



普通高等教育“十一五”国家级规划教材

● Virginia Evans Jenny Dooley  
● 总主编 邹为诚 赵永青



○ 应用型英语专业系列教材

# Upstream

Teacher's  
Book

# 搏流英语

综合教程 教师用书 3

□ 主 编 张玉双  
□ 副主编 李生禄 张树学 何明霞



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# 前 言

本书是为执教《搏流英语》系列教材的教师编写的教学参考书,共6册,对应《搏流英语 综合教程 学生用书》和《搏流英语 扩展教程》1至6册,本书除可供教师作为教学参考用书以外,还可以供自学《搏流英语》课程的学生作自学参考用书。

本书包括以下内容:(1)每一单元的教学目标;(2)教学方法和步骤;(3)教师示范语言;(4)《搏流英语 综合教程 学生用书》答案和听力文本;(5)语法和词汇测试;(6)语法解释;(7)《搏流英语 扩展教程》答案和听力文本。参考上述内容,教师可以对整个课程开展教学、评估和测试。本教材由原版教材引进改编而成,我国教师在使用时要注意以下几点:

## 1. 教学原则

本教材主张以学生为中心、以教师为主导的教学原则。教师要尽量从学生的语言水平、知识范围和学习能力出发,用“对子、小组、个别”等方法引导学生开展语言活动。在学生尝试语言交流的基础上,有的放矢地开展语言示范和语言讲解,然后在此基础上鼓励学生进一步开展活动,尝试语言交流,最后教师提供各种形式的反馈,如此层层推进,完成教学任务。要注意语言功能和结构知识之间的配合,反对只顾热闹,不顾语言知识,或只顾语言知识,不顾语言交际功能的教学方法。

## 2. 内容取舍

本教材内容丰富,材料复杂,根据我们目前的课时结构可以有两种处理方法:一是听说课也部分采用《搏流英语 综合教程 学生用书》教材,这样做的好处是将教材中的听说训练放到另一种课去上,减少综合英语课程教师的压力。二是如果本教材的内容全部由综合英语课程负担,则教师一定要对教学内容进行合理取舍。建议教师将需要教师示范、学生交流和教师反馈的内容放在课上开展,将需要大量阅读的内容放在课后,让学生以小组为单位自学。自学一定要有恰当的教学管理,小组成员之间要互相帮助、互相检查,完成检查后要在各自的书上签名。教师可以要求小组成员轮流将小组自学过程中遇到的困难记录下来,每周一次,用英语撰写自学报告,教师根据这些报告在课堂上集中处理学生遇到的难点。

## 3. 教学进度

每册综合教程共有5个模块,10个单元,每个模块建议用3周的时间完成,其中两周完成两个单元的内容,一周用来完成文化学习、扩展知识加上模块测试,并安排复习、辅导和教学检查。

邹为诚

2007年4月于芝加哥



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past tenses; used to/would phrasal verbs: <i>CARRY, COME</i>	matching speakers to statements; T/F statements	discuss important things in life; express opinions on family matters; talk about memories of early childhood; spreading the news; describing people; introducing people	– a description of a person – a narrative
future tenses; conditional types 0 & 1; the definite article phrasal verbs: <i>CUT, DO</i>	note-taking; T/F/ Doesn't say; multiple choice	discuss weekend activities; speculations; holiday experiences; accepting/refusing invitations; cancelling a hotel reservation; renting a vehicle	– a letter of complaint – a semi-formal transactional letter
comparisons; too/enough; -ing form/ infinitive phrasal verbs: <i>FALL, GET</i>	note-taking; matching speakers to statements	suggest ways to protect animals from extinction; suggest solutions to improve the environment; complaining; offering solutions to problems; expressing hesitation	– a short poem – an essay providing solutions to problems
-ing/-ed participles; modal verbs; making deductions; question tags phrasal verbs: <i>GIVE, GO</i>	Yes/No statements; multiple choice; matching speakers to statements	discuss ways to relax; speculating; give advice; losing your temper; making an appointment; describing symptoms	– a letter to a friend about a health problem you had – a for-and-against essay
order of adjectives; the passive; relatives; relative clauses phrasal verbs: <i>HOLD, KEEP</i>	multiple matching; note-taking; matching speakers to statements	discuss pros & cons of using computers; discuss effects of modern technology on our lives; "filler" phrases; reporting a theft; giving instructions	– a news report – an opinion essay
causative form; reported speech (statements, questions, orders) phrasal verbs: <i>LET, LOOK</i>	note-taking; Yes/No statements; multiple choice	ask for information; discuss pros/cons of advertising; discuss dress code; expressing opinions; making complaints; buying clothes	– a fashion section for a women's magazine – an article describing a visit to a place
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future perfect; linkers & quantifiers (either/neither, although, both, all, none) phrasal verbs: <i>STAND, TAKE, TURN</i>	multiple matching; note-taking	compare types of films; express preferences; talk about disasters; gossip; making arrangements; making excuses	– a news report about a disaster – a formal transactional letter

# Introduction to the Teacher

*Upstream 3* is a complete course for learners studying English at intermediate level.

It aims at the balanced development of all four language skills, while allowing for a flexibility of approach which makes it suitable for all classes, including large or mixed-ability classes.

The course incorporates both a cross-cultural and cross-curricular approach, and its syllabus reflects the guidelines of the Council of Europe Framework.

The coursebook consists of five modules of two units each, covering a wide variety of topics. The extended coursebook provides supplementary practice in the relevant language skills.

## Course Components

### Student's Book

The Student's Book is the main component of the course. Each unit is based on a single theme and covers a wide variety of related topics. All units follow the same basic format (See *Elements of the Coursebook*).

### Teacher's Book

This Teacher's Book contains comprehensive **Teacher's Notes**, fully interleaved with the facing pages of the Student's Book. The notes provide step-by-step lesson plans, suggestions on how to present and exploit the material and a full **Key** to all exercises in the Student's Book.

