

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.

- 1 Why did Luke and Amy choose to live in a 'skooly'?
- 2 Why is it important for the skooly to be organized?
- 3 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:

- 1 carefully arranged, ordered
- 2 a small distance from side to side
- 3 comfortable and relaxing
- 4 in the way things have been done for a long time
- 5 simple; with only the necessary things
- 6 dark or poorly-lit
- 7 something which has been used before; reused
- 8 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 Q 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.

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.

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!

- 5 **THINK CRITICALLY** Do you think the traditional nomadic lifestyle (in Mongolia) can survive in the 21st century? Give reasons.

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.

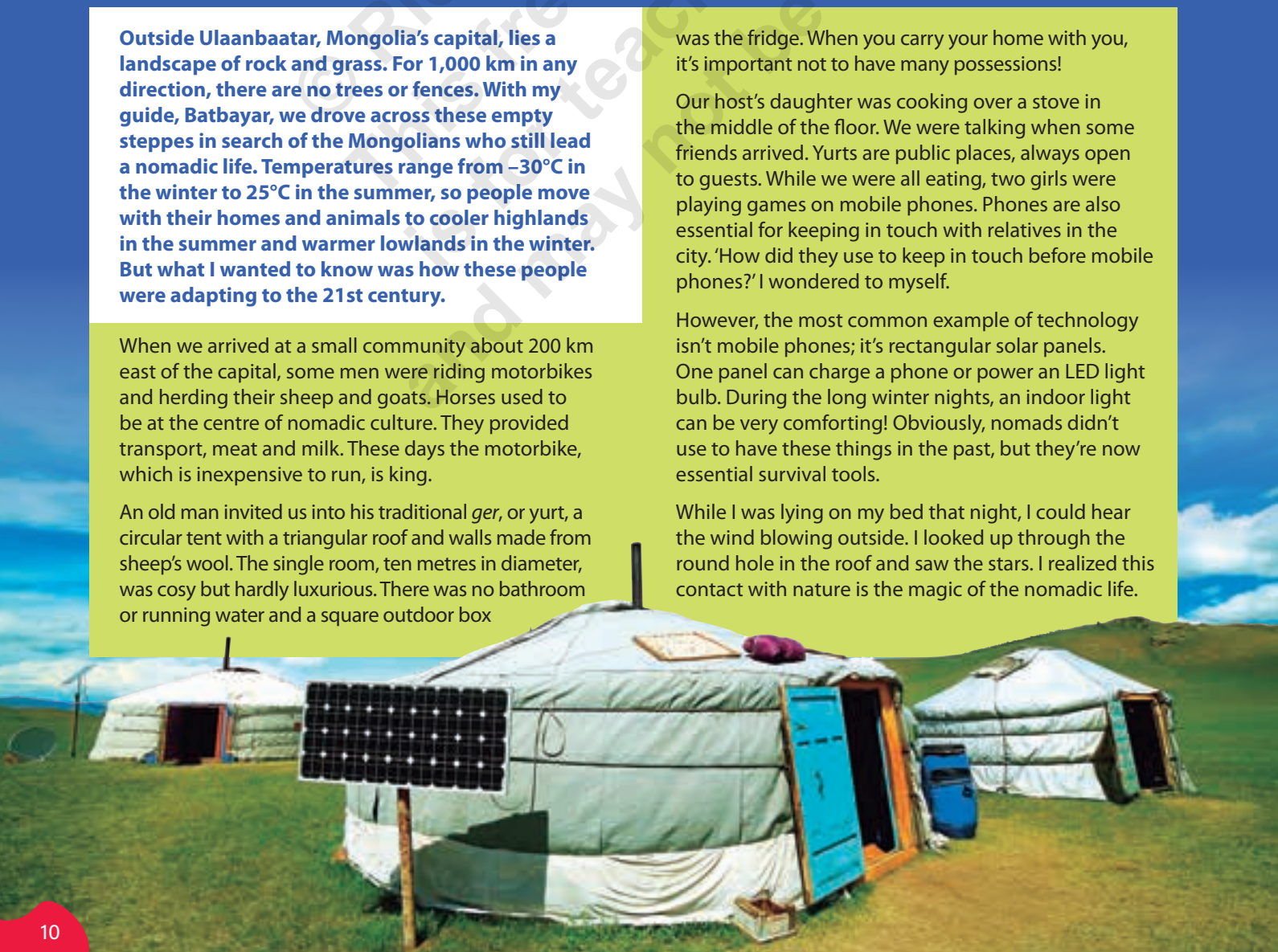
An old man invited us into his traditional *ger*, or yurt, a circular tent with a triangular roof and walls made from sheep's wool. The single room, ten metres in diameter, was cosy but hardly luxurious. There was no bathroom or running water and a square outdoor box

