Answers

Students' own answers

- 6**  **Use it!** Give students three minutes to think of what they're going to say about their chosen room.

### Explore it!

 **Digital literacy:** It is important that students check the sources they use on the internet. Make sure they're aware of the CRAAP test (see page 11 of this book).

#### Answer

400

As a follow-up, ask students to find the answer to this question:

How many books does the biggest library in the world have?

a 164,000 b 164,000,000 c 164,000,000,000

#### Answer

b

Now encourage them to find their own question and answer on the internet.

## VOCABULARY

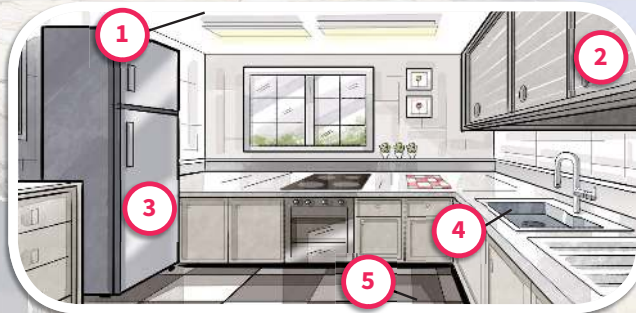
### Furniture

**1** Match the words in the box with 1–13 in the photos. Then listen, check and repeat.

5.01

armchair bookcase carpet ceiling  
 chest of drawers cupboard desk floor  
 fridge picture shelves sink wardrobe

1 ceiling



**2** Listen and match the speakers (1–4) with the rooms in the box. There is one extra room.

5.02

bathroom bedroom kitchen  
 living room study

**3** Listen again and write the words from Exercise 1 that you hear.

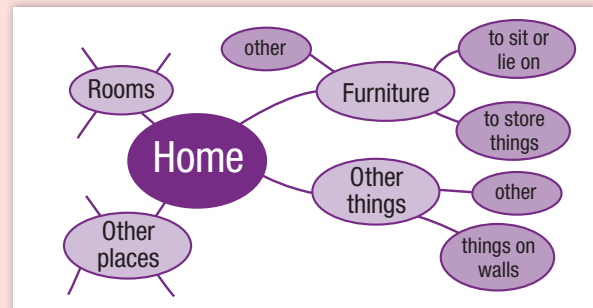
5.02

## LEARN TO LEARN

### Using spidergrams

Recording words in different ways will help you remember them. One way is to create spidergrams. The shape of the spidergram can help you to remember the words later on.

**4** Copy and complete the spidergram using the words from Exercise 1 and your own ideas. Use a dictionary to help you.



**5** **COLLABORATE** Name a section from your spidergram. Your partner says as many words as possible in one minute.

**6** **Use it!** Describe the furniture in a room in your home. Your partner listens and draws the room.

*My bedroom has a wardrobe, a chest of drawers, and two pictures on the wall ...*

### Explore it!

Guess the correct answer.

The oldest bookcases in the world are 200 / 400 / 600 years old.




Find an interesting fact about furniture. Then write a question for your partner to answer.

## READING


### A magazine article

A magazine article is a text which is intended to inform in an entertaining way, using lively and expressive language. It is usually written to present information about facts, situations or events that we find interesting or we are familiar with. The main features of a magazine article are an attention-grabbing headline, questions to keep the reader's attention and a clear paragraph structure. A good magazine article should hold the reader's attention until the end.

-  **1** Ask students to work in pairs and to describe what they can see in the pictures. They should then use the pictures to inform their answers to the questions. Accept any sensible answers they come up with.

#### Answers

Students' own answers

-  **2** Make sure students understand the instructions.

#### Answers

1 Nautilus House 2 The PAS House 3 Keret House

### Optional activity ★★

Before you play the audio, tell students that they are going to be listening out for words related to houses. You can write two categories on the board: *rooms* and *furniture*, for example. Ask students to think of as many words as possible for both categories and write them on the board as they call them out. Ask them to write down the words related to rooms and furniture that they hear in the audio. Ask a volunteer to come out to the board and tick the words students call out if they are already there or write them if they are not. Check spelling and pronunciation.

- 3** This exercise encourages students to focus on a deeper understanding of the text. Ask students to find evidence in the text to support their answers.

#### Answers

- 2 The entrance to Keret House is through the living room.
- 3 Four people live in Nautilus House.
- 4 All the rooms in Nautilus House have curved walls.
- 5 The PAS House is in the USA.
- 6 A famous skateboarder had the idea for the PAS House.

- 4** This activity focuses students on the use of reference words in a text. Students practise finding the information that the different pronouns refer to.


#### Answers

1 Keret House 2 the fridge 3 the couple 4 skateboarding  
 5 the PAS House

- 5** Encourage students to try to do the task without the help of a dictionary, if possible.

#### Answers

1 f 2 c 3 a 4 b 5 d 6 e

- 6**  **Voice it!** Students are given the opportunity to carry out a thought-provoking speaking activity, which involves an element of critical thinking. They are able to discuss their personal response to the text and apply it to the world around them.

#### Answers

Students' own answers

### Optional activity ★★★


Put students in groups of three or four and ask them to write five questions on the text. Then have a class quiz. You could do a snail race to make the quiz visual: draw a wiggly line (~~~~~) on the board (one for each team) and draw and cut out a simple-looking snail for each team. Move the snails along the line every time a team gets a question right. The snail which has got furthest along the line at the end of the quiz is the winner.

#### Possible questions

- 1 Which house was designed by a Polish architect?
- 2 Who are the owners of Nautilus House?
- 3 What furniture is there in the living room in Keret House?
- 4 What is special about the PAS House?
- 5 Why did the owners build Nautilus House?

#### Answers

- 1 Keret House
- 2 A Mexican couple and their two children.
- 3 a sofa
- 4 People can skateboard there.
- 5 They wanted to be closer to nature.

 **Finished?** Students who have already finished all of the tasks on the reading page can turn to page 71 and do Exercise 1 which practises the vocabulary seen on page 61, in a fun way.

### Flipped classroom activity

#### GRAMMAR VLOG

Before you go through the grammar lesson on page 63, ask students to watch the grammar vlog and animation as homework. They will be able to watch the video at their own pace, stopping and starting where they need to. The visual aspect and the storytelling involved should help students to remember the grammar more easily. They should answer the questions in the video itself and make a note of their answers to take to the next class. You could also give them the worksheet from the Teacher's Resource Bank for them to do as homework.



## READING

### A magazine article

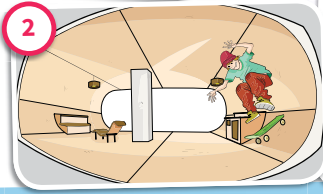
**1** Look at the pictures. Describe them and discuss these questions with your partner.

- 1 What's unusual about these homes?
- 2 Who do you think lives in them?