The Teacher's Notes also contain suggestions for **optional extension activities** to carry practice beyond the scope of the material in the Student's Book. (Naturally, teachers may choose to omit, extend or adapt any of the material in the Student's Book at their discretion, to suit the particular needs of their class.)

### Extended Coursebook

The Extended Coursebook is divided into two parts.

The first part consists of ten units which complement the theme and content of the corresponding units in the Student's Book, and contain elements specifically designed to extend and consolidate learning through a wide variety of tasks. These are grouped in each unit as Vocabulary, Grammar, Reading, Listening, Communication and Writing sections.

The second part consists of ten **Grammar in Use** units. These summarise and revise the grammar items dealt with in each unit of the Student's Book, and provide additional practice.

### Class Audio MP3

The Class Audio MP3 contains all the recorded material which accompanies the course. This includes all reading texts, dialogues and pronunciation/intonation tasks, in addition to the material used in the listening tasks.

### Student's Audio MP3 or Cassette

The Student's Audio MP3 or Cassette contains the recorded texts of all reading passages as well as the extracts in the Literature Corner sections, to allow individual students self-access practice in pronunciation and intonation.

## Elements of the Coursebook

Each unit contains the following elements:

### Lead-in

Pictures and prompts are used to introduce students to the main theme, together with the key grammar and vocabulary points. A listening task introduces concepts central to the theme.

### Reading

Each unit contains a 500- to 700-word text which is linked to the theme of the unit. These texts are drawn from a variety of authentic sources and constitute a wide range of text types. Each text is followed by tasks which develop specific reading skills such as reading for gist or for specific information, understanding text structure, selecting appropriate interpretations of what is stated or implied, and so on.

Each new task type is accompanied by a **tip** which guides students to mastery of the specific technique(s) required by the exercise.

Pre-reading and follow-up tasks help to provide a meaningful context for the reading task.

### Grammar in Use

The grammar exercises and activities have been designed to systematically reinforce students' understanding of the key grammar points presented in the unit. Detailed explanations of the grammar is contained in the Grammar Reference section.

Students extend their grasp of grammar functions through a range of structured tasks, which include practice in the following:

- Phrasal Verbs
- Prepositional Phrases
- Idioms & Fixed Phrases
- Word Formation
- Open Cloze
- Error Correction
- Multiple Choice Cloze
- Key-word Transformations

### Listening and Speaking

Students develop their **listening skills** through a variety of realistic tasks which reinforce their mastery of the language taught in the unit. Listening tasks include listening for gist/main points and for specific information. Many tasks also require students to deduce meaning, mood, intention, feeling, opinion, etc. The listening texts all replicate authentic spoken English and feature a range of genuine native-speaker accents.

The listening tasks additionally serve as a lead-in to the speaking activities.

Students develop their **speaking skills** through a wide range of speaking tasks which necessitate asking for and giving information, exchanging and justifying opinions and ideas, comparing and contrasting, agreeing and disagreeing, suggesting and speculating.

**Communication** sections enable the students to practise real-life communication strategies. Functional language structures associated with realistic situations are practised in a wide range of communicative tasks. These sections also deal with features of everyday speech such as expressing anger/sympathy/etc, the use



of “filler” phrases to avoid hesitation, and so on.

**Pronunciation** tasks develop students’ ability to recognise and distinguish and reproduce the various sounds in spoken English. **Intonation** activities help students to recognise the patterns of intonation, stress and rhythm which characterise spoken English, and to reproduce these correctly.

The Student’s MP3 contains all the reading texts in the Reading sections as well as the extracts in the Literature Corner sections. Students can practise reading aloud. Students first listen to the text and follow the lines. Students listen again with pauses, then read out from the article.

### Further Reading

This section presents students with a variety of authentic texts on cross-cultural topics. Each unit presents either:

- an extract from a well-known piece of English literature, or
- a selection of texts dealing with various cultural aspects of English-speaking countries around the world.

The **literature extracts**, which are linked to the theme of the unit and accompanied by a biography of the author, provide students with the opportunity to use their language skills in order to enjoy literature in authentic form.

The **cultural texts** are also closely linked to the theme of the unit, and are designed to broaden students’ understanding of the various societies which comprise the English-speaking world.

Each text is accompanied by a series of exercises which guide students through the material and aid understanding.

Each section includes a short writing task which confirms students’ comprehension of the material, while allowing them to express their personal opinions concerning the information.

### Writing

The writing sections have been carefully designed to ensure that students develop their writing skills in a systematic manner.

Each writing task is supported by concise, informative **theory boxes**. The rubric for a particular writing task is accompanied by a **model text**, and both the rubric and text are thoroughly analysed. Students then practise the language and structural devices to be used. All activities lead students to the final task,

which follows a clear **plan** and is based on the model text provided.

All writing tasks are based on authentic types and styles of writing, including letters (both formal and informal), stories, descriptions, reports and articles.

In addition, each unit contains one or more **Writing Project** and a number of short writing tasks.

### Famous Words

This section presents well-known quotations and proverbs related to the theme of the unit.

### Additional Material

#### Module Self-Assessment Sections

These follow every second unit to reinforce students’ understanding of the topics, vocabulary and structures which have been presented.

Each section includes an entertaining **song** which practises the language items presented in the module.

A **Progress Update** checklist at the end of the section allows students to evaluate their own progress and identify their specific weaknesses.

### Appendix to the Student’s Book

- The **Grammar Reference Section** presents full explanations and revision of the grammar structures used throughout the coursebook. It can be used both in the classroom and at home, to practise and reinforce the grammar taught.
- Separate appendix provide concise lists of:
  - **Prepositions** and prepositional phrases
  - **Phrasal verbs**
- A complete **Word List** contains the new vocabulary presented in each unit, listed alphabetically, with a phonetic transcription of each word.
- The Student’s Book also contains complete **tapescripts** for the listening tasks, dialogues and so on.



