

Houses and Apartments

About the Photo

This photo shows part of Palm Jumeirah, an artificial island in the shape of a palm tree off the coast of Dubai. It is the largest man-made island in the world. The island is connected to the mainland by a 300-meter (985 ft) bridge. The buildings shown in the photo are on the fronds of the palm tree. Palm Jumeirah has hotels, restaurants, and shopping areas, and is a big tourist attraction, but there are also houses and apartments where people live. Palm Jumeirah is the first of three planned island resorts in Dubai.

- Introduce the theme of the unit. Ask students, *Do you have a house? Do you have an apartment?*
- Direct students' attention to the picture. Have students say how the houses are similar to or different from houses in their country.
- Have students discuss the questions with a partner.
- Have several pairs share their answers with the class.
- Go over the Unit Goals with the class, explaining as necessary.
- For each goal, elicit any words students already know and write them on the board.



The “fronds” of the \$14-billion Palm Jumeirah—the first of three planned resort islands in Dubai, United Arab Emirates—jut into the Persian Gulf.

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UNIT 3 GOALS

- Identify places in a home
- Describe your house
- Identify household objects
- Compare houses

Grammar

There is/There are
There are three bedrooms.
Is there a garage?
 Prepositions of place: *in, on, under, next to*
*Your magazine is **under** your bag.*

Vocabulary

Places in a house
 Furniture and household objects

Listening

Listening for general understanding and specific details
 People talking about their houses

Look at the picture,
answer the questions:

- 1 Where are these houses? 2 Are these houses like your house?



UNIT 3 GOALS

1. Identify places in a home
2. Describe your house
3. Identify household objects
4. Compare houses

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Unit Theme Overview

- The houses and apartments we live in are an expression of our culture and our identity, but they also show many similarities because of the shared human experience around the world. In this unit, students learn to talk about the common features of houses and apartments and also examine what makes each home unique. They begin by learning the names of rooms and parts of a house/apartment and practice describing their own and other houses. They learn vocabulary for furniture and common household appliances and talk about where these things are located. Finally, they learn about a new idea by TED speaker Kent Larson for housing people in growing cities.

Speaking

Describing your house
Compare homes
Pronunciation:
Final -s

Reading

TED Talks: “Kent Larson: Brilliant Designs to Fit More People in Every City”

Writing

Writing descriptions of houses
Writing strategy: topic sentences

Video Journal

National Geographic: “A Very Special Village”

Identify Places in a Home

Vocabulary

- A** • Have students look at the picture. Go over the names of the areas of the house, and pronounce them for students to repeat. Ask students which rooms are in their house or apartment.
- Have students work individually to label the rooms in the apartment.
- Have students compare answers with a partner.
- Check answers.
- B** • Have students work individually to look at the picture and complete the sentences using words from the box.
- Have students compare answers with a partner.
- Check answers.

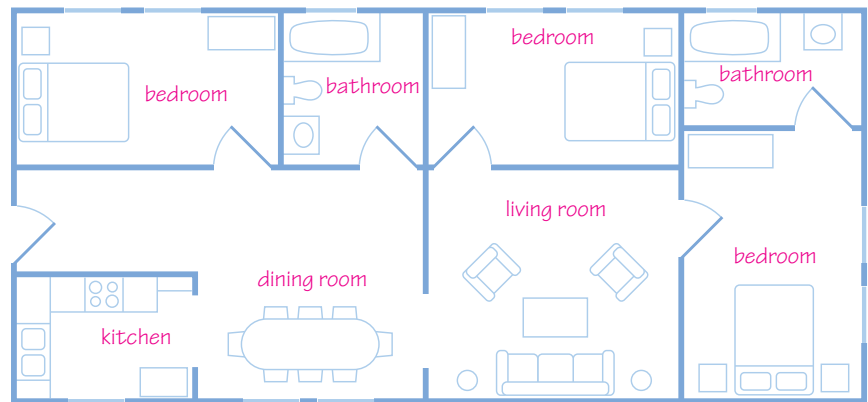
Grammar

- Introduce the structure. Say, *What's in our classroom? There is a teacher/window/clock, and so forth.* (Point to the items.) *There are ten desks/two computers, and so forth.* Elicit more answers from the class.
- Go over the information on how to make questions and short answers in the boxes.
- Point out that regular nouns can be made plural by adding *-s* or *-es*.
- Have students give examples of more plural objects in the classroom. Write them on the board.

