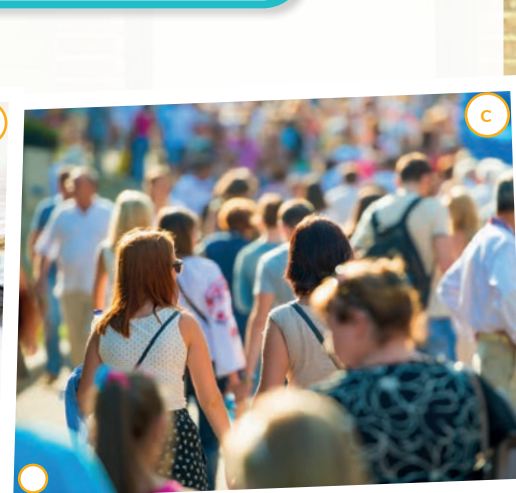
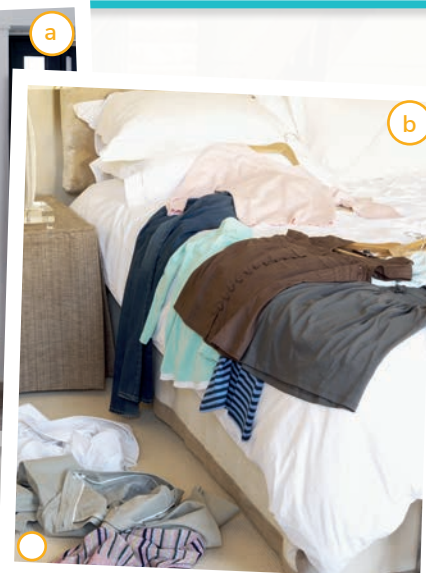


## Settling Down

## Goals

- > Talk about settling down in a new home
- > Read and interpret one-scene play scripts
- > Describe people's character
- > Describe clothes, patterns and material
- > Talk about events that happen every day and events that happen at the moment we are speaking
- > Listen and learn about families and places
- > Write a one-scene play script
- > Project: Drama Day



Moving can be both exciting and stressful. Brenda is starting university, so she's settling down. Look at the pictures and see what she's doing.

- 1 Discuss with a classmate what you see.



## ROOMMATE WANTED

A girl looking for another girl to share a flat. 4 blocks from university, nice neighbourhood, \$150 monthly each, **NON-SMOKERS ONLY!**

Call: Brenda 683-9901 from 8:00 to 11:00

## 2 Match the columns to describe the pictures.

- |            |                       |                                |
|------------|-----------------------|--------------------------------|
| 1 do       | <input type="radio"/> | a fast food                    |
| 2 eat      | <input type="radio"/> | b the bedroom                  |
| 3 meet     | <input type="radio"/> | c the housework / the shopping |
| 4 tidy     | <input type="radio"/> | d used to the big city         |
| 5 get      | <input type="radio"/> | e the clothes / the dishes     |
| 6 attend   | <input type="radio"/> | f lessons                      |
| 7 wash     | <input type="radio"/> | g her things                   |
| 8 look for | <input type="radio"/> | h a roommate                   |
| 9 rent     | <input type="radio"/> | i a flat                       |
| 10 borrow  | <input type="radio"/> | j the beds / friends           |
| 11 make    | <input type="radio"/> | k other students               |
| 12 unpack  | <input type="radio"/> | l books from the library       |

## Your turn!

Join a classmate and discuss.

- 1 Which of these things is new to Brenda?
- 2 What does she do at home?
- 3 What does she do at university?
- 4 What does she like doing?
- 5 What doesn't she mind doing?
- 6 What does she hate doing?

- 3 Listen and check your guesses. Did you think of similar things?

- 4 Listen again and number the pictures as you hear the actions.

- 5 Which picture is not mentioned?

## Think it up!

- You are going to act in a play about interviewing a prospective roommate.
- Think about that moment. Are you working or studying? Where are you living? What do you like / dislike / don't mind / hate doing?
- What do you expect your roommate to be like?



## Getting to know each other



## 1 Look at the picture and choose the best option.

These girls are ...

- a students. b actresses. c friends.

## 2 Read the text and confirm your guesses.

Scene I  
Setting

The front doorbell rings. Brenda hurries to open the door and invites Heidi, the girl who is waiting at the door, to come in. Then Brenda is interviewing Heidi, the girl who wants to be her roommate.

## Characters

Brenda and Heidi, two girls who are about 18 years old.

## Costumes

Brenda is wearing green trousers and a pink shirt. Heidi is wearing blue boots, red trousers, a blue shirt and a trendy scarf.