# My Home Is My Castle

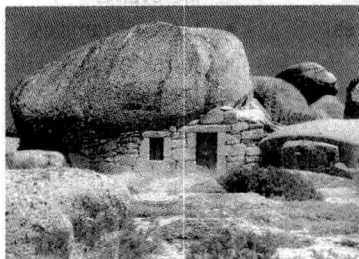
## Lead-in

- 1 The title above is taken from an English proverb. What do you think it means?

A



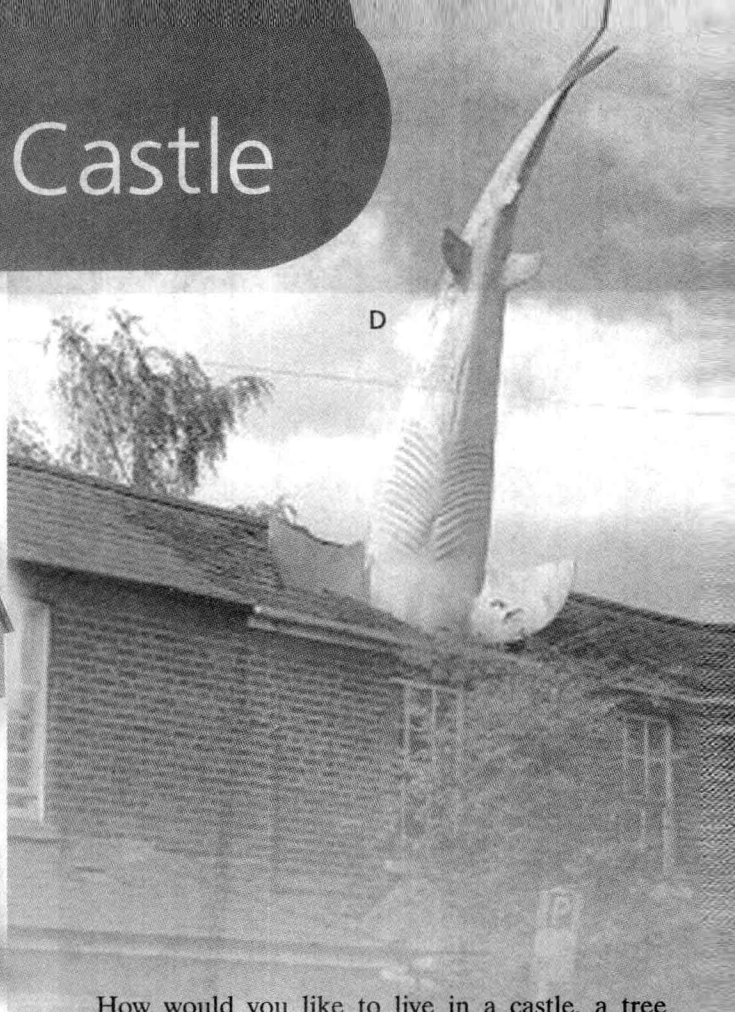
B



C



D



- 2 a. Which of the houses in the pictures:  
**has:** five storeys and a house on top; a fibreglass shark; brick walls; a thatched roof; a chimney; a rock on the roof; wooden stairs up to the front door; stone walls; a pitched roof; a tiled roof?

**is:** built underground; a castle; built on stilts?

- b. Use the adjectives to describe each house. Give reasons.

• economical • impractical • cold • spacious • cramped  
 • airy • comfortable • attractive • eccentric

House A is economical to maintain because it doesn't cost very much to heat and cool.

- c. Listen and match the houses to the countries.

five-storey building	_____	Suffolk, England
terraced house	_____	Zimbabwe
hut on stilts	_____	Portugal
rock house	_____	Headington, England

- d. Describe the houses A-D. Think about:

• type of house • location • special features  
 • general description

The house in picture A is a hut on stilts. It is located in Zimbabwe. It has got a thatched roof and wooden stairs up to the front door. It's cramped but it's probably quite airy.

- e. Which house would you/wouldn't you like to live in? Give reasons.

I'd like to live in the hut on stilts because it looks very attractive to me. I wouldn't like to live in the rock house because it must get very cold.

How would you like to live in a castle, a tree house or even underground? This might not be as unusual as you think. It seems that these days more and more people want to live somewhere special and **out of the ordinary**, and if they can't buy what they want they are quite prepared to build it **from scratch**.

For John Mew and his wife Josephine, their home really is their castle. They have built their own English castle in the Sussex countryside. The building is **brand new** with all the luxuries you would expect from a house that cost more than £350,000 to build. However, when you first see it from the outside it would be easy to think that you are looking at an ancient monument. The building has a lot of the features of a traditional castle, including a **keep**, a **moat** and a **drawbridge**. "My choice of house is somewhat eccentric and building it was very hard work, but we've got the perfect place to live," Mew says. Although some would say that the building is impractical and may be cold in **harsh** British winters, he certainly has got a unique and **spacious** home.

If you don't look carefully, you might not even see the home that Jonathan Ridley-Jones and Shanon Ridd built at all! That's because the house is a converted underground water tank. The only thing that can be seen from the surface is a door leading into the hillside. "We've never wanted to live in an **ordinary** house," Shanon says. "Living below ground means that our home is quiet and very cosy — none of the usual **draughts**. It doesn't damage the local surroundings and has very low **fuel bills**. Some of our friends find it dark and feel shut in when they first visit, but they soon get used to it!"



