

Home sweet home

1

Vocabulary:
Furniture; Family

Grammar: *there is / there are + a, an, some, any; prepositions of place; have got*

Speaking:
Introductions

Writing:
My dream home

VOCABULARY Furniture

I can

talk about furniture and rooms in a house.

1 1.1 Match the words in the box with the pictures. Listen, check and repeat.

Picture 1: bed, chair, ...

bath bed bookcase chair cooker desk fridge lamp
mirror shower sink sofa table toilet wardrobe



2 Copy and complete the table with the furniture from Exercise 1. Some words can go with more than one room.

bathroom	bedroom	dining room	kitchen	living room



3 Work in pairs. Imagine a strange house where everything is in the wrong place! Ask and answer questions about it.

A: *Where's the bath?*

B: *It's in the living room!*

Now watch the vlog.

FAST FINISHER

Think about your home. How many furniture items listed in Exercise 1 have you got?

Home sweet home

1

UNIT 1 OVERVIEW: The topic of this unit is home. Sts read about the Big Teenage Challenge to keep your bedroom tidy for a week, and listen to a description of someone's family. They read some penfriend profiles and learn how to introduce people. They read about teenage life in the UK and finally, they read about a dream home and write about their own ideal home. They also watch a vlog about moving homes and a culture video about an unusual type of home.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Furniture; Family	<i>there is / there are</i> + <i>a, an, some, any</i> ; prepositions of place; <i>have got</i>	/ə/	Using pictures to predict things in a reading text	Preparing before you listen	Introducing people	A chat forum

VOCABULARY Furniture

Sts learn nouns for the names of 15 kinds of furniture. They categorise these nouns according to the rooms where they are usually found, then personalise the vocabulary by talking about the furniture in their own home.

Vocabulary

Furniture (*bath, bed, bookcase, chair, cooker, desk, fridge, lamp, mirror, shower, sink, sofa, table, toilet, wardrobe*)

Vlog

loan: *My new home*



WARMER

Ask: *Where do you live? Do you live in a house or a flat?* As sts answer, ask questions, e.g. *Is your flat big or small? How many rooms are there?* Revise vocabulary for rooms and see what words for furniture sts already know.

- 1** **1.1** Read through the words in the box and elicit or teach the meanings. Sts match the words with the pictures. Play the audio track. See TG page 274 for audio script. Sts listen, check and repeat.

Answers

1 bed, chair, desk, wardrobe, mirror 2 cooker, fridge
3 chair, sofa, table 4 bookcase, chair, desk, lamp,
table 5 bath, mirror, shower, sink, toilet

- 2** Ask: *What furniture goes in the bathroom?* Elicit one or two answers. Sts copy the table in their notebooks and complete it with the words from Exercise 1. Point out that some words can go in more than one room. Check answers.

Answers

bathroom: bath, mirror, shower, sink, toilet
bedroom: bed, bookcase, chair, desk, lamp, mirror,
table, wardrobe
dining room: bookcase, chair, lamp, mirror, table
kitchen: cooker, fridge, sink, table
living room: bookcase, chair, lamp, mirror, sofa, table

- 3** Ask a few questions about a normal house first, e.g. *Where's the bath?* (in the bathroom). Then read out the task and explain the meaning of *strange*. Read out the example question and answer, then put sts into pairs to ask and answer questions. Ask individual sts to ask and answers questions for the class.



Vlog

This lesson features an optional vlog in which a vlogger talks about moving home. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 286 and 304.



FAST FINISHER

Sts who finish early can practise vocabulary for furniture further. They list the furniture in each of the rooms in their own house. They could use a dictionary to find other nouns not seen in Exercise 1. Weaker sts could work in pairs. They take turns to point to the furniture in the pictures. Their partner says the correct word.



EXTRA PRACTICE

Put sts into pairs. They take turns to try to talk about their own home for one minute, while their partner films them using their phone. They can watch their films back and discuss in their pairs how they could improve, for example by hesitating less. If there is time, they could repeat the activity and try to improve.



Vocabulary practice: WB p.6

Sts will find more practice of vocabulary for furniture here. Set these exercises for homework.



Language summary: Unit 1 SB p.127

How tidy is your bedroom?

READING

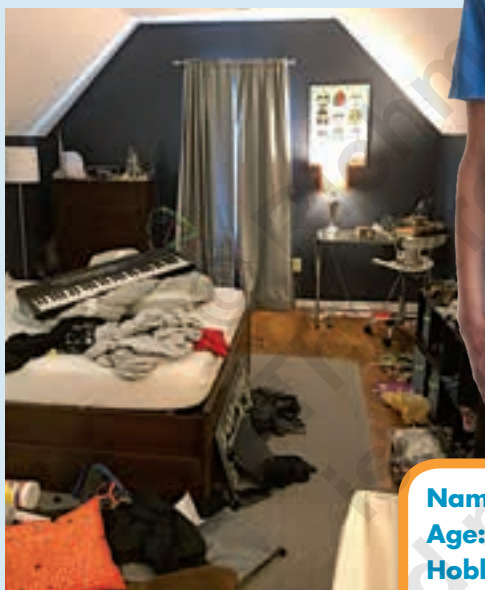
I can use pictures to predict what a reading text is about.

THE BIG TEENAGE CHALLENGE

Can you keep your bedroom tidy for a week? That's this week's Big Teenage Challenge! Our teenager is thirteen-year-old Harry from Manchester.

DAY 1

'I'm very untidy,' says Harry. He's right! There's a big wardrobe in his room, but there aren't any clothes in it – they're all on the bed or on the floor. There are some dirty plates under his bed, and there's an empty pizza box behind his chair! On Harry's desk, next to his games console, there are hundreds of comics and ... an old sandwich. Ugh!



DAY 2

Wow! What a difference! Harry's room is clean and tidy. Are there any clothes on the floor? No, there aren't! They're in the wardrobe. There isn't a sandwich on his desk now, and his comics are all in the bookcase next to his bed. Everything is in the right place, but can Harry keep his bedroom tidy for a whole week? Find out on Day 7 ...



Name: Harry
Age: thirteen
Hobbies: video games, comics, eating pizza!

1 **1.2** Look at the pictures. What do you think the article is about? Read, listen and check.

2 Read again. Change the underlined word(s) so that the sentences are correct.

Harry is fourteen years old. **thirteen**

- 1 On Day 1, Harry's clothes are on his chair.
- 2 On Day 1, the sandwich is on his bed.
- 3 On Day 2, the clothes are on the floor.
- 4 On Day 2, the comics are on the desk.

3 **Word Power** Make pairs of opposite adjectives.

big clean comfortable empty tidy

dirty full **small** untidy uncomfortable

big – small

4 Work in pairs. How tidy is your bedroom? Tell your partner about the things below.

your bed your desk your floor your wardrobe

My bed is tidy, but my desk is very untidy.

My wardrobe is empty.

