

# 8

## Rooms and furniture

*There is/are* • *any*

Prepositions • Directions

### Where I live

## Introduction to the unit

The title of this unit is 'Where I live' and the theme is homes. *There is/are* and *any* are introduced in the context of talking and asking about rooms and furniture. Prepositions of place are reviewed and extended. There is a range of skills practice, including a reading and speaking section on the city of Sydney, and a listening and writing section on the students' own home town.

The lexical set is of rooms and furniture. The language of asking about local amenities and giving directions is introduced and practised in the *Everyday English* section.

## Language aims

***There is/are*** *There is/are* are introduced in the positive, question, and negative forms.

***any*** *Any* is introduced for negatives and plural questions with the structure *there is/are*. It is not used with any other structures at this stage so that students have the opportunity to get used to using it. *Some* is included for recognition, but is not given a full presentation or contrasted with *any*, as this is covered in *New Headway Elementary*.

### POSSIBLE PROBLEMS

- ***There is/are***

Students will be familiar with the forms *is/are* from their knowledge of the verb *to be*. However, students may find it confusing to have a singular and plural form to talk about what exists, especially if the equivalent structure has a single form in their own language.

Students can also confuse *there* and *their*, so they may need help in this area in written work. In terms of pronunciation, students need practice in the /ð/ sound in *there* and also need help with linking *There's a* and *There are*. The intonation of the question form may need careful drilling. Students should be encouraged to use a broad voice range, starting high with a fall in the voice and then ending the question with a rise.

- ***any***

Students often ask what *any* means, as there is usually no direct translation in their own language. There is of course no real answer to this, so simply tell students that they need to use *any* in negatives and plural questions with *there is/are*. Students also sometimes have a tendency to use *any* in the positive, so be prepared to monitor and check for this.

**Prepositions of place** *In, on, under, and next to* are introduced and practised in the context of talking about furniture in rooms.

**Vocabulary** The lexical set is of rooms and furniture. Students are given the opportunity to personalize the language by talking about their own home.

**Everyday English** This covers the language of asking about local amenities and giving simple directions.

**Workbook** The lexical set of rooms and furniture is consolidated.

*There is/are* and *any* are practised in a range of exercises.

There is a word stress exercise, reviewing key language from this and earlier units.

The prepositions of place from the unit are practised.

There is further practice in reading and writing.

## Notes on the unit

### STARTER (SB p56)

1 Focus attention on the questions in exercise 1. Pre-teach/ check *garden* and the difference between *house* and *flat*. You can draw these on the board to highlight the difference. Demonstrate the activity by talking briefly about your own home. Only include language that students have already met, e.g. adjectives *big*, *small*, etc. As a class, students talk briefly about where they live.

2 **T 8.1** Focus attention on the picture of the house. Play the recording and get students to point to the correct room and repeat the words chorally and individually. Check for accurate pronunciation of:

kitchen /'kɪtʃn/  
 toilet /'tɔɪlət/

#### Tapescript

living room  
 dining room  
 kitchen  
 bedroom  
 bathroom  
 toilet

3 Focus attention on the example. Then get students to find the rest of the things in the house and write the correct number, working in pairs. Check the answers with the class.

#### Answers

- |               |                    |
|---------------|--------------------|
| 1 a bed       | 4 a TV             |
| 6 a CD player | 11 a picture       |
| 12 a cooker   | 3 a shower         |
| 7 an armchair | 8 a magazine       |
| 9 a sofa      | 10 a table         |
| 2 a lamp      | 5 a video recorder |

**T 8.2** Students listen and repeat the words chorally and individually. Check for accurate pronunciation and word stress on:

shower /'ʃaʊə/  
 picture /'pɪktʃə/  
 sofa /'səʊfə/  
 magazine /mæɡə'zi:n/

### There is/are, any

1 Focus attention on the photograph and the rubric for exercise 1. Ask *What's her name?* (Nicole) and *Where is she?* (In her living room.).

**T 8.3** Play the recording through once and get students to read and listen to the text, not writing anything at this stage. Write the sentence *There's a sofa and there are a lot of books* on the board. Underline *There's* and *there are*. Focus attention on the first gap and elicit the answer (*There*). Play the recording again and get students to complete the text. Check the answers with the whole class.

#### Answers and tapescript

**My living room isn't very big, but I love it. There's a sofa, and there are two armchairs. There's a small table with a TV on it, and there are a lot of books. There's a CD player, and there are some CDs. There are pictures on the wall, and there are two lamps. It's a very comfortable room.**

If students query the use of *some*, ask *How many CDs?* and elicit *We don't know* to get over the idea of indefinite quantity.

