

# 2 HOME AND AWAY

UNIT



## IN THE PICTURE Three apartments

»»» Talk about homes and household jobs

### WORK WITH WORDS

1 **RECALL** Work in pairs. Make lists of words under the headings. Use the picture to help you. You have three minutes.

Types of home	Rooms	Furniture	Appliances	Other
apartment	kitchen	bed	clock	door

2 **1.17** Write the names of the people in the boxes in the picture. Then listen and check.

- Ethan is making his bed.
- Linda is loading the dishwasher.
- Alyssa is laying the table.
- Nick is tidying his room.
- Tyler is doing the washing.
- Josh is cleaning the floor.

3 **1.18** What are the people doing one hour later? Listen and write.

clear the table   do the ironing   do the washing-up  
sort the recycling   take out the rubbish   vacuum

- Josh is clearing the table.
- Alyssa is \_\_\_\_\_.
- Nick is \_\_\_\_\_.
- Ethan is \_\_\_\_\_.
- Tyler is \_\_\_\_\_.
- Linda is \_\_\_\_\_.

4 **1.19** Listen and check. Then listen and repeat.

5 **THE MOVING PICTURE** Watch the video. What is Tyler doing?

6 Work in pairs. Mime one of the jobs in Exercise 2 or 3. Can your partner say what you are doing?

Are you laying the table?   Yes, I am. / No, I'm not.

7 a **1.20** **PRONOUNCE** Listen to the word. Which letter is silent?  
ironing

b **1.21** Listen and underline the silent letters in the words. Then listen again and repeat the words.

cupboard   hour   island   knife   listen   Wednesday



**SPEAK**

**8 Work in pairs. Answer the questions.**

- 1 How often do you make your bed?  
*never / rarely / sometimes / often / always*
- 2 How often do you tidy your room?  
*never / rarely / sometimes / often / always*
- 3 Who usually does these jobs in your home?  
*lay the table / do the washing-up / clean the floor / do the washing / do the ironing / take out the rubbish / vacuum*

**GO BEYOND**



Do the Words & Beyond exercise on page 131.

## Understand the main ideas

### SPEAK AND READ

#### 1 Work in pairs. Answer the questions.

- 1 What type of building do you live in?
- 2 How many people live in your home? Who are they?

#### 2 a Read the tips in the **HOW TO** box.

#### b 1.22 Read the article quickly and choose the best description.

- A A description of life in three New York apartments.
- B A teenage boy's view of life with his family.
- C An official report on teenagers in New York.

### HOW TO

understand the main ideas

- Read the text quickly.
- Don't try to understand every word.
- Think about the general topic.
- Look for important and repeated words and sentences.



It's 6.15pm in New York City. In a third-floor apartment on Broome Street, Liyu Wang is cooking dinner for his family. His wife, Victoria, is laying the table and their two sons – Ethan, age 15, and Nicholas, age 14 – are tidying their room. The boys' sister – Alexis, age 11 – is in the living room, doing her homework. Her grandfather is sitting on the sofa watching television, while Felix the cat is watching the family's pet fish.

In New York, it's common for several generations of a family to live in the same home. One in 10 households has three generations or more. As Ethan explains, living together has its advantages and disadvantages.

'We have a lot of relatives in New York and our home is like a meeting place for everyone. Every day we see our cousins, uncles, aunts ... It's a fun place,' he says. But communication can be difficult. 'My dad is originally from China and my grandad doesn't speak much English. And we're just kids, you know. We see life in a different way. So sometimes we argue. But I think that's normal.'

Ethan doesn't only argue with his father and grandfather. 'There isn't a lot of space here and I share a bedroom with my brother, Nick. So sometimes it's hard, you know, to be alone ... to study. And Nick never tidies the room. Mom says, "How can you live in this mess?" Mom and I argue a lot. I forget to do things like feeding the fish or sorting the recycling.'



#### 3 Tick (✓) the information in the article.

Description of a family.

Facts about families in New York.

Information about family life in China.

Interview with a parent.

The opinions of a teenage family member.

#### 4 Which tips in the **HOW TO** box did you use for help with Exercises 2b and 3? Tick (✓) them.

#### 5 Read the article again to decide if each statement is correct (C) or incorrect (I).

- 1 The Wang family is similar to a lot of other families in New York. C
- 2 The rest of the family lives in China. .....
- 3 Ethan doesn't like family life. .....
- 4 The apartment is very large. .....
- 5 Nicholas doesn't help to tidy the bedroom. .....
- 6 Ethan rarely argues with his mother. .....