- Brenda** Hi! <sup>1</sup> **Make yourself comfortable.** So your name is ...  
**Heidi** Heidi Westfront.  
**Brenda** You're the girl who phoned me yesterday evening, aren't you?  
**Heidi** Yes. That's me!  
**Brenda** And you're studying at West University, aren't you?  
**Heidi** I'm sitting my entrance exam tomorrow. But I'm sure <sup>2</sup> **I'll get in!**  
**Brenda** That's how to be positive! Good! Where are you from, Heidi?  
**Heidi** I don't think you know the city where I come from. It's Palmyra, a small city near New York.  
**Brenda** I've got a friend who lives there! But I've never visited her. Do you think you'll feel comfortable here? It's not a big flat, is it?  
**Heidi** <sup>3</sup> **It's perfectly OK with me.**  
**Brenda** And you don't smoke, do you?  
**Heidi** No. I don't think it's healthy. What about housework?  
**Brenda** Well, we keep the house clean and tidy. <sup>4</sup> **It's a must!** I love cooking. What about you?  
**Heidi** Oh, that's the best news ever! I hate cooking.  
**Brenda** OK. <sup>5</sup> **I'm in charge.** What about washing up?  
**Heidi** Well ... <sup>6</sup> **It's not my cup of tea,** but I could share responsibility with you.  
**Brenda** Good! <sup>7</sup> **Half and half.** And to do the laundry, we can use the washing machine which is in the basement.  
**Heidi** Great!  
**Brenda** What about the rent? You can pay <sup>8</sup> **your share,** can't you?  
**Heidi** Well, it's a bit expensive, but I'm looking for a part-time job. And, <sup>9</sup> **for the time being,** my parents are backing me.  
**Brenda** So ... <sup>10</sup> **It's a deal!** When can you move in?

## 3 Read the text again and choose the correct option.

- In the play, these girls are ...  
a friends. b roommates. c students.
- They are ...  
a both at home. b one visiting the other. c in an interview.
- They are talking about ...  
a sharing the flat. b renting the flat. c buying the flat.
- The name of the play is ...  
a The Meeting. b Fixed Rules. c It's a Deal.

## 4 Read again and find words or expressions meaning the same as:

- I take responsibility. \_\_\_\_\_
- I'll enter university. \_\_\_\_\_
- It's the rule! \_\_\_\_\_
- Sit down and relax. \_\_\_\_\_
- The part that corresponds to you. \_\_\_\_\_
- We agree. \_\_\_\_\_
- It's not my preferred choice. \_\_\_\_\_
- I don't find anything wrong with it. \_\_\_\_\_
- Meanwhile ... \_\_\_\_\_
- In equal parts. \_\_\_\_\_

## 5 Read once more and answer.

- What does Heidi want to do?  
\_\_\_\_\_
- Is she studying at university?  
\_\_\_\_\_
- How does Brenda know about Palmyra?  
\_\_\_\_\_
- What does Brenda love doing?  
\_\_\_\_\_
- Why is that good?  
\_\_\_\_\_
- Where can the girls do the laundry?  
\_\_\_\_\_
- How does Heidi plan to pay her share?  
\_\_\_\_\_
- What's the deal?  
\_\_\_\_\_

## People's character

## 1 Match the opposites.

- |                          |                       |                           |
|--------------------------|-----------------------|---------------------------|
| 1 tidy                   | <input type="radio"/> | a cold and unfriendly     |
| 2 warm and friendly      | <input type="radio"/> | b tense                   |
| 3 easy-going and relaxed | <input type="radio"/> | c untidy                  |
| 4 kind                   | <input type="radio"/> | d horrible and unpleasant |
| 5 nice and pleasant      | <input type="radio"/> | e dishonest               |
| 6 honest                 | <input type="radio"/> | f pessimistic             |
| 7 optimistic             | <input type="radio"/> | g unkind                  |
| 8 generous               | <input type="radio"/> | h unreliable              |
| 9 cheerful               | <input type="radio"/> | i mean                    |
| 10 reliable              | <input type="radio"/> | j miserable               |

## 2 Order the letters to form the adjectives from Exercise 1 to complete the paragraph.

I was a bit <sup>1</sup>SENTE \_\_\_\_\_ at first because I didn't know my future roommate, but when I saw that she was so <sup>2</sup>CINE \_\_\_\_\_ and <sup>3</sup>LIFERDNY \_\_\_\_\_, I felt <sup>4</sup>LAREXED \_\_\_\_\_. Now I'm really <sup>5</sup>FERECHUL \_\_\_\_\_ and <sup>6</sup>POTIMCISTI \_\_\_\_\_ about this new life. She is really <sup>7</sup>THOSEN \_\_\_\_\_ and <sup>8</sup>REBLELIA \_\_\_\_\_.