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.



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*.

A lot of stuff

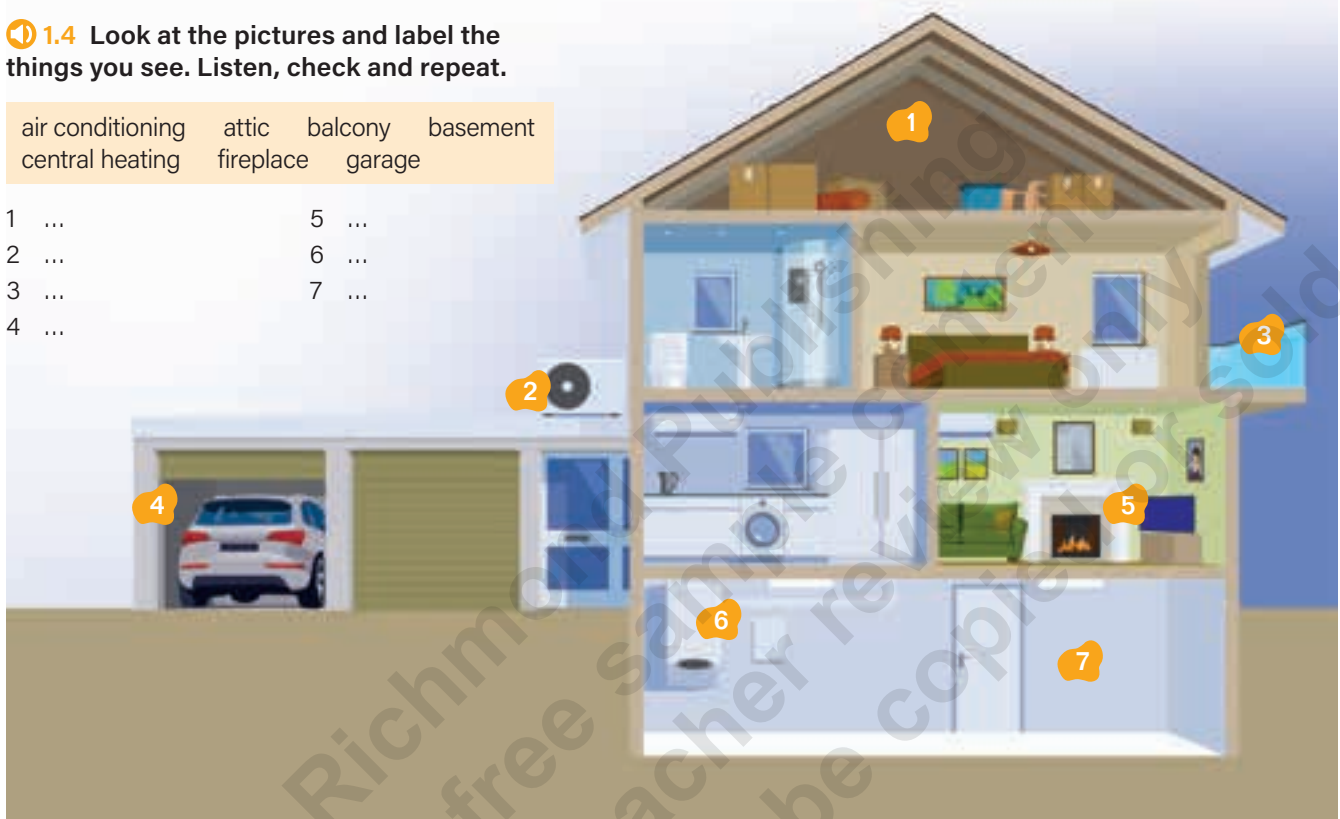
VOCABULARY and LISTENING Homes (nouns)

