

Unit 7 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		SSD Unit 7 Vocabulary 1
	2 Conversation		SSD Unit 7 Speaking 1
	3 Grammar Focus		SB Unit 7 Grammar Plus focus 1 SSD Unit 7 Grammar 1 ARC Simple present short answers
	4 Listening		WB Unit 7 exercises 1–4
CYCLE 2	5 Word Power	TSS Unit 7 Vocabulary Worksheet TSS Unit 7 Listening Worksheet TSS Unit 7 Extra Worksheet	SSD Unit 7 Vocabulary 2 ARC Furniture
	6 Conversation		SSD Unit 7 Speaking 2
	7 Grammar Focus	TSS Unit 7 Grammar Worksheet	SB Unit 7 Grammar Plus focus 2 SSD Unit 7 Grammar 2 ARC <i>There is, there are</i> ARC Furniture and <i>There is, there are</i>
	8 Interchange 7		
	9 Pronunciation		
	10 Listening		
	11 My Dream Home		
	12 Reading	TSS Unit 7 Project Worksheet VID Unit 7 VRB Unit 7	SSD Unit 7 Reading 1–2 SSD Unit 7 Listening 1–3 SSD Unit 7 Video 1–3 WB Unit 7 exercises 5–10

Key

ARC: Arcade
VID: Video DVD

SB: Student's Book
VRB: Video Resource Book

SSD: Self-study DVD-ROM
WB: Workbook

TSS: Teacher Support Site

My Plan for Unit 7

Use the space below to customize a plan that fits your needs.

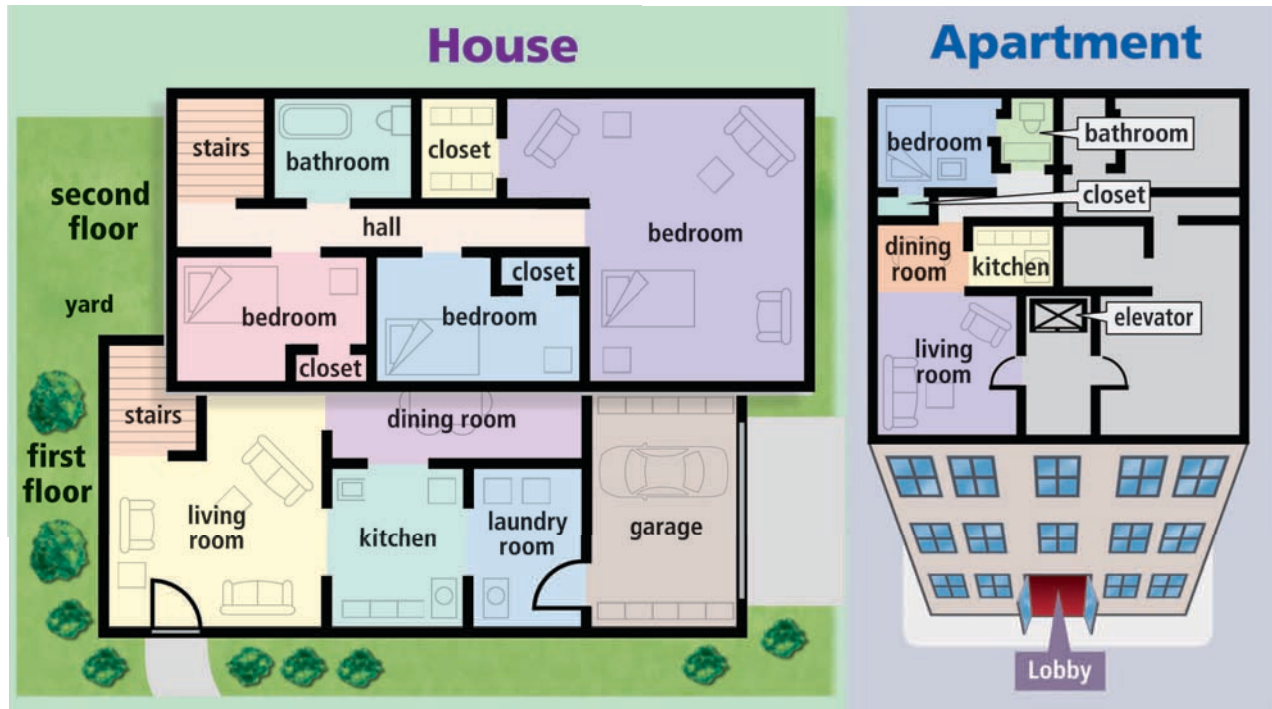
With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

7 Does it have a view?

1 SNAPSHOT

Listen and practice.



