

# 1 My life and home

## Unit objectives

### Topic: My life and home

**Listening Part 2:** listening for specific information and detailed meaning.

**Reading Part 5:** understanding vocabulary and grammar.

**Speaking Part 1:** saying your name, how old you are, where you live and study.

**Writing Part 1:** an email; planning a reply.

**Grammar:** prepositions of time; frequency adverbs; present simple and present continuous; state verbs; *a few, a bit of, many, much, a lot of* and *lots of*; prepositions of place

**Vocabulary:** house and home; countable and uncountable nouns

**Pronunciation:** -s endings /s/, /z/ and /ɪz/

## Starting off SB page 8

### Lead-in

Before students open their books, ask them: *What's your bedroom like?* Ask students to write three adjectives, e.g. *bright, small, untidy* and three objects, e.g. *bed, desk, plants* about their bedrooms. Students then work in pairs and talk for two minutes about their bedroom.

- 1 Look at the photos with the students. Elicit items the students can see and pre-check any unknown vocabulary in the photos, e.g. *mattress, cushion*. Elicit ideas from different pairs after they have discussed the questions in the book.

## Listening Part 2 SB page 8

- 1 Set a time limit of one minute for each topic. Encourage students to ask each other questions if their partner can't think of much to say, e.g. *Is the building new? Are there any shops in the street?* Monitor and help with ideas for prompts.

### Listening Part 2, multiple-choice

Read the advice with the students and also remind them that they will always hear the recording twice and should listen carefully the second time to check their answers.

Exam advice

- 2 As this is an exam task, set a time limit of 45 seconds for students to look at the questions and identify the key words, and tell them that this is how long they will have in the exam.

### Answers

- 1 two friends, a flat they would like to live in
- 2 a boy talking to his friend, a conversation about changing school
- 3 a girl talking about a day trip to the beach
- 4 two friends, a conversation about the town where they live
- 5 two friends, a conversation about a shop
- 6 two friends, their homes

- 3 When students have listened once, allow them to compare their answers and reasons in pairs. Tell them not to change their answers until they have listened a second time and then decide who was right. After the second listening, ask students if they changed any of their answers when listening for a second time. Elicit the answers and information from the text which helped them to identify the correct answers.

### Answers

- 1 C 2 B 3 C 4 A 5 A 6 C

## Track 2

1

**Narrator:** You will hear two friends talking about the kind of flat they would like to live in.

**Boy:** Wouldn't it be great to live right at the top of that block of flats, with views across the city?

**Girl:** Nice views are fine but I'm not very keen on lifts. I think I'd rather be on the ground floor. It'd be good to live in a building that's not far from a bus stop, too.

**Boy:** Or an underground station.

**Girl:** Right. But the most important thing for me would be to have my own room, so it'd have to be a three-bedroom apartment.

**Boy:** I don't mind sharing with my brother, so two would be enough for me.

2

**Narrator:** You will hear a boy telling his friend about changing school.

**Girl:** I haven't seen you for a long time. How do you feel about your new school?

**Boy:** Well, before I moved at the beginning of January, I thought it'd be difficult to make friends with people in my new class, but they've given me a really warm welcome. Of course I'm a bit sad that I don't see anyone from my previous school, but there's nothing I can do about that. My studies seem to be going better than I'd expected, too, so making the change hasn't been too hard, really.

3

**Narrator:** You will hear a girl talking about a trip to the beach.

**Boy:** How was your day out?

**Girl:** Great! The bus left early on Saturday so I had to get up at 5 a.m., but that meant we got to the beach really early.

**Boy:** Did you go for a swim?

**Girl:** Yes, I thought I would enjoy that but it was a bit cold so we hired a little boat instead and sailed round the bay. That was fun, too, but not as much as having a game of volleyball. We're going there again in July when it'll be too hot for beach sports, but swimming in the sea will be wonderful!

4

**Narrator:** You will hear two friends talking about the town where they live.

**Girl:** It's quite a good place to live, isn't it? I mean, for a small town.

**Boy:** Yes, and it's probably about the right size, too. In bigger places there are problems like street crime, especially at night, but here you feel safe anywhere, really.