A GOAL 1: Identify Places in a Home

Vocabulary

A Label the rooms in the floor plan of the apartment.



B Complete the sentences about the house in the picture. Use the words in the box.

garage downstairs swimming pool bedroom

1. The kitchen is downstairs.
2. The swimming pool is in the backyard.
3. The bedroom is upstairs.
4. The car is in the garage.

Grammar: There is/There are

| Statement | Questions | Answers |
|------------------------------------|--------------------------|--|
| There is a garage. | Is there a closet? | Yes, there is . No, there isn't . |
| There are three bedrooms upstairs. | Are there two bathrooms? | Yes, there are . No, there aren't . |

*The contraction of *there is* = *there's*.

| Singular nouns | Plural nouns |
|----------------------|------------------------|
| 1 house 1 bedroom | 2 houses 2 bedrooms |

*Add an *-s* at the end of the word to make it plural.

Word Bank: House/Apartment areas

- | | |
|-------------|--------------|
| attic | garage |
| balcony | hall |
| basement | home office |
| courtyard | pantry |
| driveway | patio |
| family room | utility room |

Grammar: There is/There are

There is/There are is used to talk about the existence of items in a particular place. These sentences must include an indication of quantity (*There are ten/many/some books on the table*) and a reference (explicit or understood) to a place. *There is/There are* is not used with proper nouns.

A Complete the sentences with the correct form: *there is* or *there are*.

1. There is a big kitchen.
2. There are three bathrooms.
3. Is there a yard?
4. Are there stairs? Yes, there are.
5. Is there a garage? No, there isn't.



B Unscramble the sentences and questions.

1. a is big There garage. There is a big garage.
2. isn't There closet. a There isn't a closet.
3. a swimming Is there pool? Is there a swimming pool?
4. there two Are bathrooms? Are there two bathrooms?
5. bedrooms. are There two There are two bedrooms.

C Write questions to ask about somebody's house. Use these words.

- | | |
|---|--|
| 1. bathroom/upstairs <u>Is there a bathroom upstairs?</u> | 4. garden/front yard <u>Is there a garden in the front yard?</u> |
| 2. swimming pool/backyard <u>Is there a swimming pool in the backyard?</u> | 5. three bedrooms/your house <u>Are there three bedrooms in your house?</u> |
| 3. stairs/your house <u>Are there stairs in your house?</u> | 6. closet/bedroom <u>Is there a closet in the bedroom?</u> |

D Ask your partner the questions in exercise C. Switch roles.

Conversation

A Listen to the conversation. Is there a garage? *Yes*

- | | |
|--|--|
| Realtor: What about this <u>apartment</u> ? | Realtor: There is just one bathroom. |
| Client: Is it a big <u>apartment</u> ? | Client: Is there a <u>garden</u> ? |
| Realtor: Yes. There <u>are three bedrooms</u> . | Realtor: No, there isn't. But there's a <u>garage</u> . |
| Client: And bathrooms? | |

B Practice the conversation with a partner. Switch roles and practice it again.

C Change the underlined words and make a new conversation.

D **GOAL CHECK** Identify places in a home

Work with a partner. Draw a floor plan of your own home. Tell your partner about your home.

Real Language

What about can be used as a useful and simple way to ask for someone's opinion.

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- A**
 - Have students work individually to complete the sentences.
 - Have students compare answers with a partner.
 - Check answers.
- B**
 - Have students work individually to write the sentences.
 - Have students compare answers with a partner.
 - Check answers.
- C**
 - Have students write the questions.
 - Check answers.
- D**
 - Ask a student the first and second questions, then have him or her ask you the questions.
 - Have students ask and answer the questions with a partner.

Conversation

- A**
 - Tell students to listen to the conversation between a realtor and client and then answer the question. If necessary, explain that a *realtor* is a person who sells houses and apartments.
 - Play the recording.
 - Check answers.
- B**
 - Play or read the conversation again for the class to repeat.
 - Direct students' attention to the Real Language box.
 - Practice the conversation with the class in chorus.
 - Have students practice the conversation with a partner and then switch roles and practice it again.
- C**
 - Have students work with the same partner to make a new conversation.
 - Call on several pairs to present their conversation to the class.