5 **FIND OUT** *The Bedroom in Arles* is a famous painting by Vincent Van Gogh of his bedroom. Find out the answers to these questions.

- 1 What colour are the walls?
- 2 How many chairs are there?
- 3 What is there above the table?

How tidy is your bedroom?

READING

Sts read about Harry, a teenager from Manchester, who takes part in a challenge to keep his bedroom tidy for a week. They focus on using pictures to predict things in a reading text. They learn to use *there is / there are* with *a, an, some* and *any* to talk about what is in a place, and how to use prepositions of place to say where things are.

Reading text

An article about Harry, a boy from Manchester, who takes part in a challenge to keep his bedroom tidy for a week

Reading skill

Using pictures to predict things in a reading text

WARMER

Ask: *What's in your bedroom? Is there a bed/table/desk, etc.?* Elicit answers from individual sts and use the questions to recycle some of the furniture vocabulary from page 9. Write on the board the words *tidy* and *untidy* and teach the meanings. Ask: *Is your bedroom tidy or untidy?* Elicit a few answers from individual sts, then ask for a show of hands to see how many sts have tidy and untidy bedrooms.

- 1**  **1.2 Using pictures to predict things in a reading text** Ask sts to look at the pictures and elicit what they show (a teenage boy, a tidy bedroom and an untidy bedroom). Ask: *What do you think the article is about?* Explain to sts that predicting what a reading text is about before they read it will help them understand it better, and they can use the pictures to help them predict. Put sts into pairs to look at the pictures again and discuss what they think the article is about. Elicit some of their ideas, but don't confirm them. Check that sts understand *floor*. Play the audio for sts to read, listen and check. Elicit what the article is about and ask who predicted correctly.

- 2** Ask sts to copy the sentences into their notebooks. They read the text again and change the underlined words in the sentences to make them correct. Check answers with the class.

Answers

- 1 on the bed or on the floor
- 2 on his desk
- 3 in the wardrobe
- 4 in the bookcase

- 3** **Word Power** Elicit or remind sts that we use adjectives to describe things. Point out the example answers and demonstrate the opposite meanings of *big* and *small* by using classroom objects, e.g. books. Sts could work in pairs for this task, and could use a dictionary to help them. Tell them they can find some of the adjectives in the article, and can use these to help them understand the meanings. Check answers with the class, and check that sts understand all the adjectives.

Answers

clean, dirty
comfortable, uncomfortable
empty, full
tidy, untidy

- 4** Read out the question, then read out the example answers. Say some sentences about your own bedroom, as further examples, e.g. *My bedroom is tidy. My bed is tidy and my clothes are in the wardrobe.* Allow sts time to prepare their ideas individually. Weaker sts might like to write some sentences, but encourage stronger sts to just think of ideas and make notes, but not write full sentences. They then work in pairs to tell their partner about their bedroom. Ask some sts to tell the class about their partner's bedroom.

21st Century skills



5 FIND OUT

Set this exercise for homework if you prefer. Sts can find this information out by looking online or in other media, or by asking other people. The answers to the questions are: 1 the walls are blue, 2 there are two chairs, 3 there is a mirror above the table.

You could also ask sts to find out some information about Vincent Van Gogh.

EXTRA PRACTICE

Play a game to revise adjectives from Exercise 3. Arrange sts in small teams. Write these nouns on the board: *bag, bed, bookcase, chair, classroom, clothes, desk, mirror, sandwich, table*. Teams have two minutes to match an adjective from Exercise 3 to each noun. They can use each adjective once. Point out that not all the adjectives match all the nouns. For example, *big sandwich* is correct but *uncomfortable sandwich* is incorrect. Award a point for a correct match.

Possible answers

an empty bag, a comfortable bed, an untidy bookcase, clean clothes, an uncomfortable chair, a full classroom, a tidy desk, a dirty mirror, a big sandwich, a small table

R Reading practice: WB p.7

You will find more practice for reading here. Set these exercises for homework.

GRAMMAR

There is / There are + a, an, some, any

I can use *There is / There are* to describe a room.

Now watch the grammar animation.

- 1** In your notebook, complete the grammar box with *a, an, some or any*.

	Affirmative	Negative
Singular	There's ¹ ... empty box behind his chair.	There isn't ² ... pen on his desk.
Plural	There are ³ ... plates under his bed.	There aren't ⁴ ... clothes in the wardrobe.
	Questions	Short answers
Singular	Is there a comic on his bed?	Yes, there is . / No, there isn't .
Plural	Are there ⁵ ... clothes on the floor?	Yes, there are . / No, there aren't .

- 2** Copy and complete the sentences about Harry's house. Use the correct affirmative or negative form of *There is / There are*.

... three bedrooms. ✓

There are three bedrooms.

- ... a desk in his sister's room. ✗
- ... an orange chair in his parents' room. ✓
- ... any lamps in the dining room. ✗
- ... two bathrooms. ✓
- ... some books in the living room. ✓

- 3** Complete the text about Day 7 of the challenge. Use *a, an, some or any*.

DAY 7

It's Day 7, and we're back in Harry's bedroom. There aren't ¹ ... clothes on the floor, and there aren't ² ... dirty plates. Harry's desk is clean and tidy. There are ³ ... books on it now, but that's OK – they're for Harry's homework – and there's ⁴ ... new lamp. Well done, Harry! But wait a minute. What's that? There's ⁵ ... old pizza box under the bed, and there's half a pizza in it! Oh Harry! You lose!



- 4** Work in pairs. Ask and answer about your bedrooms. Use the table below to help you.

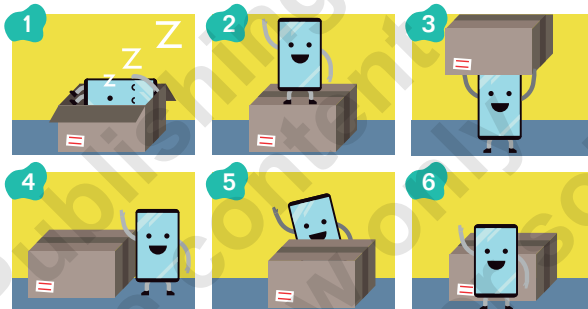
Is there a	chair wardrobe bookcase desk	in your room?
Are there any	mirrors lamps posters books	

Prepositions of place

I can talk about the position of objects.

- 5** Where is the mobile phone? Match the prepositions with the pictures.

behind in in front of next to on under



- 6** Write sentences about the bedroom. Use *There is / There are* and the correct preposition.

chair / desk *There's a chair next to the desk.*

- games console / desk
- trainers / bed
- books / bookcase
- bookcase / desk
- guitar / chair
- table / bed



- 7** Work in pairs. Student B: Close your book. Student A: Ask questions about the picture. Swap.

A: Is there a cat under the desk?

B: No, there isn't.

FAST FINISHER

Write sentences about your classroom.

There's a bag under Nacho's chair. There are some ...