Source: www.floorplanner.com

What rooms are in houses in your country? What rooms are in apartments?
What rooms are in your house or apartment?

2 CONVERSATION *My new apartment*

Listen and practice.

Linda: Guess what! I have a new apartment.
Chris: That's great! What's it like?
Linda: It's really nice.
Chris: Is it very big?
Linda: Well, it has a big living room, a bedroom, a bathroom, and a kitchen.
Chris: Nice! Do you live downtown?
Linda: No, I don't. I live near the university.
Chris: Does it have a view?
Linda: Yes, it does. It has a great view of another apartment building!



Does it have a view?

Cycle 1, Exercises 1–4

In Unit 7, students discuss homes and furniture. In Cycle 1, they describe houses and apartments using simple present questions and short answers. In Cycle 2, they discuss furniture and dream homes using statements with there is/there are.

1 SNAPSHOT

Learning Objective: learn vocabulary for talking about places in houses and apartments



[CD 2, Track 12]

- Focus Ss' attention on the pictures. Ask the class: "Who lives in a house? Who lives in an apartment?" Ss raise their hands.
- Set the scene. Two people are describing the house and the apartment.
- Play the audio program. Ss listen and read silently.

AudioScript

House

The house has two floors, a garage, and a yard. The first floor has a living room, a dining room, a kitchen, a laundry room, and stairs to the second floor. The second floor has a hall, three bedrooms, and a bathroom. The bedrooms have closets.

Apartment

The apartment building has a lobby and an elevator. The apartment has a living room, a kitchen, a dining room, a bedroom, a bathroom, and a closet.

- Read the words in the Snapshot aloud. Ss listen and repeat.
- Elicit or explain any new vocabulary.
- Option:** Bring magazines with pictures of different rooms to class. Use the pictures to explain the vocabulary.
- If needed, point out that *first floor* means "ground floor" in the U.S. Also, point out that many buildings in the U.S. don't have a 13th floor because people think the number 13 is unlucky.
- Go over the focus questions. Ss discuss the questions in small groups. Then elicit their answers.
- For more practice with house and apartment vocabulary, play the **Chain Game** – download it from the website. Begin with this sentence: "My house has a yard."

2 CONVERSATION

Learning Objectives: practice a conversation about a new apartment; see simple present short answers in context



[CD 2, Track 13]

- Books closed. Set the scene. Linda is telling Chris about her new apartment. Ask this focus question: "What rooms does the apartment have?"
- Play the audio program and elicit the answer. (Answer: a living room, a bedroom, a bathroom, and a kitchen)
- Books open. Focus Ss' attention on the picture. Ask: "What room is Linda thinking about? Does she like the room?" Encourage Ss to make guesses.
- Write these focus questions on the board:
 - Does Linda like her apartment?
 - Does it have a view?Then play the audio program again. Ss listen and read silently. Elicit the answers to the focus questions. (Answers: 1. yes 2. no)

- Elicit or explain any new vocabulary. Point out that the word *view* usually means "a nice or interesting scene" (e.g., *a view of a lake*), and Linda is joking when she says: "It has a great view of another apartment building!"

Vocabulary

Guess what! I have interesting news.

beautiful: very good-looking


view: the scene you see from a specific place

another (apartment building): a different (apartment building)

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- Option:** Ask one or two pairs to role-play the conversation for the class.
- For a different way to practice the conversation, try **Say It With Feeling!** – download it from the website.

