

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to rooms and furniture and household objects **CLC**
- Identify specific information from a text on English houses **CLC**
- Understand and correctly use grammar structures related to the past simple of *be* and *there was / were* and the affirmative form of regular past simple verbs **CLC**
- Identify specific information through a listening activity about the history of the toothbrush **CLC**
- Use appropriate functional language to ask for information **CLC, SCC**
- Write a description of a room **CLC, SIE**
- Use adjectives to improve your writing **CLC**
- Identify general content from a text about the White House **CLC**
- Learn about different types of house in Britain **CAE**
- Learn about the history of the toothbrush **CAE**
- Learn about the White House **CAE**
- Assimilate the All Clear Tips and study the Language Reference from the unit **CLC, L2L**
- Identify areas of language which need improvement and use ICT for extra practice **DC, CLC, L2L**

More information on Key Competences, page v

Linguistic content

Grammar

- Past simple *be*: affirmative, negative, interrogative and short answers
- *there was / there were*
- Past simple: affirmative regular verbs

Recycled grammar

- *be* (Unit 1)
- *have got* (Unit 2)
- present simple (Unit 3)

Main vocabulary

- Rooms and furniture: *armchair, bathroom, etc*
- Household objects: *camera, dishwasher, etc*

Functional language

- Asking for information / On a school trip

Pronunciation

- *was / were*

Skills: learning outcomes

- **Reading** Understand specific information in a clearly structured historical fact file about an English street. The student can re-read the more difficult parts, page 77
- **Listening** Extract the main ideas and relevant information from a presentation about the history of the toothbrush, page 80
- **Speaking** Communicate effectively in an everyday situation. Follow norms of basic courtesy while asking for information on a school trip, page 81
- **Writing** Write a short description in a conventional format. The main points are set out in a logical order, page 82
- **Reading** Understand specific information from a clearly structured fact file about the White House. The student has help from pictures to aid understanding. The student can re-read the more difficult parts, page 83

Lifelong learning skills and content-based learning

Life skills

- **Communication** Asking for information on a school trip, page 81
- **Learning how to learn** Make notes and plan a description of a perfect bedroom, page 82
- **Socio-cultural awareness** Learn about the White House, page 83

Learning strategies

- Use topic sentences in paragraphs to infer the general content, page 77

Cross-curricular content

- History: English architecture, page 77
- Language and literature: conventions for writing a description, page 82
- History: The history of the White House, page 83

Further materials and evaluation

Digital material

- Student's and Teacher's Resource Centres
- Teacher's Presentation Kit
- Student's Digital Material: interactive vocabulary and grammar activities
- Video *Transport* (Revision Units 7–9, page 108)

Student's website www.macmillansecondary.es

Workbook

- Vocabulary, pages 44–5
- Vocabulary Reference, page 90
- Grammar, pages 46–7
- Grammar Reference and Practice, pages 78–9
- Revision, page 48
- Culture: Reading and Listening, page 99
- Writing Guide, pages 114–5
- Speaking, page 126

Teacher's Resource File

Multi-level Materials Bank

- All Clear Basics, pages 31–5
- Vocabulary and Grammar Consolidation and Extension, pages 25–8
- Translation and Dictation, Unit 7 pages 7 and 16

Lifelong Learning

- Digital Competence, pages 13–4
- Culture Video Material, pages 5–6
- Study Skills, pages 1–12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1–7
- Key Competences, pages 13–4 and 31–2

Content-based learning

- CLIL, pages 1–10
- Macmillan Readers, pages 5–6

Evaluation material

- Unit 7 end-of-unit test: Basic, Standard and Extra
- CEFR Skills Exam Generator



Web info

Tips to find extra information on: house vocabulary and house-related verbs, how to brush a dog's teeth, different dream bedrooms, the White House

Extra help for weaker students

Teacher's Resource File: All Clear Basics, pages 31–5

Material for fast finishers

Workbook: Grammar Extension, page 49

Teacher's Resource File: Vocabulary Extension, page 27

Teacher's Resource File: Grammar Extension, page 28

7

At home

Objectives

- Vocabulary** Rooms and furniture; household objects
- Grammar** *be*: past simple; *there was / there were*; past simple: affirmative regular verbs
- Speaking** Asking for information
- Writing** A description; adjectives

Vocabulary

Rooms and furniture

Exercise 1

- 1 cooker
- 2 chair
- 3 table
- 4 mirror
- 5 cupboard
- 6 sofa
- 7 bookcase
- 8 desk
- 9 lamp
- 10 bed
- 11 wardrobe
- 12 toilet
- 13 armchair

1  2.12 Listen and repeat the words. Match them with pictures 1–13.

armchair • bed • bookcase • chair • cooker • cupboard • desk • lamp • mirror • sofa • table • toilet • wardrobe



2 How do you say these rooms in your language? Match the rooms with the words in exercise 1.

bathroom • bedroom • dining room • kitchen • living room

3  2.13 Listen to Regina and Liam. Where do they do their homework?

4  In pairs, find out where your partner does the things in the box.

do homework have breakfast have dinner listen to music read watch TV

Where do you usually read?

I usually read in my bedroom.

