

TEACHING NOTES

4B Homes

4B Homes

Goal | describe your home

Grammar | articles

Vocabulary | things in a home

GSE learning objective

Can ask for and give very basic information about the home

Introduction

The goal of this lesson is for students to describe their home. To help them achieve this, they will learn or revise articles and vocabulary related to things in a home.

Warm-up

Collect some photos of different types of rooms and homes. Put Ss in pairs and ask them to think of an adjective they've learnt on the course so far to describe each photo. Add each adjective to the board, asking what else each could be used to describe.

Vocabulary

Things in a home

1 You might want to pre-teach or elicit the difference between *flat* (a home on one floor, usually part of a building and also called *apartment*) and *house* (a home with two or more floors, often with a garden). Ss discuss the questions in pairs. In feedback, ask a few Ss to share their answers with the class.

Optional extra activity

Books closed. On the board, elicit the following rooms in a house: *living room, kitchen, bathroom, bedroom*. Arrange the class in four groups and assign one of the rooms to each group. Give each group a few minutes to think of and write as many types of furniture for that room that they can think of. While they are doing this, divide the board into four sections and write a name of a room at the top of each one. When they are ready, give out a board pen to each group and ask them to come to the board and write the names of the furniture they thought of. Correct any errors with the class and award a point for each correct piece of furniture. The group with the most points wins.

2a Ss match the words with the pictures alone then check in pairs. Check answers as a class and drill the words chorally and individually. In monolingual classes, you could check understanding by asking Ss how they say each of the words in their first language.

Answers: **A** upstairs **B** wardrobe **C** curtains **D** shower
E bath **F** downstairs **G** cupboard **H** fridge **I** furniture
J garage **K** garden

b Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** cupboard **2** furniture **3** curtains **4** fridge
5 bath **6** wardrobe **7** garden

c Focus attention on the photos and put Ss in pairs to discuss which of the things in Ex 2a they can see. Elicit answers from the class.

VOCABULARY BANK 4B p140

Things in a home

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss match the words with the photos alone then check in pairs. Check answers as a class.

Answers: **A** light **B** shelf **C** bin **D** mirror **E** plate
F towel **G** sheet

b Ss discuss which rooms they can find the things in in pairs. When they are ready, check answers as a class.

c Read the examples with the class then Ss discuss the question in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1a at home then do Exs 1b and 1c in the next class.

Further practice

Photocopiable activities: 4B Vocabulary, p169

Reading

3a Focus attention on the text and elicit that it's an advertisement for a home. Give Ss a minute to read it quickly and decide which is the correct answer to the question. Check the answer as a class.

Answer: b

b Ss read the advertisement again and answer the questions, then check in pairs. Check answers as a class.

Answers:

- 1 the furniture in every room, the shower, the bath
- 2 three
- 3 two of the bedrooms; the kitchen (it has 'a big fridge and lots of cupboard space')
- 4 a fridge and lots of cupboards
- 5 two garages and a big garden

c Ss discuss the questions in pairs. In feedback, elicit Ss' ideas and ask a few Ss if they'd like to live there

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Grammar

Articles

4a Write on the board: *I have two pets: dog and cat. Dog's name is Poppy and cat's name is Colin.* Ask: *Is this sentence correct?* (No) *What's missing?* Elicit the missing articles. If Ss are finding it difficult, point to the places where the articles are missing and ask: *What goes here: a or the?* (Correct sentence: *I have two pets, a dog and a cat. The dog's name is Poppy and the cat's name is Colin.*) Ask: *Why do we use a/the here?* Elicit Ss' ideas but don't give any answers yet. Ss read the grammar box and choose the correct alternatives alone then check in pairs using the examples to help them. Check answers as a class.

Answers: 1 a/an 2 the 3 no article

b Read the first sentence with the class and focus attention on the article. Ask: *Which rule in the grammar box does this go with?* (rule b as there's only one garden outside the house). Ss match the rest of the sentences with the rules in pairs. Check answers as a class and elicit why we use the article in each sentence.

Answers:


- 1 b (only one garden outside the house)
- 2 b (the phrase *in the evening*)
- 3 a (first time one sofa is mentioned), b (only one living room)
- 4 c (second time the curtains are mentioned)
- 5 d (the phrase *at work*)

GRAMMAR BANK 4B pp.122–123

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, going through each of the uses of each article. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and ask them to explain them. Ss can refer to the notes to help them.

Answers:

- A** 1 a the sea (there's only one)
 2 Correct
 3 the a nurse (one of many/before a job)
 4 to the work (expression)
 5 the US (one of a few countries that includes *the*)
 6 a a school (expression)
 7 Correct
 8 the small towns (plural noun, talking generally)
 9 a very nice people (plural noun)
 10 the Barcelona (no article before city names)
 11 a a TV (before a consonant sound)
 12 the afternoon (expression)
 B 1 a 2 – 3 The 4 the 5 The 6 the 7 a 8 a 9 The
 10 a 11 – 12 the

5a  4.5 Model the two ways of saying *the*: short (/ðə/) and long (/ði:/). Play the recording for Ss to listen and say which type they hear in each sentence. Check answers as a class.