3 GRAMMAR FOCUS

Learning Objective: practice simple present yes/no questions and short answers

 [CD 2, Track 14]

Simple present short answers

- Focus Ss' attention on the Grammar Focus box. If needed, review the pattern for simple present yes/no questions from Unit 6, Exercise 7:
Do/Does + subject + verb?
- Elicit or explain the pattern for short answers to simple present yes/no questions:
Yes, + subject + do/does. OR
No, + subject + don't/doesn't.
- Play the audio program. Ss listen and read silently. Point out that we usually stress *do* and *does* in short answers, but not in questions.

A


- Explain the task. Read Linda's first question and elicit Chris's answer from the class.
- Ss complete the task individually. Then go over the answers as a class. Ask different Ss to read each line of the conversation.
- Ss practice the conversation in pairs.

Answers

Linda: **Do you live** in an apartment?
Chris: No, I **don't**. I **live** in a house.

4 LISTENING

Learning Objective: develop skills in listening to descriptions

 [CD 2, Track 15]

- Focus Ss' attention on the pictures. Elicit information about each picture.
- Explain the task. Then play the audio program. Ss listen and complete the task individually.
- Play the audio program again. Ss listen and check their answers. Then elicit the answers from the class.

AudioScript

- My family lives on the first floor of a house. Another family lives on the second floor. The people on the second floor are nice – but they're not very quiet!
- I live in an apartment downtown. It's on the fifth floor of a large modern building. I have a great view of the city, and I'm close to lots of stores and restaurants.

Linda: **Does it have** a yard?
Chris: Yes, it **does**.
Linda: That sounds nice. **Do you live** alone?
Chris: No, I **don't**. I **live** with my family.
Linda: **Do you have** any brothers or sisters?
Chris: Yes, I **do**. I **have** four sisters.
Linda: Really? **Does your house have** many bedrooms?
Chris: Yes, it **does**. It **has** four.
Linda: **Do you have** your own bedroom?
Chris: Yes, I **do**. I'm really lucky.

B Pair work

- Explain the task. Ask two Ss to model the example conversation.
- Ss read the text silently to find the answers. Then they take turns asking and answering the questions in pairs. Go around the class and give help as needed.
- Ask different pairs of Ss to read the questions and answers. Correct any incorrect answers as a class.

Answers

- No, he doesn't. (He lives in a house.)
- Yes, it does.
- No, he doesn't. (He lives with his parents and his sisters./He lives with his family.)
- Yes, he does.

C Pair work

- Ss write five questions individually. Then they take turns asking and answering the questions in pairs.

- My apartment is very small. It has just one room with a very small kitchen. It doesn't have a bedroom, so I sleep on the sofa.
- My family and I live in an old house in the country. The house is a little small, but we have a nice yard and lots of trees. We like it a lot!

Answers

2, 4, 3, 1

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

3

GRAMMAR FOCUS

Simple present short answers

Do you **live** in an apartment?

Yes, I **do**. / No, I **don't**.

Do the bedrooms **have** windows?

Yes, they **do**. / No, they **don't**.

Does Chris **live** in a house?

Yes, he **does**. / No, he **doesn't**.

Does the house **have** a yard?

Yes, it **does**. / No, it **doesn't**.

A Complete the conversation. Then practice with a partner.

Linda: *Do* you *live* in an apartment?

Chris: No, I I in a house.

Linda: it a yard?

Chris: Yes, it

Linda: That sounds nice. you alone?

Chris: No, I I with my family.

Linda: you any brothers or sisters?

Chris: Yes, I I four sisters.

Linda: Really? your house many bedrooms?

Chris: Yes, it It four.

Linda: you your own bedroom?

Chris: Yes, I I'm really lucky.



B PAIRWORK Read the conversation in part A again. Ask and answer these questions about Chris.

1. Does he live in an apartment?
2. Does his house have a yard?
3. Does he live alone?
4. Does he have his own room?

C PAIRWORK Write five questions to ask your partner about his or her home. Then ask and answer the questions.

4


LISTENING *It has just one room.*

Listen to four people describe their homes. Number the pictures from 1 to 4.



