

Home truths

1

Vocabulary: Homes

Grammar: Past simple and past continuous; used to; Present perfect simple and past simple

Speaking: Asking for permission

Writing: A description

VOCABULARY Homes (adjectives)

I can use adjectives for describing homes.

1 Read the article and answer the questions.

- Why did Luke and Amy choose to live in a 'skooly'?
- Why is it important for the skooly to be organized?
- Why do you think Amy says every day is 'a new adventure'?



Tiny homes

This week: Life on the road with Amy and Luke

When you think of a school bus, you don't usually think of a place to live. But a converted school bus, or a 'skooly', has to be the coolest home on wheels.

'We didn't feel ready to settle down and a **traditional** home is expensive,' says Luke. 'A skooly was the perfect solution. They're a lot cheaper and you can live and work anywhere.'

A ten metre-long school bus is, you guessed it, quite **narrow**. But once you step inside, it feels a lot bigger and, with windows on both sides, it's never **gloomy**.





'We use e-readers, tablets and laptops to save space,' Amy says, 'but we've also got a cupboard full of board games!'

'Everything has to be **organized**, so we don't have too much stuff,' adds Luke. 'It's easy to make the place look cluttered. So, there are plenty of cupboards for storage.'

Luke and Amy are both great at DIY and most of their wooden furniture is re-purposed. They even made the curtains from **recycled** material.

They live off-grid and get all their energy from solar panels on the roof and a four-battery power bank. At the back is an **indoor** space with bikes, kayaking gear ... and more cupboards!

'OK, so a skooly is kind of **basic**,' says Luke, 'but it's nice and **cosy**'.

Amy agrees. 'We love it! Every day is a new adventure!'

2 Find words in bold in the article that mean:

- carefully arranged, ordered
- a small distance from side to side
- comfortable and relaxing
- in the way things have been done for a long time
- simple; with only the necessary things
- dark or poorly-lit
- something which has been used before; reused
- located inside

3 1.1 Match adjectives a-h with their opposites in Exercise 2. Then listen, check and repeat.

- | | | |
|-----------------|----------------|-------------|
| a light | d up-to-date | g brand-new |
| b uncomfortable | e outdoor | h luxurious |
| c wide | f disorganized | |

4 Choose eight adjectives to describe things or places in your home. Then tell your partner.

A: *My bedroom is a bit gloomy.*

B: *Why?*

A: *It doesn't get much sunlight.*

5 FIND OUT What other kinds of tiny homes are popular? Which one do you prefer? Why?

Now watch the vlog.

FAST FINISHER

What are the advantages and disadvantages of living in a skooly? Write sentences.

Home truths

1

UNIT 1 OVERVIEW: The topic of this unit is homes. Sts read how Mongolian nomads have adapted to the hi-tech world, and listen to a radio programme about family life in the USA. They read some adverts for rooms to rent and learn how to ask for permission. Finally, they read and write a description of a home. They also watch a vlog about making a room comfortable and a culture video about life on a houseboat.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Homes (adjectives and nouns)	Past simple and past continuous; <i>used to</i> ; Present perfect simple and past simple	<i>used to / use to</i>	Identifying the central theme	Listening for the main ideas	Asking for permission	A description

VOCABULARY Homes (adjectives)

Sts learn adjectives to describe homes. They read an article about a converted school bus, then personalize the vocabulary to talk about their own homes.

Vocabulary

Homes (adjectives) (*basic, brand-new, cosy, disorganized, gloomy, indoor, light, luxurious, narrow, organized, outdoor, recycled, traditional, uncomfortable, up-to-date, wide*)

Vlog

Ruaridh: *Home on a break*



WARMER

Tell sts to think of unusual places to live, e.g. on a boat, in a palace, etc. Write the suggestions on the board. Ask sts to ask and answer questions in pairs, e.g. *Would you like to live in a ...* and give reasons.

- 1 Focus sts' attention on the photo of the interior. Elicit that it shows the inside of a converted school bus. Ask sts to read the article and answer the questions. Check answers.

Answers

- 1 They chose to live in a skooly because a traditional home is expensive and they weren't ready to settle down.
- 2 It's important for the skooly to be organized because it's narrow and there isn't much space.
- 3 Perhaps Amy says every day is 'a new adventure' because they can drive to different places.

- 2 Ask sts to find the words in the text and match them with their definitions. Check answers.

Answers

- | | |
|---------------|------------|
| 1 organized | 5 basic |
| 2 narrow | 6 gloomy |
| 3 cosy | 7 recycled |
| 4 traditional | 8 indoor |

- 3 1.1 Sts match the adjectives with their opposites in Exercise 2. Play the audio for sts to listen, check and repeat. See Answers for audio script.

Answers

- | | |
|---------------------------|---------------------------|
| a light, gloomy | e outdoor, indoor |
| b uncomfortable, cosy | f disorganized, organized |
| c wide, narrow | g brand-new, recycled |
| d up-to-date, traditional | h luxurious, basic |

- 4 Read the example. Sts think of some adjectives, then work in pairs to describe their homes.

21st Century skills



5

FIND OUT

You can set this for homework. Sts research tiny homes online and find different examples.



Vlog

This lesson features an optional vlog in which a vlogger makes a room more comfortable. 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 291 and 309.



FAST FINISHER

Sts who finish early can practise adjectives for homes further. They write the advantages and disadvantages of living in a skooly. Weaker sts can work in pairs. They take turns to say an adjective from Exercise 3. Their partner says the word with the opposite meaning.

V

Vocabulary practice: WB p.6

Sts will find more practice of vocabulary for describing homes (adjectives) here. Set these exercises for homework.

LS

Language summary: Unit 1 SB p.127

Nomads in the 21st century

READING I can identify the central theme.

- 1 Look at the picture. Read the title and first paragraph of the article. What do you think the article is about?
- 2 1.2 Read and listen to the article and check your ideas. Were you right?
- 3 Read the article again and answer the questions.
 - 1 What are the Mongolian steppes like?
 - 2 Why were horses so important to nomads?
 - 3 Why are motorbikes widely used?
 - 4 Why do nomads keep few possessions?
 - 5 Which item of modern technology is the most popular? Why?
 - 6 What does Olly find magical about nomadic life?
- 4 **Word Power** Find five adjectives in the article to describe shapes. Then make a list of more shape adjectives.
- 5 **THINK CRITICALLY** Do you think the traditional nomadic lifestyle (in Mongolia) can survive in the 21st century? Give reasons.

FUN FACT

If you see a hat in Mongolia, don't touch it! Hats are a sign of good luck and are treated with respect. People don't put them on the ground, swap them or throw them away!

HI-TECH AND TRADITION IN MONGOLIA

by Olly Martin

Outside Ulaanbaatar, Mongolia's capital, lies a landscape of rock and grass. For 1,000 km in any direction, there are no trees or fences. With my guide, Batbayar, we drove across these empty steppes in search of the Mongolians who still lead a nomadic life. Temperatures range from -30°C in the winter to 25°C in the summer, so people move with their homes and animals to cooler highlands in the summer and warmer lowlands in the winter. But what I wanted to know was how these people were adapting to the 21st century.

When we arrived at a small community about 200 km east of the capital, some men were riding motorbikes and herding their sheep and goats. Horses used to be at the centre of nomadic culture. They provided transport, meat and milk. These days the motorbike, which is inexpensive to run, is king.