D **GOAL CHECK**

- Have students draw a floor plan of their home.
- Divide the class into pairs and have students take turns describing their floor plan to their partner.

Grammar Practice: *There is/There are*

Have students work with a different partner to ask and answer questions about their houses or apartments. Model the activity for students: Ask, *Is there a living room in your apartment?* (*Yes, there is./No, there isn't.*) Call on students to tell the class one thing they learned about their partner's house or apartment.

Describe Your House

Listening

- A** • Have students look at each picture and describe each house and its location. Write their ideas on the board. For example: *trees, garden, snow, lights*, etc. Provide new vocabulary as necessary.
- Have students write down how many rooms they think each house has.
- Play the recording. Have students listen and check their guesses.
- 17**
- Check answers.
- B** • Have students read the descriptions. Have them match any they think they already know.
- Have students listen again and check or complete their answers.
- 17**
- Have students compare answers with a partner.
- Check answers.
- C** • Have students read the sentences. Have them answer *true* or *false* for any they think they already know.
- Have students listen again and check or complete their answers.
- 17**
- Check answers.
- Have students say which house they like best and why.

B GOAL 2: Describe Your House

Listening

A **17** Guess how many bedrooms there are in these houses. Listen and check your guess. Then write the person's name for each house.



1. 3; Joe



2. 2; Heidi



3. 1 (It is the living room, too.); Li



4. 7; Ali

B **17** Listen again. Match the house and the description.

- | | |
|--------------------------|--------------------------|
| 1. Heidi's home <u>d</u> | a. big, no garden |
| 2. Joe's home <u>c</u> | b. not big, one bedroom |
| 3. Ali's home <u>a</u> | c. big, garden |
| 4. Li's home <u>b</u> | d. not big, two bedrooms |


C **17** Listen again. Circle **T** for *true* and **F** for *false*.

- | | |
|--|-------------------|
| 1. It is cold in Heidi's house. | T F |
| 2. There are three bathrooms in Joe's house. | T F |
| 3. There is a dining room in Li's apartment. | T F |
| 4. There are six bedrooms in Ali's house. | T F |


For Your Information: How many bedrooms?

In some countries, houses do not have bedrooms—rooms that are used only for sleeping. For example, in a traditional Korean house, people sleep on mats that are put away in the closet during the day. Floor cushions and low tables are brought out, and the “bedroom” becomes a “living room.”

Pronunciation: Final -s

A  18 Listen and check the correct column.

| | Ends in /s/ sound | Ends in /z/ sound | Ends in /iz/ sound |
|------------|-------------------|-------------------|--------------------|
| gardens | | ✓ | |
| apartments | ✓ | | |
| garages | | | ✓ |
| bathrooms | | ✓ | |
| kitchens | | ✓ | |
| houses | | | ✓ |
| closets | ✓ | | |

B  18 Listen again and repeat the words.

Communication

A  Work with a partner. Take turns describing these houses. Use your imagination.

There is one bedroom in this house.





B  **GOAL CHECK**  Describe your house

Describe your house to the class.

Pronunciation

- Remind students that in English, plural nouns are formed by adding -s or -es at the end (with a few exceptions). Tell them that the -s has different pronunciations.

- A**
- Go over the three different sounds.
 - Write the three sounds on the board in columns. Remind students that they are *sounds*, not letters. Say *homes*, and have students tell you which sound it is. Write it in the correct column.
 - Have students listen to the recording and work individually to mark the correct columns.
 - Play the recording several times.  18
 - Have students compare answers with a partner.
 - Check answers.
- B**
- Play the recording again one or more times for students to repeat the words.  18

Communication

- A**
- Divide the class into pairs and have each student describe one of the houses. Tell them to use their own ideas about what is inside each house.
 - Call on student pairs to share one sentence with the class.

B  **GOAL CHECK** 

- Tell students they are going to describe their house or apartment to the class. Give them a minute to think about what they will say. Have them write down key words, but not full sentences.
- Call on each student to describe his or her house to the class. For larger classes, divide students into groups of four or five and have them tell their group about their house.

Speaking Tip

Having students think about what they want to say before they do a speaking activity and write down key words and phrases (not whole sentences), as in **Communication A** above, helps them participate more effectively and, therefore, be more successful. If students are more successful with in-class speaking activities, this will help them become more confident and fluent when speaking in English both in and out of class.