5

WORD POWER Furniture

A  Listen and practice.



armchairs



stove



curtains



pictures



bed



table



coffee table



microwave oven



refrigerator



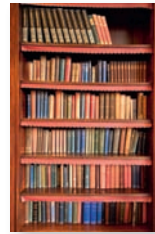
lamps



sofa



desk



bookcase



dresser



chairs



mirror



rug



TV



cupboards

B Which rooms have the things in part A? Complete the chart.

Kitchen	table stove
Dining room	table
Living room	
Bedroom	

C GROUPWORK What furniture is in your house or apartment? Tell your classmates.

"My living room has a sofa, a rug, and a TV. . ."

5 WORD POWER

Learning Objective: learn vocabulary for furniture and other household items

A [CD 2, Track 16]

- Focus Ss' attention on the pictures. Play the audio program. Ss listen, point to the furniture, and repeat.
- Option:** Write this model conversation on the board:

A: What's this?

B: It's a stove.

A: What are these?

B: They're armchairs.

Ss work in pairs. They use the model conversation to ask and answer questions about the items.

B

- Focus Ss' attention on the task. Ask: "Where does the table go? Where does the stove go?" Point out that some items can go in more than one room.
- Ss complete the chart individually. Then they compare answers in pairs.

Possible answers

Kitchen: chairs, curtains, microwave oven, cupboards
pictures, refrigerator, rug, stove, table, TV

Dining room: chairs, curtains, pictures, rug, table,
cupboards

Living room: armchairs, bookcase, coffee table, curtains,
desk, lamps, mirror, pictures, rug, TV, cupboards

Bedroom: armchair or chair, bed, bookcase, curtains,
desk, dresser, lamp, mirror, pictures, rug

C Group work

- Explain the task and model the example sentence.
- Ss complete the task in small groups.

TIP

To help Ss connect to new vocabulary, personalize it whenever possible. For example, encourage Ss to talk about furniture they have in their homes.

- Option:** Ss share information about their classmates' furniture.



- For more practice with furniture vocabulary, play **Change Chairs** – download it from the website. Start with this instruction: "Change chairs if you have a bookcase in your living room."

6

CONVERSATION

Learning Objectives: practice a conversation about furniture; see *there is* and *there are* in context



[CD 2, Track 17]

- Books closed. Set the scene. Chris is in Linda's new apartment. Linda is talking about furniture. Tell Ss to listen and write down any furniture they hear.
- Play the audio program. Elicit answers from the class. (Answers: chairs, table, sofa, lamp)
- Books open. Text covered. Focus Ss' attention on the subtitle and the picture. Write these focus questions on the board:
 - What furniture *does* Linda have in the kitchen?
 - What furniture *does* she need in the kitchen?

- What furniture *does* she have in the living room?
- What furniture *does* she need in the living room?

Elicit or explain the difference between *have* and *need*. Then elicit ideas from the class. Encourage Ss to guess.

TIP

To prepare Ss for the listening task, elicit predictions by using the title and picture. Then play the audio program.

- Text uncovered. Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. chairs 2. a table 3. a lamp 4. a sofa and chairs)
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.

7

GRAMMAR FOCUS

Learning Objective: practice statements with *there is/there are* and *some, no, and any*



[CD 2, Track 18]

There is, There are

- Focus Ss' attention on the Grammar Focus box. Explain that we usually use *there is/there are* to give information about the things in a place. We use *there is* with singular nouns and *there are* with plural nouns.
- Play the audio program. Ss listen and read silently.
- Remind Ss that we use *a/an* with singular nouns. Point out that we use *some* with plural nouns in positive statements, and *any* with plural nouns in negative statements.
- Write this on the board:

There's no (+ singular noun)
 There isn't a (+ singular noun)
 There are no (+ plural noun)
 There aren't any (+ plural noun)

 Point out that these expressions have the same meaning.

A

- Explain the first part of the task. Focus Ss' attention on the picture of Linda's apartment. Elicit several sentences with *There* about the picture.

- Ss complete the task individually. Go around the class and give help as needed.
- Ask different Ss to write the answers on the board.