An old man invited us into his traditional *ger*, or yurt, a circular tent with a triangular roof and walls made from sheep's wool. The single room, ten metres in diameter, was cosy but hardly luxurious. There was no bathroom or running water and a square outdoor box

was the fridge. When you carry your home with you, it's important not to have many possessions!

Our host's daughter was cooking over a stove in the middle of the floor. We were talking when some friends arrived. Yurts are public places, always open to guests. While we were all eating, two girls were playing games on mobile phones. Phones are also essential for keeping in touch with relatives in the city. 'How did they use to keep in touch before mobile phones?' I wondered to myself.

However, the most common example of technology isn't mobile phones; it's rectangular solar panels. One panel can charge a phone or power an LED light bulb. During the long winter nights, an indoor light can be very comforting! Obviously, nomads didn't use to have these things in the past, but they're now essential survival tools.

While I was lying on my bed that night, I could hear the wind blowing outside. I looked up through the round hole in the roof and saw the stars. I realized this contact with nature is the magic of the nomadic life.



Nomads in the 21st century

READING

Sts read an article about nomadic life and technology in Mongolia. They focus on using pictures and headings to help them to identify the central theme of a text, and study adjectives to describe shapes. They also see examples of the past simple and past continuous, and *used to*.

Reading text

A text about technology and tradition in Mongolia

Reading skill

Identifying the central theme

WARMER

Ask: *What hi-tech things are most important in modern life?* Elicit items such as smartphones, computers, robots, AI, broadband, electric cars, etc. Write sts' ideas on the board. Ask them to work in pairs and rank the things in order of importance in their lives and note why they are useful. Capture sts' ideas on the board, encouraging them to discuss and defend their opinions. Ask: *What hi-tech things are most useful in lower income countries?* Get sts to discuss the question as a class and contrast their ideas with the answers to the first question.

- 1 Identifying the central theme** Focus sts' attention on the picture of the yurt and the heading. Ask sts why it is useful to notice the heading before we read a text (it helps us to identify the central theme and think about what kind of vocabulary we will encounter). Elicit that Mongolia is north of China in north-east Asia. Tell sts to read the first paragraph and discuss in pairs what the article will be about. Discuss sts' answers eliciting specific words they think are important, but don't confirm the answer at this stage.

- 2 1.2** Play the audio for sts to read and listen and check their ideas. Ask: *Were you right?*

- 3** Sts read the article again and answer the questions. Ask sts to compare answers in pairs first, then check answers with the class.

Answers

- 1 The steppes are empty places of rock and grass with very cold winters.
- 2 They provided transport, meat and milk.
- 3 Motorbikes are used because they are not expensive.
- 4 They keep few possessions because they have to carry them when they travel.
- 5 Solar panels are the most popular item because they can charge phones and power LED light bulbs.
- 6 He finds the contact with nature magical.

- 4 Word Power** Draw a rectangle, triangle and circle on the board. Elicit the names of the shapes and ask sts to think of more shapes and draw them on the board. Tell sts to scan the text and find five shape adjectives. Check answers.

Answers

circular, triangular, square, rectangular, round



Encourage sts to read this fun fact for pleasure. They might also be interested to know that in some parts of the world, some people believe that putting a hat on a bed will bring bad luck to the person who sleeps in the bed.

21st Century skills



- 5 THINK CRITICALLY**

Read out the question. Put sts into pairs or small groups and encourage them to brainstorm the reasons why nomadic life may or may not survive and make two lists. From analysing these two lists and seeing which is longer, sts can judge how likely nomadic life is to survive. Write: *I think nomadic life will survive ...* and *I don't think nomadic life will survive ...* on opposite sides of the board. Ask sts to come up to the board and stand in front of a sentence and tell the rest of the class their reasons for supporting the statement. Encourage class discussion and questions.

EXTRA PRACTICE

Write the following definitions on the board:

- 1 a large area of flat unforested grassland in Asia or Europe (paragraph 1)
- 2 moving from one place to another (paragraph 2)
- 3 a traditional Mongolian movable house (paragraph 3)
- 4 a device which converts the sun's rays into energy (paragraph 5)

Sts look at the article in Exercise 2 again and find the correct words to match the definitions. Check answers.

Answers

- | | |
|------------|-----------------|
| 1 a steppe | 3 a yurt or ger |
| 2 nomadic | 4 a solar panel |

R Reading practice: WB p.7

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

GRAMMAR Past simple and past continuous

I can use the past simple and the past continuous.

Now watch the grammar animation.

- 1** Read the grammar box and choose the correct answers to complete the rules.

I **met** my best friend while I **was travelling**.
He **called** while I **was having a shower**.
They **were cooking** when we **arrived**.
While we **were eating**, the girls **were chatting**.

Rules

We use the past continuous for a ¹longer / shorter action in the past, and the past simple for a ²longer / shorter action that interrupts it.

We use the ³past simple / past continuous for two longer actions in progress at the same time.

With the past continuous, we use *while*, but with the past simple we use ⁴when / while.

- 2** Complete the sentences with *when* or *while* and the correct form of the verb in brackets.

When we **saw** (see) the house, smoke **was rising** (rise) from a hole in the roof.

- Our host ... (get) a message on his phone ... he ... (show) us his new home.
- His son ... (repair) his motorbike ... his daughter ... (paint) a chair.
- Where ... Maya ... (live) when she ... (buy) her first car?
- ... she ... (travel) across Asia, she ... (not use) her phone.
- ... Frank ... (stay) in the countryside, he ... (find) a fox inside in his garage.

- 3** Read the **Look!** box. Can you add any other examples?

Look! State verbs

We don't usually use the continuous form with state verbs, e.g. *believe, know, need, own, understand, want*.

- 4** Make sentences about the problems Nora had while she was moving home last week. Use *when/while*.

- lock front door / key break
While she was locking the front door, the key broke.
- call brother / phone run out of battery
- move boxes / mirror fall out and break
- fall off a chair / change a light bulb
- cooker stop work / make dinner
- walk to school / see an accident

used to

I can talk about past habits and states.

- 5** Read the grammar box and complete the rules with *used to* or *use to*.

Nomads **used to** live in bigger communities.
They **didn't use to** have up-to-date technology.
Did they use to have electricity?

Rules

We use ¹... for affirmative sentences, *didn't* ²... for negative sentences and *did (you)* ³... for questions.

We use *used to* for repeated actions and states in the past. For repeated actions and states in the present, we use present simple.

- 6** How was your life different ten years ago? Write eight sentences with *used to* or *didn't use to*. Choose from the verbs in the box.

drink eat go to bed have like listen to
live play read share watch wear

I used to share a bedroom with my brother.

7 PRONUNCIATION *used to* / *use to*

1.3 Listen and repeat.

- We used to live abroad.
- We didn't use to have a garden.
- Did they use to read comics?

- 8** Work in pairs. Ask questions using the verbs in Exercise 6. Are any of your experiences the same?

A: *Did you use to wear shorts to school?*

B: *Yes, I did.*

A: *Me too. They were horrible.*

- 9** Work in pairs. How were lives different 100–150 years ago? Think about homes, entertainment, communication, health, etc. Discuss what was better or worse about life then.



FAST FINISHER

Write some of your answers to Exercise 9 using *used to* / *didn't use to*.