**2** Read and listen to the article. Match the pictures with the names of the houses.

## Amazing homes

Everyone's home is special, but some homes are really amazing...



### Keret House, Poland

A Polish architect designed this house for an Israeli author. <sup>1</sup>It's in a space between two apartment blocks in Warsaw. To enter the house, you climb through a trap-door in the floor of the living room. The living room is wide enough for a small sofa, but the back of the house is only as wide as a large armchair! There's a tiny bathroom upstairs, and a tiny kitchen with a sink and a fridge ... but you need to stand in another room to open <sup>2</sup>it!

### Nautilus House, Mexico

Nautilus House isn't as tiny as Keret House, but it's also very strange. Its owners – a Mexican couple and their two children – thought ordinary houses weren't close enough to nature. <sup>3</sup>They wanted their home to feel like a beautiful, colourful shell. Everything in Nautilus House is curved: the floors, the ceilings and, of course, all the furniture.

### The PAS House, USA

Lots of kids love skateboarding, but not many kids are as crazy about <sup>4</sup>it as Pierre André Senizergues. Senizergues learned to skateboard at school in France and later became the world champion. He designed the PAS House as a dream home for skateboarders. You can skate in every room. You can even skate on the furniture <sup>5</sup>there, and your mum won't shout at you!

**3** Read the article again and correct these sentences.

- 1 The owner of Keret House is a Polish architect.  
*The owner of Keret House is an Israeli author.*
- 2 The entrance to Keret House is through the kitchen.
- 3 Five people live in Nautilus House.
- 4 All the rooms in Nautilus House have straight walls.
- 5 The PAS House is in France.
- 6 A famous architect had the idea for the PAS House.

**4** Look at the underlined words in the text. What do they refer to?

- 1 an Israeli author / Keret House
- 2 the fridge / the sink
- 3 ordinary houses / The couple
- 4 the PAS house / skateboarding
- 5 the PAS House / France

**5** Match the words with the definitions. Use a dictionary to help you.

- |                   |   |
|-------------------|---|
| 1 architect       | a a home for a small sea animal             |
| 2 apartment block | b a person who writes books                 |
| 3 shell           | c a large building with lots of homes in it |
| 4 author          | d a door in the floor or ceiling of a room  |
| 5 trap-door       | e not straight                              |
| 6 curved          | f a person who designs buildings            |

**6** **Voice it!** Discuss the questions.


- 1 Which house do you like most?
- 2 Why do you like it?
- 3 Do you know any other unusual houses? Describe them.



## GRAMMAR IN ACTION

**(Not) as + adjective + as, (not) + adjective + enough**

### Grammar resources

 **Teacher's Resource Bank:** video worksheet, extra grammar practice, grammar spidergrams

 **Workbook:** grammar practice

### GRAMMAR VLOG

If you didn't ask students to watch the grammar video as a flipped classroom activity, you can do it in class. Make sure you pause the video after the vlog presentation before showing the grammar animation. Pause the video again and answer any questions students might have before going on to the practice stage of the video.

### Flipped classroom activity check

Before beginning the lesson, check that students have understood the grammar video they watched for homework. If they did the video worksheet, check answers. Encourage them to ask questions if they have any. Go through page 63 to check understanding and give them more practice of this grammar point.

### Answers

It's not big enough.

The other bedrooms aren't as lovely as bedroom 3.

### Optional activity

If you'd like to make your students aware of how we form these grammatical structures, you can start by asking them to look at the table and to think about these questions.

- a Do we use the comparative form of the adjective between *as ... as*?  
 b What is the position of *enough* when it is used with an adjective?

### Answers

a No, we use a normal adjective. b after the adjective

- 1 Ask students not to look back at the magazine article on page 62 for this activity. They should try to remember the information they have read in order to complete the task. When students have completed the task, they can look back at the magazine article, where they will see the grammar in context.

### Answers

2 large enough 3 not as interesting as

- 2 Make sure students understand that they need to decide between the two different structures in each case, and that only one is correct.


### Answers

2 tall enough 3 wide enough 4 as expensive as 5 as nice as

- 3 Students complete each sentence with one of the two structures so that it has the same meaning as the original sentence.


### Answers

2 isn't as tidy as 3 isn't as quick as 4 isn't old enough  
 5 is old enough

-  4 Ask students to read through the whole text before completing it.

### Answers

2 as tall as 3 as heavy as 4 perfect enough 5 small enough  
 6 as beautiful as 7 as soft as 8 large enough 9 rich enough


- 5  Let students do research on the internet when writing their sentences, if possible. Point out that they aren't restricted to the topics in the box. This activity allows students to practise and produce the target language so that they become comfortable with it.

### Answers

Students' own answers


### Collaborate learning tip

Each time your students work in pairs or groups, they are optimising their capacity to learn and improve. They are reaching beyond their comfort zone and helping one another to learn more.

- 6  Monitor as students do the activity.

### Grammar game

Write *(not) as ... as* and *adjective + enough* on the board. Ask students to use these structures to talk about their houses. Give them a few minutes to come up with a few sentences so they know what they are going to say. Put students in a circle and use a soft ball to pass around: the student who has the ball has to say a sentence about their house using one of the structures. They then throw the ball to the next person who does the same.

-  **Finished?** Students who have already finished all of the tasks on the grammar page can turn to page 71 and do Exercise 3 which practises the grammar seen on page 63, in a fun way.

## GRAMMAR IN ACTION

(Not) **as + adjective + as, (not) + adjective + enough**



Watch video 5.2  
 What's wrong with bedroom 1?  
 Why does the vlogger prefer bedroom 3?

+	The back of the house is only <b>as wide as</b> a large armchair.	The living room is <b>wide enough</b> for a small sofa.
-	Nautilus House <b>isn't as tiny as</b> Keret house.	They thought ordinary houses weren't <b>close enough</b> to nature.

Grammar reference p127

**1** Choose the correct words. Check your answers in the article on page 62.

- 1 Keret House is *as wide as* / *isn't as wide as* other houses in Warsaw.
- 2 Keret House is *large enough* / *not large enough* for a kitchen.
- 3 The Mexican couple think that straight walls are *as interesting as* / *not as interesting as* curved walls.

**2** Complete the sentences with *as ... as* or *enough* and the adjective in brackets.

- 1 My bedroom isn't *as big as* my sister's. (big)
- 2 I'm not ... to reach the top shelf. I need to stand on a chair. (tall)
- 3 Is this sofa ... for us all to sit on it? (wide)
- 4 That sports car is ... a small apartment. (expensive)
- 5 The new colour in the living room isn't ... the old one. (nice)

**3** Complete the second sentence so that it has the same meaning as the first. Use *(not) as ... as* or *(not) enough* and the adjective in brackets.