GRAMMAR *There is / There are + a, an, some, any*



Grammar animation

This lesson features an optional animated presentation of the grammar in context called *There's a cake on this chair!* including the form and use of *there is / there are; a, an, some* and *any* and prepositions of place. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 308 for animation script.

- 1 Read the grammar box about *there is / there are* with *a, an, some* and *any* with sts. Point out that the examples in the grammar box are from the article on page 10. They could look back at the article to find the missing words to complete the grammar box.

Answers

1 an 2 a 3 some 4 any 5 any

Write a singular example on the board, e.g. *There's a book on the floor.* Change *book* to *books* and elicit the other changes that are necessary: *There are some books on the floor.* Then change *there are* to *there aren't* and elicit the necessary changes: *There aren't any books on the floor.* Repeat this with one or two more simple sentences.

Ask questions to check concept.

Concept check questions: *There's a lamp in the living room – one or more than one? (one). There are some chairs in the dining room – one or more than one? (more than one). There aren't some comics – correct? (no – there are some comics / there aren't any comics). Are there some chairs – correct? (no – Are there any chairs?).*

- 2 Read the example with sts and check that they understand the use of the tick and cross icons. Ask sts to copy the sentences in their notebooks and complete them. Check answers with the class.

Answers

1 There isn't 2 There is 3 There aren't 4 There are 5 There are

- 3 Read out the first gapped sentence and elicit the answer as an example. Students then read the rest of the text and write the correct missing words. Check answers.

Answers

1 any 2 any 3 some 4 a 5 an

- 4 Focus attention on the table and ask one or two questions to individual sts. Refer them back to the short answers in the grammar box to help them answer. Put sts into pairs and ask them to take turns to ask and answer questions. When sts have finished, ask some sts to tell the class about their partner's bedroom.

Prepositions of place

- 5 Explain that the words in the box are prepositions, and we use them to say where something is. You could demonstrate the concept using a book or pen, putting it on a desk, under a desk, next to a book, etc. Sts could work in pairs to match the prepositions with the pictures. Check the answers with the class.

Answers

1 in 2 on 3 under 4 next to 5 behind 6 in front of

Ask questions to check concept.

Concept check questions: Use a classroom object such as a book or pen to ask questions to check that sts understand the prepositions. Hold the object in different positions and give sts a choice of prepositions, e.g. *Is it on the desk or under the desk? Is it next to the chair or behind the chair?* As sts become more confident, hold it in different positions and ask: *Where is it?*

- 6 Focus on the picture of the bedroom and read the example with sts, then ask sts to write the sentences in their notebooks. Check answers.

Answers

1 There is a games console on the desk.
2 There are some trainers under the bed.
3 There are some books in the bookcase.
4 There is a bookcase behind the desk.
5 There is a guitar in front of the chair.
6 There is a table next to the bed.

- 7 Allow sts time to look at the picture again and prepare some questions individually. They then work in pairs and take turns to close their books and try to answer the questions from memory. Monitor and help as necessary.



FAST FINISHER

Sts who finish early can practise the grammar further. Sts write sentences about objects in the classroom.

Weaker sts could write one or two more sentences about the picture in Exercise 6, using the ideas in Exercise 5 to help them.

G Grammar practice: WB p.8

Sts will find more practice for *there is / there are + a, an, some, any* and prepositions of place here. Set these exercises for homework.

LS Language summary: Unit 1 SB p.127

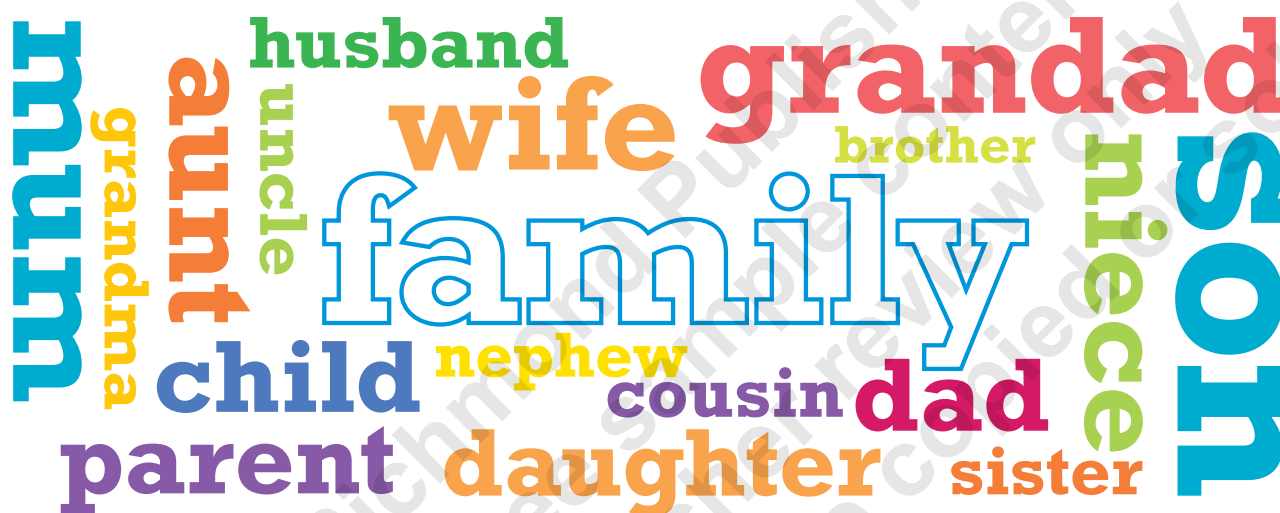
Famous families

VOCABULARY and LISTENING Family members

I can prepare before I listen.

1 1.3 Copy and complete the table with the words from the word cloud. Listen, check and repeat.

Male 	Female 	Male and female 
brother	sister	child



2 PRONUNCIATION /ə/

1.4 Listen and repeat.

mother father sister brother daughter
husband cousin parent

5 1.5 Look at the family tree and read the names. Listen and complete Chris' family tree with the names.

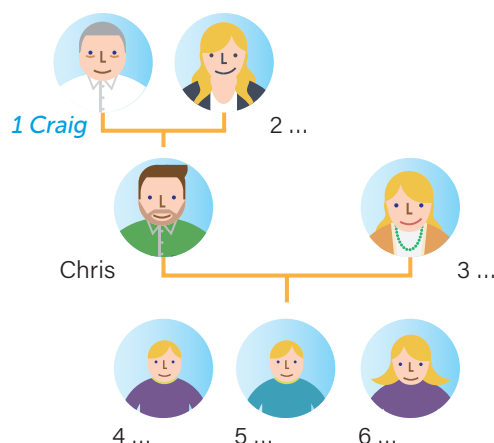
Craig Elsa India Rose
Leonie Sasha Tristan

3 Work in pairs. Write the names of some members of your family on a piece of paper. Swap with your partner and ask and answer about the names.

A: Who's Susana?

B: She's my dad's sister.

4 Read the description of the radio programme. What do you know about Chris Hemsworth? What films is he in?



6 1.5 Read the questions carefully. Listen again and answer the questions.