GRAMMAR Past simple and past continuous



Grammar animation

This lesson features an optional animated presentation of the grammar in context called *We didn't use to do that at my old school!*, including the form and use of the past simple and past continuous, and *used to*. 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 page 315 for animation script.

- 1 Read the grammar box with sts. Elicit that we use the past continuous for the longer action and the past simple for the shorter action. Sts complete the rules. Check answers.

Answers

- | | |
|-----------|-------------------|
| 1 longer | 3 past continuous |
| 2 shorter | 4 when |

Ask questions to check concept.

Concept check questions: *The phone rang when she watched TV – correct? (no – The phone rang while she was watching TV). When I was getting to school, the bell was ringing – correct? (no – When I got to school, the bell was ringing).*

- 2 Read the example with sts. Sts complete the sentences.

Answers

- 1 got, while, was showing
- 2 was repairing, while, was painting
- 3 was, living, bought
- 4 While, was travelling, didn't use
- 5 While, was staying, found

- 3 Read the Look! box with sts about state verbs. Check sts understand the difference between a state verb and a dynamic verb. In pairs, sts think of more state verbs, e.g. *hate, like, love, prefer, seem*, etc.
- 4 Allow sts time to write the sentences individually. They can compare their sentences in pairs. Check answers.

Sample answers

- 2 She was calling her brother when her phone ran out of battery.
- 3 While she was moving boxes, the mirror fell out and broke.
- 4 She fell off a chair while she was changing a light bulb.
- 5 The cooker stopped working while she was making dinner.
- 6 She was walking to school when she saw an accident.

used to

- 5 Read the grammar box about *used to* with sts. Elicit that we use *used to* to talk about states or repeated actions which finished at some point in the past. Put sts into pairs to complete the rules. Check answers.

Answers

- | | | |
|-----------|----------|----------|
| 1 used to | 2 use to | 3 use to |
|-----------|----------|----------|

Ask questions to check concept.

Concept check questions: *I used to drink coffee – do I drink coffee now? (no). Now, I use to drink tea – correct? (No – used to is only used for repeated actions in the past).*

- 6 Ask sts *How old were you ten years ago?* and elicit answers. Read the example sentence and explain the task. Sts write sentences with *used to*.

7 PRONUNCIATION 1.3

Play the audio and ask sts to listen to how *used to* and *use to* are pronounced. Ask if there is a difference between the two (no).

- 8 Read the example exchange. Explain the task and put sts into pairs to ask questions using the verbs in Exercise 6. Ask some sts to share their answers.
- 9 Read out the question and elicit some more ideas, e.g. *environment, quality of life, cars, jobs, holidays*. Sts create two lists: *100–150 years ago* and *Now*. Tell sts to make notes for each topic for both lists. Put sts into pairs. Give them time to think, discuss and make notes. When sts are ready, ask each pair to use their notes to talk about a topic using *used to*. Ask them if they think things were better or worse in the past.



FAST FINISHER

Sts who finish early can have more practice using *used to* and *didn't use to*. They write sentences based on the examples and class discussion from Exercise 9. Weaker sts can write two or three sentences about how homes were different in the past.

G Grammar practice: WB p.8

Sts will find more practice for the past simple and past continuous, and *used to* here. Set these exercises for homework.

LS Language summary: Unit 1 SB p.127

A lot of stuff

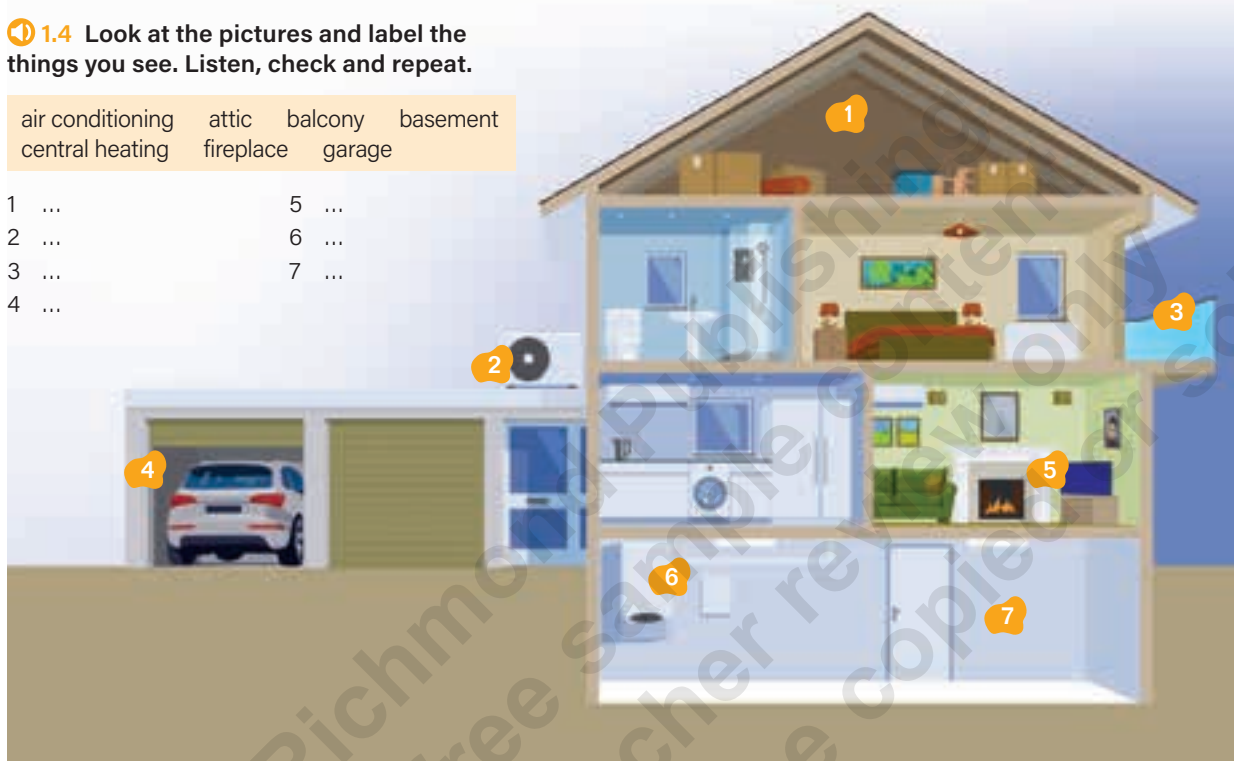
VOCABULARY and LISTENING Homes (nouns)

I can listen for the main ideas.

- 1 1.4 Look at the pictures and label the things you see. Listen, check and repeat.

air conditioning attic balcony basement
central heating fireplace garage

- 1 ... 5 ...
2 ... 6 ...
3 ... 7 ...
4 ...



- 2 Work in pairs. Discuss which of the things in Exercise 1 you have in your home.

- 3 1.5 Complete the post with the words in the box. Then listen and check.

countryside indoors neighbourhood
outdoors suburbs

Hey, guys! We've just moved to the small city of Lakeland in Florida, USA, because my mum's got a two-year contract here. It's a bit of a culture shock after the UK, as we used to live in the ¹..., miles from any shops. It was just fields and cows! You see, we aren't in the ²... . No, we've rented a flat in downtown Lakeland, right near the city centre. It's a friendly ³... with shops and cafés and really cool people. We can walk or cycle everywhere, too. Lakeland has got some amazing lakes (no kidding!), so I don't spend much time ⁴... . You all know how much I love hiking, so I'm always ⁵..., just like in the UK!