## Your turn!

## Join a classmate and discuss.

- What characteristic would you like a roommate to have?
- What is more important? Fun or responsibility? Generosity or reliability?
- Make a list with the most important characteristics. Do you agree?

## Clothes – patterns and materials

## 3 Read the descriptions and identify the person.



- This person is wearing a plain green pleated woollen skirt, a flowery cotton blouse and a brown corduroy blazer. She's wearing white spotted socks and caramel ballet flats.
- She's very elegantly dressed in her evening attire. She's wearing a blue crepe evening dress with embroidered sleeves, silver high-heeled sandals and she's carrying a silver clutch bag.
- She's wearing green baggy denim trousers, a loose grey and black striped jumper, and black leather combat boots. She's carrying a black nylon backpack.

## 4 Use words from the descriptions in Exercise 3 to complete the lists.

Clothes items	Shoes	Materials
skirt	ballet flats	wool
Patterns		Accessories
plain		clutch bag

## 5 Can you add more words to the categories?

## Your turn!

## What do you wear ...

- to go cycling?
- to go dancing?
- to come to school?

## In action!

- Now you have an example of a one-scene play.
- You have a possible plot.
- You have vocabulary to describe the setting, characters and costumes.

## Present Simple and Present Continuous

We use the **Present Simple** to:

- talk about things we do regularly with time expressions: *always, never, every week, once a year.*  
E.g. *I always get up early.*
- talk about permanent situations with no time expression.  
E.g. *He works for the Town Hall.*
- talk about future events that are on a timetable or programme.  
E.g. *The bus leaves at 5 p.m.*

We use the **Present Continuous** to:

- talk about things that are happening at the moment we are speaking with time expressions: *right now, at the moment.*  
E.g. *I'm reading this book now.*
- talk about temporary situations with time expressions: *today, this month.*  
E.g. *We're staying at a hotel this week.*
- describe pictures.  
E.g. *My sister is smiling in this photo.*
- talk about arranged plans.  
E.g. *I'm giving a lecture tomorrow evening.*

We don't normally use the **Present Continuous** with:

- feeling verbs.  
E.g. *live, love, hate, prefer, need, etc.*
- thinking verbs.  
E.g. *agree, believe, forget, know, mean, think, etc.*
- sense verbs.  
E.g. *hear, smell, taste, see, etc.*
- *be, belong, contain, cost, own.*



Some verbs change their meaning in the **Present Continuous**:

E.g. *I think you are right.* (= My opinion is that you are right.)

*I'm thinking about your idea.* (= I'm reflecting about what you think.)

*I see Mary.* (= I perceive Mary with my eyes.)

*I'm seeing Mary.* (= I'm dating Mary.)

## 1 Use the verbs in brackets in the Present Simple or the Present Continuous.

- a We <sup>1</sup> \_\_\_\_\_ (move) next month. The truck <sup>2</sup> \_\_\_\_\_ (fetch) our things at 10 a.m. on Monday and we <sup>3</sup> \_\_\_\_\_ (drive) to San Francisco that same day. My sister Alice <sup>4</sup> \_\_\_\_\_ (be) very happy because she <sup>5</sup> \_\_\_\_\_ (live) there. She <sup>6</sup> \_\_\_\_\_ (teach) at the school that our children will attend.
- b I <sup>7</sup> \_\_\_\_\_ (pack) my clothes because Martin <sup>8</sup> \_\_\_\_\_ (take) me to the station soon. The train <sup>9</sup> \_\_\_\_\_ (leave) at 9 a.m. and I <sup>10</sup> \_\_\_\_\_ (hate) arriving just on time. I <sup>11</sup> \_\_\_\_\_ (prefer) to be early. I really <sup>12</sup> \_\_\_\_\_ (feel) more relaxed then.



## Defining relative clauses

A **clause** is a part of a sentence. A **defining relative clause** gives us more information about the person or thing in the **main clause**.

We use **clauses** to combine two sentences into one sentence.

E.g. *The man lives next door. The man is an architect.*  
*The man **who** lives next door is an architect.*  
*She is living in a house. I was born in that house.*  
*She is living in the house **where** I was born.*  
*They bought a car. I love that car.*  
*They bought the car **which** I love.*

We introduce a **relative clause** with a **relative pronoun** (E.g. *who, where, which*).