- 1 We can't put a sofa in this room because it's too small.  
 This room *isn't large enough* for a sofa. (large)
- 2 My room is tidier than my sister's room.  
 My sister's room ... my room. (tidy)
- 3 A microwave is quicker than a cooker.  
 A cooker ... a microwave. (quick)
- 4 My brother can't do the ironing because he is too young.  
 My brother ... to do the ironing. (old)
- 5 Ellen is 18 now so she can drive a car.  
 Ellen ... to drive a car. (old)

**4** Complete the text using a phrase with *(not) as ... as* or *(not) enough* and the adjectives in brackets. Then listen and check.

Kids' toys aren't cheap these days, but not many toys are <sup>1</sup>*as expensive as* (expensive) Astolat Dollhouse Castle. It's an American dolls house – but it isn't an ordinary one. It's <sup>2</sup>... (tall) a small Christmas tree and <sup>3</sup>... (heavy) a horse. The castle was the idea of an American artist, Elaine Diehl, and it took her 13 years to build. Of course, it isn't really a toy. It's a work of art, and it's <sup>4</sup>... (perfect) to be in a museum.

The furniture is <sup>5</sup>... (small) to fit in your hand, and it's <sup>6</sup>... (beautiful) the furniture in a real palace. The tiny sofas and beds are <sup>7</sup>... (soft) the real things. The books on the shelves aren't <sup>8</sup>... (large) to read, but they have real pages. One thing that isn't small is the price – over \$8 million! Are you <sup>9</sup>... (rich) to buy it?



**5** Write two true sentences and two false sentences with *(not) as ... as* or *(not) enough*. Use the topics below or your own ideas.

- places in the world   famous buildings  
 famous people   animals

*The Amazon is as long as the Nile.*  
*Jennifer Lawrence isn't as young as Elle Fanning.*

**6** **COLLABORATE** Swap your sentences with a partner. Can you guess which sentences are true?

Finished? p71




## VOCABULARY AND LISTENING

### Household chores

#### Target vocabulary

clean (the kitchen) *kli:n* (ðə 'kɪtʃɪn)  
do the ironing *du: ðə 'aɪəniŋ*  
do the washing *du: ðə 'wɒʃɪŋ*  
do the washing up *du: ðə 'wɒʃɪŋ ʌp*  
empty (the washing machine) *'empti* (ðə 'wɒʃɪŋ mə'ʃi:n)  
load the dishwasher *ləʊd ðə 'dɪʃwɒʃə*  
make your bed *meɪk jə bed*  
tidy up (the living room) *'taɪdi ʌp* (ðə 'lɪvɪŋ ru:m)  
vacuum (the carpet) *'vækju:m* (ðə 'kɑ:pɪt)

 **1** Ask students to say what they think is happening in each picture before they match them with the phrases.


#### Answers

2 do the washing 3 load the dishwasher 4 do the washing up  
5 make your bed 6 clean (the kitchen) 7 vacuum (the carpet)  
8 tidy up (the living room) 9 empty (the washing machine)



#### RECORD WITH VOCAROO

**Digital literacy:** Get students to work in small groups and record the words in Exercise 1 with *Vocaroo*. Ask them to listen to themselves and correct their pronunciation if necessary.

 **2** Ask students to read through the whole note before completing it.

#### Answers


2 load 3 tidy 4 vacuum 5 make 6 do 7 empty

**3** **Use it!** This activity allows students to practise and produce the target language so that they become comfortable with it.

#### Answers

Students' own answers

### Street interviews

 **4** Initiate a class discussion about the diagram. Ask students if the information surprises them, why/why not? What reasons can they think of for such a low number of teenagers helping out at home? Ask them if they think the number is similar in their country, why/why not?


#### Answer

Students' own answers

### LEARN TO LEARN

#### Answering multiple-choice questions

Reading the different options carefully before listening can give students information on what they need to listen for and eliminate possible incorrect answers.

**5**  **COLLABORATE** Students try to identify which answers are less likely based on logic and common sense.

#### Answers

Students' own answers

 **6**  EXAM

#### Audio script

**PRESENTER:** Yesterday, I read that only half of British children help at home with household chores. Can this be true? Do British children have to help at home? To find out, I asked some teenagers in Manchester. Hello. We're doing a survey about how much teenagers help at home. Can we ask you a few questions?

**CINDY:** Sure.

**PRESENTER:** Thanks. What's your name, by the way?

**CINDY:** I'm Cindy.

**PRESENTER:** OK, Cindy. So, do you help out with household chores?

**CINDY:** Er ...yes, I do, but not much. I have to help in the kitchen, for example.

**PRESENTER:** Cooking?

**CINDY:** No, I can't cook! I have to clean the kitchen after dinner, that's all.

**PRESENTER:** And do you have to do the washing up?

**CINDY:** Yes, but I don't have to load the dishwasher because we haven't got one.

**PRESENTER:** Hi there. What are your names, and do you have to help much at home?

**KIM:** Hi I'm Kim and this is my sister, Maisie. Well, we don't have to help on school days because we have to do a lot of homework for school and also I have to practise the piano. But on Saturday morning we help with the housework. I do quite a lot, actually.

**PRESENTER:** Really?

**KIM:** Yeah! For example, I have to vacuum the living room. I hate that!

**PRESENTER:** Hello, what's your name?

**TIM:** I'm Tim, and this is my little brother, Liam.

**PRESENTER:** And does Liam have to help your parents at home?

**TIM:** Well, Liam doesn't have to do much. He's only five, you see. He has to tidy up his room and make his bed, but that's all.

**PRESENTER:** What about you, Tim?

**TIM:** Yes, I have to do some other chores around the house, but it isn't a problem. I quite like it.


**PRESENTER:** Have you got a favourite job?


**TIM:** Well, yes. I prefer doing the ironing because you don't have to move around. So I can listen to music or watch TV at the same time.

Yeah, ironing is cool!

#### Answers

1 c 2 b 3 b 4 a

 **7** Students check their answers in pairs and then as a whole class.

**8**  **Voice it!** Encourage students to come up with reasons to support their opinions.

#### Answers

Students' own answers

 **Flipped classroom activity**

#### GRAMMAR VLOG

Before you go through the grammar lesson on page 65, ask students to watch the grammar vlog and animation as homework. They should answer the questions in the video itself and make a note of their answers to take to the next class. You could also give them the worksheet from the Teacher's Resource Bank for them to do as homework.