Exercise 2

Students' own answers

Possible answers:

- bathroom*: mirror, toilet
- bedroom*: bed, bookcase, chair, desk, lamp, mirror, wardrobe
- dining room*: chair, lamp, table
- kitchen*: cooker, cupboard, table
- living room*: armchair, bookcase, lamp, sofa, table

Exercise 3

Liam: in the living room
Regina: in her bedroom



Lesson Aims:

Students learn and practise some words for rooms and furniture.

Students listen to two young people talking about where they do their homework and identify the places.

Vocabulary

Rooms and furniture

Warmer

Ask students about what furniture they have in their bedroom. Help with vocabulary as necessary.

1 2.12

- Play the audio. Students listen and repeat the words. Clear up any confusion students may have about the meanings by asking them to translate the words.
- Teach the words, paying attention to pronunciation, particularly of *bookcase, cooker, cupboard, mirror, sofa, toilet, wardrobe*.
- Students match the words with the pictures.
- Check answers with the class.

Extra activity

Students close their books and try to remember all the types of furniture they have just seen.

- 2
- Check students understand the words for rooms by asking them to translate them into their language.
 - In pairs, students match the furniture with the rooms. Tell them that some items can be in more than one room, eg *table*.
 - Check answers with the class.

3 2.13

- Play the audio. Students listen and say where Liam and Regina do their homework.
- Check answers with the class.

4

- Students repeat the example in the speech bubbles after you. Correct pronunciation, paying special attention to intonation and sentence stress.
- Ask students more questions using the activities in the box.
- Students ask and answer in pairs. Remind students to listen to and remember their partner's answers.
- Ask some students to tell you about their partner.



Cultural note

In the UK many families call the living room the sitting room.

Mixed-ability solutions

Students who need extra help: Exercise 4.

Students write out the questions and answers which are true for them before they start.

Fast finishers: Exercise 4. Students write three sentences about where their partner does various activities.

Self-study and extra practice

Workbook

- Vocabulary, page 44

Teacher's Resource File

- All Clear Basics, page 31
- Vocabulary Consolidation, page 25
- Vocabulary Extension, page 27

Digital Activities

- Student's Digital Material

Lesson Aims:

Students read and listen to a text about English houses for gist and specific information.

Reading

History file

Warmer

Discuss with students the different types of houses people live in in their country. Write their ideas on the board, providing the translation in English where necessary.

Word Check

Check students understand the new words: *fireplace*, *terraced*, *neighbours* and *semi-detached*. Explain any they don't know.

- Tell students that we can often get a good idea of the contents of a paragraph just by reading the first sentence.
 - Students read the first sentence of paragraphs A–C and match them with the headings.
 - Check answers with the class.
-  2.14
 - Students read the sentence beginnings and the possible endings.
 - Play the audio. Students read and listen to the text to choose the correct options to complete the sentences.
 - Check answers with the class.
- Students write answers to the questions. Help as necessary.
 - Check answers with the class.

All Clear Facts

Read the fact with the class. Ask the class what type of house most people live in in their country.

Extra activity

Books closed. Read paragraph B and pause at certain 'strategic' places. Encourage students to supply the word or words that come next.



Cultural note

Many houses in Britain have a garden and gardening is a very popular free-time activity. There are many gardening programmes on TV and some of the presenters become well-known TV personalities.



Web info

Type these words in your search engine for more information about house vocabulary and house-related verbs (video): 'video + learn home / house'

Mixed-ability solutions

Students who need extra help: Exercise 3. Write on the board the following key words to include in the answers: question 1: *heating*; question 2: *more cars*; question 3: *city centre*; question 4: *semi-*.

Fast finishers: Exercise 3. Draw a table with the headings *Types of house* and *Rooms in the house*. Ask students to copy it and to write down all the relevant words that appear in the text.

Self-study and extra practice

Teacher's Resource File

- Key Competences: Reading, page 13

Reading

History file

Word Check

fireplace terraced neighbours semi-detached

HISTORY ON AN ENGLISH STREET



On an English street, there is often a variety of houses from different periods of history.



The Victorian era was the start of industrial Britain and many people moved to the cities. There are many houses from that era. There was a **fireplace** in each room because there wasn't any electric or gas heating in the 1850s. Victorian **terraced** houses have **neighbours** on both sides.



Semi-detached houses were very popular in the 1950s. Downstairs, there is usually a kitchen, a living room and a dining room. Upstairs, there are usually two or three bedrooms and a bathroom. There were more cars on the roads in the 1950s, so these houses have usually got a garage. On one side a neighbour's home joins their house.



In the 1990s, old factories in the city were empty. Young people liked living near the city centre. These flats were very big and they weren't expensive. There isn't a garden but there is a lot of space. There is a kitchen, a bathroom and bedrooms.

Exercise 1

- 1 C
- 2 A
- 3 B

- 1 Read the first sentence of each paragraph in the text. Then match headings 1–3 with paragraphs A–C.

- 1 The 1990s flat
- 2 The 1850s Victorian house
- 3 The 1950s semi

i All Clear Facts

Most people in Britain live in semi-detached houses.

- 2  2.14 Read and listen to the text. Choose the correct answers.