- **who** is for a relative clause about people
- **where** is for a relative clause about place
- **which** is for a relative clause about animals or things

2 Join the 2 sentences into 1 using *who, where* or *which*.

- 1 Sam works for a company. It makes computers.  
\_\_\_\_\_
- 2 The woman works at the baker's. She has twin daughters.  
\_\_\_\_\_
- 3 The man owns a horse. It won many races.  
\_\_\_\_\_
- 4 Santa Fe is a city. There are important museums there.  
\_\_\_\_\_
- 5 Gandhi was a pacifist. He lived in India.  
\_\_\_\_\_

## 3 Circle the correct options.

- 1 A dentist is a professional **who** / **which** fixes people's teeth.
- 2 A church is a building **which** / **where** people pray.
- 3 A dinosaur is an animal **which** / **who** lived in pre-historic times.
- 4 Paris is a city **which** / **where** a lot of people visit.
- 5 A worker is a person **which** / **who** works.



## Adjectives describing character and their opposites – prefixes

## 4 Write the opposites in the corresponding column. Use a dictionary if necessary.

	in-	un-	dis-
1 kind	_____	_____	_____
2 flexible	_____	_____	_____
3 sensitive	_____	_____	_____
4 ambitious	_____	_____	_____
5 pleasant	_____	_____	_____
6 honest	_____	_____	_____
7 reliable	_____	_____	_____
8 friendly	_____	_____	_____

## 5 Fill in the blanks with the correct adjectives from Exercise 4.

- 1 You can never trust an \_\_\_\_\_ person.
- 2 \_\_\_\_\_ people can easily adapt to different circumstances.
- 3 That man was \_\_\_\_\_ because he gave the wrong change to the old lady.
- 4 Alfred is very \_\_\_\_\_ so I always ask for his consistent advice.
- 5 She is very \_\_\_\_\_ towards others. She never says "hello" to anyone.

## Nouns and adjectives related to character

## 6 Match the adjectives to the nouns.

- |              |                       |                   |
|--------------|-----------------------|-------------------|
| 1 ambitious  | <input type="radio"/> | a punctuality     |
| 2 confident  | <input type="radio"/> | b sensitivity     |
| 3 flexible   | <input type="radio"/> | c strength        |
| 4 generous   | <input type="radio"/> | d flexibility     |
| 5 lazy       | <input type="radio"/> | e shyness         |
| 6 optimistic | <input type="radio"/> | f confidentiality |
| 7 punctual   | <input type="radio"/> | g generosity      |
| 8 reliable   | <input type="radio"/> | h ambition        |
| 9 sensitive  | <input type="radio"/> | i stupidity       |
| 10 shy       | <input type="radio"/> | j optimism        |
| 11 strong    | <input type="radio"/> | k reliability     |
| 12 stupid    | <input type="radio"/> | l laziness        |

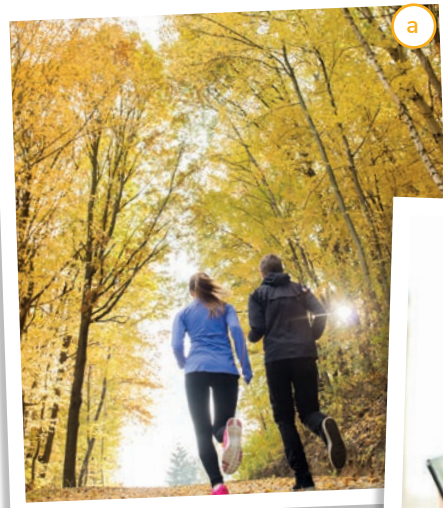
## 7 Which suffixes were added?

## 8 Circle the correct options.

- 1 I really appreciate **confidential** / **confidentiality** and I can't stand **lazy** / **laziness**.
- 2 She is **generous** / **generosity** and **optimistic** / **optimism** is her main characteristic.
- 3 **Punctual** / **Punctuality** is a characteristic which most **reliable** / **reliability** people have.
- 4 Her **strong** / **strength** helps her to be **sensitive** / **sensitivity** in **difficult** / **difficulty** circumstances.



## Let me introduce my family



a



b



c



d

1 Jannice is Glen's new roommate. Look at the pictures and answer.

- 1 How is Glen introducing her family to Jannice?
- 2 Is Glen's family very big?
- 3 How would you describe Glen in the family?

2 Listen and write the names.

Who ...

- 1 ... is wearing a tracksuit?  
\_\_\_\_\_
- 2 ... loves wearing evening dresses and high-heeled sandals?  
\_\_\_\_\_
- 3 ... is Glen's best friend in the family?  
\_\_\_\_\_
- 4 ... sleeps under Glen's bed?  
\_\_\_\_\_
- 5 ... loves having a photo of herself in school uniform?  
\_\_\_\_\_
- 6 ... is going home this weekend?  
\_\_\_\_\_

3 Listen again and answer.

- 1 Who is Sophie?
- 2 What is she doing?
- 3 Why are Glen's parents wearing evening attire?
- 4 What does Glen think about Bonny?
- 5 Why does Jannice say "You're kidding"?