**Girl:** That's true, although everywhere you go round here, the roads are really busy. All that noise and pollution is horrible early in the morning.

**Boy:** I know. I wish people would walk or go by bike instead.

5

**Narrator:** You will hear a boy talking to a friend about a shop.

**Girl:** I don't really know this part of town. Where's the best place to buy a t-shirt?

**Boy:** The little shop on the corner isn't bad. The range of things there is a bit limited but just about everything is amazingly good value, especially if you compare it to the bigger shops.

**Girl:** The one opposite the station?

**Boy:** Yes, you can find almost anything you want there but it always seems to be really crowded, with lots of people waiting to pay because it's short of staff.

**Girl:** Thanks – I'll definitely avoid that one.

6

**Narrator:** You will hear two friends talking about their homes.

**Boy:** I like my room, though I haven't got much space for my things.

**Girl:** Mine's about the right size really, but I know what you mean. My cupboards and shelves are far too small.

**Boy:** At least mine's got big windows, so I get plenty of sunshine.

**Girl:** I do too, though it's a pity I can't turn the central heating up in winter.

**Boy:** Does it get noisy? It can do at my place, especially in the morning rush hour.

**Girl:** My flat mate complains about traffic noise waking her up too! But I'm on the inside of the building, so I hardly notice it.

### Extension idea

Photocopy audioscript 2 so that students can identify why the other two choices were wrong. This will show them that, although all three topics in the choices are mentioned, there is a clear reason why two of them are not correct.

- 4 Give students a minute to think alone and note down some ideas to share with the group and then about four minutes to discuss them as a group. You could allow less time if necessary and ask half the groups to start from the bottom and work their way up.

## Grammar SB page 9 Prepositions of time

- 5 Ask the students to try to do the exercise alone. Check the answers to the exercise and elicit or point out any problematic areas:

We use 'in' with parts of the day (*in the morning, afternoon, evening*) but we say 'at night'. We say 'in the morning' but 'on Saturday morning'. We say 'in July' but 'on 21 July'. In British English we say 'at the weekend' but in American English we say 'on the weekend'.

### Answers

2 In 3 at 4 in 5 on

- 6 Allow students to compare their answers in pairs and then work together to add extra expressions. Encourage them not to just write different months or clock times but to think of useful expressions.

### Answers

at: half past four, 5 o'clock, bedtime  
 in: the afternoon, winter, 2020, the holidays, July  
 on: 25 May, Sundays, my birthday, weekdays

## Students could do Grammar reference: Prepositions of time, page 116, at this point or for homework.

### Extension idea

Tell students to write three sentences about themselves using prepositions of time. Two should be true and one false. Their partner has to guess the false sentence.

## 1

- 7 Put students into pairs. Set a time limit for students to discuss the photos. When students have finished, say to the class: *I do this on Saturday morning*. Ask students to guess which photo you are talking about (going shopping). Ask students to do the same with a new partner. One student tells their partner when they or other people do an activity and their partner guesses the activity.

- **Grammar reference page 116: Prepositions of time**  
 ► **Workbook page 4**

## Grammar SB page 10

### Frequency adverbs

#### Lead-in

Put students into pairs. Ask the students to think about three activities that they do and one activity they don't do. (Tell the students to write the activities down because they will talk about them in Exercise 3.) Set a time limit of one minute, then ask pairs to discuss.

- 1 When students have finished reading, they work in pairs to discuss their ideas. Ask students what they eat for breakfast, what time they eat breakfast, lunch and dinner and what time they go to bed.
- 2 Point out that all the answers can be found in the text in Exercise 1. Elicit the answers and the information in the text which illustrates them.

#### Answers

1 before 2 *be* + frequency adverb 3 at the end of a sentence

- 3 Before students do the exercise, check that they understand *occasionally*, *every two hours*, *almost every day*, *hardly ever*. Elicit sentences from different students.