- Where is Chris from?
- Where is his wife from?
- What is his wife's job?
- How many brothers has Chris got?
- How many sisters has he got?

Famous families

VOCABULARY and LISTENING

Family members

Sts listen to a radio show about famous families and focus on preparing before they listen. They learn to use *have got* to talk about possessions.

Vocabulary

Family members (*aunt, brother, child, cousin, dad, daughter, grandad, grandma, husband, mum, nephew, niece, parent, sister, son, uncle, wife*)

Listening text

A radio show about famous families

Listening skill

Preparing before you listen



WARMER

With books closed, put sts into groups. Ask them to write three sentences about things there are in their living room, and three sentences about things there are in their kitchen, as quickly as they can. Tell them to put up their hands when they have finished. When a group has finished, check their sentences for accuracy. If the sentences are correct, they are the winners. If there are mistakes, ask them to correct them. Elicit a few examples of correct sentences and take the opportunity to revise furniture words and the use of *there is / there are*. Ask: *Who lives in your house?* Elicit a few answers and see what family words sts already know.

- 1 1.3 Ask sts to look at the family word tree. Read through the words and elicit or teach the meanings. Ask sts to copy the table and complete it with the correct words. Play the audio track for sts to listen and check the answers. See TG page 274 for audio script. Make sure sts understand all the words. Play the audio track again for sts to repeat the words. Point out that *child* has an irregular plural (*children*).

Answers

Male: brother, dad, grandad, nephew, son, uncle

Female: sister, mum, grandma, wife, niece, daughter, aunt

Male and female: cousin, child (children), parent

2 PRONUNCIATION 1.4

Model and drill pronunciation of the /ə/ sound in isolation. Point out that in British English, we don't usually pronounce the sound /r/ at the end of a word, but instead use the sound /ə/. Play the audio for sts to repeat. If sts have difficulty producing the /ə/ sound, point out that it is a very short sound and also quite a 'lazy' sound, which you produce simply by opening your mouth a little bit.

- 3 To demonstrate, write a few names of your family members on the board. Encourage sts to ask you questions, and answer them. Read out the example question and answer and point out the possessive 's in *my dad's sister*. Sts then work in pairs to write the names of some family members, then swap and ask and answer questions. Ask some sts to tell the class about someone in their partner's family.

- 4 **Preparing before you listen** Explain to sts that they are going to hear a radio programme about a famous family. Ask: *Do you find listening difficult?* Elicit a few answers, and tell sts that if they prepare before they listen and think about what they will hear, it will help them understand better. Ask sts to read the description of the radio programme and answer the questions. They could work in pairs for this. Discuss their ideas as a class. Ask: *What words do you think you might hear?* Elicit a few ideas, e.g. *actor, acting, mum, dad, son, daughter, wife, brother, sister*.

- 5 1.5 Allow sts time to study the family tree, then read through the names in the box and model pronunciation. Ask sts to copy the family tree into their notebooks, then play the audio once for sts to listen and complete the family tree with the names. See TG pages 274 for audio script. Allow sts to compare their answers in pairs, then play the audio again for them to check and complete the family tree. Check answers, then ask: *Is it a good idea to prepare before you listen? Do you think it helps you understand?*

Answers

2 Leonie
3 Elsa

5 Tristan / Sasha
6 India Rose

- 6 1.5 Read through the questions with the class and check that sts understand them all. Play the audio again for sts to answer the questions. Check answers with the class.

Answers

1 Chris is from Australia.
2 Chris's wife is from Spain.
3 She is an actress.
4 Chris has got two brothers.
5 Chris hasn't got any sisters.

- V** **L** **Vocabulary and Listening practice: WB p.9**
Sts will find more practice for listening, and practice of vocabulary for family here. Set these exercises for homework.

- LS** **Language summary: Unit 1 SB p.127**

GRAMMAR *have got*

I can use *have got* to talk about possessions.

Now watch the Grammar animation.

- 1** Copy and complete the grammar box with the words in the box.

got hasn't got haven't Have 've got

Affirmative	Negative
I've got a cat.	You haven't got a dog.
She's got two brothers.	He ¹ ... any sisters.
They ² ... three children.	We haven't got any grandchildren.
Questions	Short answers
³ ... you got a niece?	Yes, I have. / No, I haven't.
Has he ⁴ ... any aunts?	Yes, he has. / No, he hasn't.
Have they got a pet?	Yes, they have. / No, they ⁵ ...

- 2** Put the words in order to make sentences or questions about Chris and his family.

house. / have / Chris and Elsa / a big / got

Chris and Elsa have got a big house.

- a dog. / has / got / the family
- haven't / they / got / a cat.
- has / pet snake! / Elsa / got / a
- any cousins? / have / the children / got
- Chris / a sister. / got / hasn't
- Liam / has / any children? / got

- 3** Write true sentences about you. Use the affirmative or negative forms of *have got*.

My mum / a brother

My mum has/hasn't got a brother.

- My dad / a sister
- I / a lot of cousins
- My parents / a bike
- We / a tidy classroom
- My home / a garden
- I / a pet

- 4** **THINK CRITICALLY** Have you got a big family or a small family? What are the advantages and disadvantages of big families and small families?

- 5** **1.6** Copy and complete the questions and answers. Listen and check.

Famous Families: Stephen Curry

This week's Famous Families is about the famous basketball player, Stephen Curry.

Has Stephen *got* a sister?

Yes, he *has*. Her name's Sydel, and she's good at volleyball.

- 1** ... he ... a brother?

Yes, he His brother, Seth, is also a basketball player.

- 2** ... he ... a wife?

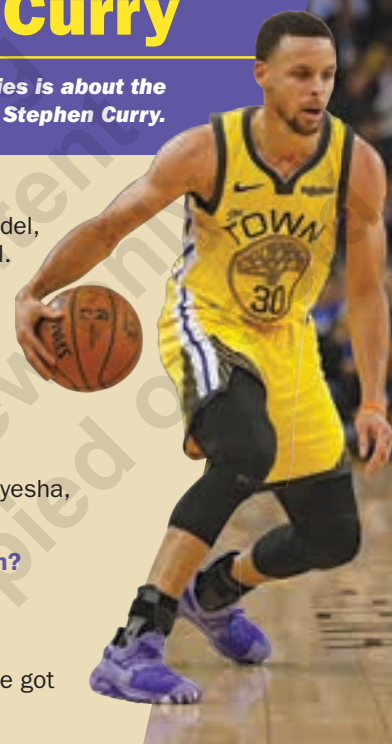
Yes, he His wife, Ayesha, is a TV presenter.

- 3** ... they ... any children?

Yes, they

- 4** ... they ... a cat?

No, they ... , but they've got two dogs!



- 6** Work in pairs. Ask and answer questions. Use the ideas in the box.

a baby in your family a brother or sister at university
any cousins a family photo on your phone
a favourite aunt or uncle

A: Have you got a ...?