## Your turn!

Join a classmate and discuss.

- 1 Do you keep photos of your family on your tablet?
- 2 Who is your best friend in your family?
- 3 What kind of clothes do you like wearing?
- 4 Do you mind dressing up in honour of a relative or a friend?

## Where are they?

4 Listen to these people speaking and identify where they are. There is an extra picture.



a



b



c



d



e



f

5 Listen again and complete the sentences.

- 1 Mum is the person \_\_\_\_\_ always helps me and cares about me.
- 2 The university is the place \_\_\_\_\_ I study to become a professional.
- 3 At the baker's, I always buy things \_\_\_\_\_ make me fat.
- 4 The doctor is the person \_\_\_\_\_ tells me what medicine I should take.
- 5 I'm looking for a blazer \_\_\_\_\_ matches my pleated blue skirt.



## A play script

## Writing a play script

- Give the play a **title**.
- Divide the play into **scenes**. Every time the **setting** changes, you have to write a new **scene**.
- In the **setting**, you describe things that help the director to imagine the scene. (E.g. *the time when the story takes place, the social level of the characters, etc.*)
- The **props** are things you need to set the scene. (E.g. *furniture, devices, lamps, etc.*)
- Describe the **characters** so that the actors who perform can represent them accurately.
- If necessary, describe the **costumes** in detail. Sometimes they represent the time when the events take place.
- In the **dialogue**, write the names of the people who speak. Use one line for each actor / actress.
- Include **stage directions**, between brackets, to tell actors how to move on the stage.
- Use **CAPITAL LETTERS** to express that someone is shouting or shocked.
- Don't include more than three or four characters.
- The **plot** is the series of events that build the story of the play.

## 1 Read the rules in the box and write the headings on the play script.

1 \_\_\_\_\_

My new roommate

## Scene I

2 \_\_\_\_\_

(A cheerful girl opens the door and a miserable girl enters.)

3 \_\_\_\_\_

(Ruth and Martha, two girls who are about 18 years old.)

4 \_\_\_\_\_

(Ruth is wearing a tracksuit and trainers. Martha is wearing a long black dress with an old-fashioned hat. On her feet, she's got white socks and black ballet flats.)

Ruth 5 \_\_\_\_\_ (Opening the door) Hi, Martha! Glad to meet you! Come in!

Martha (Looking down and ashamed) Hi, Ruth. I'm sorry I'm half a minute late. I'm so worried.

Ruth It's OK, Martha. (sitting firmly on the sofa) So you want to share the flat, don't you?

Martha Well, I don't know ... (sitting at the edge of the sofa, timidly) Maybe you won't like me ... I'm not sure ...

Ruth Oh, Martha! YOU'RE GREAT! CHEER UP!

Martha I'm a bit pessimistic ... (looking down and grabbing her bag nervously) I always think everything will go wrong.

Ruth Oh, Martha. (inviting Martha to leave the house with a tender gesture) I think I'll go on living alone.

## 2 Read again and describe.

- 1 The setting: \_\_\_\_\_
- 2 The plot: \_\_\_\_\_
- 3 The characters: \_\_\_\_\_
- 4 The stage directions: \_\_\_\_\_
- 5 The end of the scene: \_\_\_\_\_

## Your turn!

## Write your own one-scene play script.

- 1 What is the plot of your play?
- 2 Where is it going to take place?
- 3 When is it going to take place?
- 4 Who are the characters of your play?
- 5 How do they move on the stage?
- 6 Do you need any prompts?
- 7 How does the scene end?

## In action!

- Now you have your play script.
- Share it with your group to check for possible errors.



## GO FOR IT!

## Drama Day

## Let's complete the Project!

- 1 You now have a one-scene play script.
- 2 In your group, read all the scripts and vote for the one you are going to perform.
- 3 Improve the chosen script with phrases and ideas from the other scripts.
- 4 Think about the props and costumes you will need.
- 5 Borrow the sound equipment from the school or check where you can get some.
- 6 Assign the roles.
- 7 Rehearse. Pay attention to body language and intonation.
- 8 Enjoy the 'Drama Day'.



## My learning record

Talk about settling down in a new home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand one-scene play scripts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe people's character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe clothes, patterns and material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about events that happen every day and events that happen at the moment we are speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand conversations about families and places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a one-scene play script	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act a role in a play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

= very well  
 = I can manage  
 = I need to revise