## VOCABULARY AND LISTENING

### Household chores

**1** Match the phrases in the box with the pictures. Then listen, check and repeat.

5.05

clean (the kitchen) do the ironing do the washing  
 do the washing up empty (the washing machine)  
 load the dishwasher make your bed  
 tidy up (the living room) vacuum (the carpet)

1 do the ironing



**2** Complete the note with verbs from Exercise 1. Then listen and check.

5.06

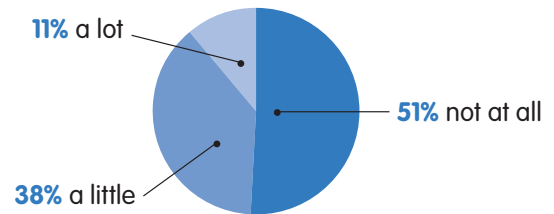
Hi kids, I'm working all day today. Can you please help with some things around the house while I'm out?  
 Ollie: Please <sup>1</sup>clean the kitchen and <sup>2</sup>... the dishwasher with the plates and cups from breakfast. Can you also <sup>3</sup>... up the living room, please, and <sup>4</sup>... the carpet?  
 Mia: Tidy up your bedroom and <sup>5</sup>... your bed. Then can you please <sup>6</sup>... the ironing for me? The clothes are still in the washing machine, so <sup>7</sup>... that first.  
 Thanks, kids. I'll see you this evening. Love, Dad

**3** **Use it!** How often do you do the chores in Exercise 1? Write your answers and compare with your partner.

### Street interviews

**4** Look at the diagram. Does the information surprise you?

#### Do UK teenagers help with household chores?



### LEARN TO LEARN

**Answering multiple-choice questions**  
 Before you listen, read the questions and options carefully. It's helpful to try to guess the correct answers before you listen.

**5** **COLLABORATE** Read the questions in Exercise 6. Discuss with a partner which answers are probably wrong.

**6** **EXAM** Listen to the interviews and choose the correct answers.

5.07

- In the kitchen, Cindy ...  
 a cooks every day.    b loads the dishwasher.  
 c does the washing up.
- Kim and her sister help with the household chores ...  
 a every morning.    b at the weekend.  
 c during school holidays.
- Kim doesn't like ...  
 a cleaning the bathroom.  
 b vacuuming the living room.  
 c practising the piano.
- When Tim does the ironing, he likes ...  
 a listening to music.    b moving around.  
 c doing his homework.

**7** Listen again and check your answers.


5.07

**8** **Voice it!** Discuss. At what age should children should begin to help with chores at home? Why?

## GRAMMAR IN ACTION

### Have to/don't have to

#### Grammar resources

 **Teacher's Resource Bank:** video worksheet, extra grammar practice, grammar spidergrams

 **Workbook:** grammar practice

#### GRAMMAR VLOG

If you didn't ask students to watch the grammar video as a flipped classroom activity, you can do it in class. Make sure you pause the video after the vlog presentation before showing the grammar animation. Pause the video again and answer any questions students might have before going on to the practice stage of the video.

#### Flipped classroom activity check

Before beginning the lesson, check that students have understood the grammar video they watched for homework. If they did the video worksheet, check answers. Encourage them to ask questions if they have any. Go through page 65 to check understanding and give them more practice of this grammar point.

#### Answers

He has to load the dishwasher.  
 She has to clean her school.

#### Optional activity

If you'd like to make your students aware of how we use this grammatical structure, you can start by asking them to look at the table and to choose the correct options in the following sentences.

- 1 We use *have to* to say something is necessary / recommend something.
- 2 We use *don't have to* when it's important not to / not necessary to do something.

#### Answers

- 1 say something is necessary
- 2 not necessary to

- 1 Students think back to the listening on page 64, where they heard the grammar in context.

#### Answers

2 doesn't have to 3 have to 4 don't have to 5 doesn't have to 6 has to

#### Optional activity

**Digital literacy:** Ask students to look online for an advertisement for Dial Direct called *The Notebook*. Tell them to make a note of all the household chores they see in the video.

- 2 Monitor while students do the activity.

#### Answers


2 b 3 a 4 a 5 c

- 3 Ask students to read through all of the sentences before completing them.

#### Answers

2 doesn't have to help 3 have to learn 4 have to do  
 5 Does; have to work 6 Do; have to take




 **Pronunciation** This might be a good time to direct students to the pronunciation activities on page 142. See page 278 of this book for the answers.



- 4 Ask students to read through the whole text before completing it. Monitor to see if they make many changes while listening and ask if they have any doubts at the end, if necessary.


#### Answer

2 Do; have to tidy 3 have to do 4 have to share 5 has to get up  
 6 has to look after 7 has to collect 8 don't have to catch  
 9 have to have

- 5  This activity allows students to practise and produce the target language so that they become with it. It also gives them a chance to relate it back to their own lives as the task involves personalisation.

#### Grammar game

Find a photo of a very untidy room on the internet and project it onto the board or make copies for students. Either work open class or ask students to work in pairs and say what the person who lives there has to do to tidy the room.

 **Finished?** Students who have already finished all of the tasks on the grammar page can turn to page 71 and do Exercise 4 which practises the grammar seen on page 65, in a fun way.



## GRAMMAR IN ACTION

### Have to/don't have to



**Watch video 5.3**  
 How does Syd from Brazil help in the restaurant?  
 What does Harumi have to clean?

	I/You/We/They	He/She/It
+	I <b>have to clean</b> the kitchen	He <b>has to keep</b> his room tidy.
-	I <b>don't have to load</b> the dishwasher	He <b>doesn't have to do</b> much.
?	<b>Do you have to do</b> the washing up? Yes, <b>I do.</b> / No, <b>I don't.</b>	<b>Does Liam have to help</b> your parents? Yes, <b>he does.</b> / No, <b>he doesn't.</b>

Grammar reference p127

Pronunciation p142-143

**1 Complete the sentences with the correct form of *have to*.**

- Cindy *has to* (+) tidy up the kitchen.
- Cindy ... (-) load the dishwasher.
- Kim and Maisie ... (+) do a lot of homework.
- They ... (-) do housework on school days.
- Liam ... (-) help a lot.
- Tim ... (+) do the ironing.

**2 Choose the correct answer.**

- I ... do the gardening this weekend because my parents are on holiday.  
 a has to                      **b have to**  
 c doesn't have to
- ... to do a lot of homework at the weekends?  
 a Does you have    **b Do you have**  
 c Do you has
- We ... go to school on Monday because it's a national holiday.  
 a don't have to    **b doesn't have to**  
 c have to
- Dad ... do the cooking in the evenings because Mum works then.  
 a has to                      **b have to**  
 c doesn't have to
- Alex and Jo ... tidy up their room every week.  
 a doesn't have to    **b has to**  
 c have to

**3 Complete the sentences with the correct form of *have to* and a verb from the box.**

do   help   go   learn   take   work

- The children *don't have to go* to school in summer.
- My brother ... with cleaning the house because he's only four years old.
- All the students in this music school ... the piano.
- I ... the ironing on Saturdays and it's so boring.
- ... your mum ... at the weekends?
- ... you ... your dog for a walk every morning?