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.

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 ¹are / aren't connected to the present.

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

We usually use *ever*, *never*, *since*, *just*, *yet* and *already* with the ³present 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.

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



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.

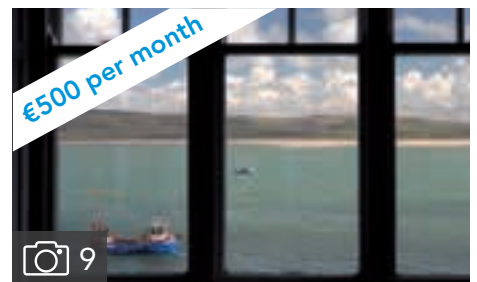
Contact Jake



C 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.

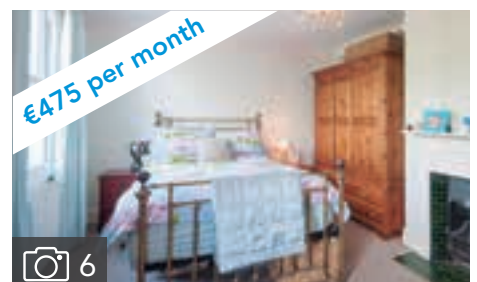
Contact Kate



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



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!



- 1 Why is the Wi-Fi important for Sam?
- 2 Why can't Sam use the printer?
- 3 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.

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

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

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?

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.

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.



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

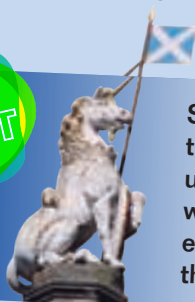
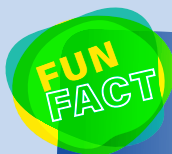
Country

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.



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

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



The screenshot shows a website interface with a search bar and navigation tabs for 'Houses' and 'Flats'. The main heading is 'Dublin flat with a river view'. Below the heading is a detailed description of the flat, mentioning features like a balcony, views of the River Liffey, air con, central heating, fast Wi-Fi, a spacious open-plan living area, a fitted kitchen with a dishwasher, fridge/freezer, microwave, and coffee-making machine, and a comfortable living space with a sofa, armchairs, wide-screen TV, and brand-new sound system. At the bottom of the text is a photograph of the flat's interior, showing a bright living area with a white sofa, a coffee table, and large windows overlooking a river.

- 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

There is a good transport system, so it is easy to get around.

- 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*.

REVIEW

UNITS 1-3

READING

1 Complete Emily's blog with the words in the box.

are going to attic communicate cosy fun
got had hand-held has have just 'll be
interact researched used to were will

EMILY'S WEEK | Turn off that tablet!

Sunday evening Our school ¹ ... decided to organize a digital detox. In a few hours, we ² ... turn off our tablets and smartphones. We ³ ... leaving the digital world behind for five days. It ⁴ ... be hard. We'll have to ⁵ ... with real people, not with technology! But we're ready for the challenge.

Monday evening Today, while my brother and I ⁶ ... tidying our gloomy ⁷ ..., at the top of the house, we found some traditional board games. My mum and dad ⁸ ... play them when they were young. We played one, Trivial Pursuit, but my brother and I didn't know the answer to any questions about old TV programmes and celebrities. If only we could have ⁹ ... them online! Of course, Mum and Dad won!