- 1 The houses on an English street are ...
a) very similar. b) often different. c) all flats.
- 2 Victorian terraced houses have got ...
a) fireplaces. b) windows. c) a garage.
- 3 The 1950s semi-detached house has usually got ...
a) neighbours on both sides. b) a garage.
c) a pool.
- 4 Flats in old factories are often ...
a) very small. b) in a city. c) expensive.

- 3 Answer the questions.

- 1 Why have Victorian terraced houses got fireplaces?
- 2 Why has the 1950s semi-detached house got a garage?
- 3 Why did young people like living in old factories in the 1990s?
- 4 Which type of house has neighbours on one side?

Exercise 2

- 1 b
- 2 a
- 3 b
- 4 b

Exercise 3

- 1 because there wasn't any electric or gas heating in the 1850s
- 2 because there were more cars on the roads in the 1950s
- 3 because they liked living near the city centre
- 4 a semi-detached house

Grammar

be: past simple

Affirmative	Negative	Interrogative	Short answers
I was	I wasn't	Was I ... ?	Yes, I was.
You were	You weren't	Were you ... ?	No, you weren't.
He was	He wasn't	Was he ... ?	Yes, he was.
She was	She wasn't	Was she ... ?	No, she wasn't.
It was	It wasn't	Was it ... ?	Yes, it was.
We were	We weren't	Were we ... ?	No, we weren't.
You were	You weren't	Were you ... ?	Yes, you were.
They were	They weren't	Were they ... ?	No, they weren't.

1 Complete the sentences with *was* or *were*.

- Igloos ... the houses of some Inuit people.
- Snow ... the traditional material for igloos.
- Sometimes bone ... the main material.
- Small igloos ... temporary houses.
- A big permanent igloo ... the home of about 20 people!

2 Complete the text with the affirmative or negative past simple form of *be*.

Historically, the black tent ⁽¹⁾ ... the home of the nomadic people of the Arab world. The traditional material ⁽²⁾ ... hair from animals. They ⁽³⁾ ... (not) hot during the day. They ⁽⁴⁾ ... (not) cold at night. The tent ⁽⁵⁾ ... perfect for nomads because it ⁽⁶⁾ ... (not) heavy. Some people live in black tents today.

3 Complete the questions with *was* or *were*.

- ... your friends at your home at 8 pm last night?
- ... it cold last Saturday?
- ... you and your family in the living room at lunchtime?
- ... you in bed last night at 10 pm?
- ... your best friend at school yesterday?

4 Work in pairs. Ask and answer your questions from exercise 3.

Were your friends at your home at 8 pm last night?

No, they weren't.

there was / there were

	Singular	Plural
Affirmative	There was	There were
Negative	There wasn't	There weren't
Interrogative	Was there ... ?	Were there ... ?
Short answers	Yes, there was.	No, there weren't.

5 Complete the text with *there was / there were* or *there wasn't / there weren't*.

In England, in the 19th century, water canals were very important. ⁽¹⁾ ... a lot of narrow boats. On a narrow boat, ⁽²⁾ ... (not) many rooms. Usually, ⁽³⁾ ... one room. In this room, ⁽⁴⁾ ... beds for the family. ⁽⁵⁾ ... (not) a big kitchen and ⁽⁶⁾ ... (not) many chairs. Some people live in narrow boats today.

Exercise 5

- There were
- there weren't
- there was
- there were
- There wasn't
- there weren't

Exercise 1

- were
- was
- was
- were
- was

Exercise 2

- was
- was
- weren't
- weren't
- was
- wasn't

Exercise 3

- Were
- Was
- Were
- Were
- Was

Lesson Aims:

Students learn and practise the past simple of *be* and *there was / there were* (continued on page 79).

Grammar

be: past simple

Warmer

Ask students to look at the first sentence of paragraphs A and B of the reading text on page 77. Highlight *was* and *were*. Ask students if they refer to the past or the present.

- 1 • Read down the first column of the grammar table with the class. Translate each line with the class. Ask after which pronouns we use *was* and after which we use *were*.
 - Students read and complete the sentences about igloos. You might need to explain who the Inuit are (*a group of peoples inhabiting the Arctic regions of Greenland, Canada and the United States*) and the words *bone* and *main*.
 - Check answers with the class.
- 2 • Read down the second column of the grammar table with the class. Ask how we form the negative of *be*.
 - Tell students the tents used by the Bedouin people are called black tents. Ask them where they think they are used (*in the desert in the North of Africa and on the Arabian Peninsula*).
 - Students read and complete the text about black tents with the appropriate affirmative or negative past simple form of *be*.
 - Check answers with the class.
- 3 • Read down the third column of the grammar table with the class. Ask how we change the affirmative to form the interrogative.
 - Students complete the questions with *was* or *were*.
 - Check answers with the class.



- 4 • Ask some students some of the questions in exercise 3 so you can highlight the short answers in the final column of the table.
 - Practise the question and answer in the speech bubbles with the class, paying attention to stress and intonation.
 - In pairs, students ask and answer the questions from exercise 3.