Answers

- There's no** dresser in the bedroom./
There isn't a dresser in the bedroom.
- There are some** chairs in the kitchen.
- There's a** TV in the living room.
- There isn't a** refrigerator./
There's no refrigerator.
- There aren't any** rugs on the floor./
There are no rugs on the floor.
- There aren't any** curtains on the windows./
There are no curtains on the windows.
- There's a** mirror in the bedroom.
- There aren't any** books in the bookcase./
There are no books in the bookcase.

B

- Explain the task. Elicit one or two examples from the class and write them on the board. Encourage Ss to use *some, no, and any* in at least one sentence.
- Ss write sentences individually. Go around the class and give help with vocabulary and spelling as needed.
- Ss compare their sentences in pairs. Then elicit sentences from the class and ask different Ss to write them on the board.

8

INTERCHANGE 7

See page T-121 for teaching notes.

6

CONVERSATION *There aren't any chairs.*

Listen and practice.

Chris: This apartment is great.
 Linda: Thanks. I love it, but I really need some furniture.
 Chris: What do you need?
 Linda: Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.
 Chris: And there's no sofa here in the living room.
 Linda: And there aren't any chairs. There's only this lamp.
 Chris: So let's go shopping next weekend.



7

GRAMMAR FOCUS**There is, there are**

There's a bed in the bedroom.

There's no sofa in the bedroom.

There isn't a table in the kitchen.

There are some chairs in the kitchen.

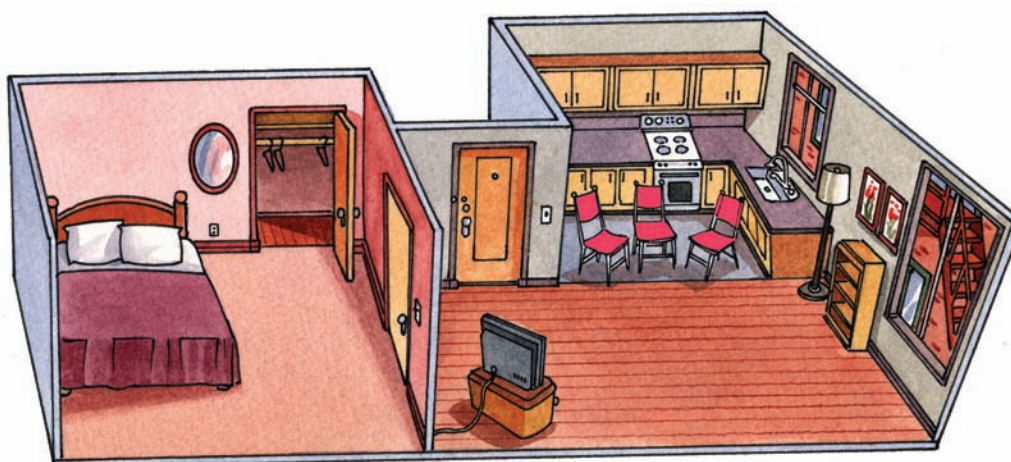
There are no chairs in the living room.

There aren't any chairs in the living room.

There's = There is

A Look at the picture of Linda's apartment. Complete the sentences.
 Then practice with a partner.

1. *There's no* dresser in the bedroom.
2. chairs in the kitchen.
3. TV in the living room.
4. refrigerator.
5. rugs on the floor.
6. curtains on the windows.
7. mirror in the bedroom.
8. books in the bookcase.



B Write five sentences about things you have or don't have in your classroom. Then compare with a partner.

There are 10 desks in the classroom.

8

INTERCHANGE 7 *Find the differences*

Compare two apartments. Go to Interchange 7 on page 121.

9

PRONUNCIATION Words with th

A  Listen and practice. Notice the pronunciation of /θ/ and /ð/.

/ð/ /θ/ /ð/ /ð/ /θ/ /θ/

There are **thirteen** rooms in **this** house. **The** house has **three** **bathrooms**.

B PAIR WORK List other words with /θ/ and /ð/. Then use them to write four funny sentences. Read them aloud.