**4 Complete the text with the correct form of *have to* and the verb in brackets. Then listen and check.**

<sup>1</sup>Do you *have to help* (help) with the housework? <sup>2</sup>... you ... (tidy) your bedroom or clean the kitchen? 13-year-old Martha Pinter and her 9-year-old brother Ben <sup>3</sup>... (do) more than most young people of their age. They live on a farm in Queensland, Australia, and all the family <sup>4</sup>... (share) the work. Martha <sup>5</sup>... (get up) early to milk the cows. In spring, she also <sup>6</sup>... (look after) the new lambs – that's her favourite job. Ben <sup>7</sup>... (collect) the hens' eggs before breakfast. However, Martha and Ben <sup>8</sup>... (not catch) the bus to school every day. There isn't a school near their farm, so they <sup>9</sup>... (have) all their lessons at home.




**5 Use it!** Write five questions to ask your partner using *have to*. Take turns to ask and answer your questions.

*Does your dad have to do the ironing at the weekend?*

Finished? p71

## SPEAKING


### Discussing a photo

-  **1** Play the audio and ask students to focus particularly on the phrases used to say where something is positioned or located in the conversation, as well as the question in Exercise 1.

**Answer**  
 Oscar

### Useful language

This functional language can be used in any situation where students are describing a photo.

-  **2** Check understanding of the phrases in the *Useful language* box. Use the board to illustrate the meaning of the phrases used to talk about position. Focus on the intonation, pitch and tone in the audio.

**Answers**

1 background 2 What's that 3 at 4 on

- 3** Students translate the phrases in the *Everyday English* box. Remind them that sometimes there might not be a direct translation in their language and so they should look for similar expressions.

**Answers**

Students' own answers

### EVERYDAY ENGLISH

Play the video for students and encourage them to interact with the questions towards the end of the video.

- 4** Ask students to match the *Everyday English* phrases with the meanings. Encourage them to think of other phrases they have heard or know that they can use to give their opinion or agree with what another person has said.

**Answers**

1 Me too. 2 Me neither. 3 I'm not convinced.  
 4 It looks awesome!

### Optional activity

Ask students to act out the dialogue in Exercise 1 in pairs. This will help them to feel more confident with the language and give them a chance to practise chunks of language and their pronunciation.

## TASK


### PLAN

- 5** Tell students that they will now have to plan their own conversation. Let them know that they are given an element of choice, they can either use the photo in the book or they can choose their own.

### SPEAK

- 6** Once students have planned their conversation, they can begin to practise it. Remind them to use the checklist.

### CHECK

- 7**  **COLLABORATE** As well as checking one another's work, remind students to answer the question, thus giving them a reason for listening.

**Answers**

Students' own answers

### Optional activity

Give each student a card with the questions below. Rearrange the classroom so that students sit opposite one another in pairs. If there is an odd number of students, join in too. Students have two minutes to ask each other the questions on their card. When two minutes are up, one of the two students in each pair has to move one space to the right (it must always be the same row of students who move). Once they have their new partner, they ask the questions again. Encourage them to gradually introduce their own questions.

#### Card 1

- 1 Have you got a big room?
- 2 Is there a lot of light in your room?
- 3 Do you share it?
- 4 Did you choose the furniture?
- 5 Have you got any pictures?

#### Card 2

- 1 Have you got a favourite piece of furniture?
- 2 Are there many books in your room?
- 3 Do you spend a lot of time in your room?
- 4 Do a lot of people go into your room?
- 5 Is your room big enough for you?

#### Card 3

- 1 What colour are the walls in your bedroom?
- 2 Have you got a big house?
- 3 Is there a carpet in your room?
- 4 Are there any bookcases?
- 5 Who decorated your room?

#### Card 4

- 1 What is the most special thing in your room?
- 2 How much time do you spend in your room?
- 3 Is there a television in your room?
- 4 How often do you tidy your room?
- 5 Is your room wide enough for a pool table?

## SPEAKING

### Discussing a photo

**1** Listen to the conversation. Who likes the room more, Oscar or Nina?  
5.11

**OSCAR:** Hey, Nina. Look at this photo – it's Liam's bedroom in his new house.



**NINA:** Oh! It looks big enough for two people. Does he have to share it?

**OSCAR:** No, it's all his. Actually, it isn't as big as it looks. There's a large mirror in the <sup>1</sup>... , so it looks bigger.

**NINA:** Oh yes, I see. <sup>2</sup>... thing on the wall?

**OSCAR:** It's a clock. What do you think of the colour of the walls?

**NINA:** Hmm. I'm not convinced.

**OSCAR:** Really? I think it looks awesome! I don't think much of those curtains, though.

**NINA:** Me neither. And what's that <sup>3</sup>... the bottom? Is it a carpet?

**OSCAR:** Yes, I think so. I quite like it. And I love those pictures <sup>4</sup>... the left.

**NINA:** Me too. They look great.

**2** Complete the conversation with the phrases from the *Useful language* box. Then listen again and check.  
5.11

#### Useful language

What's that ... ?                      at the bottom/top  
 on the left/right                      in the background

**3** Look at the *Everyday English* box. How do you say these phrases in your language?



#### Watch video 5.4 Everyday English

I'm not convinced.  
 It looks awesome!  
 Me neither. Me too.

**4** Match the phrases in the *Everyday English* box with their meanings.

- 1 I feel the same way (after a positive statement).
- 2 I feel the same way (after a negative statement).
- 3 I don't think I like it.
- 4 It looks great.

### TASK

#### Plan your own conversation

#### PLAN

**5** Work with a partner. Use this photo of a room or a photo of your own. Think about who the room belongs to and what is in it.



#### SPEAK

**6** Practise the conversation.

#### CHECKLIST Remember to include:

- adjectives with *(not) as ... as* and *(not) enough*
- *have to / don't have to*
- vocabulary from this unit
- the *Useful language* and *Everyday English* phrases.

#### CHECK

**7** **COLLABORATE** Work with another pair. Listen to their conversation and write examples of language they use from the **CHECKLIST**. Do you think the room sounds nice? Why / Why not?



## WRITING

### A description of a house

A description is a text which gives a detailed outline of people, places, objects, food or events, and typically contains elements such as adjectives, a personal opinion, meaningful paragraphs and avoidance of repetition. A good description should bring to life whatever is being described to the reader so they have a clear picture of it.

- 1** Ask students to look at the photo and read the information above it in order to answer the question. Accept all sensible answers.

#### Answer

Students' own answers

- 2** Focus on the three-paragraph structure of the description. Ask students to match the headings with the paragraphs. Explain that this is also a useful exam technique.

#### Answers

1 b 2 a 3 c

- 3** Give students some time to draw a sketch following the written description. You could ask them to display their sketches and have a class vote on the best one.

#### Answer

Students' own answers

### 4 Useful language

Draw students' attention to the *Useful language* box. Explain that we use certain words and phrases to add information in a text and some of them need to go in a particular place in a sentence. Ask students to find the words and phrases in the box in the text so that they can see them in context.

#### Answers

at the end of a sentence: as well, too  
 before a noun or pronoun: as well as

### Optional activity

Put students in pairs. Give them a short list of sentences containing the *Useful language*. Some of the sentences should contain errors. Tell them they have three minutes to decide whether the sentences are correct or not. Monitor while students are working. Call out *Stop!* once the time is up and correct as a whole class.