Like ♥ 20 Comment 💬 5 Share ➦ 3

- 4 1.6 Listen to the radio programme and tick (✓) the best summary.

Kristen and Benedict ...

- 1 are living in American homes so they can find out what a typical house is like.
- 2 are observing family life in American homes in a long-term study.
- 3 are filming a documentary about typical American life.

- 5 1.6 Listen again and number the information in the order you hear it.

- a Family members leave personal items in the kitchen.
- b Families don't often have a meal together.
- c The kitchen is where people like to hang out.
- d Some families keep food in the basement.
- e Most young people don't use the backyard.
- f Some families fill the garage with old things.
- g Families don't spend much time outdoors.
- h Children's bedrooms are full of stuff.

- 6 **Word Power** In American English, *back garden* is *backyard*, and *mobile phone* is *cell phone*. Find out how Americans say these words for things found in homes and buildings: *wardrobe*, *lift*, *tap*, *flat*, *ground floor*, *rubbish bin*.

- 7 **GET CREATIVE** Film a video tour of your home. Comment on the rooms and say what your family does in each space.

A lot of stuff

VOCABULARY and LISTENING

Homes (nouns)

Sts study vocabulary for things in the home. They listen to a radio programme about family life in the USA and listen for the main ideas. They learn some American English words for items related to things in the home. They also see examples of the present perfect simple and past simple.

Vocabulary

Homes (nouns) (*air conditioning, attic, balcony, basement, central heating, countryside, fireplace, garage, indoors, neighbourhood, outdoors, suburbs*)

Listening text

A radio programme about living in American homes

Listening skill

Listening for the main ideas

WARMER

With books closed, put sts into small groups. Write these questions on the board: *Where do you spend most of your time at home? Where do you eat? Where do you spend time with other family members?* Give sts time to discuss the questions.

- 1 1.4 Ask sts to look at the pictures. Read the words in the box. Sts label the pictures. Play the audio and check answers. See Answers for audio script.

Answers

- | | |
|--------------------|-------------------|
| 1 attic | 5 fireplace |
| 2 air conditioning | 6 central heating |
| 3 balcony | 7 basement |
| 4 garage | |

- 2 Demonstrate the task by talking about your own home, e.g. *I haven't got any air conditioning in my flat, so it can get very warm in the summer.* Allow sts time to prepare their ideas individually, then put them into pairs to talk about their homes. Encourage them to ask each other questions and find out more information. Ask some sts to tell the class what they learned from their partner.

- 3 1.5 Give sts time to read the post. Check they understand the words in the box and *downtown* (line 9 in the text). Draw three circles on the board. Ask sts to label the circles: outer circle – countryside, middle – suburbs, inner – downtown/city centre. Sts complete the text. Play the audio for sts to listen and check their answers. See Answers for audio script.

Answers

- | | |
|-----------------|------------|
| 1 countryside | 4 indoors |
| 2 suburbs | 5 outdoors |
| 3 neighbourhood | |

- 4 1.6 **Listening for the main ideas** Ask: *What do you think a typical American house looks like? Where do you think family members spend most time at home?* Read the three summaries and explain the task. Remind sts to listen for the main ideas and not to worry about any unfamiliar vocabulary at this stage. Play the audio. See TG page 274 for audio script. Give sts a few minutes to check their answer in pairs. Check answer.

Answer

2

- 5 1.6 Give sts time to read the sentences. Play the audio again. Pause regularly to give sts time to work out the order of the sentences. Play the audio again if necessary. Check answers.

Answers

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

- 6 **Word Power** You can set this task for homework. Sts can go online or use their dictionaries to find out the answers. Check answers in the next lesson. You could also ask sts to find out more words in American English to do with everyday life and the home, e.g., *clothespin* (USA) – *clothes peg* (UK), *electrical outlet* (USA) – *power point* (UK).

Answers

wardrobe = closet
lift = elevator
tap = faucet
flat = apartment
ground floor = first floor
rubbish bin = trash can

21st Century skills

7 GET CREATIVE

Ask sts to use their smartphones to film a video tour of their home. They should add a comment about each room and say what their family does in each space. Make sure they get permission from their parents to make the video. Encourage them to use the vocabulary they have learned in this section. Allow time in the next lesson for sts to watch each other's videos and ask questions.

V L Vocabulary and Listening practice: WB p.9

Sts will find more practice for listening, and practice of vocabulary for things in homes here. Set these exercises for homework.

LS Language summary: Unit 1 SB p.127

GRAMMAR Present perfect simple and past simple

I can use the present perfect simple and the past simple with time expressions.

Now watch the grammar animation.

- 1** Read the grammar box and choose the correct answers to complete the rules.

Present perfect simple

Have you ever **been** to Toronto?

No, I **’ve** never **been** to Toronto.

How long **have** you **lived** here?

I **’ve lived** here for two months / since May.

I **’ve** just **moved** house!

I **’ve** already **finished** my homework.

I **haven’t finished** my homework yet.

Past simple

I **went** to New York last summer.

I **bought** a new phone a month ago.

How long **did** you **live** there?

I **lived** there for five years.

Rules

We use the present perfect for past events that ¹*are / aren’t* connected to the present.

We use the past simple for actions that ²*started / started and finished* in the past, usually at a specific time.

We usually use *ever, never, since, just, yet* and *already* with the ³*present perfect / past simple*. We use *for* and *How long?* with both forms.

- 2** Complete the sentences with the correct form of the verb in brackets.

We **’ve lived** in this house since 2010. (live)

- I ... my blog two years ago. (start)
- We ... children playing outdoors yet. (not see)
- ... you ever ... home? (move)
- I ... just ... painting my room. (finish)
- Gina ... there for a year. She loved it! (work)

- 3** Write six *How long?* questions using the present perfect simple with the correct form of the phrases below. Then write your answers using *for* or *since*.

How long ...?

have your phone

live in your home

know your best friend

have your favourite item of clothing

study English

be at this school

A: *How long have you lived in your home?*

B: *I’ve lived in our flat since 2016.*

- 4** Write explanations for the following situations using the present perfect simple and the words in brackets.

Leah says that she isn’t hungry. (already)

She has already had her lunch.

- Harry’s hair is wet. (yet)
- Chloe is smiling. She’s reading an email. (just)
- Selina is opening a birthday present. It’s a blue dress. She looks disappointed. (already)
- Max looks very pale. His hands are shaking. (just)
- Dylan is standing in a very messy kitchen. (yet)

- 5** **1.7** Complete the blog post with the correct form of the verb in brackets and the adverb in the correct place. Then listen and check.

Life is complicated

Have you *ever lived* (live / ever) in a house with other friends? Well, mornings can be nightmares.

Charlie: Hey Mia, ¹... you ... your breakfast ... ?
(have / yet)

Mia: Sure. I ²... it half an hour ago. (finish)

Charlie: So why aren’t you dressed?

Mia: Because I ³... a shower ... (not have / yet) Layla ... in the bathroom ... eight o’clock. (be / since)

Charlie: Wow! She ⁴... in there ... 45 minutes! (be / for)

Mia: And I ⁵... on the door five times. (bang / already)

Charlie: Hang on. I ⁶... the bathroom door opening.
(hear / just)

(Layla comes into the kitchen in tears.
Her hair is green!)