Expansion Activity

Have students work with a partner to choose a famous person and imagine a description of his or her house. Walk around giving students help as needed. When all student pairs are ready, have them present their descriptions to the class: *My name is Bill Gates. In my house, there are . . .*

Identify Household Objects

Language Expansion

- Write the word *furniture* on the board. Elicit words students already know by asking, for example, *What is there in your living room?* Write their answers on the board.
- Go over the names of the objects in the pictures. Pronounce them for students to repeat.

- A** • Have students work individually to list the furniture and household objects in the chart. Explain that for some objects, more than one place may be correct.
- Have students compare their chart with a partner.
- Compare answers with the class, and draw a chart on the board.

Grammar

- A** • Have students look at the pictures and introduce the prepositions of place. Demonstrate using objects in the classroom.
- Have students give examples. Ask, for example, *Where is your cell phone? Where are your books?, etc.*

Language Expansion: Furniture and household objects

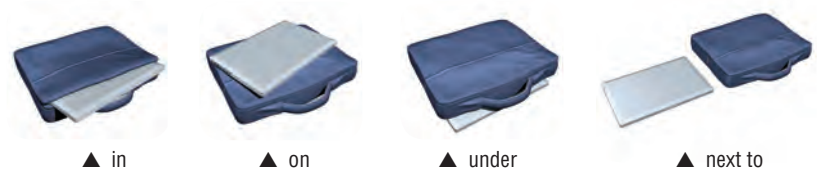


- A** In which rooms do you usually find the furniture and household objects above?

| Kitchen | Dining room | Living room | Bedroom |
|--|--------------|---|----------------------------|
| stove refrigerator, microwave, table, chair | table, chair | sofa, armchair, coffee table, bookcase, lamp, TV | bed, bookcase, lamp, TV |

Grammar: Prepositions of place

- A** Where is the computer?



Word Bank: Household items

- | | | |
|---------|---------------------|--------|
| bathtub | dresser | rug |
| bureau | floor | shower |
| carpet | mirror | sink |
| ceiling | night/bedside table | toilet |
| desk | picture | window |
| door | poster | |

B Look at the pictures. Complete the sentences with *in*, *on*, *under*, or *next to*.



1. There's a TV in the bedroom.
2. There's a boy in the swimming pool.
3. There are four books on the table.
4. The stove is next to the refrigerator.
5. The dog is under the table.

C What can you see in the pictures? Take turns describing them.

There is a sofa and a coffee table.



Conversation

A Listen to the conversation. Where is Tracey's magazine? *It is under her bag.*

Tracey: Where is my magazine?

Kevin: Is it in the bedroom?

Tracey: No, it isn't. And it's not on the kitchen table.

Kevin: Here it is! It's under your bag.

B Practice the conversation with a partner. Switch roles and practice it again.

C Change the underlined words and make a new conversation that is true for you.

D **GOAL CHECK** Identify household objects

Work with a partner. Take turns describing a room in your house.

- B**
 - Have students work individually to fill in the prepositions.
 - Have students compare answers with a partner.
 - Check answers.
- C**
 - Divide the class into pairs and have them make as many sentences as possible about each picture.
 - Call on each pair to share a sentence with the class. Write their sentences on the board.

Conversation

A Have students close their books. Write the question on the board: *Where is Tracey's magazine?*

- Tell students they are going to listen to a conversation to answer the question on the board.

• Play the recording. **19**

- Check answers.

B Play or read the conversation again for the class to repeat.

- Practice the conversation with the class in chorus.
- Have students practice the conversation with a partner and then switch roles and practice it again.

C Have students work with the same partner to make a new conversation.

- Call on student pairs to present their conversation to the class.

D **GOAL CHECK**

- Have students work with a partner to describe one room in their house or apartment.

- Call on students to tell the class one interesting thing they heard about their partner's room.

Grammar: Prepositions of place

Prepositions are words that express relationships between two things. These can be relationships of time (*I work on Saturday.*), place (*The book is on the table.*), or abstract relationships (*I read an article on Japan.*).

Grammar Practice: Prepositions of place

Have students demonstrate sentences you say with prepositions of place: *The pen is on the book/ in the book/next to the book/under the book.* Use objects that all students have with them, such as their textbook, dictionary, wallet, and so forth. Then divide the class into pairs or groups and have them take turns saying sentences for the other students to demonstrate.