Extra activity

Play a guessing game. One student asks *Where was I at ... ?*, eg *Where was I at 6 pm last Monday?*. The other students have to ask questions, *Were you at the swimming pool?* to guess the place.

there was / there were

- 5 • Write on the board:
 - There's a desk in my bedroom.*
 - There are six chairs in the dining room.*
 - Elicit from the class the negative and interrogative of each sentence and write it on the board.
 - Now ask the class how they think we say these sentences in the past.
 - Read through the grammar table with the class.
 - Teach *canal* and *narrow boat*.
 - Students read and complete the text. Make it clear that they need to decide in each case if the verb needs to be in the singular or plural and whether it needs to be affirmative or negative. Emphasize that they always need to write *there* before writing the verb.
 - Check answers with the class.

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write down the answer to each question first.

Fast finishers: Exercise 5. Students write short answers to the following questions about the text:

Were there many rooms?

Were there many chairs?

Was there a big kitchen?

Lesson Aims:

Students learn and practise the past simple of *there was / there were* (continued from page 78) and the past simple affirmative of regular verbs.

Grammar

- Before students do this exercise, go back to the grammar table on the page 78 and revise how to ask questions and give short answers with *there was / there were*.
 - Emphasize that students need to first decide if the verb is in the singular or plural.
 - Students complete the questions and write short answers.
 - Check answers with the class.

Past simple: affirmative regular verbs

Warmer

Ask students to look at the first sentence of paragraph A on page 77. Highlight *moved*. Ask students if it refers to the past or the present. Then ask how the form is different from the present.

- Ask students to look at the grammar table. Ask them what they notice about the form of the past simple affirmative. (*It's the same for all persons.*)
 - Make students aware of the spelling rules for the past simple affirmative.
 - 1 Most verbs, add *-ed*: *played, wanted*
 - 2 Verbs ending in *-e*, add *-d*: *arrived, telephoned*
 - 3 Verbs ending in vowel + *y*, omit the *y* and add *-ied*: *cried, tried*
 - Students complete the sentences with the past simple form of the verbs.
 - Check answers with the class.
 - You may want to make students aware of the rules for pronouncing the endings of regular past simple affirmative verbs:

We pronounce the *-ed* ending:

/t/ after /p/, /k/, /s/, /t/, /ʃ/ and /tʃ/ sounds:
stopped, washed, etc.

/ɪd/ after /d/ and /t/ sounds: *ended, wanted, etc.*

/d/ after all other sounds: *arrived, opened, etc.*

Extra activity

If you decide to focus on the pronunciation of the endings of regular past simple affirmative verbs, draw a table on the board with the headings /d/, /t/ and /ɪd/. Then write the 10 verbs below on the board and ask students to put them in the correct column.
answered, asked, closed, kissed, learned, lived, looked, moved, played, pronounced, visited, waited



- Tell students that this is a cumulative check of the grammar in Units 1 to 7 and explain any vocabulary they may not know, eg *buttons, dial, remote control* and *channel*.
 - Students complete the dialogue with the correct form of the verbs in brackets.
-  2.15
 - Play the audio. Students listen and check their answers.
 - Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from the previous units.

Extra activity

Students read the dialogue in pairs.

Mixed-ability solutions

Students who need extra help: Exercise 8. Write two options on the board for each gap.

Fast finishers: Exercise 8. Students write four past simple sentences using the verbs *cook, phone, play, watch*.

Self-study and extra practice

Workbook

- Grammar, pages 46–7
- Grammar Reference and Practice, pages 78–9

Teacher's Resource File

- All Clear Basics, pages 33–4
- Grammar Consolidation, page 26
- Grammar Extension, page 28

Digital Activities

- Student's Digital Material

Exercise 6

- 1 Were there; Yes, there were.
- 2 Were there; Yes, there were.
- 3 Were there; No, there weren't.
- 4 Were there; Yes, there were.
- 5 Was there; No, there wasn't.
- 6 Were there; No, there weren't.

6 Complete the questions. Then look at exercise 5 and write the short answers in your notebook.

- 1 ... any water canals in the 19th century?
- 2 ... any narrow boats?
- 3 ... many rooms on a narrow boat?
- 4 ... beds for the family?
- 5 ... a big kitchen
- 6 ... many chairs?

Past simple: affirmative regular verbs

Past simple: affirmative regular verbs

I wanted	We wanted
You wanted	You wanted
He / She / It wanted	They wanted

7 Complete the sentences with the past simple affirmative form of the verbs in brackets.



- 1 A British engineer ... (design) a portable computer in 1979.
- 2 NASA ... (use) this model on their space programme in the 1980s.
- 3 Business executives ... (want) a portable computer.
- 4 Adam Osborne ... (produce) the first portable computer in 1981.
- 5 The first laptops ... (weigh) 11 kg!

Exercise 7

- 1 designed
- 2 used
- 3 wanted
- 4 produced
- 5 weighed

8 Complete the dialogue with the correct form of the verbs in brackets.

- Rachel** What's that?
- Louis** It ⁽¹⁾... (be) an old telephone.
- Rachel** But look! There ⁽²⁾... (not be) any buttons!
- Louis** I know. In the past there ⁽³⁾... (not be) any phones with buttons. There ⁽⁴⁾... (be) a dial, but no buttons.
- Rachel** That's interesting!
- Louis** And look at this old black and white TV. My dad ⁽⁵⁾... (watch) this TV when he ⁽⁶⁾... (be) young.
- Rachel** Where's the remote control?
- Louis** There ⁽⁷⁾... (not be) any remote controls in the past. You ⁽⁸⁾... (change) the channel with a dial on the TV.
- Rachel** That's amazing!