B: Yes, I have. What about you?

FUN FACT

46% of homes in the UK have got a pet. Dogs are the UK's favourite pet, and cats are the second favourite. About 400,000 homes have got a pet snake!

FAST FINISHER

Choose a famous person and write about their family.

Beyoncé has got two daughters and a son. She's got a sister, Solange.

GRAMMAR *have got*

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I've got funny hair!* including the form and use of *have got*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 308 for animation script.

- 1 Read the grammar box with sts about *have got*. Draw attention to the different forms, *have got* and *has got*. Point out that we use *have got* for *I, we, you* and *they*, and we use *has got* for *he, she, you* and *it*. Explain that we use *have got* to talk about possessions (things that are ours) and also about family members, e.g. *I've got a bike, I've got a sister*. Sts complete the grammar box. Check answers, then ask questions to check concept.

Answers

- 1 hasn't got
- 2 have got
- 3 Have
- 4 got
- 5 haven't

Concept check questions: *I've got a big bedroom – is it my bedroom? (yes), Jack's got a bike – is it his bike? (yes), My cousin have got a cat – correct? (no – My cousin has got a cat), You have got a brother? – correct? (no – Have you got a brother?), I've got a sister – can you make that negative? (I haven't got a sister), My sister has got a bike – can you make that negative? (My sister hasn't got a bike).*

- 2 Remind sts of the audio they listened to about Chris. Elicit what they can remember about his family. Ask sts to write the sentences in their notebooks. Check answers.

Answers

- 1 The family has got a dog.
- 2 They haven't got a cat.
- 3 Elsa has got a pet snake!
- 4 Have the children got any cousins?
- 5 Chris hasn't got a sister.
- 6 Has Liam got any children?

- 3 Read the example answer with the class and ask one or two sts to say the sentence that is true for their family. Sts write their sentences individually. Monitor and help as necessary. Check answers by asking individual sts to read some of their sentences to the class.

21st Century skills



4 THINK CRITICALLY

Read out the questions and make sure sts understand *advantages* and *disadvantages*. Put sts into pairs or small groups and encourage them to talk about their own families and brainstorm advantages and disadvantages of big and small families. Help with vocabulary as necessary and encourage them to focus on listing ideas and not to worry too much about writing completely accurate sentences. They might include things such as:

advantages of a big family: you're never lonely, getting help with homework, lots of fun; disadvantages: not much money, parents are very busy, disagreements.

advantages of a small family: close to parents, lots of help and attention from parents, own bedroom; disadvantages: can be lonely, boring in the holidays.

- 5 1.6 Focus on the photo and ask sts if they recognise Stephen Curry. Explain if necessary that he is an American basketball player, who plays for the Golden State Warriors. Sts copy and complete the questions and answers. Play the audio for sts to listen and check their answers.

Answers

- | | |
|-----------------|----------------------|
| 1 Has, got, has | 3 Have, got, have |
| 2 Has, got, has | 4 Have, got, haven't |

- 6 Read through the ideas in the box and check that sts understand them all. Ask one or two questions to individual sts to demonstrate the task. Read out the example question and answer and point out the phrase *What about you?* to ask your partner the same question. Sts work in pairs to ask and answer questions. Monitor and help, then ask some sts to tell the class something about their partner.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that the most popular kinds of snake for pets are corn snakes and ball pythons, which are both non-poisonous. They eat small mice.

>> FAST FINISHER

Sts write sentences about a famous person's family. Tell them the famous person can be a music star, a sports star, a film star, etc. Weaker sts could write one or two sentences about their own family.

G Grammar practice: WB p.10

Sts will find more practice for *have got* here. Set these exercises for homework.

LS Language summary: Unit 1 SB p.127

KEEP TALKING!

Nice to meet you!

READING and LISTENING

I can understand a personal profile.

- 1 Look at the Student Penfriends website. What is a penfriend? Have you got one?
- 2 Read the website and complete the profiles with emojis a-i.

1 i



Student

Penfriends

[Home](#) | [Log in](#) | [Find a penfriend](#) | [Schools](#) | [Parents](#)

Sara Gonzalez

Profile

Hi. I'm Sara! I'm Spanish **1**  and I'm from Valencia. I'm thirteen years old and my birthday is on 2 May.

My mum's Spanish, but my dad's from England. I've got a brother, Santi – he's fifteen.

I'm into music **2** and video games **3**. My favourite type of music is rock and my favourite video game is Minecraft.

 [Send an email](#)

 [Send a voice message](#)

Ali Yazgan

Profile

Hello, my name's Ali. I'm from Ankara in Turkey **4**. I'm twelve years old. My birthday **5** is on 23 November.

I've got two sisters. They're twins! Their names are Melek and Zeynep, and they're nine years old.

I love sport, especially basketball **6**. My favourite team are the Houston Rockets. I've got lots of posters of them in my bedroom!

 [Send an email](#)

 [Send a voice message](#)

Julia Santos

Profile

Hello! My name's Julia and I'm from Curitiba in Brazil **7**. I'm fourteen years old. My birthday is on 7 July.

I haven't got any brothers or sisters, but I've got a dog and two cats **8**, and I've got a lot of friends!

I'm not into sport, but I'm crazy about films **9**. My favourite actress is Emma Watson. She's amazing!

 [Send an email](#)

 [Send a voice message](#)

- 3 Read the profiles again. Copy and complete the table.

	Sara	Ali	Julia
Age	13	3 ...	14
Country	1 ...	Turkey	Brazil
Brothers	1	0	6 ...
Sisters	0	4 ...	7 ...
Interests	2 ...	5 ...	8 ...

- 4 Imagine that you want a penfriend. Who do you choose? Why?

- 5  1.7 Listen to the voice messages from two students, Carla and Felix. Choose a penfriend for each of them: Sara, Ali or Julia.

- 6 Work in pairs. Talk about your interests.

I'm into ...

I'm crazy about ...

I like ...

My favourite ... is ...

KEEP TALKING!

Nice to meet you!

READING and LISTENING

Sts read a website with profiles of possible penfriends and complete them by adding suitable emojis. They listen to some voice messages and match the students to suitable penfriends. They then learn how to introduce people. They read and hear a model dialogue and personalise the useful language by following the steps in the Speaking plan.

WARMER

Ask: *What do you say when you meet someone for the first time?* Elicit a few ideas, e.g. *Hello. Nice to meet you.*
Ask: *What questions do you ask someone when you meet them for the first time?* Elicit a few ideas, e.g. *What's your name? How old are you? Have you got any brothers or sisters? Are you into music? Who's your favourite singer?*
Prompt students with question beginnings if necessary, to give them ideas, e.g. *Are you into ...? Who's your favourite ...? What's your favourite (film/video game)?* As you elicit each question, ask it to one or two sts and elicit their answers. Tell sts they are going to practise meeting new people in English.