Compare Houses

Reading

- A**
- Have students look at the inset picture of the city and describe what they see.
 - Have students read the directions and the statements. Have them answer *true* or *false* for each statement.
 - Have students compare answers with a partner.
 - Check answers.
- B**
- Divide the class into pairs and have students think of three cities in the world with urban sprawl. Give examples as necessary.
 - Have them think of large cities in their country with urban sprawl and describe them. They should also describe typical homes in that city.
 - Have several pairs share their ideas with the class.
- C**
- Have students read the article and the statements. Point out the words in the Word Bank.
 - Have students correct the statements.
 - Have students compare answers with a partner.
 - Check answers.

D GOAL 4: Compare Houses

Reading

- A** Look at the picture and read the caption on page 35. What do you know about urban sprawl? Mark each statement true or false. Write *T* or *F*.
1. Urban sprawl = more and more people in the same space. T
 2. Urban sprawl is a problem in countries like China. T
 3. People are moving to the **countryside** to find jobs. F
 4. Cities can fit more people only by growing larger in size. T
- B**  Are there large cities in your country? With a partner, describe those cities. What is a typical home like there?

Hong Kong is a city with a lot of people.

The apartments are very small!

- C** Read the article. Correct the false information.

model: Kent Larson is an ~~engineer~~ *architect*.

1. Cities will need more ~~jobs~~ *small apartments*.
2. Many people are moving to ~~the countryside~~ *cities*.
3. Small apartments are ~~expensive~~, but people don't like them. *affordable*.
4. Kent Larson designs a new type of ~~house~~ *apartment*.
5. He uses ~~furniture~~ and design to solve a problem. *technology*.

WORD BANK

affordable \$
 comfortable nice to live in
 country(side) not a city
 expensive \$\$\$\$
 home where you live; a house or apartment
 solve a problem fix something, make it better

34 Unit 3

TED Ideas worth spreading

Kent Larson Architect

BRILLIANT DESIGNS TO FIT MORE PEOPLE IN EVERY CITY

The following article is about Kent Larson. After Unit 3, you'll have the opportunity to watch some of Larson's TED Talk and learn more about his idea worth spreading.

This is Kent Larson. He is an architect. He wants to **solve a problem**. What problem? The world's population is growing, and more people are moving to cities. Where will all these people live?

These people all need houses or apartments. A city with many small apartments can fit more people than a city with large apartments or houses. Small apartments are **affordable** and use less energy. However, many people do not want to live in small **homes**. They want separate rooms in their homes for many different activities. This is a problem.

Kent Larson has an idea to solve this problem . . . a way to design homes in cities where people live **comfortably** in small spaces. He wants to use design and technology to make an entirely new type of apartment.

For Your Information: Kent Larson

Kent Larson works for the Massachusetts Institute of Technology (MIT) as director of the House_n research consortium and the Living Labs initiative in the School of Architecture and Planning. He is also the current director of the MIT Media Lab's Changing Places research project. Before joining MIT, Larson worked for many years as an architect in New York. He has also published books and articles on architecture. Larson is an architect who is looking toward the future

and trying to find ways to solve the housing issues which are a consequence of cities becoming more and more crowded. He believes that we have to design cities and housing units very differently and make use of technology to improve city living. Population growth and its subsequent effect on how and where we live is a key issue in all our lives, so we need to learn from ideas such as Larson's and think about ways to live that are both energy efficient and comfortable.



“More than half (50+%) the people in the world now live in cities, and that will just continue to escalate (↗).”

– Kent Larson

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Expansion
After reading the article, have students find out more about Kent Larson and his work by looking at the TED blog post about his team and some of their research here: blog.ted.com/2012/09/13/from-folding-cars-to-robotic-walls-5-innovations-to-make-future-cities-far-more-livable/

Reading Tip
Although students will not read out loud very often in the real world, it can be a useful way to go over new material at this level. Pick on students to each read one sentence of the article and go through it as a class. Students will understand the article better and you can discuss key words and ideas together.

After Reading
Have students write about an imaginary house that they would like to live in. Have them think about how their house can solve the problems of urban sprawl and overpopulation. Then have them read their work to a small group or to the class.