Mia: Oh, Layla! What ⁷... you ... ?
(do)

Layla: I ⁸... a new hair dye yesterday, but it’s the wrong colour! (buy) I can’t get it out!



- 6** Make notes about something you:

- have just done.
- have already done this week.
- haven’t done yet.
- have never done, but you want to.

- 7** Work in pairs. Ask and answer questions about the notes you made in Exercise 6. Use *just, yet, already* and *never* in your answers.

A: *What have you just done?*

B: *I’ve just borrowed a pen from Rafael.*

FAST FINISHER

Write sentences about what your partner told you in Exercise 7.

GRAMMAR Present perfect simple and past simple



Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Have you seen our new robot?*, including the form and use of the present perfect simple and past simple. 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 page 315 for animation script.

- 1 Read through the examples in the grammar box with the class. Write an example of the present perfect on the board, e.g. *I have seen 'Star Wars'*. Add *last week* and elicit the change from *have seen* to *saw*. Explain that we use the past simple for actions at a specific time in the past, i.e. *I have seen 'Star Wars' last week* is not possible. Write *I ... 'Star Wars'* on the board and ask sts to make a sentence with *never*. Elicit *I have never seen 'Star Wars'* as the correct sentence. Point out that we put *never*, *just*, and *already* between *have* and the main verb. Sts complete the rules with the correct words. Check answers.

Answers

- 1 are
- 2 started and finished
- 3 present perfect

Ask questions to check concept.

Concept check questions: *I've been to the café - connected to the present? (yes). He already finished - correct? (no - He's already finished). I went to the hospital at 9 a.m. - is the speaker at the hospital now? (no - went means the speaker went and came back so the action is finished). She's lived in Rome all her life - is she still alive? (yes). They just arrived - correct? (no - They've just arrived). He hasn't left yet - is he still here? (yes).*

- 2 Read the example sentence with the class and explain the task. Check answers.

Answers

- 1 started
- 2 haven't seen
- 3 Have, moved
- 4 've, finished
- 5 worked

- 3 Read the example exchange. Elicit how to make the question: *How long have you + verb + phrase* (e.g. *How long have you lived in your home?*). Ask a student to ask you the question. Answer: *I've lived in my home for 14 years* (or your own answer). Elicit that we use *for* with a period of time and *since* with a point in time. Give sts time to prepare their questions, then put them into pairs to practise.

Answers

- How long have you had your phone?
- How long have you lived in your home?
- How long have you known your best friend?
- How long have you had your favourite item of clothing?
- How long have you studied English?
- How long have you been at this school?

- 4 Read the example with the class. Elicit that we use *already* with actions that have occurred, *yet* with actions that have not occurred, and *just* with actions that have occurred recently. Sts work in pairs to write the sentences. Check answers.

Sample answers

- 1 He hasn't dried his hair yet.
- 2 She's just received some good news.
- 3 She's already bought an identical blue dress.
- 4 He's just had a shock.
- 5 He hasn't done the washing up yet.

- 5 1.7 Elicit some problems that can occur when you share a house with someone. Explain the task. Sts can work individually then check in pairs. Play the audio for them to check answers. See TG page 274 for audio script.

Answers

- 1 have, had, yet
- 2 finished
- 3 haven't had, yet, 's been, since
- 4 's been, for
- 5 've already banged
- 6 've just heard
- 7 have, done
- 8 bought

- 6 Sts work individually. Monitor and help if necessary.
- 7 Put sts into pairs. Explain the task and read the example with the class. When sts have finished, ask pairs to give examples using *just*, *already*, *yet* and *never*.



FAST FINISHER

Sts who finish early can practise the grammar further. Ask them to write sentences about their partner's answers in Exercise 7. Weaker sts can do Exercise 7 again in different pairs.



Grammar reference: WB p.10

Sts will find more practice for the present perfect simple and past simple here. Set these exercises for homework.



Language summary: Unit 1 SB p.127

KEEP TALKING!

Rooms for rent

READING and LISTENING

I can understand and evaluate information.

1 Look at the webpage. Work in pairs. Answer the questions.

- 1 What kind of website is this from?
- 2 What do you think are the most important things to consider when looking for a room to rent?

2 Read the webpage on rooms to rent in Dublin and answer the questions. Which room ...

- 1 has its own bathroom?
- 2 is the largest?
- 3 is closest to the city centre?
- 4 is the best to study in?

3 Work in pairs. Imagine you are a student going to study in Dublin. What are the advantages and disadvantages about each home?

4 1.8 Sam is a student going to Dublin. Listen to the dialogue. Which home does he choose? Why?

5 Work in pairs. Which home would you choose from the webpage? Give reasons.

Home from home

Login/Register



Post a room

A Super central flat

I've got a small bedroom to rent in a brand-new city centre flat. There's air conditioning, central heating, lots of storage space and wooden floors throughout. You can use the kitchen to cook. I work from home, so I'm around most of the time. I love to chat with my guests.

Contact Tina



8

B Spare room in fun student house

We're four friendly students in a relaxed house in the Dublin suburbs. We're offering a downstairs single bedroom with shared kitchen and bathroom. There's free Wi-Fi and a large desk in the room. We love to hang out and make friends. Hope you're a pet lover because we have got a dog and three cats! It's only twenty minutes to the city centre by bus.

Contact Jake

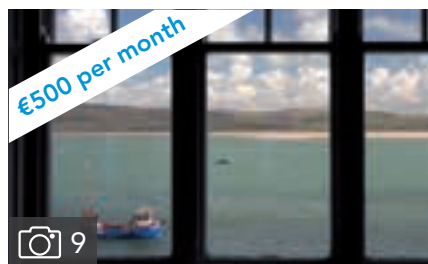


4

C Single room with a view

I'm a retired college teacher who likes the outdoor life. I live in a cosy cottage with a pretty garden and a beautiful sea view. There's a shared kitchen, but you've got your own bathroom. Blackrock is a lovely safe neighbourhood of Dublin. It takes ten minutes on the DART train service to the city centre. There's good internet access.

Contact Kate

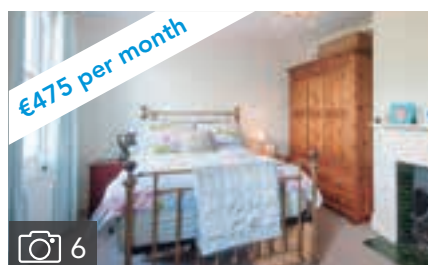


9

D Family home

A large double bedroom in a traditional nineteenth-century house with fireplaces in every room. We're a family of four with two children aged eight and nine. We live in a pretty village about a five-minute walk from the train station. We can provide breakfast and the use of the kitchen for your main meals. We've got excellent internet access and a spare computer if you need it.

Contact Simon



6

Rooms for rent

READING and LISTENING

Sts read a webpage about rooms to rent in Dublin, Ireland. They listen to students discussing what they like and dislike about the rooms, and understand how to evaluate the information. They learn useful language for asking for permission. They personalize the topic by following the steps in the Speaking plan to make a dialogue between a student and their new housemate.

WARMER

Ask: *How can the internet help people find a place to live? What problems can people have when they rent a room, flat or house?* Give some examples: people can use social media to find accommodation; some photos of properties look more attractive than the real place. Put sts into pairs to discuss their ideas. When they are ready, ask pairs to share their ideas with the rest of the class. Ask sts what they think is the best way to find somewhere to live.