#### Possible sentences

- a Peter's house has got a small door as well a window.
- b We have got also a big kitchen in our house.
- c He has got a big garden. He has got a pool as well.
- d Michaela's house is original too.

#### Answers

- a Peter's house has got a small door as well as a window.
- b We have also got a big kitchen in our house.
- c correct
- d correct

## TASK


### PLAN

- 5** Go through the main characteristics of a description with the students: use of adjectives, giving personal opinions, meaningful paragraphs, avoidance of repetition. Make sure students make notes on the questions provided for each paragraph.

### WRITE


- 6** Encourage students to use the writing template in the Teacher's Resource Bank to write their first draft.

### CHECK

- 7**  **COLLABORATE** As well as checking one another's work, remind students to answer the questions, thus giving them a reason for reading. Encourage them to use the free online tool *Write and Improve*: <https://writeandimprove.com/>, where students can submit their written work and have feedback on spelling, vocabulary and grammar in a matter of seconds.

#### Answers

Students' own answers

 **Finished?** Students who have already finished all of the tasks on the writing page can turn to page 71 and do any of the exercises that they haven't already done.

### Optional activity: Flipped classroom

**Digital literacy:** Encourage students to find out information about how to build igloos for homework in preparation for the next lesson (pages 68 and 69). Remind them of how to search on the internet (see page 11 of this book).

## WRITING

### A description of a house

- 1 Look at the information about the competition and the photo. What can you guess about Olivia's dream house? Discuss with a partner.
- 2 Read Olivia's description of her dream house. Match headings a–c with paragraphs 1–3.
  - a What features has the house got?
  - b Where is the house?
  - c What is the best feature of the house?

- 3 Read the description again. Draw a sketch of Olivia's house and garden in your notebook.
- 4 Find the *Useful language* phrases in the description. Which ones go at the end of a sentence? Which one goes before a noun or pronoun?

#### Useful language

also as well as as well too

Describe your dream house to us and you could **Win** a digital camera!



- 1 I'd like to tell you about my dream house. It's near the beach on a sunny island. It has to be near the sea because I love swimming.
- 2 The house has got big windows and a fantastic view of the sea. There's a lovely garden, too. It's large enough for my dog to play in and it's also got a swimming pool. As well as a pool, there's a skate park. Inside the house, there's a huge fish tank in the living room. It's full of beautiful tropical fish.
- 3 But the really special thing about my house is the technology. There are robots in every room. I think they're as intelligent as humans. They cook the meals and do the washing up. They make my bed and they tidy the living room as well. In fact, I don't have to do any chores. That's my dream house.

Olivia Reed (14), Newcastle

#### TASK

Write a description of your own dream house

#### PLAN

- 5 Imagine your dream house and make notes. Use the plan below.
  - 1: Where is your house and why do you like that place?
  - 2: What rooms, furniture and other features has your house got?
  - 3: What makes your house really special?


#### WRITE

- 6 Write your description.

#### CHECKLIST Remember to include:

- adjectives with (*not*) *as ... as* and (*not*) *enough*
- *have to*
- the *Useful language* phrases
- three paragraphs.

#### CHECK

- 7  **COLLABORATE** Swap your description with a partner. Have they got the items in the CHECKLIST? What feature do you like most about your partner's house?



## AROUND THE WORLD

### GLOBETROTTERS: Living in a ger

Choose the best time to show the video, you might prefer to show it at the beginning of the lesson or at the end as a reward for students. The video is about Mongolian nomads and their portable houses or *gers*. Read through the questions with students and ask them to predict the answers before watching, then watch to check their answers. You can find an extra video worksheet in the Teacher's Resource Bank.

#### Answers

- Students' own answers
- *Ger* means 'home' in Mongolian.
- Students' own answers

 **Teacher's Resource Bank:** video worksheet

### READING

#### An encyclopaedia entry


An encyclopaedia entry is a text which is found in an encyclopaedia; a reference work which summarises knowledge. An encyclopaedia entry is longer and more detailed than a dictionary definition and it contains numerous facts.

#### Background information

The Inuit are the aboriginal inhabitants of the Arctic Circle, which covers a distance of 6,000 kilometres, from the Bering Strait to East Greenland. They live in Northern Alaska, the Arctic, Canada and Greenland. They share the same cultural heritage and a common language. The Inuit were called, until recently, 'Eskimos', but they prefer Inuit, which means 'people'. Due to the harsh climate and the lack of vegetation in the Arctic tundra, the Inuit have always been nomads. Now, some live in villages and more conventional houses, but in the past they lived in igloos or snow houses which were built as shelters. The Inuit were and still are very good builders and choose the ideal type of snow and ice to make igloos. Since the end of the Second World War, governments have worked on the creation of more permanent settlements. The Inuit people have a history of strength and survival in incredibly harsh conditions.


#### Optional Activity: Flipped classroom check

Ask students to share what they have learned about building igloos with the whole class. What is the most interesting piece of information?

-  **1** Students use the photos and their own knowledge to answer the questions. Accept all sensible answers.

#### Answers

- 1 the Arctic
- 2 the Inuit
- 3 Students' own answers

-  **2** Tell students to look out for answers to the questions in Exercise 1 as they read and listen.

- 3** Monitor as students do the task. It might be a good idea to write some words they might not know on the board, for example: *however, nomads, dome shape, insulator, spiral*. Help them to locate them in the text and ask them to try to work out the meaning from the context.

#### Answers

- 1 c 2 a 3 e 4 b 5 d



# AROUND THE WORLD

## READING

### An encyclopaedia entry

**1** Look at the photos and discuss the questions.

- 1 Where in the world are these homes?
- 2 Who lives or lived here?
- 3 What do you know about the homes?

**2** Read and listen to the entry. Check your answers to Exercise 1.



**Globetrotters**

Watch video 5.5  
 Living in a ger

- Do you like moving house? Why?
- What does 'ger' mean in Mongolian?
- Would you like to live in a ger?

**3** Read the article again. Match headings a–e with paragraphs 1–5.

- |                      |                         |
|----------------------|-------------------------|
| a Why use igloos?    | d Life inside           |
| b Keeping warm       | e How to build an igloo |
| c Who are the Inuit? |                         |

## LIFE IN AN INUIT

# IGLOO



- 1 The Inuit are the native people of the Arctic Circle. Today, they usually live in modern houses in small villages. Until recently, however, they still used their famous houses made of snow – igloos.
- 2 The Arctic isn't warm enough to farm, so the Inuit had a nomadic life. This means they travelled during the year to find food. Every winter and summer, the Inuit travelled thousands of kilometres across the frozen Arctic sea. All nomads have to make temporary homes while they travel, and in summer, the Inuit lived in tents made from animal skins, called tupiqs. Igloos were their traditional winter homes.
- 3 Snow is a perfect material for building. It's as light as wood and easy to cut. The snow has to be dry and hard enough to make good blocks, because wet snow doesn't have the strength an igloo needs. The Inuit make a dome shape by putting the snow blocks in a spiral. This is quick to build and creates a very strong structure.
- 4 The heat inside an igloo comes from people's bodies only, but this is warm enough to keep the igloo comfortable. This is because snow is a good insulator. In other words, it keeps the cold out and the warmth in. The entrance is a tunnel that goes under the walls. The heavy, cold air always stays in the tunnel and the light, warm air stays in the igloo.
- 5 Igloos don't have windows, but there are small holes in the walls. These let in clean air and let out dangerous smoke from the small oil lamps. Traditionally, the Inuit didn't have any furniture, but a platform of snow just below the ceiling provided a simple sofa and bed in the warmest part of the igloo. Inuit families spent all winter in small igloos with no furniture, no bathroom ... and no Internet. Just imagine that!