2 Focus attention on the speech bubbles. Write the sentences on the board and ask *Singular or plural?* (*There's a sofa* – singular and *There are two armchairs* – plural). If you know the students' mother tongue, you can translate *There is/are*. If you don't, they should be able to pick up the meaning from the context.

Drill the language in the speech bubbles chorally and individually. Check students can accurately reproduce the linking in both forms:

There's a sofa.

There are two armchairs.

Elicit more singular and plural examples from the class, using the other nouns in the exercise. Students then repeat the sentences working in closed pairs. Monitor and check for correct use of *there is* and *there are*.

Get students to practise *there is* and *there are* with the objects in the classroom. Write lists on the board of the things you have in your classroom, e.g.

**Singular** a picture, a table, a TV, a photo

**Plural** lots of books, chairs, desks, bags

Students work in pairs and take it in turns to make sentences about objects in the classroom. Monitor and check for correct use of *there is* and *there are*.

3 **T 8.4** In this exercise, students practise the question form and short answers. Focus attention on the questions and answers. Play the recording and get students to listen to the questions and repeat chorally

and individually. Check students can accurately reproduce the intonation in the question, and the linking in the short answers:

*Are there any photographs?*  
*Yes, there is.*  
*No, there isn't.*  
*Yes, there are.*  
*No, there aren't.*

Highlight the singular and plural forms and point out that we use *any* in questions in the plural. Get students to practise the questions and answers in closed pairs. Monitor and check for correct formation of the questions and short answers, and the correct use of *any*.

## GRAMMAR SPOT

Focus attention on the completed examples. Check students know that *there's* is singular and is the contracted form of *there is*, and that *Are there* is plural.

Focus attention on the gapped sentences. Check students notice that the first and third gaps require plural forms and the second gap singular by focusing on the nouns. Students then complete the sentences.

Give students the opportunity to practise the negative statements by referring to the classroom, e.g. *There isn't a CD player. There aren't any magazines.* Write a list of nouns on the board and get students to make negative sentences.

Read Grammar Reference 8.1 and 8.2 on p125 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- Tell students they are going to talk about Nicole's living room. Check comprehension of the items in the list. Focus attention on the speech bubbles and get students to ask and answer the questions in open pairs. Elicit one or two more exchanges using different nouns and then get students to continue in closed pairs. Monitor and check for correct formation of the questions and short answers, and the correct use of *any*.

Check the answers with the whole class by getting students to ask and answer across the class.

### Answers

Is there a TV?	Yes, there is.
Are there any pictures?	Yes, there are.
Is there a radio?	No, there isn't.
Is there a CD player?	Yes, there is.
Is there a telephone?	No, there isn't.
Is there a video recorder?	Yes, there is.
Are there any lamps?	Yes, there are.
Are there any photographs?	No, there aren't.

- Demonstrate the activity by describing your own living room. Include positive and negative sentences. Get students to work in closed pairs. Encourage students to ask questions if their partner runs out of things to say. Monitor and check for correct use of *there is/are* in all forms, *any*, and pronunciation and intonation. Feed back on any common errors with the whole class.

## ADDITIONAL MATERIAL

### Workbook Unit 8

**Exercises 1–3** Further practice of rooms and furniture vocabulary.

**Exercises 4–8** Further practice of *there is/are* and *any* in a range of exercises.

## NICOLE'S BEDROOM (SB p58)

### Prepositions

- Focus attention on the prepositions. Check students understand the difference between *in* and *on* by putting something in your book and then on your book and eliciting the correct preposition.
- Focus attention on the photograph. Ask *What room is this?* (*Nicole's bedroom.*) Briefly review the vocabulary in the picture by pointing to the objects/furniture and eliciting the correct word. Pre-teach/check the new vocabulary in the gap-fill: *car keys, drawer, and floor.*

Focus attention on the example. Students then complete the sentences, working individually.

**T 8.5** Get students to check in pairs before checking with the whole class.

### Answers and tapescript

- Nicole's mobile phone is **on** the bed.
- The magazine is **next to** the phone.
- Her CD player is **on** the floor **next to** the bed.
- Her car keys are **in** the drawer.
- Her bag is **on** the floor **under** the chair.
- The books are **under** her bed.

Students practise the sentences. Monitor and check for accurate pronunciation. If students have problems, drill the sentences and get students to practise them again.

- This exercise practises questions with *Where?* and the prepositions. Focus attention on the speech bubbles. Remind students of the singular form *is* and the plural form *are*. Highlight the use of *It's* in the singular answer and *They're* in the plural. Drill the questions and answers chorally and individually. Make sure students can reproduce the falling intonation on the questions. Check comprehension of the items in the lists. Elicit two or three more exchanges using the nouns in the list.