## Objectives

**Reading:** multiple choice; matching prompts to elements in the text

**Vocabulary:** dwellings & appliances; furniture; colours & rooms; household chores; home safety

**Grammar:** present tenses; state verbs; adverbs of frequency

**Use of English:** prepositions of place; adverbs of frequency; phrasal verbs (break, bring); linkers

**Listening:** listening for specific information; multiple matching; note-taking; T/F statements; matching speakers to statements

**Speaking:** describing a room; talking about your house; comparing & contrasting types of houses; suggesting ways to make a house safe for children; note-taking; giving information about a house; starting a conversation; expressing sympathy; renting a house; requesting services

**Intonation:** expressing sympathy

**Writing:** an advertisement; a short descriptive article; an informal letter

- 1 Read out the title. Explain that this is taken from the English proverb "An Englishman's home is his castle". Elicit what a proverb is (*a popular saying used to express a well-known fact*). Then elicit what the title means by asking comprehension questions. (*What is a castle? What were castles used for? Why would someone call his house a castle? etc*)

### Suggested Answer

*An Englishman takes pride in his home.*

- 2 a. Ask Ss to look at the pictures. Ask them what looks unusual. Read out the list. Ask Ss to match the words/phrases with the houses in the pictures.

### Answer Key

*five storeys and a house on top: C*

*a fibreglass shark: D*

*brick walls: D*

*a thatched roof: A*

*a chimney: C*

*a rock on the roof: B*

*wooden stairs up to the front door: A*

*stone walls: B*

*a pitched roof: C*

*a tiled roof: D*

*built underground: (none)*

*a castle: (none)*

*built on stilts: A*

- b. • Read out the list of adjectives and elicit/explain the meaning of each by asking Ss to give synonyms, opposites or examples. Alternatively, Ss can look up any unknown words in their dictionaries.
- Ss work in pairs and decide which adjectives best describe each house, and give reasons. Check Ss' answers around the class, then ask some Ss to talk about each house.

### Suggested Answer Key

**House A:** economical, cramped, impractical, airy

**House B:** cold, cramped, impractical

**House C:** impractical, spacious, airy, eccentric

**House D:** eccentric, comfortable, spacious

- c. Explain the task. Play the MP3. Ss do the exercise. Check Ss' answers.

### Answer Key (See overprinted answers)

- d. Write the headings on the board. Elicit answers from Ss and complete the table. Ss copy the completed table into their notebooks, then use the notes to describe each home.

### Answer Key

TYPE OF HOUSE	LOCATION	SPECIAL FEATURES	GENERAL DESCRIPTION
hut on stilts	Zimbabwe	thatched roof, wooden stairs up to front door	economical, cramped, impractical, airy
rock house	Portugal	stone walls, a rock on the roof, small door	cold, cramped, impractical
five-storey building	Suffolk, England	house on top, chimney	impractical, spacious, airy, eccentric
terraced house	Headington, England	brick walls, fibreglass shark in the roof	spacious, eccentric, comfortable

### Suggested Answer Key

- The house in picture B is a rock house. It is located in Portugal. It has got stone walls, a rock on the roof and a small door. It is probably quite cold, cramped and impractical.
  - The house in picture C is a five-storey building. It is located in Suffolk, England. It has got a house on top and a big chimney. It is eccentric and impractical, but probably quite spacious and airy.
  - The house in picture D is a terraced house. It is located in Headington, England. It has got brick walls and a fibreglass shark in the roof. It is spacious, but probably quite impractical. It's also a bit eccentric.
- e. Ss work in pairs and do the exercise. Check Ss' answers by asking some Ss to present their opinions to the class.

### Suggested Answer Key

*I wouldn't like to live in the rock house because it looks very cold to me.*

*I would like to live in the five-storey building because it looks very spacious to me.*

*I wouldn't like to live in the terraced house because it looks very eccentric to me.*



- 3 a. • Read out the title of the article and elicit Ss' ideas about the content of the article and what type of publication (newspaper, magazine, encyclopaedia, etc) it might be found in by asking questions.

#### Suggested Answer Key

The article must be about various types of houses.  
This article might be found in a magazine.

- In pairs, Ss write ten words connected to the theme. Ask Ss to report back. Write the words on the board. Ss copy them into their notebooks.
- b. • Explain the task. Read out the tip. Point out that Ss need to follow this advice in order to complete the task successfully.
- Allow Ss three to four minutes to silently read the text. Do question 1 with Ss. Read out the part of the question in bold and with Ss find the part of the text the question relates to (*paragraph 1 line 6*). Read out the options A–D and help Ss to underline the key words (*A: live underground, B: have exactly the home they want, C: cheaper than buying, D: modern luxuries*). Help Ss to decide on the correct answer by a process of elimination. [The correct answer is B because the text says, "if they can't buy what they want they are quite prepared to build it" (l. 5–6)]. Focus Ss' attention on how the information has been rephrased. Ss complete the task. Check Ss' answers. Ask them to justify their choices.

#### Answer Key (See overprinted answers)

- c. Help Ss to explain the words in bold by giving examples or synonyms. Then, Ss use their dictionaries to find synonyms for the highlighted words. Check Ss' answers.

#### Suggested Answer Key

**harsh:** severe                      **convince:** persuade  
**spacious:** roomy                **set up:** establish  
**ordinary:** normal                **resist:** keep from

- 4 a. • Write the headings on the board and elicit answers from Ss to complete the table. Ss copy the completed table into their notebooks, then use the notes to talk about the pros and cons of each house.
- Give Ss the following useful language to use when talking about each house.