#### Answers

2 I check my phone for messages every two hours.  
 3 I'm never late for school.  
 4 I sometimes write emails to friends.  
 5 I don't always have lunch at home.  
 6 I'm sleepy in the morning almost every day.  
 7 I hardly ever go out on Monday nights.  
 8 I stay in bed late most weekends.

**Students could do Grammar reference: Frequency adverbs. Exercise 1, page 116, here or for homework.**

- 4 When students have finished, elicit some of the similarities and differences that the students found.

#### Fast finishers

Students work in pairs to try to make three more sentences that are true for both of them, e.g. A: *I always do my homework in my bedroom*. B: *Me too*.

- 5 Elicit what activities the photos show. Refer the students back to the frequency adverbs and time expressions in Exercise 3 and encourage them to use as many different ones as possible. Set a time limit of three or four minutes and ask students who finish more quickly to think of other activities they can talk about. Elicit sentences from different pairs.

#### Extension idea

Students work in groups of three. Tell them to find something which is true for all three of them, using an adverb of frequency, e.g. *We never go to school on Saturdays*. When they are ready, each group takes turns to read out their sentence without the adverb of frequency, e.g. *We go to school on Saturdays*. The other groups have to guess what the full sentence is. The first group to guess and say the sentence correctly wins a point.

- **Grammar reference page 116: Frequency adverbs**  
 ► **Workbook page 6**

## Reading Part 5 SB page 10

#### Lead-in

Write the words *flat* and *house* on the board. Elicit what the difference between them is and that both of them can be referred to as *homes*. Have a class survey of how many students live in a flat or a house.

- 1 Look at the photos with the students and elicit or check the words: (*block of*) *flats*, *tree house*, *motorhome*, *yacht*. When students have discussed the question, write any new vocabulary elicited on the board for students to note down in their books.

### Background information

The world's largest house could be the official residence of the Sultan of Brunei. It has 1,788 rooms, 257 bathrooms, five swimming pools and a 110-car garage.

A Berlin architect, Van Bo Le-Mentzel, has designed a 1m<sup>2</sup> house that you can carry around. It weighs 40 kg and you can stand it upright during the day or lie it flat at night.

About 22,000 people in the UK live on houseboats. In 2009, a man from London built himself a tree house and lived in it for six months.

### Reading Part 5, multiple-choice cloze

Look at the advice with the students. Elicit why each point is useful, e.g. reading the text quickly helps them to understand what it is about.

Looking at the words before and after a gap can help, e.g. the words 'mother' and 'father' show which word to choose in the gap. For the third piece of advice, tell them that, if they aren't sure of the correct answer, by reading the whole sentence aloud (or in their heads during an exam) they can often hear which one sounds correct.

Exam  
advice

- 2 Elicit why it's a good idea to do this exercise (to get a general idea of the text). Set a strict time limit of two minutes and then elicit the answers.

#### Answers

1 article 2 D

3 She goes to lots of places and does exciting things. Her education takes place on the boat. Living on a boat has some disadvantages. She doesn't usually feel afraid when she's on the boat.

- 3 Remind students about the last piece of advice in the Exam advice box and to try each word in the gap to see which sounds correct if they aren't sure of the answers. The reading paper consists of six exercises in 45 minutes, so allow a time limit of seven minutes to reflect the time they will have in the exam. When students have finished, ask them how useful they found the exam tips.

### Fast finishers

Tell students who finish early to look at the last paragraph and think about words which could be gapped and what choices examiners might give.

Answers 1 D 2 B 3 D 4 C 5 A 6 C

- 4 Look at the first point with the whole class and elicit good and bad things about going to different places. Allow five minutes for the students to discuss all the points. Have a class discussion of the questions when they have finished.
- 5 Students start by discussing the good points about her life, e.g. *she meets different people and learns about the world* and then the bad, e.g. *she doesn't have close friends who she sees all the time*. Monitor and help where necessary. The students then try to agree on whether her life is good or not.