On Thursdays, their mother and father think for thirteen minutes.

10

LISTENING Furniture is expensive!

 Listen to Chris and Linda talk in a furniture store. What does Linda like? Check (✓) the things.

- | | | | |
|-------------------------------------|-----------------------------------|---|-----------------------------------|
| <input type="checkbox"/> armchairs | <input type="checkbox"/> a sofa | <input type="checkbox"/> a rug | <input type="checkbox"/> lamps |
| <input type="checkbox"/> a bookcase | <input type="checkbox"/> a mirror | <input type="checkbox"/> a coffee table | <input type="checkbox"/> curtains |

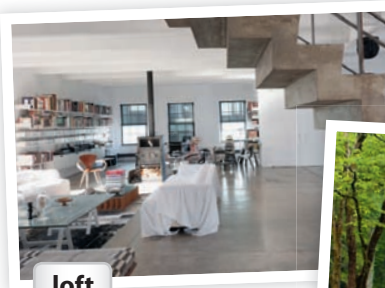
11

MY DREAM HOME

A Write a description of your dream home.

What is your dream home like?
Where is it?
What rooms does it have?
What things are in the rooms?
Does it have a view?

My dream home is a loft in a big city. There is one large living room with a lot of windows. There are two bedrooms and . . .



loft



cabin



villa



beach house

B PAIR WORK Ask your partner about his or her dream home.

A: Does it have a view?

B: Yes, it has a very nice view of the forest. . . .

9

PRONUNCIATION

Learning Objective: practice the sounds /θ/ and /ð/

A [CD 2, Track 19]

- Books closed. Write the words *three* and *there* on the board. Point out that *th* has two different sounds in these words.
- Say the words *three* and *there* aloud. Ss repeat.
- If Ss have trouble making the sounds correctly, tell them to put one hand in front of their mouths. Point out that words with /θ/ produce air. Words with /ð/ do not produce air.
- Books open. Explain the task and focus Ss' attention on the sentences. Play the audio program. Ss listen.
- Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task. Then focus Ss' attention on the model sentence. Read it aloud. Ss repeat.
- Ss list words with /θ/ and /ð/ in pairs. Go around the class and give help as needed.
- Write the headings /θ/ and /ð/ on the board. Elicit words with each sound from the class. Ask different Ss to write them under the correct heading.
- Read the words on the board aloud. Ss listen and repeat.
- Ss work in pairs. They write four funny sentences with the words on the board. Then they practice reading them aloud. Go around the class and give help as needed.
- Elicit sentences from the class.

10

LISTENING

Learning Objective: develop skills in listening for specific information

[CD 2, Track 20]

- Set the scene. Linda and Chris are shopping for furniture for Linda's new apartment.
- Explain the task and focus Ss' attention on the chart. Point out that Ss should listen for the words in the chart and decide if Linda likes the things.
- Play the audio program two or three times. If needed, pause the audio program every few lines.

TIP If an audio program is long, pause it where appropriate (e.g., after the speakers discuss each item). It may be helpful to mark where you plan to pause the audio program in this book.

AudioScript

Chris What are you looking for?
Linda Oh, I'm only buying a few things for the living room. Furniture is expensive!

Chris Yeah, it is.
Linda Oh! Look at those blue armchairs.
Chris Yeah, they're cool.
Linda Yeah, they are. I need two for the living room.
Chris Uh-huh. But what about a sofa?
Linda No. I don't like that color. And I have a sofa now – from my parents. It's blue, too!
Chris Oh, right. Hey, look! You know, this rug is nice. And it matches the chairs.
Linda Um ... it's ... a little boring. Oh, wait a minute. That coffee table is great.
Chris Yeah, I like it, too. Do you need a bookcase?
Linda No, I don't. So, let's see ... the chairs, the coffee table, ... what else? I don't need any lamps. Oh, I know. I want some curtains.
Chris How about the curtains over there?
Linda Where?
Chris Right there. They're red.
Linda Oh, yes! They're perfect!

- Go over the answers with the class.