**To list points:** Firstly ..., To start with ..., One (dis)advantage is ..., In addition ..., Also ..., etc

**To give an opposing viewpoint:** However ..., On the other hand ..., etc

#### Answer Key

	ADVANTAGES	DISADVANTAGES
<b>Mew's</b>	brand new, luxurious, impressive appearance, unique, spacious	expensive to build, impractical, cold in winter
<b>Ridd's</b>	quiet, cosy, doesn't damage the environment, low fuel bills	dark, claustrophobic
<b>Garner's</b>	airy, secure, comfortable	high off the ground, not suitable for sufferers of hay fever

#### Suggested Answer Key

The Mews' castle has many advantages. Firstly, it is brand new. It is also luxurious, unique and has an impressive appearance. In addition, it is spacious. However, there are certain disadvantages, too. For example, it was expensive to build. It is also impractical and cold in the winter. Nevertheless, I would like to live in a house like this because it is so unique and impressive.

- b. • Allow Ss two minutes to think about their ideal house in class. Then, ask various Ss to describe their ideal house.

#### Suggested Answer Key

My ideal house would be a castle. It would be made of stone. The rooms would be large and airy. It would have a garden and a pool, where I could spend my time in summer. It would be cool and very comfortable to live in, and very economical.

- As an extension, Ss can collect pictures of unusual homes and prepare a poster for their class.
- Alternatively, Ss can collect pictures of traditional types of houses from various countries and prepare a poster for their class.
- Ss can practise *Reading aloud* using the Ss' MP3/ cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.

# In Search of the Perfect Home

If an underground home doesn't **appeal to** you, 35 how about living in the tree tops? Dan Garner, a tree surgeon from Gloucestershire, certainly thinks that this is the way to go up in the world.

"When our family **became short of** space at home our solution was to build a luxury tree house in the 40 garden. The tree house is built into a **spruce tree** six metres **above the ground**. It has one main room, a bedroom and a balcony running around two sides." Garner is so happy with this practical **extension** to his home that he thinks he can **convince** more 45 people of the benefits of living in the trees. He wants to **set up** his own enterprise making more of the deluxe tree dwellings, saying, "Tree houses are **airy**, secure and comfortable and the only disadvantage is that they might not be **suitable for** people who 50 **suffer from hay fever** or a fear of heights!"

Even people who live in more ordinary **settings** sometimes can't **resist** doing something to make them **stand out** from the crowd. One extreme example of this is Bill Heines' house in Headington, 55 Oxfordshire. Until one morning in 1986, his house looked much like all the others in his street, when suddenly overnight a 7.5 m long **fibreglass shark** appeared to have crashed through the roof. The shark was a **sculpture** by local artist John Buckley. 60 At first some people complained that it might be dangerous or that it spoils the look of the neighbourhood, but engineers checked that the sculpture was safe and the "Headington shark" has become a well-known and popular landmark. It 65 seems that no matter where you live, you can always do something to make sure your house says something about who you are.

## Reading

**Tip**

Read the text quickly to get a general idea of what it is about.

Look at the first part of the question, then find the part of the text the question refers to. Go through the choices and choose the answer that best fits. Keep in mind that the information may be rephrased. Even if you think you know the correct answer, always check that the others are not appropriate. Check your answer against the text.

- 3 a. Look at the title of the article. What do you think it is about? Where might you read it? Say words you expect to find in it.
- b. Read the article and answer the questions.
- c. Explain the words in bold, then suggest synonyms for the highlighted words.

### 1 More and more people build their own home

- A so that they can live underground.  
(l. 5-6) B so that they can have exactly the home they want.  
C because it is cheaper than buying a new house.  
D because they want all the modern luxuries you find in a new home.

### 2 John and Josephine Mew

- (l. 17-19) A know that their choice of home is unusual.  
B found that creating their dream home was easy.  
C wanted to live like people would have in traditional castles.  
D converted an ancient building into a modern home.

### 3 What do Jonathan Ridley-Jones and Shanon Ridd say about their home?

- A It's just an ordinary house.  
B They always wanted to live underground.  
(l. 31-32) C It doesn't harm the environment.  
D They don't pay anything for heating and lighting.

### 4 Why did Dan build a tree house in his garden?

- A He wants to persuade people to buy one.  
B His family wanted to live in a tree house.  
C He builds them for a living.  
(l. 39) D His family needed more room.

### 5 The "Headington shark"

- A was created by Bill Heines.  
B crashed into the roof of Bill Heines' house one night.  
C was immediately popular with everyone in the town.  
(l. 57-59) D was built without any warning.

## Follow-up

- 4 a. List the advantages and disadvantages of Mew's, Ridd's and Garner's dwellings, then talk about them.
- b. What would your ideal house be? Describe it and give reasons.

*My ideal house would be a castle. It would be made of...*



# Vocabulary practice

## Dwellings and Appliances

- 5 a. Go through the table and look up the words you don't know in your dictionary.  
b. Listen and underline the words that best describe Ann's house. Circle the ones which best describe John's house.

STYLE:	traditional, <u>modern</u> , apartment/ <u>flat</u> , semi-detached, terraced house, <u>cottage</u> , villa, 1-/2-/3-storey building, castle
LOCATION:	village, city, centrally located, residential area, close to the shops, <u>in the suburbs</u> , on the outskirts, isolated, <u>in the country</u>
SIZE:	small, tiny, <u>spacious</u> , large, huge, average, family-sized, 1-/2- bedroomed
COST:	<u>cheap</u> , low-priced, overpriced, <u>expensive</u> , economical
GENERAL DESCRIPTION:	cosy, comfortable, secure, <u>luxurious</u> , well-maintained, <u>fully furnished</u> , airy, noisy, <u>cold</u>

- c. Use the words to describe Ann's and John's houses, then describe your house.

Ann lives in a traditional cottage in the country. The cottage is ...

- 6 a. Read the advertisements, then, in pairs, list the special features of each property under the headings: Inside – Outside

**A** **FOR RENT** 3-bedroomed semi-detached house, Paddington. Large lounge/dining room with fireplace, entrance hall, modern fitted kitchen, attic, central heating, built-in wardrobes. Garage and driveway. Large front garden with shared fence, rear patio and pool. Close to shops and public transport. Available for long let. £430 per month. Contact Mrs Wilson Tel: 020 8360 7289

A: Inside: large lounge/dining room ...  
Outside: garage, driveway ...