- 4 Monitor while students do the exercise.

**Answers**

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

## LEARN TO LEARN

### Word families (2)

Learning common suffixes is a good way to build your vocabulary using words you are already familiar with. Tell students that in this activity they will look at some of the most common suffixes for making nouns and adjectives. Ask students to use a spidergram to record the suffixes and the new vocabulary items in their notebooks.

- 5 Students find the related nouns and adjectives in the text.

**Answers**

2 comfortable 3 dangerous 4 warmth 5 strength

- 6 Point out that students may need to make spelling changes to the root word when they add the suffixes. Monitor while students complete the sentences.


**Answers**

2 famous 3 helpful 4 length 5 athletic

### Collaborate learning tip


**Collaborative** participation helps students:

- have equal opportunities
- work together
- feel more comfortable in the learning environment.

- 7  **COLLABORATE** Monitor as students do the activity. Make a note of any errors and deal with them on the board when students have finished.

**Answers**

Students' own answers

- 8  **VOICE IT!** Students are given the opportunity to carry out a thought-provoking speaking activity, which involves an element of critical thinking. They are able to discuss their personal response to the text and apply it to their world, so it becomes more familiar to them. This *Voice it!* also includes the value 'cooperation' for you to discuss with your students.

### VALUE: COOPERATION

Cooperation with people who we live and work closely with is very important, especially in difficult or extreme conditions and circumstances. Cooperation takes understanding, empathy, teamwork, good social skills, an ability to compromise and a desire to work in the interests of the common good. You can promote the value of cooperation with your students by encouraging them to:


- carry out tasks in teams whenever possible
- think about how they can work with others to achieve common goals

- be positive when working in group situations
- respond positively to constructive feedback from peers during teamwork
- listen to other ideas and opinions and make common-sense decisions which benefit the team more than the individual
- have a flexible approach to team problem solving.

**Answers**

Students' own answers

### Explore it!

 **Digital literacy:** When evaluating a website, stress to students the importance of the content. They should be able to recognise the difference between a website that gives 'real' information and one that is disguised as a real website but in fact is full of advertisements. Students need to learn when a page is appropriate for their purpose.

**Answer**

b

As a follow-up, ask students to find the answer to this question:

What is the minimum time in which an igloo can be built by a skilled Inuit?

**Answer**

one hour

Now encourage them to find their own question and answer on the internet.

### > MINI CULTURE PROJECT

Students can now do the project on page 132. This project allows students to further exploit one of the themes from the reading text or a related topic around it. Students are given the chance to investigate an area of culture and add a creative element to it. This is a collaborative project where students produce a small piece of work, using the target language from the unit, to show their results.

- > See the Project Book for extensive teacher notes and templates for carrying out this project.

**4** Read the sentences and say *T* (true) or *F* (false).

- 1 The Inuit live in the Arctic Circle.
- 2 During the summer, the Inuit are farmers.
- 3 Dry snow isn't as strong as wet snow.
- 4 An igloo doesn't take a long time to make.
- 5 There are no heaters in an igloo.
- 6 The tunnel lets smoke escape.



**LEARN TO LEARN**

**Word families (2)**

Many nouns have a related adjective. We usually form the related adjective or noun by adding a suffix. We sometimes need to omit or replace a vowel.

Noun	Adjective	Suffix
beauty	beautiful	-ful
truth	true	-th

**5** Find nouns and adjectives in the article to match the words below.

1 *traditional*

**Nouns**  
 tradition comfort danger

**Adjectives**  
 warm strong

**6** Complete the sentences with the correct form of the words in brackets. Use the suffixes in the box.

-ful -ic -ous -ly -th

- 1 My neighbour isn't very *friendly*. (friend)
- 2 Andy's bedroom is full of photos of ... people. (fame)
- 3 Hassan found a ... website for his homework. (help)
- 4 Mr Garcia's garden is the ... of a football pitch! (long)
- 5 My sister runs a lot. She's really ... . (athlete)

**7** **COLLABORATE** Ask each other for sentences with words from Exercises 5 and 6.

Tell me a sentence with the adjective of *fame*.

Ed Sheeran is a famous singer.

**8** **VOICE IT!** Answer the questions.

- 1 What features of the igloo are designed for the safety of the people who live in it?
- 2 Give examples of features in your home which help with the safety of you and your family.

**Explore it!**

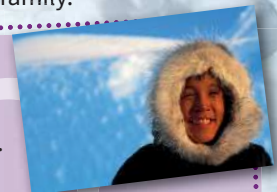
Guess the correct answer.

The Inuit live in Canada, Alaska and ...

- a Iceland b Greenland c Norway

Find three more interesting facts about the Inuit.

Choose your favourite fact and write a question for your partner to answer.





## 5 REVIEW

The aim of this review page is for students to recall and revise grammar and vocabulary from the unit. It also gives them a concise summary of these two areas.

### VOCABULARY

#### 1 Answers

1 shelves 2 pictures 3 fridge 4 desk 5 ceiling 6 carpet

#### 2 Answers

1 bed 2 dishwasher 3 washing up 4 washing machine  
 5 ironing

### GRAMMAR

#### 3 Answers

1 as big as 2 big enough 3 close enough 4 as beautiful as  
 5 good enough 6 as happy as

#### 4 Answers

1 as nice as 2 as large as 3 big enough 4 as happy as  
 5 has to share 6 Does; have to take 7 close enough  
 8 don't have to wake up

### GAMIFICATION: QUIZ EXTENSION

At the end of the unit, you could put students into teams and tell them to do the following quiz. You could prepare this either digitally (for example: *Kahoot*) or as a race on the board, giving points to each group when they get a correct answer, or any other way you'd like to do it. The quiz doesn't just ask questions about the language in the unit, but also cultural aspects and quirky facts that have cropped up throughout.

- 1 Where do you put books?
- 2 What is special about the PAS house?
- 3 Name four household chores.
- 4 In which piece of furniture do you put clothes?
- 5 What is an apartment block?
- 6 Where was the architect who designed Keret house from?
- 7 Name an object beginning with s that you find in the kitchen.
- 8 Where do the Inuit people live?