Answers

armchairs, a coffee table, curtains

11

MY DREAM HOME

Learning Objective: write a description of a home using the unit grammar and vocabulary

A

- Focus Ss' attention on the title and pictures. Elicit or explain the meaning of any new words.
- Explain the task and read the focus questions aloud. Point out that Ss should use the questions to help them write the description.

- Ask a S to read the example description.
- Elicit adjectives to describe a home (e.g., *beautiful*, *nice*, *big*, *new*) and write them on the board.
- Ss complete the task individually. Go around the class and give help with vocabulary and spelling.

B Pair work

- Explain the task and ask two Ss to model the example conversation. Then Ss complete the task in pairs.

12 READING

Learning Objective: develop skills in scanning and reading for details

[CD 2, Track 21]

- Focus Ss' attention on the title. Explain that *unusual* means "different." Explain that a loft is an open space that has been converted into a living area.
- Focus Ss' attention on the picture on the left. Ask: "What is unusual about these lofts?" (Answer: the colors; the shapes of the rooms)
- Read the pre-reading task and questions aloud. Elicit or explain that Ss should look for names of cities, states, or countries. Point out that these words start with capital letters.
- Ss scan the article to find the answers. Ask them to raise their hands when they find the answers. Then elicit the answers. (Answers: near Tokyo, Japan; Huntsville, Texas.)

TIP To encourage Ss to scan an article quickly, ask them to raise their hands when they find the answers.

A

- Explain the first part of the task. Focus Ss' attention on the phrases and the chart.
- Ask Ss to scan the article and find the phrase *the walls are colorful too*. Ask them to raise their hands when they find it. Tell them to scan the text to find the remaining phrases.

TIP To help Ss decide what reading strategy to use, focus their attention on the purpose of the task. For example, say: "We want to know what's in each house, so just look for these phrases."

- Ss read the article and complete the chart individually. Then go over their answers as a class.

Answers

Shusaku Arakawa and Madeline Gin's lofts

1. There are **colorful walls**.
2. There aren't any **closets**.
3. There is a **bookcase** in the middle of the living room.

Dan Phillip's tree house

4. There are **windows on the floor**.
5. There is a **bed on the upstairs floor**.
6. There is a **wood-burning stove**.

- Ss read the article again and underline any new vocabulary.
- Elicit or explain any new vocabulary.

Vocabulary

colorful: with a lot of colors

bright: strong in color

strange: unusual

shapes: forms

low-income: without a lot of money

wood-burning stove: a stove that uses wood

upstairs: second floor

- **Option:** Play the audio program. Ss listen and read silently.

B Group work


- Explain the task and read the focus questions aloud.
- Ss discuss the questions in small groups. Go around the class and encourage Ss to give reasons.
- Elicit answers from each group.

End of Cycle 2


See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Unusual Homes

Scan the article. Where are the lofts? Where does Dan Phillips build houses?

 Shusaku Arakawa and Madeline Gins are famous designers. Their nine lofts near Tokyo, Japan, are very colorful. The apartments are blue, pink, red, yellow, and other bright colors. Inside, the walls are colorful, too. The floors go up and down, and some rooms are round. The windows have strange shapes, so there are no curtains. There are small doors to the outside. Inside, there aren't any closets. The bookcase is in the middle of the living room.



 Dan Phillips likes to help people. He builds houses for artists and other low-income people in Huntsville, Texas, in the United States. One house, the “tree house,” is in a large tree in the forest. It has windows on the floor! It also has a small kitchen. The bed is on the upstairs floor. There is a wood-burning stove from an old ship in the living room. Phillips teaches people how to build houses with recycled materials.



A Read the article. What's in each home? Complete the chart.

bed on the upstairs floor	bookcase	closets
✓colorful walls	windows on the floor	wood-burning stove

Arakawa and Gins's lofts

- There are colorful walls.
- There aren't any
- There is a in the middle of the living room.

Dan Phillips's tree house

- There are
- There is a
- There is a

B GROUP WORK Talk about these questions.

- Imagine you are painting your house. What colors do you use? Why?
- Imagine you are building a house. Do you use new materials or recycled materials? Why?