### REACT

#### 6 Work in pairs. What do you think? Tell your partner.

- 1 Is the Wang home similar to your home? In what ways is it similar or different?
- 2 Do you often argue with people at home?

### GO BEYOND

Look at the picture on pages 20–21 and describe what is happening in one of the other apartments.



## »»» Talk about things happening now, and about habits and routines

### READ AND LISTEN »»» Grammar in context

#### 1 1.23 Read and listen to the phone conversation. Why is Beth calling Jake?

- Jake:** Hi Beth. What are you doing?  
**Beth:** I'm revising for a maths exam.  
**Jake:** You work too hard, Beth.  
**Beth:** I need your help. Where are you?  
**Jake:** At the moment I'm standing outside the swimming pool with Pete. We're waiting with Mel and Sue. We always swim on Thursdays, remember? What's the problem?  
**Beth:** I don't understand some of the calculations.

### STUDY

#### 2 Complete the explanations with examples from Exercise 1.

Present simple
<b>Use:</b> For habits, routines, things that are generally true.
<b>Time expressions</b> never, rarely, .....
Present continuous
<b>Use:</b> For things in progress now or around now.
<b>Form:</b> am/are/is + verb + -ing
<b>Time expressions</b> now, right now, ....., today
<b>State verbs</b> Don't use these verbs in the present continuous: like, know, need, ....., want See <b>GRAMMAR DATABASE</b> , page 121.

### PRACTISE

#### 3 Complete the conversation with the present continuous form of the verbs.

- Farhah:** Hello, Jake. What (1) are you doing (you / do) here?  
**Jake:** (2) I am looking (look) for Kahil. Is he here?  
**Farhah:** No. I think (3) he is playing (he / play) football with the others.  
**Jake:** No. (4) They aren't training (not / train) this morning.  
**Farhah:** Maybe (5) he is shopping (shop) with Nasrin in town.  
**Jake:** I don't think so. She (6) is studying (study) for an exam.

#### 4 Choose the correct options.



It's 6am. Adam and Shannon (1) wake up / are waking up their brothers and sisters. It's not a quick job – there are 11 of them!  
 With 13 kids in the house, the family (2) needs / is needing good organisation. The kids (3) usually take / are usually taking turns to do the chores. It's now 7am and Mia (4) does / is doing the washing-up. At the same time, Adam and Shannon (5) vacuum / are vacuuming and (6) clean / cleaning the house. The kids (7) spend / are spending weekdays at school and (8) come / are coming home at 4pm. On Fridays the family (9) always has / is always having a Pizza Night. It's now 7pm and everyone (10) eats / is eating pizza together in the kitchen.

#### 5 Tick (✓) the correct option in the conversation. Then underline the state verbs.

- 1 a 'Mum? Are you liking doing the washing?'   
 b 'Mum? Do you like doing the washing?'   
 2 a 'I don't understand the question.'   
 b 'I'm not understanding the question.'   
 3 a 'I'm needing a clean shirt to go to the cinema.'   
 b 'I need a clean shirt to go to the cinema.'   
 4 a 'There's a clean shirt in the basket. You know how to iron.'   
 b 'There's a clean shirt in the basket. You're knowing how to iron.'   
 5 a 'I'm hating ironing.'   
 b 'I hate ironing.'

### SPEAK

#### 6 Work in pairs. Say a day and a time to your partner. Can your partner describe what he or she is doing or normally does?

It's 7 o'clock in the morning on Tuesday. What are you doing?

I'm having breakfast and getting ready for school.

Do you always have breakfast at 7 o'clock?

I normally have breakfast at 7 on school days. At the weekend I have breakfast at 9.

## Understand a situation

### SPEAK AND LISTEN

#### 1 Work in pairs. Answer the questions.

- 1 A soap opera is a television series about the imaginary lives of a group of people. Which soap operas are popular in your country?
- 2 Do you watch any soap operas? If so, which ones? If not, why not?
- 3 Choose a soap opera or other TV drama. Where does the story take place? Who are the people in the story?

#### 2 a Read the tips in the **HOW TO** box.

#### b 1.24 Listen to an extract from a soap opera and answer the questions.

- 1 Who are the people?
- 2 Where are they?
- 3 What are they talking about?

