

# 11 The House Was Built in 1845

## Passives

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|-----------------------|--|
| Target patterns:      | The passive form of simple tenses          |
| Communication skills: | Talking about famous people<br>Complaining |
| Language sets:        | Achievements<br>Invented, discovered . . . |

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### Warm Up Who Did It ?

Write the patterns in the illustration on the board and throw out “*Who was . . . written/painted/discovered/composed/directed/sung by?*” questions to students. The students then do the activity in pairs, groups, or as a class, taking turns asking questions.

### It Was Designed by a Famous Architect

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*When was the third floor added?*

*Why does Andy want to sleep downstairs?*

#### Follow-up questions

*Who was the book written by?*

*Who was a book that you like written by?*

*Who was the house designed by?*

*Who was a painting that you like painted by?*

#### Comprehension – personalization

T: *Who was Paula's book written by?*

S1: *It was written by a local historian.  
Who was (name of a famous book) written by?*

S2: *It was written by . . .*

Continue in a chain (each student asking about a different book).

T: *When was their house built?*

S3: *It was built in 1845.  
When was (this school/your house/a famous building) built?*

S4: *I think it was built in about . . .*

Continue In a chain (each student asking about a different building they know well).

### Personalization

In pairs, in groups, or as a class, the students talk about buildings, statues, works of art, etc. in their city or in another place they know well. Encourage them to talk freely but try to include patterns such as “. . . designed by . . .” “. . . painted by . . .” and “. . . built . . .” If necessary, write these patterns on the board.

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### Warm Up Questions from Prompts

Write the patterns in the illustration on the board and throw out “. . . was . . . killed/taught/discovered/beaten/attacked/loved by?” questions to students. The students then do the activity in pairs, in groups, or as a class, taking turns asking questions.

### He Was Murdered in This Room by His Wife

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*When was the third floor added?*

*Why does Andy want to sleep downstairs?*

#### Follow-up questions

*Who was murdered in 1877?*

*Is there a famous person in your country who was murdered? Who was he/she?*

*How many husbands were killed by their wives in that room?*

*Can you think of a famous person that was killed by a member of his/her family or a good friend? Who was he/she?*

#### Comprehension – personalization

T: *The third floor was added by a crazy alien in 1876.*

All students:

*No! It was added by a crazy owner.*

T: *He was murdered by his dog.*

All students:

*No! He was murdered by his wife.*

T: *Since then, ten husbands have been killed by their dogs in the room.*

All students:

*No! Since then, three husbands have been killed by their wives in the room.*

T: *Who was (name of a famous person) killed/murdered/assassinated by?*

S1: *I think he/she was killed/murdered/assassinated by . . .*

*Who was (name of a famous person) killed/murdered/assassinated by?*

S2: *I think he/she was killed/murdered/assassinated by . . .*

## Personalization

In pairs, in groups, or as a class, students take turns making incorrect statements using “. . . was . . . by . . .” Other students try to correct the statements.

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## Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

*One of my favorite books was written by Herman Hesse.*

*Dynamite was invented by Alfred Nobel.*

*The 1812 Overture was composed by Tchaikovsky.*

## Controlled Practice Inventions and Discoveries

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *Tess of the D'Urbervilles was written by Thomas Hardy.*

3. *The telephone was invented by Bell.*

4. *Star Wars was directed by George Lucas.*

5. *Swan Lake was composed by Tchaikovsky.*

6. *Penicillin was invented by Fleming.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*Tutenkhamun's tomb was discovered by Howard Carter.*

*The Water Lillies were painted by Monet.*

*The Lord of the Rings was directed by Peter Jackson.*

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## Warm Up Discussing Changes

Ask students, “How do you think this room should be changed?” and encourage students to make suggestions. The students then do the activity in pairs, in groups, or as a class. They can then ask each other how they think other rooms in the school or at their homes should be changed.

## My Egg Should Be Fried

The students can listen to the dialog, read it, or do both.

Anticipation questions

*What should happen to the egg?*

*What shape will the hamburger be?*

Follow-up questions

*What are they short of?*

*What are you short of?*

*What should happen to the hamburger?*

*What should happen to you when you are late for school/work?*

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs, in groups, or as a class, students discuss how they think the school/city/world/etc. should be changed. Encourage them to use the pattern “. . . should be . . . (-ed).” If necessary, write this pattern on the board.

## Communication Activities

### A. Leaving the Room

One student leaves the room. The others change an agreed number of things in the room (e.g. they move the position of a chair, or they turn a picture upside down). The student comes back and tries to guess what has been changed, using the pattern ". . . has been . . . ."

### B. What's Going to Happen?

The students or teacher decide on a subject (e.g. science, the USA, etc.). In teams, they make a list of passive sentences that show how they think that subject will develop in the future and then read them out. They get one point for each idea the other teams haven't thought of.

### C. Quiz

In pairs, the students take turns to ask and answer the questions in the quiz. They can be encouraged to ask follow-up questions after each quiz question (e.g. "Who were the Harry Potter books written by? Have you read any of them?"). They compare their answers with those of the other students in the class.

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

### Sample answers

#### Mixed questions

*My dog's barking keeps me awake.*  
*I think I will live in a quiet place when I am older.*  
*I used to play soccer, but I don't play these days.*  
*If I had a helicopter, I'd do a lot of*

*sightseeing.*

*My wife reminded me to buy some milk.*

### Puzzle sentences

*It depends on what I want to eat.*

*I've been thinking about what she was saying the other day.*

*You drove home at ninety miles per hour, didn't you?*

*Tell them to park in the parking lot down the street.*

*The only thing you ever think about is soccer.*

### You

*I don't know if I will continue living here much longer.*

*If I become rich, I'll give a lot of money to charity.*

*My brother makes me laugh.*

*I invited one of my friends to stay with me.*

*If I were a gorilla, I'd eat a lot of bananas.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.