9  2.15 Listen and check.

All Clear Grammar

1 2 3 4 5 6 7 8 9



Exercise 8

- 1 's
- 2 aren't
- 3 weren't
- 4 was
- 5 watched
- 6 was
- 7 weren't
- 8 changed



Vocabulary

Household objects

Exercise 1

Students' own answers

- 1  2.16 Listen and repeat the words. How do you say them in your language?

camera • dishwasher • fridge • laptop • microwave • mp3 player • remote control • telephone • toothbrush • washing machine

- 2 Match pictures 1–10 with the words in exercise 1.



- 3 Write the correct word in your notebook.

- | | |
|--|--|
| 1 A washing machine / dishwasher cleans clothes. | 3 A laptop / microwave is a portable computer. |
| 2 An mp3 player / A remote control changes channels on a TV. | 4 A camera / fridge makes food cold. |
| | 5 A toothbrush / telephone cleans teeth. |

Exercise 2

- 1 mp3 player
- 2 microwave
- 3 telephone
- 4 camera
- 5 washing machine
- 6 remote control
- 7 dishwasher
- 8 fridge
- 9 laptop
- 10 toothbrush

Exercise 3

- 1 washing machine
- 2 A remote control
- 3 laptop
- 4 fridge
- 5 toothbrush

Listening

- 4  2.17 Listen to a radio programme about the history of the toothbrush. Copy the list in your notebook and number them in the order you hear them.

- | | |
|-------------------|---------------------|
| a) hair from pigs | b) wood from trees |
| c) nylon | d) hair from horses |

- 5 Listen again and write the correct word in your notebook.

- 1 There were / weren't toothbrushes thousands of years ago.
- 2 The first toothbrushes were / weren't pieces of wood.
- 3 The Chinese created toothbrushes from **horsehair** / **pig hair**.
- 4 **An American** / **A European** invented the nylon toothbrush.
- 5 Modern electric toothbrushes appeared in 1939 / 1987.



Lesson Aims:

Students learn and practise words for household objects.

Students listen to a radio programme that describes the history of the toothbrush and identify general and specific information.

Vocabulary

Household objects

Warmer

Brainstorm with students what electrical appliances they have in their house. Write them on the board, supplying the word in English when necessary.

1 2.16

- Play the audio. Students listen and repeat the words. Highlight the stress.
- Students tell you the translation of each word.

- #### 2
- Students match the pictures with the words in exercise 1.
 - Check answers with the class.

Extra activity

Discuss with the class which room or rooms in their house the objects are located in.

- #### 3
- Do number 1 (*washing machine*) with the class.
 - Students then choose the correct options to complete the other sentences.
 - Check answers with the class.

Listening

Warmer

Ask students how often they brush their teeth and whether they use an electric or a manual toothbrush.

4 2.17

- Tell students that they are going to listen to a radio programme about the history of the toothbrush.
- Look at the list of materials with the class and clear up any vocabulary problems.
- Students copy the list into their notebooks.
- Play the audio. Students listen and number the items in the order they hear them.
- Check the answer with the class.

- #### 5
- Students read the sentences.
 - Play the audio again. Students listen and choose the correct options to complete the sentences.
 - Check answers with the class.



Web info

Type these words in your search engine for information on how to brush a dog's teeth: 'wikihow + brush dog's teeth'

Mixed-ability solutions

Students who need extra help: Exercise 3. Ask students just to describe the objects in exercise 2.

Fast finishers: Exercise 3. Students close their books and write down from memory five sentences to describe the objects.

Self-study and extra practice

Workbook

- Vocabulary, page 45
- Vocabulary Reference, page 90

Teacher's Resource File

- All Clear Basics, page 32
- Vocabulary Consolidation, page 25
- Vocabulary Extension, page 27
- Key Competences: Listening, page 14

Digital Activities

- Student's Digital Material

Lesson Aims:

Students learn and practise functional language to ask for information on a school trip.

Speaking

Asking for information / On a school trip

Warmer

Ask students if they've ever visited a museum or a historic monument. Write the places they've been to on the board.

Model Dialogue

1 2.18

- Students read the question.
- Play the audio. Students listen to and read the dialogue.
- Students answer the question.
- Check the answer with the class.

- 2**
- Students read the question.
 - Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on the use of *Where is ... ?*; *Is there ... ?*; and *What time ... ?* to ask for information.
 - Students answer the question.
 - Check the answer with the class.

- 3**
- Students match the sentence halves. Tell them to refer to the dialogue to help them if necessary.
 - Check answers with the class.

Speaking Task

1 Talk about a school trip

Students look at the information about Court Palace and choose two places that they want to visit, eg the café and the gardens.

2 Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

3 Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before they do step 3.

Fast finishers: Speaking Task. Students act out another dialogue using different attractions at Court Palace. If possible, they do this without looking at the Model Dialogue.

Self-study and extra practice

Workbook

- Speaking, page 126

Teacher's Resource File

- Key Competences: Speaking, pages 31–2

Digital Activities

- Student's Digital Material

Speaking

Asking for information / On a school trip

Model Dialogue



Lucas

Excuse me. Where is the information centre?