#### 3 Which tips in the **HOW TO** box did you use for help with Exercise 2b? Tick (✓) them.

#### 4 1.24 Listen again and match the sentence halves.

- |                  |  |
|------------------|--|
| 1 Jack ...       | is leaving the group.                                  |
| 2 Keira ...      | isn't going out with Sal.                              |
| 3 Mr Gibbons ... | is playing in two weeks.                               |
| 4 Tom ...        | is going ice skating on Saturday morning.              |
| 5 Sal ...        | is hanging out with Lizzie and Sharn in the afternoon. |
| 6 The group ...  | has some good news.                                    |

**KEIRA:** Hiya Sal.  
**SAL:** Hi!  
**JACK:** What's up? You don't look very happy.  
**SAL:** Nothing.

#### HOW TO

understand a situation

- Listen for important and repeated words.
- Listen to how people talk. Do they know each other?
- Listen for names and sounds.

### REACT

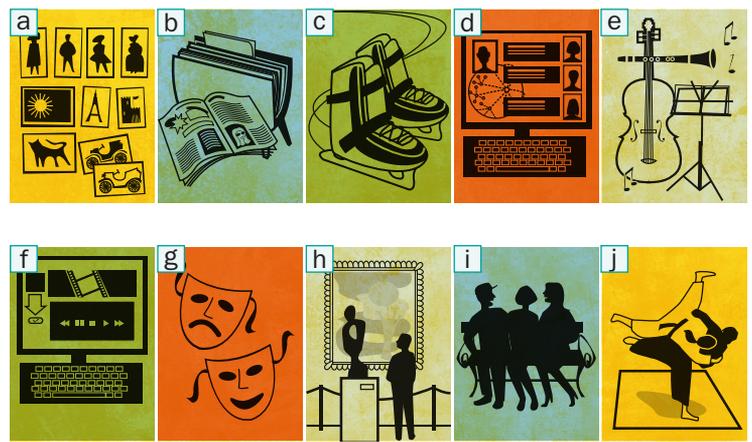
#### 5 Work in pairs. What do you think? Tell your partner.

- 1 What do Keira, Tom and Jack say to Mr Gibbons next?
- 2 What happens at the concert?

### WORK WITH WORDS

#### 6 a Match the free-time activities to the pictures.

- ..... go ice skating
- ..... do judo
- ..... play an instrument
- ..... go to acting class
- ..... collect cards
- ..... use social networking sites
- ..... visit exhibitions
- ..... read magazines
- ..... hang out with friends
- ..... watch online videos



#### b Add more free-time activities using the verbs in Exercise 6a.

#### 7 Work in pairs. Talk about your weekend free-time activities.

*On Saturdays I usually do judo.*

*I always go ice skating on Saturday morning.*

#### GO BEYOND

Do the Words & Beyond exercise on page 131.

## »»» Talk about arrangements in the future

### READ AND LISTEN »»» Grammar in context



**1** 1.25 **Read and listen to the conversation. What are Mario and Fiona doing at the weekend?**

**Mario:** What are you doing at the weekend? The football team's playing on Saturday.

**Fiona:** Where are you playing? Is it a home game?

**Mario:** No. We're playing away in Newtown. Can you come?

**Fiona:** I can't. I'm helping Dad clean the house this weekend. My cousin is coming to stay next week.

**Mario:** How long is he staying?

**Fiona:** He's a *she* actually. And she's leaving at the end of the month.

### STUDY

**2 Complete the explanations with the time expressions from Exercise 1.**

#### Present continuous

##### Use:

For things in progress now or around now.  
For arrangements at specific times in the future.

Time expressions *tomorrow, at the weekend,*

See **GRAMMAR DATABASE**, page 121.

### PRACTISE

**3 Write the questions about the conversation in Exercise 1.**

- What / day / Mario / play / at the weekend?  
*What day is Mario playing at the weekend?*
- Where / the team / play? .....
- Who / Fiona / help / on Saturday? .....
- Why / they / clean / the house? .....
- When / Fiona's cousin / leave? .....