Compare Houses

Writing

- A**
- Have students look at the picture and describe the kinds of buildings they see.
 - Have students work individually to complete the paragraph about the house plan.
 - Have students compare answers with a partner.
 - Check answers.
- B**
- Direct students' attention to the Writing Strategy. Explain that the topic is the main idea of a paragraph.
 - Have students underline the topic sentence in the paragraph in **A** (*This is a plan of a house.*).
- C**
- Have students draw a plan and write a paragraph about their own house or apartment, following the model in **A**. Remind students to include a clear topic sentence and underline it.
 - Have students exchange papers with a partner. Ask students to mark corrections and suggestions for improvements on their partner's paper.

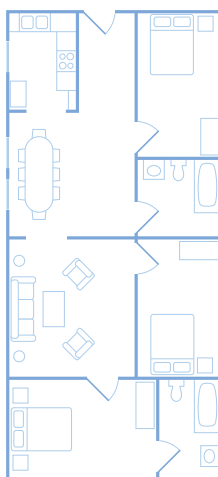
Communication

- A**
- Write the name of a local city on the board and elicit the names of different neighborhoods. Ask, *Which neighborhoods have old buildings and which have modern buildings?*
 - Divide the class into pairs and have students identify a city with urban sprawl.
 - Have pairs identify which neighborhoods in the city they chose have old, traditional buildings and which ones have new, modern buildings.

B GOAL CHECK ✓

- With the same partner, have students compare the houses in the different neighborhoods.

D GOAL 4: Compare Houses



Writing Strategy

A topic sentence tells the topic, or main idea, of a reading. It is usually near the beginning. Use a topic sentence to help your reader understand what you are writing about.

Writing

- A** Look at this plan of a house. Complete the paragraph.

This is a plan of a house. There is a small kitchen. In the kitchen, there is a stove and a refrigerator. The kitchen is next to the dining room. In the dining room there is a table with eight chairs. The living room is next to the dining room. There is a sofa and two armchairs in the living room. There are three bedrooms in the house—one big bedroom and two small bedrooms.

- B** Read the Writing Strategy. Underline the topic sentence in the paragraph in exercise **A**.
- C** Draw a plan of your house. Then write a paragraph about your house. Underline the topic sentence.

Communication

- A** In pairs, pick a growing city that you know. Which neighborhoods are traditional? Which neighborhoods are new?
- B** **GOAL CHECK ✓** **Compare houses**
Work with a partner. Take turns comparing the homes in two of the neighborhoods you picked.

There are houses with gardens in Coyoacán.

Not in Santa Fe!

VIDEO JOURNAL: A Very Special Village E



Before You Watch

- A** Complete the video summary. Use the words in the box.

fishermen artists
village paint Sea art

Video summary

Camogli is a small town, or village, in Italy. Camogli is next to the Mediterranean Sea. Many people in Camogli are fishermen. Their job is to catch fish. There are also artists in Camogli. They paint houses and buildings. Their art is called *trompe l'oeil*. It is very special. The paintings are very realistic. They make things look real, but they are not.

While You Watch

- A** Watch the video. Match the parts of the sentences.

- Artists use *trompe l'oeil* to make c a. with bright colors.
- People like to paint their houses e b. artists.
- The fishermen painted their houses a c. things look real.
- Raffaella and Carlo are b d. from the sea.
- You can see the houses of Camogli d e. with *trompe l'oeil* art.

- B** Watch the video again. Circle **T** for *true* and **F** for *false*.

- Camogli is a large city. **T** **F**
- In Camogli, people paint their houses in bright colors. **T** **F**
- The houses in Camogli are very special. **T** **F**
- All the artists in Italy use the *trompe l'oeil* technique. **T** **F**
- Only fishermen paint their houses with *trompe l'oeil* art. **T** **F**



I want to add
two balconies.

After You Watch

- A** Work with a partner. Take turns describing the changes you would make to your house with *trompe l'oeil*.

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Video Journal:
A Very Special
Village

Before You Watch

- A**
- Have students look at the picture and describe what they see.
 - Have students work individually to complete the video summary using the words in the box.
 - Have students compare answers with a partner.
 - Check answers.