**B** **FOR SALE** £399,986 Golders Green, London. A superb first-floor 2-bedroomed flat. Fully-furnished with a large balcony, double glazing and air conditioning. Fully-equipped kitchen and modern security system. Minutes from tube station. Full details at Primary Properties: 020 8731 6889

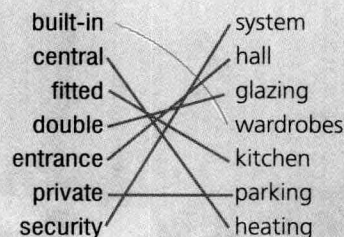
- b. What features are there inside/outside your house?

- 7 a. Which of these items are in your house? In which room?

- refrigerator • vacuum cleaner • electric heater
- washing machine • microwave • humidifier
- air conditioner • hairdryer • dishwasher • cooker

refrigerator – kitchen

- b. Match the columns. Which of these have you/haven't you got in your house?



There are built-in wardrobes in our house.  
We haven't got ...

- 8 a. Complete the dialogue, then listen and check.

A: Hello!  
B: Good morning. I'm calling about the house advertised for rent in Paddington.  
A: Oh, yes?  
B: I wonder 1) if you could give me a bit more information, please.  
A: Of course. 2) What would you like to know?  
B: First of all, 3) could you tell me exactly where the house is situated?  
A: Yes, it's on 15, Bayswater Drive.  
B: And the lounge and dining room — are they separate?  
A: Yes, but they're joined by a sliding glass door.  
B: And do all the bedrooms have fitted wardrobes?  
A: No, only the two largest bedrooms.  
B: One last question. Is the garage large enough for two cars?  
A: Oh, definitely.  
B: It sounds perfect. 4) When do you think I could see it?  
A: 5) How about 6 o'clock this evening?  
B: That's fine — see you then.

- b. In pairs, take roles and act out dialogues about each of the advertisements in Ex. 6.

OWNER/ESTATE AGENT

CLIENT

greeting → greeting — ask for information  
agree to give information → ask your questions (e.g. exact answer the questions location, special features)  
agree on a viewing → arrange a viewing



- 5 a. • Elicit/Explain the meaning of the subtitle by asking questions or giving examples. (*A terraced house is a type of dwelling. A fridge and a washing machine are appliances.*)
- Explain that when we think of a type of dwelling we need to consider its style (*how it is built*), its location (*where it is situated*), its size (*how big/small it is*), its cost (*how much the rent is/if it is economical to maintain*), and its general description (*what it is like*).
  - Ss look up any unknown vocabulary. Then, read out the words in the table and elicit the meaning of any unknown words by giving examples.
- b. • Explain that Ss are going to listen to two people talking about their houses. Explain the task. Play the MP3 and ask Ss to underline the adjectives that Ann uses. Play it again. Ss circle the adjectives that John uses.
- Play the MP3 again. Ss listen and check their answers.

**Answer Key** (See overprinted answers)

- c. Explain the task. Ss use the prompts to describe each person's house. Then Ss describe their own houses.

**Suggested Answer Key**

*I live in a modern flat in the city. It is centrally located and close to the shops. It is a large 3-bedroomed apartment that is comfortable, well maintained and fully furnished.*

- 6 a. Ask Ss to look at the two texts and elicit where they can be found (*in a newspaper*). Read out the advertisements and explain any unknown words. Explain the task. Ss work in pairs and list the special features of each property. Check Ss' answers.

**Answer Key**

A **Inside:** 3 bedrooms, large lounge/dining room, fireplace, entrance hall, modern fitted kitchen, attic, central heating, built-in wardrobes

**Outside:** garage, driveway, large front garden with shared fence, rear patio, pool

B **Inside:** 2 bedrooms, fully-furnished, double glazing, air conditioning, fully-equipped kitchen, modern security system

**Outside:** large balcony, modern security system

- b. Allow Ss two minutes to prepare their answers. Then, ask various Ss to talk about their houses.

- 7 a. • Read out the list of household appliances and elicit what they are used for. Alternatively, ask Ss questions to find out if they know what they are: *Where can we clean dirty dishes? (In the dishwasher.) Where can we cook food? (In/on the cooker,) etc*
- Explain the task. Elicit names of rooms and write them on the board (*utility room, lounge, etc*). When Ss have completed the task, check their answers. (In multi-lingual classrooms, compare and contrast Ss' answers. Ask Ss to give reasons for the location of these items.)

**Suggested Answer Key**

*vacuum cleaner – utility room; electric heater – bedroom/ lounge; washing machine – kitchen/utility room/bathroom; microwave – kitchen; humidifier – bedroom/lounge; air conditioner – lounge/bedroom; hairdryer – bathroom/ bedroom; dishwasher – kitchen; cooker – kitchen*

- As an extension, Ss work in pairs and draw a bedroom. One describes what there is in his/her bedroom, the other listens and draws the items in the correct place in the room. Ss exchange sheets and check whether their partner has drawn their bedroom correctly.

- b. Allow Ss a minute to complete the task. Check Ss' answers. Then Ss make up sentences about their houses. Point out that Ss can use either structure. (*There is/isn't/are/aren't or We have/haven't got.*)

**Answer Key** (See overprinted answers)

- 8 a. • Ss read the dialogue quickly and say what it is about. (*A person is interested in the house advertised in Ex. 6a.*)
- Ss work in pairs and try to complete the dialogue.
  - Play the MP3. Ss listen and check their answers.
  - Choose some pairs to read out the dialogue.