### Extension idea

Students work in pairs and use the information in the text and their own imaginations to write a short interview with Sonia about her life. Encourage them to use questions using *How often do you...?* to practise adverbs of frequency. Set a time limit of five minutes and then allow students to practise their interviews in pairs. Nominate pairs to act out their interviews in front of the class.

► Workbook page 6

## Grammar SB page 12

### Present simple and present continuous

#### Lead-in

Tell students to close their eyes and imagine they are on holiday looking at a view. Give the students 30 seconds to think and then put them in pairs to describe where they are and what they can see.

- 1 Remind the students of the article about Sonia on page 11 and elicit anything they can remember about her life. Look at the example with the class and then ask them to complete the exercise alone or in pairs if you think some need more help. When students have finished the exercise, ask them to make sentences about their own lives for each of the uses (a–e).

#### Answers

2 d 3 a 4 b 5 c

## 1

- 2 Look at the photo with the students. Elicit what they can see and ask students to guess what Molly might write about her holiday, e.g. *She goes swimming a lot.*

Look at the first sentence and elicit why Molly has used the present continuous (she is writing at the present moment – now). Check answers and for each answer, ask students to identify which use in Exercise 1 it corresponds to (1 d, 2 d, 3 c, 4 d, 5 c, 6 a, 7 a, 8 b, 9 a, 10d, 11d, 12c). Point out that 10 is a special case – the wind is blowing at the time they leave the house every morning – not at the current time.

**Answers**

2 am / 'm sitting 3 has 4 am / 'm looking  
 5 love 6 stay 7 go 8 is getting / 's getting 9 leave  
 10 is blowing 11 am / 'm having 12 don't want

- 3 Monitor and help the students where necessary. If students have problems with question 3, point out that when *who* is the subject of a present simple question, we don't need to use the auxiliary verb 'do' in the question. Elicit that, in this case, *who* refers to the person watching the most TV in the house. Give them an example to illustrate the difference: *Who do you send texts to? Who sends texts to you?*

**Answers**

1 What does 'habit' mean?  
 2 Does the school bus stop in your street?  
 3 Who watches the most TV in your house?  
 4 Do you prefer to get up early or late?  
 5 Is everyone talking to their partners at the moment?  
 6 What colour clothes are you wearing today?  
 7 Who is sitting behind us in this lesson?  
 8 What do you sometimes forget to do in the morning?

- 4 When students have asked and answered in pairs, elicit questions and answers from the class to check that they have formed the questions and answers correctly.
- 5 Encourage students to write alternate questions in the present simple and present continuous so that, even if some students don't finish the activity, they have got at least some questions in both the present simple and present continuous.
- 6 When students have finished the exercise, drill all the words with the class to make sure they say them correctly.

**Answers**

/s/: forgets, gets, likes, speaks, thinks, walks, wants, works  
 /z/: belongs, does, goes, lives, loves, plays, prefers, sees, studies, wears  
 /iz/: catches, changes, chooses, finishes, passes, practises, uses, washes

- 7 Set a time limit of one minute per student, then elicit sentences and check the pronunciation of the third person -s ending. Stronger students can give each other feedback on their pronunciation.

- 8 Look at the two example questions with the class before they work in pairs and then monitor and prompt students with ideas if necessary, e.g. *Who do you want to ask a question about? Do you want to use a question word or make a Yes / No question?* Elicit questions and answers from different pairs.

**Students could do Grammar reference: Present simple and present continuous, Exercise 1, page 117, either before or after the extension activity or for homework.**

**Extension idea**

Students form different questions by taking turns to add one word at a time. If one student thinks another has made a mistake, they can challenge them to complete the question, e.g. A: *Who B: does A: you B: Complete the question!* Start with a whole-class example. Say a question word, e.g. *Where* and elicit a word which could follow it. Write the words on the board as you elicit them and, if you think someone has made a mistake, see if they or other students can complete a grammatically correct question. If not, cross out the wrong word and continue. Students then do the same thing in groups.