Wednesday evening We ¹⁰ ... got back from my grandparents'. We watched an old-fashioned DVD together. Their living room is so ¹¹ ... It's the perfect place to spend a winter evening eating the home-made biscuits Gran ¹² ... made for us.

Friday morning I've discovered I like my family. They are ¹³ ... to be with. In fact, I've really ¹⁴ ... on with my brother this week because we've chatted and discovered we can ¹⁵ ... without one hand on a ¹⁶ ... device!

Friday afternoon Digital detox is over. It has been amazing. In future, we all decided we are going to put down our phones and talk!



2 Read the sentences. They are all incorrect. Write correct sentences.

- Emily had already started the challenge on Sunday afternoon.
- Mum and Dad often play Trivial Pursuit.
- Emily made biscuits with her grandmother on Wednesday evening.
- Emily has always got on with her brother.
- Emily has decided to use her phone more.

LISTENING

3 **R1** Look at the pictures and match the people with the qualities. Then listen and check your ideas.

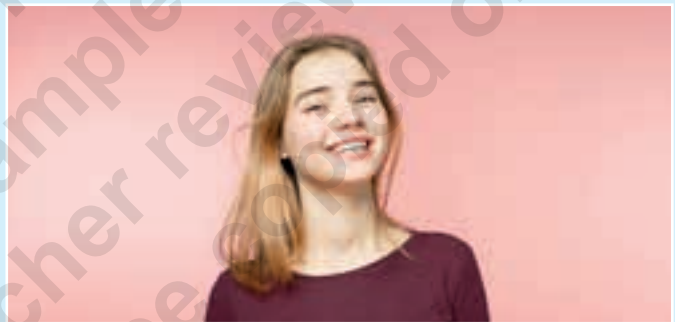
- easy to get on with
- trustworthy
- makes people laugh



Jamie



Robin



Mia

4 **R1** Listen again and answer the questions.

- How old was Robin when he met Jamie?
- What have they been doing recently?
- What are they planning to do next week?
- What is Mia's room like at home?
- How long have Jamie and Robin known Mia?
- Where do they spend a lot of time?

5 **R1** Are the sentences true (T) or false (F)? Correct the false sentences. Then listen again and check.

- Robin met Jamie at secondary school.
- Mia used to live in the north of England.
- They have put their songs on YouTube.
- Robin and Jamie have the same sense of humour.
- Jamie's parents have different ethnic backgrounds.
- Robin and Jamie decided to form a band.



▶ SPEAKING

6 Use the time expressions and the tenses in brackets to make questions.

- 1 when you were little (*used to*)
- 2 (present perfect) ... yet
- 3 yesterday, at ... (past continuous)
- 4 last weekend (past simple)
- 5 (present perfect) ever
- 6 recently (present perfect continuous)
- 7 next weekend (*be going to* or present continuous)
- 8 next year (*might*)
- 9 in five years (future continuous)

7 In pairs, ask your questions from Exercise 6. Then ask more questions to find out more information.

A: *When you were little, who did you use to spend a lot of time with?*

B: *I used to spend a lot of time with my grandmother.*

A: *Did you have fun with her?*

B: *Yes, I did, we often went to the park together.*

▶ WRITING

8 Make notes about your best friend for each category.

his/her name, appearance and personality

why you like him/her

what makes him/her a good friend

how long you have known each other

how you met

what his/her family is like

something fun you have done together recently

9 Write four paragraphs about your friend. Write no more than 100 words.

TEST YOUR MEMORY!

Write two sentences using both the past simple and the past continuous. Use *when* and *while*.

Write five adjectives to describe your room.

Write two things you've done today and two things you did at the weekend.

Write one affirmative and one negative sentence about your neighbourhood.

Name five qualities of a good friend.

Your best friend looks very worried! Give three reasons using the present perfect continuous.

Write two sentences about your grandparents. Use the past simple and the past perfect.

Which family members live in your home?