- 1 Look at the Student Penfriends website with the class. Ask them what a penfriend is and if they have got one.
- 2 Focus on the emojis and ask sts if they use emojis when they message their friends. Ask them to read the profiles and choose the correct emojis to complete them. Check answers.

Answers

1 i	6 a
2 f	7 b
3 c	8 g
4 h	9 d
5 e	

- 3 Ask sts to copy the table into their notebooks, then read the profiles again and complete the table. Check answers.

Answers

1 Spain	5 basketball
2 music and video games	6 0
3 12	7 0
4 2	8 films

- 4 Ask sts to read the profiles again and decide who they would choose. Remind them they must have reasons for their choice. Allow sts time to think about their answers, then put them into pairs to say who they chose and why. Ask some sts to tell the class.
- 5 1.7 Tell sts they will hear two voice messages. Tell them they should listen carefully to hear what the people like, then decide who is the best penfriend for each one. Play the audio once for sts to listen and choose the best penfriend for each one. See TG pages 274 for audio script. Check answers with the class, encouraging sts to give reasons for their answers.

Answers

- 1 Julia (they are both into films)
- 2 Ali (they're both into basketball)

- 6 Read out the sentence beginnings and elicit some possible endings, e.g. *I like video games, I'm crazy about music, My favourite sport is tennis.* Sts work in pairs and talk about their interests. Monitor and help while they are working. For feedback, teach the word *both* then ask some sts to tell the class about an interest that they share, e.g. *We're both into music. We both like football.*

EXTRA PRACTICE

Elicit the types of information that Carla and Felix included in their voice messages in Exercise 5 and write these on the board: *name, nationality/country, hometown, age, brothers and sisters, pets, interests.* If necessary, play the audio again to refresh sts' memories. Tell sts that they are going to make voice messages for the Student Penfriends website. Ask them to make some notes about themselves for their voice message, using the words on the board. Give sts time to practise with their notes, then put them in pairs to record each other's message using their phones. They can listen to their messages afterwards and decide if there are any ways they could improve.

SPEAKING Introductions

I can introduce people.

1 1.8 Listen and read. What sport is Tess into?

Felix: Hi, Tess. How are things?
Tess: Good, thanks. How are you?
Felix: Not bad. This is my penfriend, Ali. He's here for a week.
Tess: Hello, Ali. Nice to meet you.
Ali: Nice to meet you, too. Are you into basketball?
Tess: My favourite sport is volleyball, but basketball's cool, too.
Ali: Great, let's have a game!
Later ...
Felix: Thanks for the game, Tess.
Tess: You're welcome. See you later.
Ali: See you, Tess.
Felix: Bye.



2 1.9 Listen and repeat the Useful language.

Useful language

Greetings

Hi. / Hello.
 How are things? / How are you?
 Good / Fine, thanks.
 Not bad.

Saying goodbye

Bye. / See you. / See you later.

Introductions

This is my friend/
 cousin, Tess.
 Nice to meet you.
 Nice to meet you, too.

3 1.10 Copy and complete the dialogue. Listen and check.

Megan: Hi, Ben. **How** are you?
Ben: ¹ ... bad, thanks. How are you?
Megan: I'm good. ² ... is my cousin, Lydia.
Ben: Hi, Lydia. Nice to ³ ... you.
Lydia: Nice to meet you, ⁴ ...
Megan: See you ⁵ ... , Ben.
Ben: Yes, see ⁶ ...

4 Work in groups of three. Have a dialogue where you introduce someone. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Choose your roles and decide who you are.
Student A: You have a visitor for the weekend (cousin, penfriend, etc.)
Student B: You are Student A's friend.
Student C: You are Student A's visitor (cousin, penfriend, etc.)
- > Decide where you are.
- > Make notes for your dialogue.

Speak

- > Practise your dialogue.
- > Use phrases from the Useful language box.
- > Act out your dialogue without notes.

Reflect

- > How can you improve next time?
- > Swap roles and act out a new dialogue.

Now play **Keep moving!**

FAST FINISHER

Write a personal profile for the Student Penfriends website on page 14.

SPEAKING Introductions

- 1** **1.8** Ask sts questions about things they like, e.g. *Are you into music? Who's your favourite singer? Do you like sport? What's your favourite sport?* Encourage them to use full sentences when they answer, and encourage them to use the phrases from page 14 (*I like ..., I'm into ..., My favourite ... is ...*). With stronger classes, you could play the dialogue with books closed and ask: *Who is Ali? What's he into? What sport is Tess into?* With weaker classes, you could play the dialogue for sts to listen and read. See SB page 15 for audio script. Check the answer.

Answers

Tess is into volleyball.

- 2** **1.9** Tell sts there are different ways they can greet people in English. Ask them if they remember or can see any in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases. Ask questions to check concept.

Concept check questions: Say: *Hi!* Then ask: *What do you say to me now?* (Hi, Hello). Say: *How are you?* *What do you say now?* (Good, thanks, Fine, thanks, Not bad). *How are you? / How are things? – same meaning?* (yes). *Good, thanks, Fine, thanks, Not bad – same meaning?* (yes). *See you – am I saying hello or goodbye?* (goodbye). *This is my friend, Jack – what do you say?* (nice to meet you).

- 3** **1.10** Ask sts to copy the dialogue in their notebooks and complete it using the Useful language from Exercise 2. Check answers.

Answers

1 Not	2 This	3 meet
4 too	5 later	6 you

- 4** Sts follow the steps in the Speaking Plan to practise introducing people.

Speaking plan

Prepare

Sts work in groups of three. They decide on which role each of them will play, and decide where they are. They make notes using the Useful language in Exercise 2 to help them. Point out that they should also ask the person they meet some questions about what they like and what they are into.

Speak

Sts decide who will speak first and then practise their dialogue in their groups. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with a different visitor and place. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their conversations for the class if they feel confident.



Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.



FAST FINISHER

Sts write their own personal profile for the Student Penfriends website on page 14. Encourage them to use the profiles on page 14 as a model and talk about where they are from, their family and their interests. Weaker sts could write one or two full sentences about things they like and are into.



Speaking practice: WB p.11

Sts will find more practice for introducing people here. Set these exercises for homework.



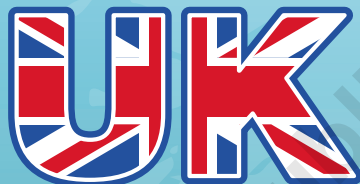
Language summary: Unit 1 SB p.127

My home

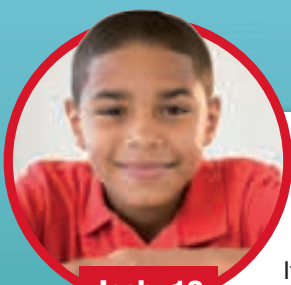
I can compare homes in the UK with homes in my country.

TEENAGE LIFE

in the



What is life like for teenagers in the UK? We talk to Josh, 13 and Poppy, 14.



Josh, 13

WHERE ARE YOU FROM?

I'm from Brixton, in south London.