Thanks! And is there a gift shop?

What time does the gift shop close?

Thanks for your help.

Assistant



It's on the ground floor.

Yes, there is. It's on the first floor, beside the café.

It closes at half past five.

You're welcome.

Exercise 1

The gift shop is on the first floor.

1



Listen to the dialogue. Where is the gift shop?

3

Match 1–4 with a–d.

- 1 Where are
- 2 Is there
- 3 It's next to
- 4 It's on

- a) a shop?
- b) the toilets?
- c) the first floor.
- d) the café.

Exercise 3

- 1 b
- 2 a
- 3 d
- 4 c

Exercise 2

The gift shop closes at half past five.

2

Listen again and repeat the dialogue. What time does the gift shop close?

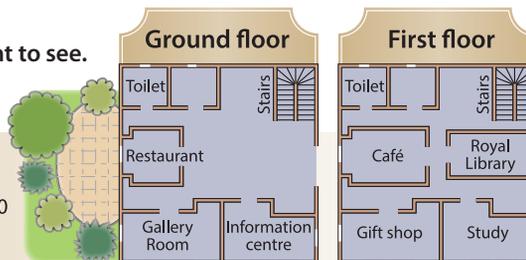
Speaking Task

1 Talk about a school trip

Read the information. Choose what you want to see.

Welcome to the Historic
COURT PALACE

Ground floor	First floor
Gardens: 10.00–18.00	Royal Library: 11.00–17.30
Information centre: 10.00–18.00	Gift Shop: 10.30–17.30
	Café: 10.00–18.00



2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogues.

Excuse me. Where is the Royal Library?

It's on the first floor.

Useful Language Asking for information

Excuse me. Where is the information centre?

It's on the ground floor.

And is there a gift shop?

Yes, there is. It's on the first floor.

What time does the gift shop open / close?

It opens / closes at half past five.

Writing

A description

- 1  2.19 Read the Model Text and listen. Answer the questions in your notebook.

- 1 What room was in Molly's dream?
- 2 What was there in her dream room?
- 3 What was her favourite object? Why?

Model Text

My dream room

Last night I dreamed about my perfect room. It was enormous! There were two big windows. There was a blue bookcase with lots of interesting books.

There was a purple wardrobe and a white laptop. There was a fridge with my favourite food. There wasn't a television but there was a cinema screen. There was a sofa bed for my friends.

My favourite object was a robot – it finished my homework and played games with me!



Exercise 1

- 1 her perfect room
- 2 two big windows, a blue bookcase with lots of interesting books, a purple wardrobe, a white laptop, a fridge with her favourite food, a cinema screen, a sofa bed, a robot
- 3 a robot; it finished her homework and played games with her

Exercise 2

- 1 my perfect room; a blue bookcase; a purple wardrobe; a white laptop; my favourite food; my favourite object
- 2 two big windows; lots of interesting books

- 2 Look at the All Clear Tips. Find examples of 1 and 2 in the Model Text.

All Clear Tips

Adjectives

- 1 Adjectives go before the noun:
There was a purple wardrobe.
- 2 Adjectives haven't got a plural form:
There were two big windows.

- 3 Rewrite these sentences in your notebook with the adjectives in brackets.

There was a bookcase. (blue)
There was a blue bookcase.

- 1 In my bedroom, there was a desk. (brown).
- 2 There were two lamps. (small)
- 3 There were two chairs. (white)
- 4 There was a wardrobe. (big)

Writing Task

1 Plan

Make notes about your dream room and include:

Room *Last night I dreamed about my perfect room.*

It was ...

Furniture and objects *There was / were ...*

There wasn't / weren't ...

Favourite object *My favourite object was ...*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Your dream room

Paragraph 2 Furniture and objects

Paragraph 3 Your favourite object

3 Check

- past simple *be* and affirmative regular verbs
- there was / were*
- vocabulary for rooms, furniture and household objects
- adjectives

Exercise 3

- 1 In my bedroom, there was a brown desk.
- 2 There were two small lamps.
- 3 There were two white chairs.
- 4 There was a big wardrobe.

Lesson Aims:

Students practise using adjectives.
Students write a description of their dream room.

Writing

A description

Warmer

In teams, revise the words for rooms, furniture and household objects. You say a room and teams in turn have to say an item of furniture or household object which is normally in that room. Give one point for each correct word.

Model Text

1 2.19

- Students look at the picture and tell you what they can see in it and whether they would like to have a bedroom similar to the one shown in the picture.
- Tell students that they are going to read a text describing the picture.
- Students read the questions.
- Play the audio. Students read and listen to the Model Text and answer the questions.
- Check answers with the class.

All Clear Tips

- 2 • Read the All Clear Tips with the class.

 - Ask students if adjectives in their own language follow similar rules.
 - Ask students why it's a good idea to use adjectives when we write. (*They make a text more interesting and vivid.*)
 - Students look for examples in the Model Text.
- 3 • Read the example with the class.

 - Students rewrite the sentences with the adjectives in brackets.
 - Check answers with the class.