**Answer Key** (See overprinted answers)

- b. • Explain the task. Go through the prompts and elicit useful phrases: *greeting: Hello! Hi! etc*
- Ss work in pairs and act out similar dialogues. Check Ss' performance around the class, then ask some pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: Hello!

B: Good morning. I wonder if you could give me some more information about the flat in Golders Green.

A: Of course, what would you like to know?

B: First of all, could you tell me exactly where the flat is situated?

A: Yes, it's on Riverside Park Drive.

B: And does it have a separate dining room?

A: No, it doesn't. There is a combined lounge and dining room.

B: I see. Do the bedrooms have fitted wardrobes?

A: Yes, they do.

B: One last question. Does the kitchen have a dishwasher?

A: Oh definitely.

B: It sounds perfect. When do you think I could see it?

A: How about 6 o'clock this evening?

B: That's fine — see you then.



- 9 a. • Go through the tables and explain the task.  
 • Read the examples aloud and focus Ss' attention on the various structures. Explain that we use: *both, as well as, besides and also* to link similar ideas, whereas we use: *although, whereas, but and however* to link opposing ideas.  
 • Ss make up sentences. Check that Ss use the linkers correctly.

#### Suggested Answer Key

*House A has got a pool whereas house B hasn't got one.  
 Both house A and house B have got a garden.  
 Both house A and house B have got an attic.  
 House A has got a patio although house B hasn't got one.  
 House B has got a garden, but it doesn't have a fence.  
 Besides having a balcony, house A has got air conditioning.  
 House B hasn't got a balcony but it has got air conditioning.  
 Both houses have got a security system.  
 House B has got a cellar but it hasn't got a fireplace.  
 House A has got a fireplace. However, it hasn't got a cellar or built-in wardrobes.  
 Both houses have central heating.  
 Whereas house A has a fitted kitchen, house B hasn't got one.  
 House A has a pool and a garage. Also, it has a garden.  
 As well as having air conditioning and a security system, house B has also got central heating.  
 Although house B hasn't got a fireplace, it has got central heating.*

#### Writing Project

- b. Explain the task. Elicit the vocabulary Ss need to use in the writing task. Help Ss to do the task orally, then assign it as written HW.

#### Suggested Answer Key

- A *For Sale* London. Large detached house with garden, patio, balcony and pool. Fitted kitchen with central heating and latest security system. Fully air-conditioned with a fireplace. Private driveway and large garage. Attic suitable for conversion. Close to shops and public transport. Contact Bryson Properties: Tel. 020 8253 6149.
- B *For Rent* Large detached house with central heating, air conditioning and modern security system. All bedrooms with built-in wardrobes. Large attic. Front garden with private driveway and large garage. Available for long lease. Full details at AJ Estate Agents: Tel. 020 8942 6851.

- 10 a. Elicit what household chores are by giving examples. (*Washing the dishes is a household chore.*) Ss work in pairs and complete the exercise. Check Ss' answers. Elicit adverbs of frequency (*sometimes, often, always, etc*) and write them on the board. Ss make up sentences using the phrases.

#### Answer Key (See overprinted answers)

(Ss' own answers)

*I always make my bed before I leave home for work.  
 I hate dusting the furniture. etc*

- b. • Explain the task. Ss work in pairs and complete the exercise. Check Ss' answers. Then, Ss make up sentences.

#### Suggested Answer Key

*do the ironing; do the washing up; do the dusting;  
 do the vacuuming; do the cleaning*

*Dad never does the washing up.  
 On Mondays it's my turn to do the dusting.  
 My sister usually does the vacuuming.  
 My mum does most of the cleaning.*

- As an extension, choose a leader. He/She mimes one activity from Ex. 10. Ss, with books closed, try to guess what the activity is. The one who guesses correctly becomes the new leader and the game continues.

- 11 a. • Go through the table and present any new vocabulary by giving examples, miming, etc. Alternatively, Ss can look up the unknown words in their dictionaries.  
 • Explain that Ss are going to listen to a person talking about how the colours of a room can make us feel.  
 • Play the MP3. Ss do the exercise. Check Ss' answers.

#### Answer Key (See overprinted answers)

- b. Explain the task. Play the MP3 again. Ss then do the exercise.

#### Suggested Answer Key

*I would paint a child's bedroom green because it makes people feel relaxed.  
 I would paint a play area red because it makes people feel active.  
 I would paint a living room yellow because it makes people feel happy.  
 I would paint a classroom blue because it makes people feel confident.*

- 12 • Read out the list of nouns. Check that Ss know these words by asking them to point to the relevant objects in the picture.  
 • Quickly revise prepositions of place. Position yourself somewhere in the classroom and ask: *Where am I?* (*I'm next to George. Tim is behind George. Bill is in front of George.*) etc. Ss can work in pairs and ask and answer questions about the position of various Ss in the class. Check Ss' performance.  
 • Ss make up sentences about the picture.

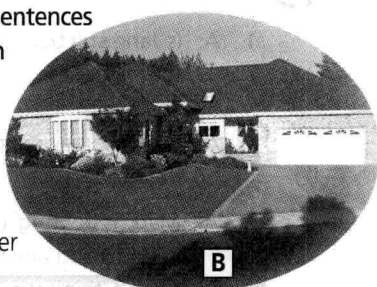
#### Suggested Answer Key

*There is a lamp next to the sofa.  
 There is a window behind the sofa.  
 The glass coffee table is opposite the fireplace.  
 There are some cushions on the sofa.  
 There is a painting between the fireplace and the window.  
 There is a plant above the fireplace.  
 There is a candlestick in the middle of the glass coffee table.*

- As an extension, Ss work in pairs. One S draws a living-room and then they take turns to instruct each other where to put the furniture (*sofa, armchair, coffee table, lamp, cushions, etc*).  
 e.g. SA: Draw a coffee table in the middle of the room.  
 SB: Now, you draw an armchair next to the coffee table. etc

- 9 a. Use the prompts and the linkers to make up sentences for each house, as in the examples.