WHAT'S YOUR HOUSE LIKE?

It's got four bedrooms, a big kitchen and a living room. In the living room, there's a sofa, two chairs and a TV, and there's a red carpet on the floor. Most homes in Britain have got carpets. There's a big garden at the back of the house and a small garden at the front. It's an old house, but it's really comfortable.

WHAT IS THERE FOR YOUNG PEOPLE IN YOUR AREA?

There's a cinema and a sports centre and there are some great parks. There are always things to do!

WHAT ARE THE NEGATIVE THINGS?

There's a lot of traffic and it's sometimes noisy.



WHERE ARE YOU FROM?

I'm from a small, quiet village in Wales.

WHAT'S YOUR HOUSE LIKE?

My house is called 'Rose Cottage'. A lot of houses in the UK have got names. It's a beautiful house and there are only two bedrooms. I haven't got my own room – I'm in a room with my sister. It's OK, but I'm very tidy and my sister isn't! We've got a nice garden and there's a trampoline for my sister and me.

WHAT IS THERE FOR YOUNG PEOPLE IN YOUR AREA?

The people are friendly, but there isn't a lot for teenagers. Every summer, there's a village festival.

WHAT ARE THE NEGATIVE THINGS?

It's sometimes boring at the weekend. My friends are in other villages and the buses aren't very good.



Poppy, 14

My home

Sts learn about a variety of different typical homes in the UK. They practise categorizing adjectives and compare homes in the UK with homes in their country. Sts then make a video about their own home.

This lesson features an optional culture video about an unusual type of home: see SB page 17.

 WARMER

Ask: *Where do you live? Do you like your town or city? Do you like your area? Why?* Elicit what sts like about the place where they live. Prompt them with more questions if necessary, e.g. *What is there in your area? A cinema? A sports centre? A park? Is it a good area for young people? Why?* Encourage sts to give their opinions about the place where they live, and give reasons to support their opinions.

BACKGROUND

Brixton is an area of South London. The people who live there come from a range of different ethnic and cultural backgrounds and the area is known for its lively street markets selling foods and other things from all over the world.

Wales is one of the four countries that make up the United Kingdom. The other countries are England, Scotland and Northern Ireland. The four countries are all ruled by the government in London, but Wales, Scotland and Northern Ireland also have their own parliaments which make decisions relating just to their own country. Wales has some industrial towns and cities, but it is also known for its beautiful countryside and mountains.

A lot of people in the UK now live in flats in cities, and more people now rent their home, but home ownership is more popular in the UK than in many other countries, and most people in the UK would still like to own their own home, preferably a house, with its own garden.

- 1 Read out the five kinds of home and explain the meanings. Put sts into pairs to look at the pictures and decide which home is their favourite and why. Ask pairs in turn to tell the class their ideas and reasons. You could have a class vote to decide on the class's favourite.
- 2  1.11 Focus on the text about Josh and Poppy and explain that they each live in one of these homes. Tell sts they are going to read and listen to the text, and they should ignore any words they don't understand for now. Play the audio for sts to read and listen and match the people to the homes. See SB page 16–17 for audio script. Check the answers.

Answers

Josh 3 Poppy 2

- 3 Focus on the table and explain the meaning of *positive* and *negative*. Ask sts if they can remember any positive or negative things about the two homes. Ask sts to copy the table into their notebooks. They can then read the text again in their own time, or you could play the audio again for them to read and listen. They then complete the table with the correct information. Allow sts to compare their answers in pairs, then check answers with the class.

Answers

	Positive things	Negative things
Josh's home	Lots of bedrooms, big garden at the back, it's really comfortable, there's a cinema and sports centre, lots to do, there are some great parks	Lots of traffic, sometimes noisy
Poppy's home	There's a nice garden with a trampoline, people are friendly, in summer there is a village festival	It's a small house, has to share a room with sister, her sister isn't very tidy, there isn't a lot for teenagers, friends aren't nearby, it's sometimes boring, the buses aren't good.

 EXTRA PRACTICE

Ask sts to think of a house or flat that they know (not their own) and like, e.g. the home of a relative. Give them time to work individually and make notes about the following: who lives there, where it is, how many rooms there are, which room is their favourite room and why. Arrange sts in pairs and ask them to describe the house/flat to their partner. Their partner should think of one or two general questions to ask at the end, e.g. *Is there a garden? Has it got a garage?*

- 1 Look at the pictures of typical homes in the UK. Which home is your favourite? Why?

1 A block of flats



2 A small cottage in the country



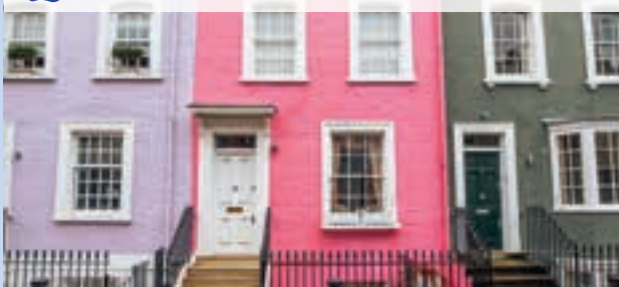
3 A semi-detached house in a city



4 A modern detached house



5 A terraced house



- 2 1.11 Read and listen to the text on page 16. Match Josh and Poppy with two of the houses from Exercise 1.

- 3 Read the text again. Copy and complete the table about each home and area. Compare your answers with a partner.

	Positive things	Negative things
Josh		
Poppy		

- 4 **Word Power** Look at the adjectives in blue in the text. Which can describe people? Which can describe things? Find more adjectives in the text.

People: young Things: comfortable Both: quiet

- 5 **COMPARE CULTURES** Work in pairs. Ask and answer the questions.

- How are homes in the UK similar to homes in your country?
- How are they different?

- 6 Work in pairs. Think about the area where you live and make notes.

- Are there any ...?
parks shops sports centres cinemas
- Is there a problem with ...?
traffic noise graffiti pollution
- Have you got ...?
your own bedroom a garden a balcony
friends in your road
- Is your road ...?
quiet noisy friendly unfriendly

- 7 **GET CREATIVE** Work in small groups. Make a video about your home. Follow steps 1-3.

- Use the questions from the text on page 16 and your notes from Exercise 6.
- Take it in turns to interview each other. Film the interviews.
- Share your video with your class.



Now watch the culture video.

FAST FINISHER

Choose Josh or Poppy. Write three or four sentences comparing their life with your life.

Poppy's got a sister. I've got two brothers.

REAL CULTURE!

- 4 Word Power** Focus on one or two of the adjectives in blue in the text, e.g. *young*, *noisy*. Say some sentences about people and things using the adjectives, to elicit what each one can describe, e.g. *a young person?* (yes) *a young cinema?* (no) *a noisy person?* (yes) *a noisy cinema?* (yes). Sts look at the remaining adjectives in blue and decide what they describe. They could work in pairs for this, and they can use their dictionaries if necessary. Check answers, and check that sts understand all the adjectives. Ask sts to find more adjectives in the text. Discuss the meanings of these adjectives with the class, and discuss whether they describe people, things or both.