Extra activity

Ask students which of the adjectives in the Model Text describe colour and which describe size. Then ask the class what other things adjectives can describe (eg *emotions, price, personal characteristics*, etc). To help them with this, you may want to write on the board: *sad, expensive, intelligent*, etc.

Writing Task

1 Plan

Read the notes with the class. Students make notes about their own dream room.

2 Write

Look at the structure with the class. Students use their notes to write a description of their dream room. Emphasize that they should use some adjectives to describe the room.

3 Check

Encourage students to check their work, paying particular attention to the points mentioned.



Web info

Type these words in your search engine for photos of different dream bedrooms: 'my dream teenage bedroom + pinterest'

Mixed-ability solutions

Students who need extra help: Writing Task.

Students copy out the Model Text, changing the names of the objects and the colours.

Fast finishers: Writing Task. Two possible activities:

- 1 Students read their partner's text and see how many similarities and differences there are with their own.
- 2 Students read their partner's text and try to draw the room.

Self-study and extra practice

Workbook

- Writing Guide, pages 114–5

Teacher's Resource File

- Key Competences: Writing, page 14

Lesson Aims:

Students learn about the White House.

Students practise the pronunciation of *was* and *were*.

Culture Reading

The White House

Warmer

Ask students if they know where the White House is and who lives there. Once you've done this, you could also ask where the President of the Spanish Government lives (*the Palacio de la Moncloa*) and who lives at 10 Downing Street (*The Prime Minister of the United Kingdom*).



- Students look at the pictures and to tell you what they see.
- Before students read the text, you might want to pre-teach *floor, lift, tennis court* and *bowling alley*.
- Read the questions with the class.
- Play the audio. Students read and listen to the text to find the answers to the questions.
- Check answers with the class.

Extra activity

Students find information on the internet to write a similar text about an important house or palace in their country.

Pronunciation

was / were



- a**
- Model and practise the pronunciation of *was* and *were*.
 - Play the audio twice. Students listen and decide if they hear *was* or *were* in each sentence.
 - Check answers with the class.
- b**
- Play the audio again. Students listen again and repeat the sentences. Practise the sentences, paying attention to the pronunciation of the weak and strong forms of *was* and *were*.



Web info

Type these words in your search engine for

- more information about the White House: 'whitehouse + gov + about'
- an interactive tour of the White House (video): 'whitehouse + gov + interactive tour'

Mixed-ability solutions

Students who need extra help: Reading text.

Write two options for each answer on the board, as follows:

- 1 *The President of the US Senate / The President of the USA*
- 2 *The President's Palace / The Green House*
- 3 *Barack Obama / President Roosevelt*
- 4 *President Roosevelt / John Adams*
- 5 *Six / Two*
- 6 *A swimming pool, a tennis court and a bowling alley / A swimming pool, a tennis court and a cinema*

Fast finishers: Reading text. Write the following numbers on the board. Students say what they refer to.

1600, 1901, 1800, 132, 35

Self-study and extra practice

Workbook

- Culture: Reading and Listening, page 99

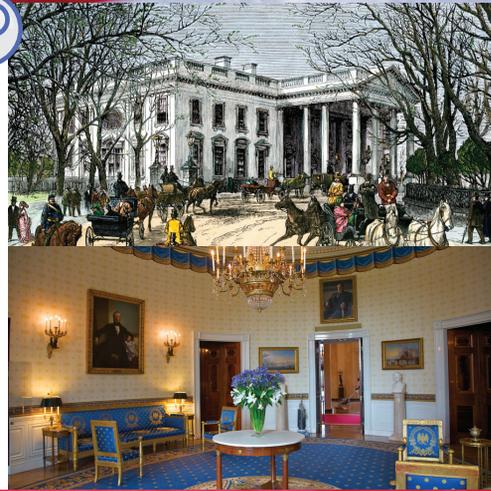


The White House

★ FACTS AND FIGURES



- i** 1600 Pennsylvania Avenue is the home of the President of the USA. Its original name was the President's Palace. In 1901, President Roosevelt changed its name to the White House.
- i** Construction started in 1792 and finished in 1800. John Adams was the first president to live there. There were only two floors and there weren't many rooms. Today, there are six floors and three lifts. There are also 132 rooms and 35 bathrooms.
- i** In the original White House, there wasn't a swimming pool. Now, the house has got a swimming pool, a tennis court, a cinema and a bowling alley.



Reading text exercise

- 1 the President of the USA
- 2 the President's Palace
- 3 President Roosevelt
- 4 John Adams
- 5 two
- 6 a swimming pool, a tennis court and a bowling alley



Read and listen. Then answer the questions.

- 1 Who lives and works at 1600 Pennsylvania Avenue?
- 2 What was the original name of this house?
- 3 Which president changed its name to the White House?
- 4 Who was the first president to live there?
- 5 How many floors were there in the original White House?
- 6 What sports facilities are there today?

Pronunciation

was / were



Listen to the sentences.
Can you hear *was* or *were*?

b Listen again and repeat.