- both • as well as
- also • besides
- whereas • but
- although • however



	A	B		A	B
• driveway	✓	✓	• balcony	✓	X
• chimney	✓	X	• air conditioning	✓	✓
• garage	✓	✓	• security system	✓	✓
• pool	✓	X	• cellar	X	✓
• garden	✓	✓	• fireplace	✓	X
• attic	✓	✓	• built-in wardrobes	X	✓
• patio	✓	X	• central heating	✓	✓
• fence	X	X	• fitted kitchen	✓	X

Both house A and B have got a driveway.

House A has got a chimney, but house B hasn't got one.

House A has got a driveway as well as a garage.

Besides having a garage, house A has got a driveway.

### Writing Project

- b. Look at the pictures A and B and write an advertisement for each house. Say if it is for rent/sale, what kind of house it is, how much it costs, what special features it has got and give a telephone number for contact. Use the advertisements in Ex. 6a as models to help you.

### Household Chores

- 10 a. Match the verbs to the nouns.

wash	the beds
dust	the carpets
make	the clothes
iron	the dishes
vacuum	the windows
clean	the floors
mop	the lawn
mow	the furniture

Which of these household chores do you do? How often? Which do you like/not mind/hate doing?

*I sometimes wash the dishes in the evenings.*

- b. Which of these verbs can be changed to **do + ing** form of the verb? Make up sentences about your family using these phrases.

*Mum always **does the ironing** on Saturday.*

### Colours & Rooms

- 11 a. Listen and circle the words that are mentioned in connection with each colour.

**red**

competitive, romantic, active, excited

**orange**

conservative, talkative, adventurous

**yellow**

shy, reliable, cheerful, generous, impatient, creative

**blue**

calm, confident, stressed, relaxed, peaceful

**green**

relaxed, peaceful, refreshed, depressed

**white**

cheerful, isolated, withdrawn

- b. Listen again. What colour would you paint these rooms? Why?

- a dining room • a child's bedroom
- a play area • a living room • a classroom

*I would paint a dining room orange because it stimulates the appetite.*

- 12 Use the prepositions and the words in the list to describe the living room.

- in front of • next to • behind • opposite • on
- between • above • in the middle of
- fireplace • candlesticks • carpet • paintings • sofa
- armchair • cushions • plant • glass coffee table
- window • lamp



*There is a glass coffee table in front of the sofa.*



## Present Tenses

Grammar Reference

## 13 Identify the tenses in bold, then match them to their use.

- 1 The Earth **revolves** round the Sun. b
- 2 The train **leaves** at 5:30. g
- 3 John **is looking** for a new house. d
- 4 She can't play. She **has broken** her leg. e
- 5 He **is always biting** his nails. c
- 6 I **have been trying** to call you for an hour. a
- 7 He **is flying** to Madrid tomorrow. f
- 8 It's **getting** colder and colder. h

- a action which started in the past and continues up to the present with emphasis on duration
- b law of nature
- c expressing irritation
- d action happening around the time of speaking
- e result/consequence of a past activity in the present
- f fixed arrangement in the future
- g timetable
- h gradual development

## State Verbs

We do not normally use **believe, forget, hate, know, like, love, need, prefer, realise, remember, suppose, understand, want, appear** in continuous tenses.

*I believe you. NOT I'm believing you.*

The verbs **think, taste, see, look, smell, feel** and **have** can have continuous tenses, but there is a difference in meaning.

*I think he is desperate. (= I believe) BUT I'm thinking about moving house. (= I'm considering)*

## 14 Put the verbs in brackets into the correct present tense, then identify their use.

- 1 She **is moving** (move) house next week.
- 2 Carl and Mary **are looking** for a new house. The landlord has evicted (evict) them from their flat.
- 3 Have you **been waiting** (you/wait) a long time?
- 4 They **are converting** (convert) the old mill into a beautiful new home at the moment.
- 5 Water **freezes** (freeze) at 0° C.
- 6 Her flight **arrives** (arrive) tonight at 7pm.
- 7 **Are you signing** (you/sign) the contract for the house next week?
- 8 The Earth **is becoming** (become) warmer and warmer.
- 9 The bus **comes** (come) every ten minutes.
- 10 Jack and Maggie **are still searching** (still/search) for the perfect house.
- 11 Bob **can't move** house now because he has signed (sign) a two-year contract.

## 15 Fill in the correct tense of the verb in brackets.

- 1 A: Is Jane still thinking (Jane/still/think) of renting that house?  
B: Yes, why?  
A: Well, some people think (think) that it is haunted.
- 2 A: Mark is tasting (taste) the curry to see if we need to add any more spices.  
B: I don't think we do. It tastes (taste) delicious as it is.
- 3 A: Why are you smelling (you/smell) the milk? I only bought it this morning!  
B: Well, it smells (smell) off to me!

## 16 a. Talk about British homes, using adverbs of frequency, as in the example.



*British homes always have running water.*

*There is always running water in British homes.*

*You can always find running water in British homes.*

## b. In pairs draw a similar chart about homes in China, then present it in class.

## 17 In pairs, talk about:

- what you do/don't do in your free time
- what you are doing this weekend
- what you have done so far today

## 18 How much have you changed since you were five years old? Make up sentences, as in the example.

*I've grown my hair long.*

## 19 In pairs, act out dialogues, as in the example.

- sleep outdoors • visit a castle • be in a tree house
- stay at a campsite • redecorate your own bedroom
- stay in a house with its own swimming pool
- have a power cut at your home • move house

A: *Have you ever slept outdoors?*

B: *No, I haven't. Have you ever visited a castle?*

A: *Yes, I have.*

B: *Really? When was that?*

A: *Two years ago. Have you ever...? etc.*