Make three predictions about next year. Use *definitely*, *probably* and *possibly*.

Name five types of modern technology.

Predict your future! What will you be doing in 2030 and 2040?

Write as many technology verbs as you can in 30 seconds.

PROJECT

UNITS 1-3

TASK

Design and present a fantasy home

I can work in a pair and present a design.

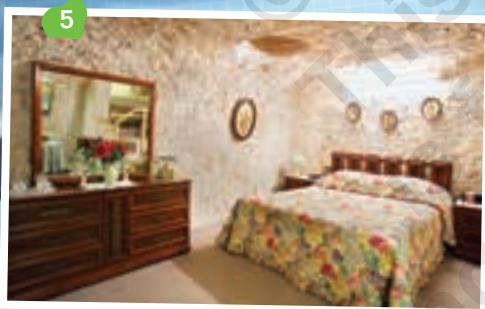
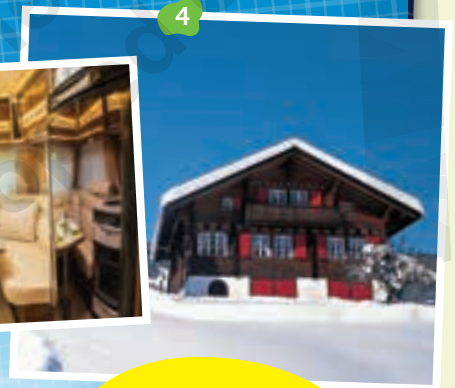
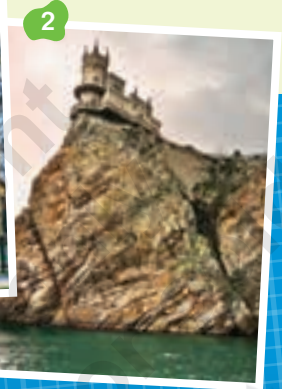
PREPARE

Fantasy Home Competition

DESIGN YOUR FANTASY HOME!

THINK ABOUT:

- where you would like to live, e.g. in the mountains, by a beach, on a lake.
- what type of home you want to live in, e.g. modern, traditional, eco-friendly.
- who you want to live with, e.g. friends, family, famous person.



THINK BIG! 
What features, indoors and outdoors, make this home fantastic?

Step 1 Get ideas

- › Read the advert and look at the pictures. What do they show?
- › Which of the homes or features do you like?
- › Which ones don't you like? Say why.

21st Century Skills Get creative

You have an unlimited amount of money for your fantasy home. Research some unusual locations and consider all types of designs and materials.

Look! Collaboration

To develop your ideas, ask your partner questions about what they'd like in your fantasy home. Include ideas from both of you.

Step 2 Choose ideas

- › Copy and complete the table below. In pairs, look at the categories and examples. Discuss your own ideas and write them in the table.

	Example	Your ideas
location	<i>Mountain top</i>	
people	<i>My brother and uncle</i>	
size	<i>Small, one room each!</i>	
house type	<i>Wooden chalet</i>	
features inside	<i>Games room (in attic)</i>	
features outside	<i>Waterfall and pool</i>	

▶ DO

Step 3 Plan your presentation

- › Work in pairs. Decide if you are going to prepare your presentation on paper or on a computer.
- › Read the presentation below. Plan what to say for each heading for your fantasy home. Use the table in Step 2.
- › Decide on your different roles. Find photos or draw pictures to illustrate your ideas.

Step 4 Write your presentation text

- › Write the text for each section of the presentation.
- › Use the **Useful language** box to help you.
- › Check your spelling and punctuation.

Step 5 Give your presentation

- › Tell your class about your fantasy home.
- › Use the photos and pictures to illustrate your ideas.

▶ REFLECT

Step 6 Evaluate and reflect

- › Decide which home looks and sounds the best. Say which fantasy homes you would like to live in and why.
- › Think about other students' presentations. Write three things from them that you could use to improve your own work.
- › Share your ideas with the class.