- 1 Focus sts' attention on the four photos on the webpage. Ask them to give details of what they can see. Elicit useful vocabulary, e.g. *wooden floors, modern, bright, basic, good view, traditional*. Ask the class which photo gives the best impression and why. Put sts into pairs to answer the questions. Tell them not to read the text in detail at this stage.

Answers

- 1 It's a room rental website.
- 2 Sts' own answers.

- 2 Sts work individually to answer the questions. Check answers.

Answers

- 1 C
- 2 D
- 3 A
- 4 B

- 3 Elicit where Dublin is and what sort of city it is. Write *Want* and *Don't want* on either side of the board. Ask the class to think of what sts studying in a city want or don't want. Write one idea for each: *Want – safe location; Don't want – long way from centre to home*. Give sts a few minutes to make notes. Ask them to come up to the board and add their ideas to both lists.

Ask sts to use this information to help them to evaluate each home on the webpage and write what they think are the advantages and disadvantages for each one.

- 4  1.8 Explain that Sam is talking to a friend about the four homes. Play the audio. See TG page 274 for audio script. Ask sts to discuss the questions in pairs. Check answers.

Answer

- C It's cosy, near the sea and the owner may help with Sam's work.

- 5 Sts discuss which home they prefer. Encourage them to give reasons for their choices.

EXTRA PRACTICE

Ask sts to imagine that they work for an online company that sells houses and flats. In pairs, ask them to write a short advertisement for their own house or flat. Elicit ideas for positive features of the property to include in the advertisement, e.g. *great views, good location, modern kitchen, etc*. Monitor and help while sts are working. Ask pairs or groups in turn to read their advertisements to the class. If sts enjoy this activity, they could follow up with a role-play of the owner and a prospective guest/buyer. The owner can use phrases from the advertisement to persuade the other person. The other person can ask questions to find out more about the property.

SPEAKING Asking for permission

I can ask for permission.

1 1.9 Listen and read. Answer the questions.

- Kate:** And this is your room, Sam.
Sam: It's really nice, Kate. Is it OK to put all my stuff in these cupboards?
Kate: Yes, of course. Have you got any other questions?
Sam: Well, I do a lot of research online. Can I use your Wi-Fi? And would it be possible to use your printer?
Kate: Free Wi-Fi is included. But I'm sorry, Sam. I'm afraid my printer isn't working at the moment.
Sam: That's OK. Am I allowed to have friends come and stay?
Kate: Well, if it's just for a day or two, that's absolutely fine.
Sam: That's brilliant ... I forgot to mention one thing. Could I practise playing the guitar in my room? It's an acoustic!
Kate: In that case, no problem!



- Why is the Wi-Fi important for Sam?
- Why can't Sam use the printer?
- How long can guests stay for?

4 Work in pairs. Plan a dialogue for the student house from the **Keep talking!** lesson. Follow the steps in the **Speaking plan**.

2 1.10 Listen and repeat the **Useful language**. How do you say these phrases in your language? Find which ones are used in the dialogue in Exercise 1.

Useful language

Asking for permission

Is it OK to/if ...?

Can/Could/May I ...?

Would it be possible to ...?

Am I allowed to ...?

Responding to requests

Yes, of course.

That's absolutely fine. / No problem.

I'm sorry. / I'm afraid ...

Look! Saying no

When we don't give permission for something, it's polite to give an explanation.

I'm sorry, Sam. I'm afraid my printer isn't working at the moment.

Speaking plan

Prepare

- Choose your roles and decide who you are.

Student A: You are a student looking for a new housemate. Make up some house rules.

Student B: You are going to stay at the house. Make notes for five questions to ask. Think about: having guests, having a party, playing musical instruments, where to keep a bicycle, using printers, eating in your room, using the garden, etc.

- Make notes for your dialogue.

Speak

- Practise your dialogue. Be ready to improvise!
- Use phrases from the **Useful language** box.
- Act out your dialogue without notes.
- Swap roles and choose different rules.

Reflect

- Did you both sound polite? Did you manage to keep the dialogue going?
- How can you improve next time?

3 1.11 Match requests 1–4 with replies a–d. Then listen and check.

- Could I use your computer? Mine's got a problem.
 - Is it OK if I have dinner in my room?
 - Would it be possible to have a party?
 - Am I allowed to store things in your basement?
- No problem. There's plenty of room.
 - Of course you can. It's in my study.
 - I'm sorry. It would make too much noise.
 - No, I'm afraid eating isn't allowed upstairs.

Now play **Keep moving!**

FAST FINISHER

You are staying in one of the other homes in the **Keep talking!** lesson. A friend is hoping to stay with you for a week. Write a text message to your landlady asking for permission.

SPEAKING Asking for permission

- 1 1.9 Focus on the picture and elicit that it shows home C from page 14. Explain that Sam is asking the owner for permission to do certain things. Read the questions below the conversation. Play the audio while sts read and answer the questions. Check answers.

Answers

- 1 He does a lot of research online.
- 2 The printer isn't working at the moment.
- 3 Guests can stay for a day or two.

- 2 1.10 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio once for sts to listen to the phrases, then play it again for them to repeat. Elicit how to say the phrases in sts' own language then tell them to find the phrases in the dialogue (they are all used except *May I*).

Read the Look! box with the class. Remind sts that we use *I'm sorry* and *I'm afraid* when we give a negative reply and point out the importance of giving an explanation when we refuse permission.

- 3 1.11 Elicit that these are questions a student might ask a house owner. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. If your sts would benefit from some controlled practice before the personalized practice, they could practise the phrases in pairs. See TG page 275 for audio script.

Answers

- 1 b
- 2 d
- 3 c
- 4 a

- 4 Sts follow the steps in the Speaking plan to practise asking for permission.

Speaking plan

Prepare

Put sts into pairs and ask them to decide which of them is Student A and which is Student B. They then work individually and follow the instructions to prepare their ideas. Tell them they can use the ideas given or their own ideas. Weaker sts might like to write their dialogue out in full, but encourage stronger sts just to make notes, to make their dialogue more spontaneous and natural.

Speak

Sts practise their dialogue in their pairs. Remind them to look at the Useful language box in Exercise 2 to help them. They can practise with and then without notes. For extra practice, sts could work in new pairs and practise again, with their own ideas. 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. If they recorded their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues 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 a text message using the useful language they have learned to ask the owner of one of the other homes on page 14 for permission for a friend to stay with them for a week. Weaker sts can write a short text message asking for permission to do one of the things sts discussed in Exercise 4.

Speaking practice: WB p.11

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

Language summary: Unit 1 SB p.127

Home sweet home

I can find key information in a text.

THREE TEENS TELL US ABOUT THEIR HOMES AND LIFESTYLE.

SABRYNA



Life in sunny Jamaica is awesome! We live in Montego Bay, in a nice house, in a tree-lined neighbourhood. 'We' is me, my mum and dad, my sister and brother. We've got a basement and a garden with a trampoline, which is where I de-stress. We've got a big extended family – grandparents, aunts, uncles – and I see them a lot. It's always lots of fun. I've also got cousins in Britain, who I really want to visit. I'm a normal teenager – I like hanging out in my bedroom, listening to music and going to the beach with my friends. My parents are quite strict and hate to see me 'doing nothing'. So, I help with chores – cooking, making beds, setting the table, washing dishes. I don't mind.