Students then continue in closed pairs. Monitor and check for correct use of *is/are*, *It's/They're* and the prepositions.

Check the answers with the whole class by getting students to ask and answer across the class.

#### Answers

- 1 Where's her CD player? It's on the floor next to the bed.
  - 2 Where are her CDs? They're on the floor.
  - 3 Where's her lamp? It's on the table next to the computer.
  - 4 Where are her car keys? They're in the drawer.
  - 5 Where are her pens? They're in her bag.
  - 6 Where are her shoes? They're under the bed.
  - 7 Where's her computer? It's on the table.
  - 8 Where are her clothes? They're on the chair.
  - 9 Where are her credit cards? They're in the drawer.
- 4 Give students time to write about six questions each. Demonstrate the activity by closing your eyes and getting students to ask you one or two questions. Then get them to continue in closed pairs. Monitor and check for correct use of *is/are*, *It's/They're* and the prepositions.

#### SUGGESTION

You can use the picture of Nicole's bedroom on p58 to review *there is/are* in the positive, negative, and in questions. This can be done as a warm-up activity at the beginning of a lesson or as a 'filler'. For further practice, bring in pictures of rooms from magazines. These can be used for vocabulary consolidation, question and answer practice, and describe and draw activities.

#### ADDITIONAL MATERIAL

##### Workbook Unit 8

Exercises 10–12 Further practice of the prepositions of place from the unit.

#### PRACTICE (SB p59)

#### Questions and answers

- 1 Focus attention on the example. Then get students to write the words in the correct order to form questions.

**T 8.6** Play the recording and get students to check their answers.

#### Answers and tapescript

- 1 Do you live in a house or a flat?
- 2 How many bedrooms are there?
- 3 Is there a telephone in the kitchen?
- 4 Is there a television in the living room?
- 5 Is there a video recorder under the television?

6 Are there a lot of books in your bedroom?

7 Are there any pictures on the wall?

- 2 Demonstrate the activity by asking a few students the questions in exercise 1. Students continue asking and answering in closed pairs. Encourage them to ask different questions from those in exercise 1. Monitor and check.

#### Different rooms

- 3 This is an information gap using different pictures. Tell students that they are going to work with a partner and ask questions to find the difference between two similar pictures of a room. Pre-teach/check *window*. Divide the class into pairs. Refer the Student As to p59 and Student Bs to p139. Tell them they shouldn't look at each other's picture. Focus attention on the examples in the speech bubbles and drill the language. Tell students to circle the differences they find in their pictures. Students work in pairs to find all six differences. Monitor and check.

Students compare their pictures to check they have found the differences.

- 4 **T 8.7** Tell students they are going to hear a description of one of the rooms and that they have to decide which one it is. Play the recording through once and get students to vote for either picture A or B. If there is disagreement, play the recording again. Check the answer with the whole class.

#### Answer

Student A's picture, p59

#### T 8.7

The living room

There's a cat on the sofa and there's a telephone on a small table next to the sofa. There's a CD player with some CDs under it. Not a lot of CDs. There isn't a television and there aren't any pictures or photographs on the walls. There's one lamp, it's next to the table with the telephone. There are two tables and two armchairs. There are some books under one of the tables.

#### Check it

- 5 Focus attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentence.

#### Answers

- 1 Is there a sofa in the living room?
- 2 There's a CD player.
- 3 Are there any lamps?
- 4 Your keys are in the drawer.
- 5 The lamp is next to the bed.

## Sydney

- 1 Ask students *What do you know about Australia?* and let students give any information that they know. Focus attention on the photos. Ask students to find the Opera House as an example and then get students to find the other things in the lists, working in pairs. Monitor and help as necessary.
- 2 This text is slightly longer than in previous units and there are some new words. Tell students not to worry if they don't understand every word and just to focus on the matching task. Check comprehension of the headings. Get students to read the text as far as *it is very hot*. Elicit what heading goes in the first space (*When to go*). Students continue reading and putting in the headings.

**T 8.8** Play the recording and get students to check their answers.

### Answers and tapescript

#### How to have a good time in ...

##### Sydney

Sydney has everything you want in a city. It's beautiful, it has old and new buildings, there are fantastic beaches, and the food is delicious.

##### When to go

The best times to visit are spring and autumn. In summer it is very hot.

##### Where to stay

There are cheap hotels in King's Cross. A room is about \$50 a night. There are international hotels in the centre. Here a room is about \$150 a night.