Useful language

We decided we wanted the location to be ...
 We've designed ... We've put ...
 We've / We haven't included ...
 Inside / Outside, there will be / we've got ...
 We're definitely going to have ...
 There's a place where / for ...



WHERE IS IT?

We decided we wanted a beautiful location, so we've put our fantasy home on an island in the middle of a lake. You need a boat to get to it. This makes every trip to and from the house special. You can see it's also near mountains, so we can go skiing in winter.

WHOSE HOME IS IT?

We're definitely going to have four people living in the house: my friends Martin and Rafael, my stepbrother Jamie, who's 21, and me. We're each going to have our own rooms in the house (mine's going to be the biggest room!), but we're going to share the living areas and all the space outside.

WHAT DOES IT LOOK LIKE?

It looks just like a traditional Scottish castle. Outside there are towers and a garden in the middle of the building.

WHAT IS IndoORS?

Inside the house is completely different from the outside. We've got brand new furniture

and it's very comfortable. We all love films and video games, so there's a home cinema room with a huge screen. We also have an indoor basketball court and there's a place where we can play pool and table football next to the main living area. All the rooms have sensors for switching on lighting and heating.

WHAT IS OutDOORS?

Outside we've got a big garden with a tennis court and a small football pitch. These have lights, so we'll be able to play at night. We haven't included a swimming pool because we can swim in the lake. There's also a forest where we can ride our bikes and have picnics.



LITERATURE

UNITS 1-3

BEFORE YOU READ

1 Work in pairs and answer the questions.

- 1 What do you know about the author Mark Twain?
- 2 Where and when did he live?
- 3 Do you know the names of any of his books?

2 Read the outline to *The Adventures of Tom Sawyer*. Choose the correct answers to complete the sentences.

- 1 Polly is Tom's *mother / aunt*.
- 2 Tom *is / isn't* friendly with his half-brother, Sid.
- 3 Tom is a *badly-behaved / well-behaved* boy who gets into a lot of trouble.
- 4 Tom is *older / younger* than his best friend Huckleberry Finn.
- 5 Tom has to paint the fence because he *had a fight / missed school*.

OUTLINE

The Adventures of Tom Sawyer

Tom Sawyer is a boy of about twelve years old who lives in the town of St Petersburg by the Mississippi River in Missouri, USA. His mother died some time before, so now he lives with his Aunt Polly, a kind lady who is trying to bring him up to be a good boy, and his younger half-brother, Sid. He doesn't get on with Sid because Sid often tells Aunt Polly about all the naughty things he does.

Tom often gets into trouble by getting into fights or missing school. His best friend is Huckleberry Finn. He's a little older than Tom, never goes to school or church, sleeps outside, is dirty and shoeless and has parents who don't care about him.

After Tom gets into a fight, Aunt Polly tells him he must spend Saturday painting her wooden fence as a punishment.

READ

3 L1 Read and listen to the extract from *The Adventures of Tom Sawyer* and answer the questions.

- 1 How many people are in this extract? What are their names?
- 2 What was Ben's original plan for Saturday morning?
- 3 Who do you think will paint the fence, Tom or Ben?

The Adventures of Tom Sawyer



Painting the Fence

Saturday morning was bright and full of life. There was a smile on every face and a song in every young heart. Beyond and above the village, Cardiff Hill stood green and inviting.

Tom appeared outside Aunt Polly's house carrying some white paint and a brush. As he looked at the long garden fence, a deep sadness came over his spirit. He covered his brush with paint and slowly passed it along the top of the fence. He repeated this operation twice, but the unpainted area of fence seemed to go on forever.

Tom sat down and thought of all the things he had planned to do on this day. Soon, free boys would come along and laugh at him for working! He took everything out of his pockets. Just as he thought – he didn't have enough money or toys to buy help from his friends. But then a wonderful idea came to him. Happily, he picked up his brush and started to work.