Answers:

the is a short sound (/ðə/) before a consonant sound (i.e. in sentences 1 and 2).
the is a long sound (/ði:/) before a vowel sound (i.e. in sentences 3 and 4).

b Play the recording again for Ss to listen and repeat. Drill the sentences if necessary, both chorally and individually.

6 Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 a 2 the 3 a 4 – 5 a; The 6 –; the 7 –; the 8 the; the

7a Read the example with the class then ask Ss to complete the sentences about their home. Monitor and make sure they're using articles correctly.


b Read the example with the class. Tell Ss to use the sentences in Ex 7a, but that they can also expand on these to give a fuller description of their homes. In feedback, ask a few Ss to describe their partner's homes to the class.

Further practice

Photocopiable activities: 4B Grammar 1, p167; 4B Grammar 2, p168

Speaking

Prepare

8a  4.6 Pre-teach *estate agent* (= someone who sell homes). Tell Ss they're going to listen to someone called Mark call an estate agent to ask about a flat. Play the recording for Ss to tick the things he asks about then check in pairs. Check answers as a class.

Answers: All except the neighbours and parking. The estate agent mentions the neighbours but Mark doesn't ask about them.

b Read through the questions with the class so Ss know what they are listening for. Play the recording for Ss to listen again and answer the questions. Ss check answers in pairs. Play the recording again if Ss want you to, then check answers as a class.

Answers:

- 1 6 2 a sofa, a dining table and chairs 3 a shower and a bath
 4 yes (but it's not private) 5 five minutes away
 6 £600/month

Audioscript 4.6

Estate agent: Hello. Cathy speaking.

Mark: Oh, hi. My name's Mark Edwards. I'm calling about the flat on West Street.

Estate agent: Oh yes, are you looking for somewhere to live?

Mark: That's right. I've got some questions about the flat. Is it a large flat?

Estate agent: It's not very large but it's not small. It's a good size for one person. It's modern and very comfortable.

Mark: How many rooms are there?

Estate agent: There's a hall, then there's a living room, a kitchen, a bathroom and two bedrooms.

Mark: Is there furniture in the flat?

in the living room. There's a double bed and cupboards in both bedrooms. In one of the bedrooms, there's also a desk and a chair.

Mark: Oh great, I sometimes work at home. Is there a shower in the bathroom?

Estate agent: Yes, there's a shower and a bath.

Mark: Fantastic. Is there a garden?

Estate agent: Um, yes. There's a garden for everyone in the building. It's not private but it's very pretty. Some of the neighbours sit out and read or have their breakfast there. It's large so you can find a quiet place to sit.

Mark: OK. Are there any shops and cafés near the flat?

Estate agent: Yes, there's a small supermarket about five minutes away. The flat's in a quiet area but there are other shops and cafés about a fifteen-minute walk away. There's a bus stop nearby, too.

Mark: Great. How much is the flat?

Estate agent: It's £600 per month. Are you interested?

Mark: Yes, I'd like to see it, please.

Estate agent: Good. Are you free tomorrow at 11 a.m.?

Mark: Yes, I am.

Estate agent: Meet me in front of the gate to the building and I'll show you around.

Mark: Great, see you then!

9 Put Ss in A/B pairs and direct them to the relevant pages to read and follow the instructions. Monitor while Ss are preparing and help with ideas if necessary.

Speak

10a Go through the Useful phrases with the class and check understanding. When they are ready, put Ss in their pairs again to carry out the roleplay. While they are speaking, monitor carefully and listen for Ss' use of articles, noting down any common errors and examples of good language use for feedback later.

b Ask each Student B in turn to tell the class if they'd rent the flat or not and why. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

Which vocabulary from today's lesson is most useful for you?

How will you continue practising articles in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 7b: Write a description of your home.

Grammar bank: 4B Ex A–B, p123

Workbook: Ex 1–6, p23

App: grammar and vocabulary practice

Fast route: continue to Lesson 4C

Extended route: go to p96 for Develop your reading

WORKBOOK ANSWER KEY

4B

1

1 curtains 2 bath 3 furniture 4 cupboard
5 shower 6 garden 7 wardrobe 8 garage

2

1 cupboard 2 curtains 3 shower 4 upstairs 5 garage
6 wardrobe

3

1 garden 2 curtains 3 cupboard 4 garage 5 furniture
6 downstairs 7 wardrobe 8 fridge

4

1 the 2 a 3 a, The 4 a 5 the 6 a 7 a, the 8 the
9 – 10 a, the

5

1 the, the 2 the, the 3 a, a, the 4 –, the 5 The, the

6

We don't have **a** big house, but it's really nice inside. There are two bedrooms: **a** big one and **a** small one. **The** big one is where I sleep and **the** small one is **a** spare room. Downstairs, there's **a** living room and **a** kitchen. **The** living room is really bright. But my favourite thing about my house is **the** garden. It's really big and in **the** summer I like to sit outside and listen to music.





