

What about the house keys?

LEARNING OUTCOME

learn how to discuss new accommodation

WARMER

Ask students to brainstorm, in pairs for two minutes, objects they would find in a bedroom. Compare answers around the class.

Ask students if they have ever studied in another country and where they stayed. Elicit or pre-teach the words *accommodation* and *host family*.

Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to ask about and describe host family accommodation.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the question.

Answers

The people are in a house. It looks like the girl has just arrived at her host family accommodation.

Everyday vocabulary

- 2 Ask students to match the words in the two columns to make compound nouns. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

1 g coat hanger 2 d Internet connection 3 a public transport 4 c house keys 5 b/h bedside table/lamp 6 e bus stop 7 f TV control 8 b/h bedside table/lamp

- 3 Ask students to look at the list in 2 again and answer the questions.

Answers

- a **Inside a house:** coat hanger; Internet connection; house keys; bedside table; TV control; bedside lamp
- b **Outside a house:** public transport; bus stop; house keys
- c Students' own answers.

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Laura and Mrs Cole in Mrs Cole's flat. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out what the most important thing about the accommodation is for Laura. Ask students to check their answer in pairs, before checking as a class.

Answer

The most important thing for Laura is the Internet connection.

- 5 Ask students to look at the dialogue on the page and complete gaps 1–6 with the missing sentences a–f. They check answers in pairs, then listen to the dialogue again and check.

Answers

1 e 2 f 3 d 4 c 5 a 6 b

- 6 Ask students to look at the dialogue again and to find examples of the language listed.

Answer

four places where Laura can put things: on top of the wardrobe; in the wardrobe; in the drawers (of the bedside table); under the bed

four expressions for responding to information: OK; Perfect; Thanks; Excellent

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one. Ask students to think about the meaning of each expression. Check answers as a class. Ask students to practice saying the expressions.

Answers

- Where do I put my clothes? (Laura)
- Is there any more space for my things? (Laura)
- Do you have any more questions? (Mrs Cole)
- What about public transport? (Laura)
- Have you got an Internet connection? (Laura)
- There's some space under the bed, too. (Mrs Cole)
- There is a bus stop about two minutes walk up the main road. (Mrs Cole)

Over to you!

- 7 Students work in pairs and decide who will be the host and who will be the visitor. Ask them to read the instructions and follow the steps. Remind students to use expressions from the Toolkit, the dialogue in 4, and the language in 6. Students can then swap roles and do the role-play again. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: In pairs, students think of questions to ask about the following: places to study in the area, places to relax, cheap places to eat, cinemas and sports facilities. Students ask and answer their questions in pairs.