Ben Rogers came into view down the road. He was eating a large apple and imagining himself to be the local ferryboat. He moved slowly and heavily along, bending from left to right, ringing imaginary bells and calling out loud orders. Tom went on painting without taking any notice.

'Hi!' said Ben. 'Are you in trouble?'



No answer. Tom stood back and examined his work as if he were an artist. He touched the fence gently with his brush and again stopped to look. Ben stood beside him, apple in hand. Tom badly wanted that apple.

'Hello, Tom,' said Ben, 'have you got to work today?'

'Why, it's you, Ben,' said Tom, 'I didn't notice.'

'I'm going swimming,' said Ben. 'Don't you wish you could? But of course you'd rather work!'

Tom looked at Ben for a moment. 'It depends what you call work.'

Ben looked at the fence. 'Isn't that work?'

'Well, perhaps it is and perhaps it isn't,' said Tom.

Ben laughed. 'You aren't saying that you like it?'

Tom's brush continued to move. 'Like it?' he said. 'Well, I don't see why not. Does a boy get a chance to paint a fence every day?'

Ben stopped eating his apple and watched a little longer. 'Say, Tom, let me paint a little.'

4 Read the extract again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 It was a very happy day in the town.
- 2 Tom wasn't looking forward to painting the fence.
- 3 Tom tried to pay some other boys to paint the fence for him.
- 4 Ben Rogers was on his way to town when he met Tom.
- 5 Tom pretended not to see Ben when he came up to speak to him.
- 6 Tom asked Ben if he wanted to paint the fence.

5 Word Power Complete the phrasal verbs below from the extract. Some are in the past tense.

- 1 look ... – examine something closely
- 2 come ... – arrive at a place
- 3 come ... (someone) – suddenly experience a feeling
- 4 pick ... – lift something with the hands
- 5 call ... – talk loudly to someone
- 6 go ... – continue

6 **L2** Listen to the next part of the story. Complete the sentences with a word or words.

- 1 At first, Tom didn't want ... to paint the fence because he didn't think he could do it properly.
- 2 Ben said he would give Tom half of his ... to paint the fence.
- 3 Then Ben gave Tom ... the apple to paint the fence.
- 4 Later on, more ... helped Tom paint the fence.
- 5 Tom learned that to make someone want something, all you had to do was make the thing ... to get.

REFLECT

7 **THINK CRITICALLY** Work in pairs. Think again about the lesson that Tom learned about human behaviour. Can you think of some more examples of this lesson in the real world?

Glossary

free (boys) (adj): not controlled, having free time

ferryboat (n): a boat that takes people short distances, for example across a river

EXAM PRACTICE

UNIT 1

Reading

Multiple choice

Look! About the task

In this reading task, you need to read a text and answer some multiple-choice questions. For each question, you choose the correct answer, A, B, C or D. There is usually one question per paragraph and one question about the whole text. The text often expresses people's opinions and attitudes.

Useful strategies

- Read the title and text once to get an idea of the topic.
- Read each question and underline any important words. Then read the text again and find the parts that match your underlined words.
- When choosing your answer, check the whole meaning, not just individual words.

- 1 Read the title and the first paragraph of the article. What is it about?**
- 2 Read the first question below and options A, B, C and D. Find the key words in each option.**
 - 1 What do we learn about Josh in the first paragraph?
 - A He won't do his job for much longer.
 - B He hasn't lived in London all his life.
 - C He doesn't work in the centre of the city.
 - D He isn't sure if he wants to live in London.
- 3 Read the first paragraph again and choose the correct answer. Why are the other three answers wrong? Discuss in pairs.**
- 4 Complete the EXAM TASK opposite.**

EXAM TASK

For each question 2–4, choose the correct answer.

Living on the water



Josh Taylor talks about life on his houseboat, Serenity.