JAMAICA is the largest English-speaking Caribbean island. Most of the population have ancestors from Africa.

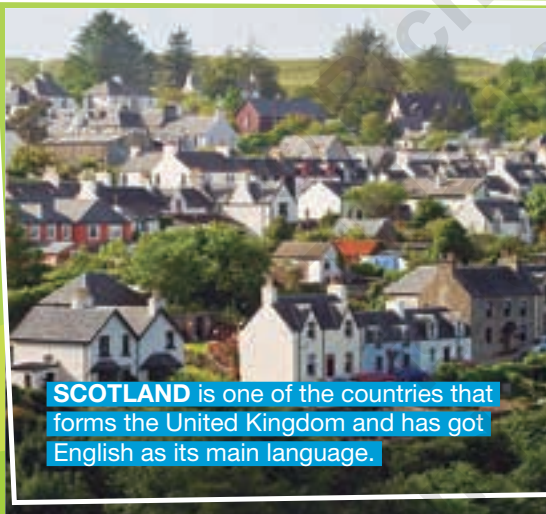


RORY



I'm from Scotland and I live in a castle. OK, I live in a small cottage in a village with my mum, my dad and two brothers. It's isolated, but we've got stunning views of the mountains. Our home is super cosy; we've got a huge stone fireplace in the living room, and we've always got a fire burning during the cold winters. I love gaming, but here in the countryside, the broadband speed isn't very fast. In summer, my friends and I do loads of cycling, canoeing, hiking and climbing. It's light until 11.00 p.m. here in the north! How cool is that? Our house gets disorganized with all our outdoor gear and there isn't much storage space! We're very welcoming in Scotland – our door's always open. So, I hope you'll come to dinner and try our national dish, haggis!

SCOTLAND is one of the countries that forms the United Kingdom and has got English as its main language.



KANA



The majority of Aussies live in cities, and so do I! My mum and I live in an ordinary house in the suburbs of Sydney. I love summertime. From October to March, I spend my free time on the beach with friends, surfing or swimming. Otherwise, I do typical teen stuff like checking social media, oh and a bit of studying! Aussie homes have got air con, but I'm always telling Mum to go green and switch it off when we go out! My favourite meal is an Aussie barbecue. There's nothing better than cooking food over the grill outside and then playing backyard cricket. Is my life perfect? Not quite. There are some very poisonous spiders here, so we don't walk around the house with bare feet.

AUSTRALIA is the only country that is a continent. It's got a small population of 25 million. Although it's multicultural, the majority have got European heritage.



Home sweet home

Sts read about life and homes in Jamaica, Scotland and Australia. They learn about houses in Australia and compare homes in Australia with homes in their own country.

This lesson features an optional culture video about life on a canal boat: see SB page 17.

 WARMER

Put a map of the world on the wall or board. Play a quick game. Write A on the board and ask sts to call out as many countries as they can think of starting with A: Australia, Austria, Argentina, Angola, Algeria, etc. When sts have run out of ideas, ask sts to come up to the board and point at one of the countries, say the name, and say one fact they know about the country, e.g. *The capital of Australia is Canberra.* Get other sts to correct if necessary. Continue with B, C, etc. as long as time allows.

- 1 Elicit sts' ideas about the three countries mentioned in the posts. Ask a few questions about each country: *What sort of music is Jamaica famous for?* (reggae) *What is the capital?* (Kingston). Ask sts to make brief notes about each country.

- 2  1.12 Sts read and listen to the posts and compare them with their ideas in Exercise 1. They copy the tables into their notebooks then listen again. Pause the audio at the end of each post to give sts time to complete the information in the tables. Check answers.

Answers

Name: Sabryna

Country: Jamaica

Home description: nice house, tree-lined neighbourhood, basement, garden

Free-time activities: trampolining, hanging out in bedroom, listening to music, going to beach with friends

Cultural information: big extended family, most of the population have ancestors from Africa

Name: Rory

Country: Scotland

Home description: small cottage, isolated with mountain views, cosy, huge stone fireplace

Free-time activities: gaming, cycling, canoeing, hiking, climbing

Cultural information: haggis is the national dish

Name: Kana

Country: Australia

Home description: ordinary house, suburbs of Sydney

Free-time activities: going to beach with friends, surfing, swimming, checking social media, studying, cooking, cricket

Cultural information: multicultural population, mostly with European heritage

- 3 **Word Power** Write *nice house*, *small cottage* and *ordinary house* on the board (from *Home description* in Exercise 2). Remind sts that *nice*, *small* and *ordinary* are adjectives and are used in the posts to describe homes. Put sts into pairs. Ask them to read the posts on page 16 again and find some other adjectives, and say what these adjectives describe. The posts have a range of adjectives, so stronger sts can find lots of examples, and weaker sts can find one or two examples.

Answers

Sabryna: *sunny* (Jamaica), *awesome* (life in Jamaica), *tree-lined* (neighbourhood), *big*, *extended* (Sabryna's family), *normal* (Sabryna), *strict* (Sabryna's parents)

Rory: *isolated* (Rory's cottage), *stunning* (views), *cosy* (Rory's home), *huge* (fireplace), *cold* (winters), *fast* (broadband speed), *light* (night-time), *cool* (the daylight at 11 p.m.), *disorganized* (Rory's house), *outdoor* (gear), *welcoming* (people in Scotland); *open* (Rory's door), *national* (dish)

Kana: *free* (time), *typical* (teenage stuff), *favourite* (meal), *better* (a barbecue), *perfect* (Kana's life), *poisonous* (spiders), *bare* (feet)



Encourage sts to read this fun fact for pleasure. They might also be interested to know that the mythological dragon is the Welsh national animal.

- 1 Look at the pictures on page 16. What do you know about these countries? Make notes.

Australia Jamaica Scotland

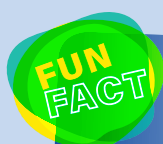
- 2 1.12 Read and listen to the posts. Copy and complete the information for each person.

Name
Country
Home description
Free-time activities
Cultural information

Name
Country
Home description
Free-time activities
Cultural information

Name
Country
Home description
Free-time activities
Cultural information

- 3 **Word Power** The posts use the adjectives *nice*, *small* and *ordinary* to describe homes. Find other adjectives in the posts. What do they describe?



Scotland's national animal is the mythological unicorn! The unicorn was chosen because it was believed to be the natural enemy of the lion. The lion is the national animal of England!

- 4 1.13 Listen to the radio programme. Complete the fact file about Australian homes on the right. Are any of the statistics surprising?
- 5 1.13 Listen again. What other information do you hear? Add it to your notes.
- 6 **COMPARE CULTURES** How do Australian homes compare with those in your country? Are the same things important? What are the differences?

Now watch the culture video.

FAST FINISHER

Write a paragraph about your home and lifestyle.

AUSTRALIAN HOMES IN NUMBERS

INDOORS



The living room

- 1 ...% have got smart TVs
- 2 ...% have got integrated sound systems
- 3 ... have got fireplaces

The bedroom

- 4 ... have got ensuite bathrooms
- 5 ...% have got walk-in wardrobes

OUTDOORS



- 6 ...% of homes have got backyards
- 7 ...% have got front yards
- 8 ...% have got pools
- 9 ...% have got barbecues

REAL CULTURE!