#### Answers

- 1 on a bookcase or shelves
- 2 You can skateboard inside the house.
- 3 Students' own answers, choose from any on page 64
- 4 in a wardrobe or chest of drawers
- 5 a large building with lots of homes in it
- 6 Poland
- 7 sink or spoon
- 8 the Arctic Circle

# 5 REVIEW



## VOCABULARY

**1** Complete the sentences with words for things in a home.

- 1 The ... on my bedroom walls are full of books and CDs.
- 2 This room needs some nice ... on the walls.
- 3 Can you put this milk back in the ... please, Nick?
- 4 I do all my homework on the kitchen table because I haven't got a ... in my bedroom.
- 5 We painted the ... in my bedroom blue. It looks really nice when you look up at it.
- 6 There's a lovely soft ... on the floor in the living room.

**2** Complete the 'to do' list from John's mum.

**John: To do on Saturday morning**

- Please tidy your bedroom and make your <sup>1</sup>... 
- After breakfast, load the <sup>2</sup>...  and do the <sup>3</sup>...  in the sink.
- Empty the <sup>4</sup>...  when it finishes, but don't do the <sup>5</sup>... ! I'll do that when I get home.

## GRAMMAR

**3** Complete Katy's email with (not) *as ... as* or *enough* and the adjective in brackets.

Hi Livvy,  
 I'm sending you some photos of our new house. It isn't <sup>1</sup>... (big) our old one, but it's <sup>2</sup>... (big) for all of us and we really like it. We're in the middle of the countryside, but the nearest town is <sup>3</sup>... (close) to go shopping or to the cinema whenever we want. The best thing is the garden. It isn't <sup>4</sup>... (beautiful) yours, but I like it! Anyway, it's <sup>5</sup>... (good) for our dog Zimbo. He's <sup>6</sup>... (happy) a baby, running about all day in the sunshine.  
 Write soon with your news.  
 Katy



**4** Complete the conversation. Use the words in brackets with *as ... as* or *enough* or the correct form of *have to*.

- RENA:** Have you seen Bianca's new house? She told me it isn't <sup>1</sup>... (nice) her old one.
- MIKE:** Really? I think it's nicer. The garden's amazing. It's <sup>2</sup>... (large) a football pitch!
- RENA:** Wow!
- MIKE:** Well maybe it's not quite that big. But it's <sup>3</sup>... (big) to play football anyway.
- RENA:** So why isn't she <sup>4</sup>... (happy) she was in her old house?
- MIKE:** Because now she <sup>5</sup>... (share) her room with her little sister.
- RENA:** I've got a little sister so I know how she feels! <sup>6</sup>... she still ... (take) the bus to school?
- MIKE:** No, her new house is <sup>7</sup>... (close) for her to walk. She and her sister are pleased because they <sup>8</sup>... (wake up) as early as they did before.

### Vocabulary

#### Furniture

- |                  |          |          |
|------------------|----------|----------|
| armchair         | cupboard | shelves  |
| bookcase         | desk     | sink     |
| carpet           | floor    | wardrobe |
| ceiling          | fridge   |          |
| chest of drawers | picture  |          |

#### Household chores

- |                             |                           |
|-----------------------------|---------------------------|
| clean (the kitchen)         | load the dishwasher       |
| do the ironing              | make your bed             |
| do the washing              | tidy up (the living room) |
| do the washing up           | vacuum (the carpet)       |
| empty (the washing machine) |                           |

#### Grammar

- (Not) *as* + adjective + *as*
- (Not) *enough* + adjective
- have to*/*don't have to*

## 5 FINISHED?

The aim of this page is to allow students who have already finished the lesson to practise the target language from the corresponding Student's Book page in a game-like way.

### 1 Answers

four shelves – six shelves  
a chest of drawers – a cupboard  
three big armchairs – a big armchair  
carpet – floor

### 2 Answers

- 1 doing the ironing
- 2 loading the dishwasher
- 3 doing the washing up
- 4 making your bed
- 5 cleaning the bathroom
- 6 vacuuming the stairs

### 3 Answers

1 as tall as; wide enough – a bookcase    2 as big as; cold enough – a fridge    3 as comfortable as; large enough – an armchair    4 as soft as; big enough – a carpet    5 as long and wide as; tall enough – the ceiling

### 4 Possible answers

- 1 He has to get up early. He has to catch a bus to school. He doesn't have to earn money.
- 2 She has to drive the bus. She has to wear a uniform. She doesn't have to buy a bus ticket.
- 3 She has to work outside. She has to carry heavy things. She doesn't have to work with other people.
- 4 He has to prepare lessons. He has to give clear instructions. He doesn't have to wear a uniform.

### GAMIFICATION: EXTRA FINISHED? ACTIVITY

Ask students to work in groups of four or five. Write the household chores on page 64 on separate pieces of paper. You will need a full set for each group. Put the pieces of paper in the middle of a table. Students work in their groups and take it in turns to pick up a piece of paper and act out the chore. The other members of the group have to guess what they are doing. Once they have guessed, they should write down the chore to check spelling.

### 🔄 Flipped classroom activity

Before starting the next unit, write the following questions on the board at the end of the class and ask students to look at the image on page 72 as homework. Encourage them to come up with some ideas about the photo and any possible answers to the questions before the next class. Doing this flipped classroom activity will get students thinking about the topic of the unit before they see it in class.

- 1 Name three things you can see in the photo.
- 2 Would you like to swim in the sea here?
- 3 What other hidden dangers are there in a place like this?



# 5 FINISHED?

1 Look at the photo and find four mistakes in the description. Correct the mistakes.

This is my uncle's living room. He likes reading and he's got four shelves full of books. There are also some pictures and some photos of the family. Under the bookshelves on each side, there's a chest of drawers. I don't know what he keeps in there! On the wall between the shelves, there's a large mirror and my uncle usually puts some flowers next to it. In the middle of the room there are three big armchairs. The room looks nice and bright because of the big windows and the white walls and white carpet. It's my uncle's favourite room – and his dog Pixie loves it too. She always sleeps near my uncle's chair. She's so cute!



2 Find six household chores in the picture.



3 Complete the clues with *as ... as* or *enough* and the adjectives. Then think of answers for the clues.

- 1 I'm ... (tall) a wardrobe and ... (wide) for lots of books. What am I?
- 2 I'm ... (big) a cupboard and I'm ... (cold) to keep meat and cheese inside. What am I?
- 3 I'm ... (comfortable) a sofa, but I'm not ... (large) for two people. What am I?
- 4 I'm ... (soft) a blanket, but I'm ... (big) to cover the room. What am I?
- 5 I'm exactly ... (long and wide) the floor, but you probably aren't ... (tall) to touch me. What am I?

4 For each photo, write three sentences about what the people *have to* and *don't have to* do every day.