**4 Answer the questions in Exercise 3.**

**5 Write sentences about Mario's plans for next week.**

*On Monday he's going ice skating at half past five.*

		Done?
All	Mon ice skating 5.30pm	<input type="checkbox"/>
Mon	Tue revise for Spanish exam with Fiona	<input type="checkbox"/>
Tues	Wed cinema 7.15pm	<input type="checkbox"/>
Wed	Thu acting class 6.20pm	<input type="checkbox"/>
Wed	Fri meet Fiona + cousin afternoon	<input type="checkbox"/>
Thur	Sat judo	<input type="checkbox"/>

**6 Order the time expressions starting with the most recent.**

- ..... this weekend
- ..... next year
- ..... at 7pm
- ..... this afternoon
- ..... next week
- ..... tomorrow
- 1 at the moment
- ..... tonight
- ..... in two weeks' time

**7 Complete the sentences with your arrangements.**

- This evening .....
- At the weekend .....
- Next month .....
- In the summer .....

### SPEAK

**8 Work in pairs. Complete the tasks.**

- Student A looks at the plans on page 141. Student B looks at the plans on page 142.
- Ask and answer questions about the days. Find a time to go to the cinema together.

*What are you doing on Friday afternoon?*

*I'm having a guitar lesson and then I'm going to Sal's party. What about you?*

*I'm going to the Science Museum. I'm free on Saturday morning.*

*I'm not free. I'm going shopping with Tom.*

# LANGUAGE & BEYOND



## Identify the cause of a problem

### SPEAK AND READ

- 1 Work in pairs. Look at the pictures above. What's the problem?
- 2 Work in pairs. Student A reads Lauren's point of view and Student B reads Grace's point of view.
- 3 Explain the point of view you read to your partner.

Lauren's unhappy because ...

Grace says that ...

### DO

- 4 Work in groups. Answer the questions.
  - 1 Which of the sisters has a problem – Grace, Lauren or both?
  - 2 Do they understand each other's problem(s)?
  - 3 In what way are the problems similar?
- 5 Work in groups. Think of solutions to the problems.

They can take it in turns to ...

Lauren/Grace can ...

### REFLECT

- 6 Discuss the questions with your class. Do you agree with the **REFLECTION POINT**?
  - 1 Share your suggestions from Exercise 5 with the rest of the class. Which suggestions are most helpful and why?
  - 2 Do you know people in a similar situation? What are their problems?
  - 3 Do you find it easy to talk about problems you have with other people?

### EXTEND

- 7 Work in groups. Read about Ethan's problems. Think of ways he can find a solution to his problems.

'There isn't a lot of space here and I share a bedroom with my brother, Nick. So sometimes it's hard to be alone ... to study. And Nick never tidies the room. Mom says, "How can you live in this mess?" We argue a lot. I forget to do things like feeding the fish or sorting the recycling.'

#### Lauren's point of view

Grace always starts watching TV while I'm trying to do my homework. I know she's my older sister but I can't concentrate when the TV's on. It's not fair.

#### Grace's point of view

Mum and dad give me all the household jobs to do. While I'm cleaning the floors, Lauren's pretending to do her homework and laughing at me. It's not fair.

### REFLECTION POINT

Sometimes we don't understand a problem because we only see one point of view. When you can see the different points of view, it's easier to find a solution.



# SPEAKING On the phone

## Check you understand on the phone

### SPEAK

#### 1 Work in pairs. Answer the questions.

- 1 Do you have a family phone at home?
- 2 If so, what type of phone is it – a landline, a mobile phone or an internet phone?
- 3 How often do people call the family phone?

### WATCH OR LISTEN

#### 2 Watch or listen to the scene. Who does Matt want to speak to and why?

**Kate:** Hello?  
**Matt:** (1) .....  
**Kate:** Hi Matt. Keith isn't here at the moment.  
**Matt:** (2) .....  
**Kate:** Yes. Hang on. Let me get a pen. ... OK. I'm ready.  
**Matt:** (3) .....  
**Kate:** Sorry? Can you say that again? It's a bad line.  
**Matt:** (4) .....  
**Kate:** How do you spell that?  
**Matt:** (5) .....  
**Kate:** Outside the Treetop coffee shop. At 8 o'clock. ... Sorry. You're breaking up. I can't hear you. Could you repeat that?  
**Matt:** (6) .....  
**Kate:** 555 348 779. OK.  
**Matt:** (7) .....  
**Kate:** Bye.



#### 3 a Work in pairs. Read the tips in the HOW TO box.

#### b Complete the phrases from the conversation. Listen and check. Then listen and repeat.

- 1 Sorry? Can you *say that again* ?
- 2 It's a .....
- 3 How do you ..... ?
- 4 Sorry. You're .....
- 5 I can't .....
- 6 Could you .....