##### What to do

Sydney has theatres and cinemas, and of course, the Opera House. The best shops are in Pitt Street.

Go to the harbour. There are beaches, walks, parks, and cafés and, of course, the wonderful bridge.

Sydney has the famous Bondi Beach. People go swimming, surfing, windsurfing, and sailing.

For night-life, there are clubs and bars in Oxford Street.

##### What to eat

There are restaurants from every country – Italian, Turkish, Lebanese, Japanese, Thai, Chinese, and Vietnamese.

Australians eat a lot of seafood – it's very fresh!

##### How to travel

There are fast trains and slow buses. The best way to see Sydney is by ferry.

Check comprehension of the following vocabulary: *everything, spring, autumn, summer, theatre, walk, park, surfing, night-life, club, Turkish, Lebanese, Thai, Vietnamese, seafood, fresh, fast, train, slow.*

- 3 Focus attention on the examples in the chart. Students continue finding the nouns and adjectives, working in pairs. Check the answers with the whole class.

### Answers

#### Adjective

old/new

fantastic

delicious

cheap

international

best

wonderful

famous

fresh

fast

slow

#### Noun

buildings

beaches

food

hotels in King's Cross

hotels in the centre

shops

bridge

Bondi Beach

seafood

trains

buses

- 4 Elicit the answer to the first question as an example (*The best times to go are spring and autumn.*) Students ask and answer in closed pairs. Monitor and help where necessary. Check the answers.

### Answers

1 The best times to go are spring and autumn.

2 No. There are cheap hotels in King's Cross.

3 People go shopping in Pitt Street.

They go swimming, surfing, windsurfing, and sailing at the beach.

They go to clubs and bars in Oxford Street.

4 There are Italian, Turkish, Lebanese, Japanese, Thai, Chinese, and Vietnamese restaurants in Sydney.

5 The best way to see Sydney is by ferry.

## LISTENING AND WRITING (SB p62)

### My home town

- 1 **T 8.9** Focus attention on the photograph. Ask *What's his name?* (*Darren*) and *Where does he live?* (*Bondi, Sydney*). Focus attention on the example. Play the tape as far as *We live in Bondi and we all love surfing*. Tell students they are going to listen to the rest of the recording. Tell them to focus just on the list of things at this stage and not to worry about the details of what Darren says. Make sure students understand they have to write ✓ for the things Darren talks about and ✗ for the things he doesn't. Play the recording through once and get students to complete the task. Let them check in pairs and play the recording through again if necessary. Check the answers with the whole class.

### Answers

Darren talks about: his brother, surfing, train, the Harbour, the Opera House, his girlfriend, Oxford Street, ferry, Manly Beach

Focus attention on the information Darren gives about his brother. Tell students to listen to the recording again and to focus on the details of what Darren says about each thing. Play the recording through again if necessary. Check the answers with the whole class.

### Answers

#### Darren says:

**his brother:** Darren lives in a house with his brother and a friend.

**surfing:** They (Darren, his brother, and a friend) all love surfing. They often go surfing in the morning before work.

**train:** He goes to work by train.

**the Harbour:** His office is in Macarthur Street, very near the Harbour.

**the Opera House:** They go running near the Opera House.

**his girlfriend:** His girlfriend likes to go shopping on Saturday.

**Oxford Street:** There are some great clothes shops in Oxford Street.

**Manly Beach:** They go to Manly Beach on Sunday if the weather is good.

**ferry:** They go to the beach by ferry.

#### T 8.9

G'day! My name is Darren, and I live in a house with my brother and a friend. We live in Bondi and we all love surfing. We often go surfing in the morning before work.

I'm an engineer. I work in the centre of Sydney for a big international company. I go to work by train. My office is in Macarthur Street, very near the Harbour. On Monday, Wednesday, and Friday I go running at lunchtime. It's very hot in summer, but it's beautiful. I sometimes go with friends from work. We run near the Opera House.

My girlfriend likes to go shopping on Saturday. There is a great market in Paddington, and there are some great clothes shops in Oxford Street. On Saturday night, we often go to Chinatown. The food is fantastic, and really cheap. Or we stay in Bondi because there are a lot of really good little Thai and Italian restaurants here.

I usually relax on Sunday. When the weather is good, we go to the beach, Manly Beach. We go by ferry. When it's wet, we go to the pub.

- Get students to ask you the questions in the Student's Book and give true answers. Write up relevant vocabulary on the board in the categories given below and get students to add to each list, e.g.