- ▶ Grammar reference page 117: Present simple and present continuous
- ▶ Page 118 Grammar reference: State verbs
- ▶ Workbook page 6

**Vocabulary SB page 13****House and home; countable and uncountable nouns****Lead-in**

Put students into groups of four. Tell students you are going to give them a letter of the alphabet and they have to write five things beginning with that letter that may be found in a house. Give an example: B – *book, bed, bedroom, bottle, baby*. As soon as they have five things, they put their hand up and read them out. If all the words are correct, they get a point. Use: C, M, P, S.

- 1 Ask students what they can see in the photos, then put them in pairs to discuss what their homes have and haven't got.
- 2 Ask students to work in pairs. Ask students to match as many of the words as they can but, if they don't know any of the words, to leave them. Point out that more than one answer may be possible as some items can be found in more than one room. Elicit the answers and check the meanings of each word. Drill the words to make sure the students pronounce them correctly.

**Fast finishers**

If some pairs finish quickly, ask them to think of more items that you can find in each room. They can then share these with the rest of the class when everyone has finished the exercise.

**Suggested answers**

- A: Living room: armchair, cushions, rug, sofa  
 B: Bedroom: blankets, chest of drawers, cupboards, duvet, mirror, pillow, wardrobe  
 C: Bathroom: bath, cupboards, mirror, taps, toilet, towels  
 D: Kitchen: cooker, cupboards, dishwasher, fridge, microwave, sink, taps, washing machine

**Extension idea**

Draw one of the words from Exercise 2 on the board and elicit what it is. Tell the students to close their books so they can't look at the list of words. Invite students to take turns to draw a different item on the board. The other students have to guess what it is. Either allow the student who guessed to draw the next item or invite different students who volunteer.

- 3 Discuss any words which are uncountable in English, e.g. *information*, *advice* but countable in the students' L1 (native language).

Point out that the pronunciation of the plural -s of countable nouns follows the same rules as the third person -s that the students looked at earlier in the unit. Drill *taps* /s/, *sofas* /z/ and *fridges* /ɪz/ to illustrate the difference.

**Answers**  
 furniture

- 4 Elicit the answers and point out that some words can be both countable and uncountable, e.g. *glass* (U) the material – *glass* (C) the thing you drink out of; *hair* (U) all the hair on your head – *hair* (C) individual hairs.

**Students could do Grammar reference: Countable and uncountable nouns, Exercise 1, page 118, at this point or for homework.**

**Answers**

[U] tells you the noun is uncountable; [C] tells you the noun is countable.

- 5 Elicit items from Exercise 2 that students said could be found in the kitchen (*cooker, cupboards, dishwasher, fridge, microwave, sink, taps, washing machine*). Elicit that these are all countable items. Allow weaker students to work in pairs. Set a time limit of two minutes and then elicit ideas (e.g. *U: water, heating, food, soap; C: apples, chairs, knives*).

**Grammar SB page 13*****a few, a bit of, many, much, a lot of and lots of*****Lead-in**

Tell the students to write the following headings in their notebooks: *Time, TV, Homework*.

Dictate words for each category. Students have to write them under the correct heading. Dictate: *programmes, exercises, hours, essays, minutes, shows*. Elicit the answers (Time – hours, minutes; TV – programmes, shows; homework – exercises, essays). Ask the class what the difference is between the headings and the other words (the headings are all uncountable and the other words are all countable).

- 1 Look at question 1 with the class and ask them to find the phrase 'a few' in the speech bubble (*we play a few video games*). Ask whether *games* is countable or uncountable and elicit that the correct choice is countable.

**Answers**

1 countable 2 uncountable 3 uncountable 4 countable

- 2 Look at the first one with students and elicit the correct answer. Ask why 'a bit of' is correct (*make-up* is uncountable) and why *much* is correct (*make-up* is uncountable and this is a negative).

**Students could do Grammar reference: *a few, a bit of, a little, many, much, a lot of and lots of*, Exercise 2, page 119, at this point or for homework.**

## 1

**Answers**

1 a bit of, much 2 much, a few 3 a few, a lot of  
 4 a lot of, lots of 5 much, a few, a lot 6 much, many

- 3 Write *Watch TV* on the board. Elicit possible questions to ask, e.g. *Do you watch much TV? How much TV do you watch? Do you watch many TV programmes?* Monitor and help where necessary. Elicit surprising things students learned about their partners.