Pronunciation exercise a

- 1 was
- 2 were
- 3 was
- 4 were

Unit 7 Language Reference

Vocabulary Rooms and furniture



armchair



bed



bookcase



chair



cooker



cupboard



desk



lamp



mirror



wardrobe



sofa



table



toilet

Household objects camera dishwasher fridge laptop microwave mp3 player
remote control telephone toothbrush washing machine

Grammar *be*: past simple

Affirmative	Negative	Interrogative	Short answers
I was at home.	I was not at home.	Was I at home?	Yes, I was .
You were at home.	You were not at home.	Were you at home?	No, you were not .
He / She / It was at home.	He / She / It was not at home.	Was he / she / it at home?	Yes, he / she / it was .
We / You / They were at home.	We / You / They were not at home.	Were we / you / they at home?	No, we / you / they were not .

there was / there were

	Singular	Plural
Affirmative	There was a chair.	There were some chairs.
Negative	There was not a chair.	There were not any chairs.
Interrogative	Was there a chair?	Were there any chairs?
Short answers	Yes, there was .	No, there weren't .

Past simple: affirmative regular verbs

For past simple regular verbs, see page 94.

Speaking Asking for information

Excuse me. **Where** is the information centre?

It's on the ground floor.

And **is there** a gift shop?

Yes, there is. **It's on the first floor.**

What time does the gift shop **open / close**?

It opens / closes at half past five.

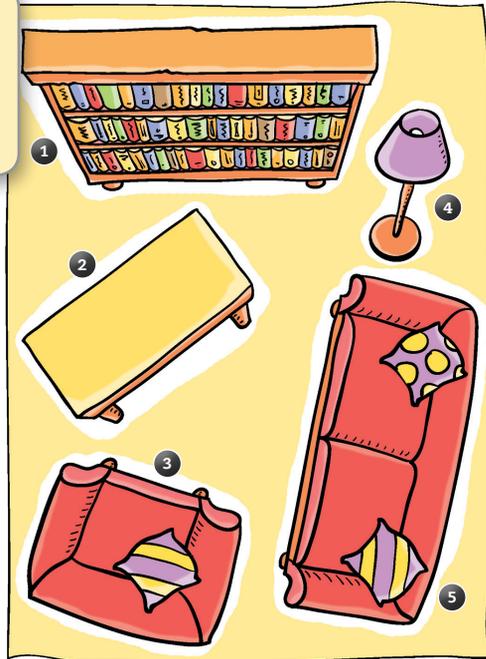
Unit 7 Progress Check

Vocabulary Rooms and furniture

1 Look at the room plan. Write the furniture words in your notebook.

Exercise 1

- 1 bookcase
- 2 table
- 3 armchair
- 4 lamp
- 5 sofa



Household objects

2 Match 1–5 with a–e to make words for household objects. Write the words in your notebook.

Exercise 2

- 1 c
- 2 e
- 3 b
- 4 a
- 5 d

- | | |
|-----------|------------|
| 1 micro | a) machine |
| 2 remote | b) top |
| 3 lap | c) wave |
| 4 washing | d) washer |
| 5 dish | e) control |

Grammar be: past simple

3 Complete the dialogue with *was* / *were* or *wasn't* / *weren't*.

- A ⁽¹⁾... houses very different in the 16th century?
 B Yes, they ⁽²⁾...
 A ⁽³⁾... there any rooms?
 B Yes, there ⁽⁴⁾... a kitchen.
 A ⁽⁵⁾... there a living room?
 B Yes, there ⁽⁶⁾... but there ⁽⁷⁾... any toilets.
 A ⁽⁸⁾... there any bedrooms?
 B No, there ⁽⁹⁾... The beds ⁽¹⁰⁾... in the living room.

Exercise 3

- 1 Were
- 2 were
- 3 Were
- 4 was
- 5 Was
- 6 was
- 7 weren't
- 8 Were
- 9 weren't
- 10 were

Past simple: affirmative regular verbs

4 Complete the sentences with the past simple form of the verbs in brackets.

- 1 Yesterday, my mum ... (arrive) at 9 pm.
- 2 Last Friday, I ... (cook) dinner for my family.
- 3 My dad ... (finish) work at 11 pm last night.
- 4 Yesterday I ... (play) hockey with Tom.
- 5 Jane ... (phone) me last night at 10 pm.

Exercise 4

- 1 arrived
- 2 cooked
- 3 finished
- 4 played
- 5 phoned

5 Write complete sentences with the past simple in your notebook.

- 1 After school, I / listen / to music on my mp3 player.
- 2 I / help / my mum tidy the kitchen.
- 3 Then we / watch / the TV.
- 4 We / use / the remote control to change channels.
- 5 We / heat / our food in the microwave.

Exercise 5

- 1 After school, I listened to music on my mp3 player.
- 2 I helped my mum tidy the kitchen.
- 3 Then we watched the TV.
- 4 We used the remote control to change channels.
- 5 We heated our food in the microwave.

All Clear
Self-Ch

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- rooms and furniture?
- household objects?
- *be*: past simple?
- past simple: affirmative regular verbs?

Extra Practice

If you need extra practice, go to:

- Unit 7 Grammar Reference
- Unit 7 Vocabulary Reference
- Unit 7 Grammar Exercises
- Unit 7 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 7 Revision, page 48
- Grammar Reference and Practice, pages 78–9
- Vocabulary Reference, page 90

Student's Digital Material
allclear.macmillan.es



Extra Practice