Where/live? *house with a garden, flat, in the centre, near the beach*

Where/work/go to school? *in a hospital/office/school/ shop/restaurant/café, from home, in the centre of town, near my house*

What do/with your friends? *go to restaurants/the cinema/theatre/Internet café, watch TV/videos, play football/tennis, go shopping/swimming/sailing/surfing/windsurfing*

Where/go shopping? *in the town centre, at the supermarket/department store/clothes shop/market*

What do/when go out? *see friends, go to clubs and bars* (also see above examples of pastimes with friends.)

Put the students into groups and get them to talk about their home town or a town they like. Get them to refer to the ideas on the board to help them, but also encourage them to say as much as they can for themselves. Monitor and check, but only help if asked, as it's important for students to have the opportunity for free practice and to rely on each other for help. Feed back on any common errors but only focus on things which are potential blocks to communication. Correcting every small mistake will only discourage the class.

- This writing task can be done in class or for homework. Tell students they are going to write about a town they know. Focus attention on the paragraph headings and the ideas. If you have time, you might like to build up a full writing model on the board, based on the town where students are studying. If the writing is done in class, get students to exchange their descriptions with a partner for checking/editing. If you check the writing, feed back on any general errors, but again do not pick up on every small mistake.

### ADDITIONAL MATERIAL

#### Workbook Unit 8

Exercises 13 and 14 Further reading and writing practice.

### EVERYDAY ENGLISH (SB p63)

#### Directions

- Pre-teach/check the items in the box. Drill the pronunciation chorally. Demonstrate the activity by getting students to find and point to the bank and the chemist. Students continue locating the places on the map.
- Focus attention on the signs. Copy them onto the board and drill the pronunciation of *turn left*, *turn right*, and *go straight on*.

#### Answers

- turn left
- turn right
- go straight on

- 3 **T 8.10** Tell students they are going to listen to some directions which they have to follow on the map. Tell students to find the start point **YOU ARE HERE** on the map. Play the first conversation as an example and get students to follow on the map.

Play the rest of the conversations, pausing after each one and getting students to write in their final location. Get students to check in pairs. Play the recording again and get students to check/complete their answers.

Check the answers with the whole class. If students had problems, go over the exercise again, holding up your book and following the route as you read the tapescript aloud.

#### Answers

- 1 At the chemist.
- 2 At the park.
- 3 At the railway station.
- 4 At the Chinese restaurant.
- 5 At the Internet café.

#### T 8.10

- 1 Go down King's Road. Turn right at the Grand Hotel into Charles Street. It's next to the cinema.
- 2 Go straight on, past Charles Street and past Park Lane. It's on the left, next to the supermarket.
- 3 Go down King's Road. Turn right at the church. Go down Station Road. It's a big building on the right.
- 4 Go down King's Road. Turn left at the bank into Charles Street. It's on the right, next to the theatre.
- 5 Go straight on. It's on King's Road, on the left, next to the post office.

Refer students to the tapescript on p116. Get students to practise in pairs. Monitor and check. If they have problems with pronunciation, drill key phrases and then get them to repeat the pairwork.

- 4 Focus attention on the language in the speech bubbles. Drill the language chorally and individually. Check students can reproduce the falling intonation on *Excuse me!* and the rise on *Is there a ... near here?*

*Excuse me!*

*Is there a ... near here?*

Elicit the directions to the cinema and the post office as examples. Students continue in closed pairs. Monitor and check.

- 5 Focus attention on the speech bubbles. Check comprehension of *get to*, *bus station*, *go out*, and *far*. Drill the language chorally and individually. Briefly review the numbers 1–50 by getting students to count round the class in fives. This will help students with the numbers of minutes. Get one pair of students to practise the

conversation in front of the class. Students then continue in closed pairs. Monitor and check.

#### ADDITIONAL MATERIAL

##### Workbook Unit 8

Exercises 16–18 Further practice of giving directions.

##### Don't forget!

##### Workbook Unit 8

Exercise 9 Word stress.

Exercise 15 In this exercise students translate sentences containing the main grammar points presented in the unit.

##### Word list

Ask the students to turn to p133 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

##### Video

##### Episode 3 Do it yourself

Helen is tired of her bedroom but isn't the decorating kind. Jane, David, and Matt offer to decorate it for her. So while Helen goes out for the day, the other three choose the colour, paint her room, and wait for Helen to return. When Helen does get back, her reaction isn't quite what they had bargained for.

#### EXTRA IDEAS UNITS 5–8

On TB p112 there are additional photocopiable activities to review the language from Units 5–8. There is a reading text with tasks, a question formation exercise, and a matching activity on everyday English. You will need to pre-teach/check *fridge*, *message*, and *light* (adjective) for the reading text.