I'm an actor, and I decided to move to London last year because it is easier to find work here. I rented a flat for six months, but it was far too expensive. I wanted to live here, but I knew I'd never be able to afford to buy a house. Then I heard about houseboats. I instantly fell in love with the idea of making my home on a boat – cooking, watching TV and sleeping on the river just sounded incredible.

My boat has plenty of small windows, so it's not too dark inside. The heating system's brilliant too, so it's really cosy in winter. I'm a keen reader and have loads of books but sadly can't keep all of them with me. A friend did me a favour and took several boxes of them back to my parents' house. My houseboat doesn't have a permanent place to stay in London. It means having to move around every two weeks, and I don't mind this at all because I get to discover different parts of the city and meet new people. People who live on boats are, generally speaking, very warm and welcoming. Having to move when the weather's wet and windy is definitely annoying, but I'm getting used to it.

If you're thinking seriously about buying a houseboat, think carefully about the size of the boat. Do plenty of research, too. The water's busier than ever before, so a smaller boat will be easier to moor in central London. And remember also that there's a lot to learn! Don't get upset when things go wrong – they'll soon get better. It also doesn't hurt to have a few basic practical skills so you can do your own repairs.

- 2 What does Josh find difficult about living on a boat?
 - A He misses living with other people.
 - B He wishes he had more natural light.
 - C He would like more space for his things.
 - D He feels cold there at certain times of year.
- 3 When it comes to moving his boat around, Josh...
 - A enjoys going from one place to another in all kinds of weather.
 - B prefers staying in some parts of London more than others.
 - C loves getting to know other people who live on boats.
 - D thinks it's simple because people always help him.
- 4 What is Josh doing in the last paragraph?
 - A warning people against fixing their boats by themselves
 - B explaining who you can talk to if you make a mistake
 - C recommending one model of houseboat in particular
 - D advising people who are considering living on a boat

LANGUAGE SUMMARY

UNIT 1

GRAMMAR

Past simple and past continuous

Past simple	Past continuous
Thomas arrived home	<u>while</u> I was cooking dinner.
Past continuous	Past simple
I was cooking dinner	<u>when</u> Thomas arrived home.

Rules

We often use the past simple and the past continuous tenses in the same sentence. The past continuous describes a longer action that was in progress in the past. The past simple describes a shorter action that interrupted the longer action.

We use *while* with the past continuous and *when* with the past simple.

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

used to

Affirmative	Negative
They used to live near us.	She didn't use to eat meat.
Questions	Short answers
Did he use to play football?	Yes, he did . / No, he didn't .

Rules

We use *used to* to talk about past habits and old routines that lasted for some time or happened repeatedly. It is not used for present habits.

We use the infinitive *use* (not *used*) for negative sentences and questions.

Present perfect simple and past simple

Present perfect simple

Have you **ever tried** Mexican food?

They've **never been** abroad.

How long has she **lived** in Spain?

She's **lived** in Spain **for** two years / **since** 2015.

Have you **done** your homework **yet**?

We **haven't had** dinner **yet**.

Past simple

We **moved** into this house six months ago.

How long did you **live** in Spain?

I **lived** there **for** three years.

Rules

We use the present perfect simple to talk about past actions and experiences when the specific time they happened isn't important.

We also use the present perfect simple for past actions or situations that are connected to the present, often with *ever, never, for, since, just, already* and *yet*.

We use the past simple for actions or situations that started and finished in the past, especially when we say when they happened.

VOCABULARY

Homes (adjectives)

basic	narrow
brand-new	organized
cosy	outdoor
disorganized	recycled
gloomy	traditional
indoor	uncomfortable
light	up-to-date
luxurious	wide

Homes (nouns)

air conditioning	fireplace
attic	garage
balcony	indoors
basement	neighbourhood
central heating	outdoors
countryside	suburbs

SPEAKING

Asking for permission

Is it OK to/if ...?

Can/Could/May I ...?

Would it be possible to ...?

Am I allowed to ...?

Yes, of course.

That's absolutely fine. / No problem.

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

WRITING

A description

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

so to show a consequence

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