**Extension idea**

Draw one of the words from Exercise 2 on the board and elicit what it is. Tell the students to close their books so they can't look at the list of words. Invite students to take turns to draw a different item on the board. The other students have to guess what it is. Either allow the student who guessed to draw the next item or invite different students who volunteer.

- **Grammar reference pages 118–119:** *A few, a bit of, a little, many, much, a lot of and lots of*  
 ► **Workbook page 6**

## Speaking Part 1 SB page 14

### Prepositions of place

**Lead-in**

Write in the middle of the board: *Personal Information*. Around it, write *family* and *school*. Students work in pairs and copy what you have written and try to think of as many other topics as they can. Set a time limit of one minute and elicit ideas. Now under the word *family* on the board write: *Have you got any brothers or sisters?* Under *school* write: *Which school do you go to?* Give students two more minutes to think of one question for each of their topics. Students now ask and answer the questions in pairs.

- 1 When students have finished the exercise, elicit more sentences about the classroom, e.g. *There is a desk on the left of the board.*

**Answers**

1 at 2 in 3 at 4 on 5 at 6 on

- 2 To make the activity easier, tell the students to draw a plan of the rooms of their own house. They swap plans with their partner and describe the position of a few items using *on, in, at, on the left* and *on the right* for their partner to draw. Allow three minutes for each student to describe different objects.

- 3 Elicit the answers and point out that we don't use an article with *at home / school / work*.

**Answers**

at (school, etc.), in (a town, etc.), on (the coast, etc.)

- 4 When students have finished, they can work in pairs and take it in turns to ask and answer the questions as if they were Matteo.

**Answers**

2 How old are you? c 3 Where do you live? a  
 4 Do you study English at school? e 5 Do you like it? b

### Students could do Grammar reference: Prepositions of place, Exercise 1, page 119, at this point or for homework.

- 5 Depending on where the students' town is located, elicit or check how they would give its location, e.g. *in the middle of; in the mountains; on the River (Thames)*.  
 6 When students have finished the dialogue, ask them to act it out in pairs and to correct each other if necessary.

**Fast finishers**

Students look at the words in Exercise 3 and ask their partner where different things are. For each place or object their partner has to give two answers, e.g. *Where's Barcelona? It's in Spain. It's on the coast*. Put some ideas on the board to help students with ideas if they need them, e.g. *Buckingham Palace, The Trevi Fountain, Tokyo*.

**Answers**

2 in 3 do you come 4 in 5 do you live 6 at 7 do you go  
 8 in 9 do you enjoy 10 in 11 at 12 at

- 7 Elicit the answers one line at a time and then play the recording of that line for students to check.

### Speaking Part 1 (individual questions)

Go through the exam advice with the students. Ask why these things are important: 1 Make a good impression at the start. 2 If they can't hear you, they can't assess you properly. 3 If you add more information, it shows the examiner that you have more knowledge of English. Point out that students won't gain extra marks for any information that doesn't answer the question.

Exam advice

- 8 Tell the class that only the student asking the questions should have their books open while doing the activity. The other student should answer the questions as fully as possible while also being friendly, polite and speaking clearly. They then swap roles and repeat the activity and give each other feedback on how well they followed the exam advice.

### Extension idea

Students work with a different partner and ask each other the questions from the lead-in activity so that the students answering don't know in advance what the questions will be. If students didn't do the lead-in, elicit some ideas for new questions, e.g. *Have you got any brothers or sisters? Which school do you go to?* Students think of questions in pairs, then change pairs and ask and answer their new questions.

- ▶ Grammar reference page 119: Prepositions of place
- ▶ Workbook page 4

### Writing Part 1 SB page 15

#### Lead-in

Ask students to think about an email they wrote recently. They should think about who it was to and what it was about. If they never write emails, ask about the last text they wrote. Students then work in small groups to tell each other their information.