Answers

People: young

Things: comfortable

Both: noisy, quiet, tidy, boring, friendly

Other adjectives: big (things), red (things), small (both), old (both), great (both), nice (both), good (both), beautiful (both)

21st Century skills

5 COMPARE CULTURES

Put sts into pairs or small groups. Encourage each group to brainstorm information about how homes in their own country are similar and different to homes in the UK. Ask some of the more confident groups to present their ideas to the rest of the class.

- 6** Read through the questions with the class and make sure sts understand all the vocabulary. Put them into pairs to think about their area and make notes on the topics on the page. Monitor and help while they are working. Ask some pairs to tell the class their ideas. Ask other sts if they agree or disagree, and why.

21st Century skills

7 GET CREATIVE

Put sts into pairs or small groups and explain that they are going to make a video by interviewing each other. Read through the three steps with the class and make sure sts understand everything. Allow sts time to prepare their own answers to the questions in the text on page 16 first. Weaker sts might like to write their answers, but stronger sts should be able to answer without writing their ideas first. Demonstrate the task by asking a confident student the questions. Sts then work in their groups and make their video by taking turns to film each other using their phones. Monitor and help as necessary while they are working. If you are able to show the videos to the class on a big screen, you can do this. Alternatively, put groups together for them to share their videos with each other.

Culture video

You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Homes on wheels* on TG pages 295 and 306.

FAST FINISHER

Sts write sentences comparing Josh or Poppy's life with their own life. Weaker sts could work in pairs and write two or three sentences about either Josh or Poppy.

My dream home

WRITING A chat forum

I can write about my dream home.

- 1 Read the chat forum. What is your favourite thing about Becca's dream home? Discuss your answer in pairs.

TEEN 2 TEEN FORUM

What's your dream home?



Post from Marius_123 on 5 Oct at 11.30 a.m.

What's your dream home? Big or small? Old or modern? In the country or in the city?

REPLY



Reply from Becca_99 On 5 Oct at 2.15 p.m.

My dream home is a big house in the country. Upstairs, there are four bedrooms and four bathrooms – one each for my two brothers, my parents and me! Downstairs, there's a big living room, a modern kitchen and a gym. Outside, there's a swimming pool and a tennis court.

In my bedroom, there's a double bed and a wardrobe for all my clothes. There's a really comfortable sofa and I've got a games console and lots of cool games. There aren't any TVs in the house but we've got a private cinema. In the kitchen, there's a fridge full of ice cream!



- 2 Read the chat forum again and answer the questions.

- 1 How many people are there in Becca's family?
- 2 What is outside Becca's house?
- 3 What haven't they got in their house?
- 4 What's in Becca's fridge?

- 3 Look at the **Useful language**. How do you say these expressions in your own language?

Useful language

Describing a home

My dream home is a house / an apartment in the country / in the city / near the beach.

Upstairs / Downstairs, there's a ... / there are ...

Outside, there's a ...

In my bedroom, there's a ... I've got a ...

- 4 Read the **Look!** box. Choose the correct word to complete the rules.

Look! and and but

It's got four bedrooms **and** four bathrooms.

There isn't a desk, **but** there's a sofa.

Rules

We use ¹ **and** / **but** to connect similar ideas.

We use ² **and** / **but** to contrast ideas.

- 5 Copy and complete the sentences with **and** or **but**.

In our bathroom, there's a shower, but there isn't a bath.

- 1 There's a table tennis table ... a basketball court.
- 2 My grandma's got a dog ..., she hasn't got a cat.
- 3 I've got a desk for my computer ... there's a bookcase for my books.
- 4 There's a table ..., there aren't any chairs.

- 6 Write about your ideal home. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- › Make notes about your ideal home. Think about:
 - rooms and other places
 - furniture and other things
 - your bedroom

Write

- › Organize your ideas into paragraphs.

Paragraph 1: Where is it? What rooms and places has it got?

Paragraph 2: What is there in your bedroom? What other cool things has your home got?
- › Use the expressions from the Useful language box.

Reflect

- › Check your grammar: *There is / There are, have got*
- › Check **and** and **but**.
- › Check your spelling.

My dream home

WRITING A chat forum

Sts read a chat forum post about a dream home. They learn useful language for describing a home and study the use of *and* and *but*. They then follow the steps in the Writing plan to write a chat forum post about their own dream home.

Writing

A chat forum

Useful language

Describing a home (*My dream home is ..., Upstairs / Downstairs, there's a ... / there are ..., Outside, there's a ..., In my bedroom, there's a ..., I've got a ...*)

Look!

and and *but*

WARMER

Say: *Imagine your dream home – Is it big or small? How many rooms are there? What is there outside? What is there inside? What is there in your bedroom?* Elicit ideas from individual sts and encourage everyone to contribute their ideas.

- 1 Focus on the chat forum and teach the word *chat forum*. Ask sts to read the forum and decide on their favourite thing about Becca's dream home. Put them into pairs to discuss their answers.
- 2 Sts read the chat forum again and answer the questions. Check answers.

Answers

- 1 There are five people in Becca's family.
- 2 a swimming pool and a tennis court
- 3 They haven't got any TVs.
- 4 ice cream

- 3 Read the Useful language box with sts about language for describing a home. Ask them how they say these expressions in their first language. Remind sts of the difference between *there is* and *there are*. Elicit or give some examples of each, e.g. *There's a swimming pool. There are some trees*. Remind sts also of the negative forms, *there isn't a ...*, *there aren't any ...*.
- 4 Read the Look! box with sts about *and* and *but*. Sts choose the correct words to complete the rules. Refer sts back to the chat forum post in Exercise 1 to find more examples of each word.

Answers

- 1 and
- 2 but

- 5 Ask sts to copy the sentences in their notebooks and complete them with the correct words. Check answers.

Answers

- 1 and
- 2 but
- 3 and
- 4 but

- 6 Ask sts to write a chat forum post about their ideal home following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals and make notes about their ideal home. Monitor and help with vocabulary if necessary. Remind them to write about the inside and outside of their home.

Write

Read through the paragraph plan with the class, then refer back to Becca's forum post and show how it follows the paragraph plan. Sts then write their forum post using Becca's post in Exercise 1 as a model. Refer them back to the Useful language box and encourage them to use these phrases. Refer them back to the Look! box and encourage them to use *and* and *but* to connect ideas. They can also use prepositions of place from page 11 and the adjectives from page 17.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Reassure them that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap their forum posts with a partner and give feedback on the use of *there is / there are* and *have got*, and also the use of *and* and *but*. Remind sts that they should always be positive and encouraging when they give feedback to a partner.

W Writing practice: WB p.12

Sts will find more practice for writing here. Set these exercises for homework.

W Writing summary: WB p.84

E Exams: Unit 1 SB p.118

LS Language summary: Unit 1 SB p.127