#### 4 What does Matt say? Complete the conversation in Exercise 2 with the sentences.

- a Can I leave a message?
- b T-r-e-e-t-o-p.
- c Hi. It's Matt. Can I speak to Keith?
- d If there's a problem, he can call me on 555 348 779.
- e Thanks, Kate. Bye.
- f I'm calling from the train. I said we're all meeting at 8 outside the Treetop coffee shop.
- g Tell him we're ...

#### 5 Watch or listen to the complete scene. Then read it aloud with a partner.

#### 6 Write Kate's note for Keith.

### ACT

#### 7 In groups of four, complete the tasks.

- 1 In pairs, prepare a message to leave in a phone conversation.
- 2 Take it in turns to phone a student in the other pair. Ask to speak to someone who isn't there and leave a message.
- 3 Can the other student write the correct message?

### HOW TO

check you understand on the phone

- Be polite.
- Explain the problem.
- Ask the other person to repeat if you're not sure.

### PHRASEBOOK 1.29

#### Phone phrases

Hello. It's ... Can I speak to ... ?  
I'm calling from ...

Hang on.

Can I leave a message? / Do you want to leave a message?

She/He can call me on ...

#### Check you understand

Could you repeat that?

Can you say that again?

How do you spell that?

# WRITING My status update

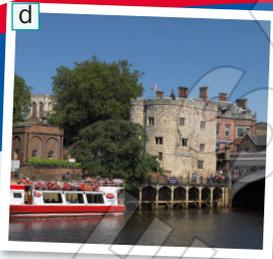
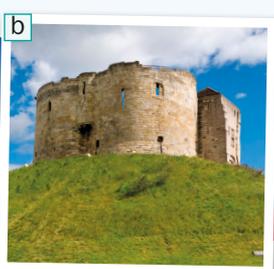
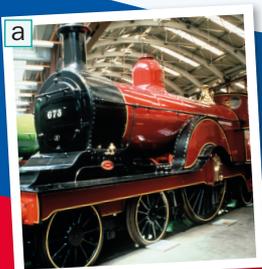
Use *and*, *also* and *too*

## SPEAK AND READ

- Work in pairs. Look at the photos and describe them. Are they photos of New York in the USA or York in England?
- Read the status updates. Which of the photos isn't included in the updates?

### PHRASE BYTES

This is a photo of ...  
I think it's the USA/England because ...



1 Four hours ago  
It's Sunday and we're getting ready to go home. I really like staying in a hotel. Someone makes your bed for you and does the cleaning too. York's a fantastic place but I also like home.

Like · Comment · Share

2 Yesterday at 11:42  
It's Day two of our weekend in York and we're sitting in a boat on the river. Dad is taking me to the National Railway Museum this afternoon. We're going to the shops too.

Like · Comment · Share

3 Friday at 19:18  
I'm away with my family in York. We're staying in a small hotel near the centre. York has a castle and lots of old houses. [Click here to see some photos.](#) You can also watch a video.

Like · Comment · Share

- Read the tips in the **HOW TO** box.
  - Find two examples of *and*, *too* and *also* in the status updates in Exercise 2.

### HOW TO

use *and*, *also* and *too*

- Use *and* to link two parts of a sentence.
- Use *also* and *too* to add another fact.
- Use *too* at the end of a sentence.
- Use *also* after *be* and *can*, and before other verbs.

## PRACTISE

- Write the sentences with the words in brackets.

- I'm listening to music. I'm reading a magazine. (*also*)  
*I'm listening to music. I'm also reading a magazine.*
- I like travelling. I like staying at home. (*too*)
- It's raining. The bus is late. (*and*)
- I love reading. Jackie loves books. (*also*)
- This evening I'm meeting friends. We're going to the cinema. (*and*)
- New York is an amazing city. York is an interesting place. (*too*)

### Get it right

Use *two* for the number 2.  
Use *to* as a preposition (*I go to school by bus*) or before a verb (*I like to sing*).  
Use *too* to add another fact.

## PLAN

- You're going to write three status updates to post on the social networking site in Exercise 2. Use the *Writing plan* to help you prepare.

## WRITING PLAN

- Write about what you're doing.
- Describe how you're feeling.
- Talk about your arrangements for later.

1 hour ago  
Sunday at 11:30  
Saturday at 13:00

## WRITE AND CHECK

- Write your updates. Then check them. Tick (✓) the things in the plan.