While You Watch

- A**
- Have students read the sentence parts.
 - Tell students to watch the video and match the sentence parts.
 - Play the video.
 - Have students compare answers with a partner.
 - Check answers.
- B**
- Have the students read the statements. Tell students to watch the video again and answer *true* or *false*.
 - Play the video.
 - Have students compare answers with a partner.
 - Check answers.

After You Watch

- A**
- Divide the class into pairs. Have them take turns describing what things they would add to their house with *trompe l'oeil*.
 - Compare answers with the class.

For Your Information:
Trompe l'oeil

Trompe l'oeil is an art technique which means “trick the eye” in French. It depicts realistic imagery that seems to be in three dimensions. It creates an optical illusion when viewed. This technique has been used by artists since the ancient Greeks. It has often been used in murals. Renaissance painters used it in ceiling paintings.

Teacher Tip: Encouraging use of English

A common challenge in monolingual classes is motivating students to use only English in group work. Here are some approaches to consider:

- Explain the rationale for using only English. Tell students, *We learn to speak English by speaking English.*
- Establish a clear policy. For example, *It's OK to ask questions in (native language), but for all other things we use only English.*
- Use English for instructions and classroom management.

Brilliant Designs to Fit More People in Every City

Before You Watch

- Have students look at the pictures and captions on page 39. Ask, *What problem does Kent Larson want to solve? How does he want to solve it?*

- A**
- Have students look at the functions and spaces and match them.
 - Have them compare answers with a partner.
 - Check answers.
 - Point out the information in the Word Focus box.

- B**
- Have students read the sentences and match the bold words to their meanings.
 - Have them compare answers with a partner.
 - Check answers.

- C**
- Have students read the directions and predict what they're going to hear about in the talk.
 - Have them compare answers with a partner.
 - Check answers.

While You Watch

- A**
- Have students read the list of items. Tell them to check what they see as they watch the talk.
 - Have them compare answers with a partner.
 - Check answers.

Before You Watch

- A** Do you know what these words mean? Match each space (place) to its function (use).

Functions

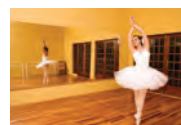
- guest dance exercise
 work hang out, relax

Spaces



1. Office

work



2. Studio

dance



3. Living room

hang out, relax



4. Gym

exercise



5. Guest bedroom

guest

WORD FOCUS

A **studio** is also: a space for art; an apartment with only one room.

A **wall** separates one room from another room. For example, there is a wall between this classroom and the classroom next door.

Kent Larson's idea worth spreading is that cities are all about people, not cars, and their design should reflect that more clearly. Watch Larson's full TED Talk on TED.com.

- B** Match the word in **bold** to its meaning.

- a. change d. go from one place to another
 b. build, grow
 c. move parts of something to make it bigger/smaller e. area

1. Janet **moves** from an apartment to a new house. d
2. I **develop** my English skills in class. b
3. There is **space** for four people in my car. e
4. **Fold** your paper and give it to a partner. **Unfold** the paper your partner gives you. c
5. In Rome, Americans **convert** their dollars (\$) to euros (€). a

- C** You are going to watch a TED Talk about a new way to design a house. Look at the pictures and the quotes on the next page. What do you think you will see? 1 and 2

1. A gym that converts into a dining room.
2. An apartment with walls that move.
3. A family that lives in a big space.

While You Watch

- A** Watch the video. Check what you see.

- an architect a bedroom
 a kitchen a dining room
 an office a garden
 a doctor a gym
 a garage a swimming pool

Working with authentic spoken language

Activating prior knowledge of a subject is an important strategy to help students be effective listeners. Having students do pre-listening tasks activates knowledge and ideas they already have about the topic. They can then use this knowledge to help them understand when they listen and

watch. These activities also help provide students with any necessary knowledge they may be lacking, so they can understand what they are going to hear. Finally, the activities provide a bridge between what the students already know and the new information, which helps them process what they hear and see.

“We can make a very small apartment that functions as if it’s twice (2x) as big.”

– Kent Larson



There are not a lot of jobs in the countryside; most jobs are in the city. Families live in small apartments.



One architect, Kent Larson, has an idea for how to make a great home in a small space.



“The most interesting implementation (use)... is when you can begin to have robotic walls.”

USING VISUAL CUES

Understanding every word is not important. Look at the images and the words in the video to help you understand the main idea. You can understand the main idea even when you don't know many of the words you hear.