- 4 1.13 Look at sentences 1–9 in the fact file on the right with the class. Elicit the meaning of: *integrated sound systems, ensuite, walk-in wardrobes* and *barbecues*. Explain that sts will listen to a radio programme about homes in Australia. Play the audio for sts to listen to the numbers in sentences 1–9. See TG page 275 for audio script. Pause the audio regularly to give sts time to write down the numbers. Check answers. Discuss any facts that sts found surprising.

Answers

1 43%	6 80%
2 18%	7 70%
3 $\frac{1}{3}$ (a third)	8 20%
4 half	9 75%
5 46%	

- 5 1.13 Tell sts to listen again, this time listening for any other information they found interesting. Play the audio again and elicit any new information, e.g. 5% of Australian homes have got a home cinema.

21st Century skills

6 COMPARE CULTURES

You can set this activity for homework. If sts have online access, tell them to find statistics related to homes in their country that they can use to compare with the facts about homes in Australia. Draw a grid on the board with data for Australia in the left column and data for the sts' country in the right column.

Ask sts to present a summary of the similarities and differences and highlight any they think are particularly relevant or important.

EXTRA PRACTICE

Put sts into groups and ask them to use their smartphones to film their summaries. If time allows, sts can watch the video to review their use of vocabulary (both adjectives and nouns) related to homes.

Culture video

This lesson features an optional culture video about life on a houseboat. 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 *Life afloat* on TG pages 300 and 312.

FAST FINISHER

Sts write a paragraph about their home and lifestyle (e.g. free-time activities). Sts can refer back to the posts on page 16 to help them. Weaker sts can work in pairs to write a few simple sentences about their homes and/or free-time activities and then check their sentences together.

Flat to let

WRITING A description

I can write a description of a home.

- 1 Work in pairs. Look at the list of features you find in a flat or house. Discuss which are the most important.

air con close to shops dishwasher
fast Wi-Fi lots of space storage space
views wide-screen TV

- 2 Read the description from a flat rental website. Copy the categories and add words.

- 1 TYPE OF HOME *flat*
- 2 LOCATION
- 3 PARTS OF THE FLAT
- 4 TYPE OF DÉCOR
- 5 FURNITURE & EQUIPMENT
- 6 PLACES & ACTIVITIES NEARBY

Houses Flats
Search

Dublin flat with a river view

This light, attractive flat has got a balcony with great views of the River Liffey, one of Dublin's famous landmarks. The flat is located close to shops and restaurants, so it's good for eating in and out. And you're close to all the main sights if you feel like exploring. There is a spacious open-plan living area with air con, central heating, and a fast Wi-Fi connection. The décor is stylish with modern furniture and good lighting. There are two quiet double bedrooms, and two bathrooms with showers. One has got a washing machine. The fitted kitchen is well-equipped and has got a dishwasher, a fridge/freezer, microwave and a coffee-making machine. In the living space, there is a comfortable sofa and armchairs, a wide-screen TV, and a brand-new sound system. There's also a beautiful dining table, so the home is perfect for having Sunday brunch while you look at the view.



- 3 Work in pairs. Brainstorm more words for the categories in Exercise 2.

- 4 Look at the adjectives in the **Useful language** box. Which ones are used in the text?

Useful language

When you write a description of a place, use adjectives to create interest and add information.

attractive beautiful brand-new comfortable
cosy friendly gorgeous great lively
lovely open-plan peaceful quiet relaxing
spacious stylish warm well-equipped

- 5 Read the **Look!** box. Find another example in the text.

Look! so to show a consequence

The flat is located close to shops and restaurants, so it's good for eating in and out.

- 6 Choose a phrase from each column, A and B. Link them with **so** and write sentences. You may need to add extra words.

A	B
1 a garden	sleep in silence
2 good transport system	you can make a drink
3 on the 6th floor	is easy to get around
4 the cupboard contains tea and coffee	you can have breakfast outdoors
5 bedroom at the back	see fantastic views
<i>There is a good transport system, so it is easy to get around.</i>	

- 7 Imagine you are offering your home or a relative's home for short holiday rents. Write a description for a website. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- > Make notes about your home.
- > Plan what adjectives you are going to use.

Write

- > Include: the location and type of home, rooms, furniture and equipment, style and décor, special features.
- > Be selective. Choose the information that makes your home interesting.
- > Think about what people need to know.
- > Use adjectives from the **Useful language** box.

Reflect

- > Have you used the adjectives from the **Useful language** box correctly?
- > Check the verb agreement with *there is* / *there are*.
- > Check your use of **so**.

Flat to let

WRITING A description

Sts read an online advertisement for a flat to rent in Dublin. They learn useful language for features found in a flat or house and use adjectives to describe places. They then follow the steps in the Writing plan to write a description advertising their own homes.

Writing

A description

Useful language

Adjectives to create interest and add information (*attractive, beautiful, brand-new, comfortable, cosy, friendly, gorgeous, great, lively, lovely, open-plan, peaceful, quiet, relaxing, spacious, stylish, warm, well-equipped*)

Look!

so to show a consequence

WARMER

Say: *Imagine you have a one-week rental opportunity in any city in the world. Which city would you choose? What kind of home would you rent? What features would it have?* Elicit ideas from the class.

- 1 Check sts know the meaning of all the words in the box. Sts discuss in pairs which features they think are the most important. You could ask sts to rank the features in order of importance from 1–8. Elicit feedback from the class.
- 2 Sts read the text and find the words for each of the six categories. Check answers.

Answers

- 1 flat
- 2 Dublin, close to shops and restaurants
- 3 balcony, living area, bedrooms, bathrooms, kitchen
- 4 stylish with modern furniture and good lighting
- 5 air con, central heating, Wi-Fi, showers, a washing machine, a dishwasher, a fridge/freezer, a microwave, a coffee-making machine, a sofa and armchairs, a wide-screen TV, a sound system, a dining table
- 6 shops and restaurants, all the main landmarks, the River Liffey

- 3 Put sts into pairs. Sts add more items to the categories in Exercise 2 (their answers will vary). Elicit their ideas and write the best ones on the board.
- 4 Sts scan the text for adjectives in the Useful language box. Check answers.

Answers

attractive, beautiful, brand-new, comfortable, great, open-plan, quiet, spacious, stylish, well-equipped

- 5 Read the Look! box with sts about using *so* to show a consequence. Ask sts to scan the text in Exercise 2 for another example of *so*.

Answer

There's also a beautiful dining table, so the home is perfect for having Sunday brunch.

- 6 Go through the example with the class. Sts work individually then compare their sentences in pairs. Check answers.

Answers

- 1 There is a garden, so you can have breakfast outdoors.
- 3 It's on the 6th floor, so you can see fantastic views.
- 4 The cupboard contains tea and coffee, so you can make a drink.
- 5 There is a bedroom at the back, so you can sleep in silence.

- 7 Ask sts to write a description of a home for a website following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals and make notes about their home. Remind them to write about the inside and outside of their home.

Write

Read through the information to include with the class, then refer sts back to the text in Exercise 2. Sts write their description using the text as a model. Refer them back to the Useful language box and encourage them to use some of these adjectives. Refer them back to the Look! box and remind them to use *so* to show consequences.

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 description with a partner and give feedback. 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