- 1 When students have found all the information, elicit the style of writing they will use in an email to a friend (informal, friendly).

#### Answers

- 2 an email plus four notes that you have made  
 3 an email in reply  
 4 Alex's parents will let her/him stay at your house for two weeks; brilliant.  
 5 which would be the best month for her/him to visit; when he/she can come and why that would be the best month  
 6 what your home is like  
 7 which things he/she should bring

### Writing Part 1 (an email)

Go through the exam advice with the students and point out why the first piece of advice is important (because in the second task, students will have a choice of two writing tasks).

Exam advice

- 2 Elicit the answers and ask students why paragraphs are useful (to organise information and make it easier to read).

#### Answers

- 1 five    2 Brilliant!: first, say when and why; second, Describe: third, Suggest: fourth  
 3 two    4 at my place, on the coast, in a three-bedroom flat, on the fifth floor, in a quiet neighbourhood, at weekends, in July, in the summer, usually, sometimes, hardly ever

- 3 Before students complete the table with their own ideas, elicit phrases that Frankie used: Brilliant – I'm so happy; I'm really looking forward to it; Say when and why – Summer is lovely; July would be the perfect time; Describe – three-bedroom flat; on the fifth floor; in a quiet neighbourhood; with modern furniture; a large balcony; Suggest – I'd recommend bringing ...
- 4 Set a 15-minute time limit for the email. Explain that they get 45 minutes to write two texts in the exam but that includes planning time so fifteen minutes is only a little less than they will have in reality. Students write on a piece of paper without writing their name at the end so they are anonymous.



## 1

**Model answer**

Hi Alex,  
 That's brilliant you're allowed to come stay with us. I'm really excited!  
 You should definitely come in July during the school holidays. Then we can go to the music festival that's during the first week of July.  
 We live in a house about 5 km from the town centre. It isn't huge but it's comfortable. We have a small garden where we often have barbecues in the summer.  
 Don't forget to pack shorts and a sun hat. It'll be hot in the day but it gets cool in the evenings, so bring a light jacket too.  
 See you soon!  
 Luis

- 5 Tell students to also check that they have followed the instructions in Exercise 4. Encourage them to give positive and negative feedback to their partner if possible, e.g. *You included all the information and organised it well in paragraphs but we say 'in August' not 'on August'.*

**Extension idea**

Collect in the emails and redistribute so that everyone has an email written by someone else. Tell students that, this time, they should read the email not for mistakes but to find interesting words and phrases the other person used. Elicit some of these and write them on the board.

- ▶ **Speaking bank pages 152–153: Speaking Part 1**
- ▶ **Writing bank pages 145–147: an email**
- ▶ **Workbook page 7**
- ▶ **Complete Preliminary for Schools new edition Test Generator Unit 1**

**Vocabulary****Parts of the house**

balcony	garden
bathroom	hall
bedroom	kitchen
dining room	living room
garage	stairs

**At home**

armchair	microwave
bath	mirror
blankets	pillow
chest of drawers	rug
cooker	sink
cupboards	sofa
cushions	taps
dishwasher	toilet
duvet	towels
fridge	wardrobe
furniture	washing machine

**Countable and uncountable quantifiers**

a few (C)	much (U)
many (C)	a lot (of) (C/U)
a bit (of) (U)	lots (of) (C/U)

**Vocabulary activity 1**

Students choose one of the words from the list and write this on a small piece of paper. They then write a definition (weaker students can use a dictionary to help them). The students then mingle and read each other their definitions. If the other student guesses the word, the first student keeps the card. If the other student can't think of the word, they take the card. The aim is not to have any cards when the activity finishes.

**Vocabulary activity 2**

Divide the class into two teams. Invite one student from each half to come to the front of the class and sit facing the other students. Write a word on the board. The students who can see the word have to take turns to define or describe it to their team member until one of the two students in front says the word. *The students can't say, spell or translate the word on the board. The students at the front cannot look at the word on the board.* The student who guesses the word first wins a point for their team. After each word, repeat the process with a new word and two different students.