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Teacher Tip: Visual Cues

Point out the *Using Visual Cues* box. Remind students that when watching a video, they may not understand every single word. The most important thing is to be able to understand the main themes being discussed. When using relevant, real-world content like TED Talks, visual cues can often be utilized for further understanding of the concepts. For example, the animations of the room changing that Larson uses.

After You Watch

- A**
- Have students read the sentences. Tell them to circle the correct words as they watch the talk.
 - Have them compare answers with a partner.
 - Check answers.
- B**
- Have students read the causes and effects and match them.
 - Have them compare answers with a partner.
 - Check answers.



In the next 15 years, 90% of population growth will be in cities.

After You Watch

- A** Watch the TED Talk again. Circle the word you hear.
1. Many cities do not have a lot of (space | home) for housing.
 2. Your space can (develop | convert) from an exercise to a work place.
 3. You have (guests | walls) over, you have two guest rooms that are developed.
 4. You have a dinner party: the table (folds | converts) out to fit sixteen people.
 5. I think you have to build dumb (studios | homes) and put smart stuff in them.
- B** Match the cause and effect, based on the video.
- | Cause | Effect |
|---|---|
| 1. <u>d</u> There are not many jobs in the countryside. There are jobs in the cities. | a. Families live in small spaces. |
| 2. <u>a</u> There is not a lot of space for housing in the cities. | b. The space changes from a dining space to a guest bedroom |
| 3. <u>b</u> A wall moves. | c. In his apartment, the gym converts into an office. |
| 4. <u>c</u> An engineer wants to exercise and work at home. | d. Families move to the cities. |

C Correct the false information in each statement.

model: In the countryside, houses are often small. ~~big~~ *big*

1. There are many jobs in the ~~countryside~~. *city*
2. Many people move to the cities to live in ~~big houses~~. *small apartments*
3. In the city, many houses ~~have~~ a garden or backyard. *don't have*
4. Kent Larson is ~~a teacher~~. *an architect*
5. In the apartment, the gym converts into ~~a dining space~~. *an office*
6. To hang out, the walls unfold to make a ~~kitchen~~. *living room*
7. The space to practice dance (or art, or music) is the ~~guest bedroom~~. *studio*
8. This apartment is good in cities in places like ~~Antarctica~~.
Answers will vary. Sample answers: the United States/China/Mexico/Brazil

Project


Kent Larson wants to change the way we live in cities. Use his ideas to design a new home. Follow these steps.

A Interview your partner. Learn about his or her family and what types of spaces they need in their home. Ask these questions.

1. How many people do you live with?
2. Who are they?
3. How old are people?
4. Do you have family that visits? (grandparents, aunts, uncles)
5. What do they do when they visit? (stay a few days, come for dinner)
6. What do the people in your family do? Are they students, athletes, business people, etc?

B Now draw the apartment. You can draw two or three versions to show how the walls convert the space. Label the spaces with the function.

C Show your design to your partner. Explain the function of each space. Does your partner like the design? Does he or she have ideas for improvements?

Challenge!  What does Larson think we need to change about transportation in cities? Watch his full talk at TED.com and choose the best answer.

- Save space
- Improve transportation
- Share resources
- Use advanced technology

- C**
- Have students read the statements and correct them. Point out the model.
 - Have them compare answers with a partner.
 - Check answers.

Project

- Have students read the instructions.
- A** • Have students read the questions. Divide the class into pairs and have students ask each other the questions.
- B** • Have students use the information from the interview and draw an apartment plan for their partner. Remind them of the uses and functions in **Before You Watch A** on page 38.
- C** • Have students show and explain their apartment designs to their partner. Encourage them to ask each other questions and make suggestions for improvements.
- Have several students share their designs with the class and explain the reasons for the design. In large classes, this can be done in small groups.

Challenge

- Have students watch more of the TED talk outside of class at TED.com to answer the question, *What does Larson think we need to change about transportation in cities?* Have them answer the question and share what else they learned with their classmates.

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Extension

Have students watch the beginning of Larson's full TED Talk. Ask students to take notes on what he says about cities in the past vs. modern cities. Tell students to pick a major difference and add their own ideas and do research on that one issue. Then, have students make a presentation about how things have changed and what they think will happen in the future. For example, in the past people rode horses, now they drive cars, in the future they might use driverless cars.