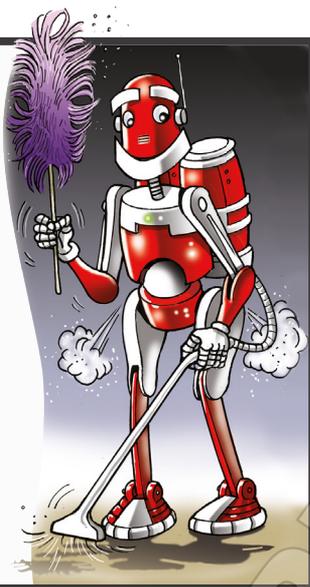
## SHARE

- Swap your updates with people in the class. Read other students' updates and comment on them.

**VOCABULARY** Homes and household jobs

**1 Write the missing words.**

Meet Harry, your new household helper. Harry does all those horrible household jobs. He can (1) m\_\_\_\_\_ your bed in the morning and (2) t\_\_\_\_\_ the rooms. He can (3) v\_\_\_\_\_ and (4) c\_\_\_\_\_ the floors. When you need clean clothes, he can do the (5) w\_\_\_\_\_ and the (6) i\_\_\_\_\_. He can (7) l\_\_\_\_\_ and (8) c\_\_\_\_\_ the table, and do the (9) w\_\_\_\_\_ - \_\_\_\_\_ or load the (10) d\_\_\_\_\_. And before you go to bed, he can sort the (11) r\_\_\_\_\_ and take out the (12) r\_\_\_\_\_. Put a Harry in your life and have more free time. \_\_\_\_\_/12



**Free-time activities**

**2 Complete the free-time activities you can do while Harry is cleaning. Use the verbs in the box.**

collect do go go hang out  
play read use visit watch

- 1 \_\_\_\_\_ exhibitions
- 2 \_\_\_\_\_ to acting class
- 3 \_\_\_\_\_ judo
- 4 \_\_\_\_\_ an instrument
- 5 \_\_\_\_\_ magazines
- 6 \_\_\_\_\_ ice skating
- 7 \_\_\_\_\_ with friends
- 8 \_\_\_\_\_ social networking sites
- 9 \_\_\_\_\_ online videos
- 10 \_\_\_\_\_ cards

\_\_\_\_\_/10

**GRAMMAR** Present continuous and present simple

**3 Complete the postcard with the present simple or present continuous form of the verbs.**

Hi Harry!  
How are you? (1) \_\_\_\_\_  
(I / write) this postcard in Barcelona. The (2) \_\_\_\_\_  
(sun / shine) and (3) \_\_\_\_\_  
(I / sit) in a café with Mum.  
(4) \_\_\_\_\_ (she / love)  
Barcelona. (5) \_\_\_\_\_  
(she / come) here every year.  
(6) \_\_\_\_\_ (dad / shop) at the moment. He's sad because Barcelona Football Club (7) \_\_\_\_\_ (not / play) here this week. How are things at home? (8) \_\_\_\_\_ (you / do) all the household jobs?  
Jenny



\_\_\_\_\_/16

**Present continuous for future arrangements**

**4 Put Harry's words in order to make a phone conversation.**

**Jenny:** Hello?  
**Harry:** Harry. / Hello. / It's  
(1) \_\_\_\_\_  
**Jenny:** Harry? Is everything OK? Why are you phoning me?  
**Harry:** you / home? / When / coming / are  
(2) \_\_\_\_\_  
**Jenny:** We're flying to London on Saturday and then we're taking the train. Why?  
**Harry:** to / going / tonight. / back / factory / the / am / I  
(3) \_\_\_\_\_  
**Jenny:** Why, Harry?  
**Harry:** problems. / are / some / fixing / They  
(4) \_\_\_\_\_  
**Jenny:** Can you say that again? The line is bad.  
**Harry:** is / tomorrow. / starting / robot / work / Another  
(5) \_\_\_\_\_  
**Jenny:** Harry? You're breaking up. I can't hear you.  
**Harry:** arriving / at / He's / 9am. / His / too. / Harry / is / name (6) \_\_\_\_\_

\_\_\_\_\_/12

Your score: \_\_\_\_/50

**SKILLS CHECK**

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

- I can understand the main ideas when I read. \_\_\_\_\_
- I can understand a situation when I listen. \_\_\_\_\_
- I can help identify the cause of a problem. \_\_\_\_\_
- I can check I understand on the phone. \_\_\_\_\_
- I can use *and*, *also* and *too*. \_\_\_\_\_