Photocopiable notes and answer key

4B

Grammar 1 Articles

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, focus Ss' attention on the photos and elicit what Ss can see. Then, from Ex 1, elicit the first two answers as examples. Elicit why each article is used (see page 122 in the Student's Book for reference). Tell Ss to complete the rest of the gaps in the texts individually, then check in pairs. When they are ready, check answers with the class, eliciting why each article is used.

In Ex 2, ask Sss to look at the questions. Give Ss a minute to think about their answers, then put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few Ss and have a brief class discussion.

Answer key:

1

A 1 an 2 a 3 a 4 The 5 – 6 the 7 – 8 –

B 1 a 2 the 3 The 4 the 5 the 6 a 7 a 8 the

C 1 a 2 a 3 The 4 a 5 a 6 a 7 The 8 a

Grammar 2 Articles

Materials: One worksheet per pair of Ss, cut into cards

Instructions:

Distribute one set of cards per pair of Ss. Put Ss in pairs and give out half the set (nine cards) to each student face down and tell them not to look at them. Write *a/an, the* and *–* (no article) on the board and explain that on each card there is a sentence with a gap in it. Ss need to decide which article (or no article) needs to go in these gaps.

Ask Ss to take turns to turn over their top cards at the same time. If the same type of article is missing from the two cards, or if no article is needed in either of them, the first student to give the correct answer wins all of the cards laid down so far. If there is no match, Ss continue to turn over their top cards at the same time. Demonstrate the activity with a stronger student. Ss continue playing until one student has won all the cards. **Fast finishers** can shuffle and divide their cards and play again. Monitor and help if required.

Answer key:

I play football at **the** weekend.

We usually cook food outside in the summer. (–)

I like sushi. (–)

She goes to work early. (–)

That's **a** useful book.

There's **an** old table in the kitchen.

There's a small bedroom and a big bedroom. **The** small bedroom's mine.

Why is your book on **the** floor?

You can work at home today. (–)

There are things all over the floor! (–)

Is there **a** shower in the flat?

I live in **a** big house.

The front door is open!

I usually watch TV in **the** evening.

I don't like **big** houses.

What do you usually do at school? (–)

We need **a** new carpet.

This is **a** lovely, comfortable sofa.

Vocabulary Things in a home

Materials: One worksheet per pair

Instructions:

Put Ss in pairs. Give each pair a Student A and Student B worksheet. Tell Ss not to show their worksheets to each other.

Explain that their pictures are very similar, but that there are twelve differences between them. Tell Student A to ask Student B questions to try to find the differences, e.g. *Is there a ... ?* or *Are there any ... ?* When he/she finds a difference, he/she puts a circle around it.

Give Ss plenty of time to find the differences. While they are working, monitor and help with vocabulary if necessary, writing any new words and phrases on the board. Check the answers with the class, encouraging Ss to use the target language, e.g. *In my picture there aren't any cupboards, but in Roberto's picture there are.*

To give Ss additional writing practice, you could ask them to write sentences that describe the differences before eliciting them from the whole class. While Ss are writing, monitor and correct if necessary.

Answer key:

1 In picture A, there's a car in the garage. In picture B, there isn't.

2 In picture A, there isn't a hall. In picture B, there is.

3 In picture A, there's a big sofa in the living room. In picture B, there's a small sofa.

4 In picture A, there's a table in the living room. In picture B, there isn't.

5 In picture A, there's a large TV on the wall in the living room. In picture B, there's a small one.

6 In picture A, the table and chairs are next to the sofa. In picture B, they're behind it.

7 In picture A, the shower is upstairs in the bathroom. In picture B, it's downstairs.

8 In picture A, there are cupboards in the kitchen. In picture B, there aren't any.

9 In picture A, the fridge is on the back wall of the kitchen. In picture B, the fridge is next to the back door.

10 In picture A, you can't see a sink in the kitchen. In picture B, the sink is next to the cooker.

11 In picture A, the toilet is between the shower and the bath. In picture B, the toilet is next to the sink.

12 In picture A, there is a table next to the bed. In picture B, there isn't a table.

13 In picture A, there are curtains in the bedroom. In picture B, there aren't any.

14 In picture A, there's a wardrobe in the bedroom. In picture B, there isn't one.

15 In picture A, there isn't a bike in the garden. In picture B, there is.

16 In picture A, there's a person playing with the dog in the garden. In picture B, there isn't.

