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9A Vocabulary**My home****LESSON SUMMARY**

Vocabulary: Furniture and household items, parts of a home

Grammar: *will* for predictions

Speaking: Describing your ideal room

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, spend only 2–3 minutes each on exercises 4 and 5. Exercise 10 can be set as a written exercise for homework.

LEAD-IN 2–3 MINUTES

- Write the word *home* on the board and say: *How many different kinds of home can you name?*
- Elicit or teach *house*, *flat*, *bungalow* (a house without stairs, with one floor only), *mansion* (a large impressive house) and *palace* (the official home of a king or queen), etc.

Exercise 1 page 96

- Pre-teach or elicit the meaning of *attractive* (nice to look at). With **stronger classes**, you may also want to teach *informal* (relaxed and friendly) and *formal* (suitable for official or important occasions).
- Focus attention on photos A–D. Students compare the rooms using expressions like *I think* and *In my opinion*, and comparatives and superlatives. Opinions are subjective, so there are no correct or incorrect answers.

Exercise 2 page 96

- Focus attention on the words for furniture and household items. Match the words with the items in the photos as a class. Point to items and see if students already know the word. If not, tell students.

KEY

1 blinds 2 lamp 3 bookcase 4 sofa 5 mirror
6 wardrobe 7 chest of drawers 8 desk 9 bin
10 bed 11 clock 12 rug 13 light 14 table 15 chair

Exercise 3  4.02 page 88

- Check the meaning of the remaining words in exercise 2.
- Play the audio for students to listen and repeat.

Exercise 4 page 97

- Go through the instructions together and make sure students know what they have to do.
- Model the task with a confident student:
You: *Is there a bed in your bedroom?*
Student: *Yes, there is.*
You: *Are there blinds?*
Student: *No, there aren't. There are curtains.*
- Students ask and answer questions in pairs using the words in exercise 2.

Extra activity

- Say something about where you live now and then say: *But my dream home is in a tropical country by the sea. It's a bungalow ...* Make sure that students understand that this is the home you would love to have, but probably never will.
- Write the following questions on the board as prompts:
Where is your dream home? (e.g. country? countryside? by the sea? in a village? in a large city?)
What kind of home is it? (e.g. a flat? a house?)
Has it got a garden?
How many rooms has it got?
- In pairs, students tell each other about their dream home. Encourage them to use their imagination.
- Circulate, monitor and help as necessary.

Exercise 5 page 97

- Focus attention on the picture of the house at the top of page 97.
- Label the parts of the house as a class. Students may know some of them already.

KEY

1 loft 2 bathroom 3 toilet 4 bedroom 5 study
6 garage 7 living room 8 hall 9 dining room
10 kitchen 11 utility room 12 basement 13 garden
Photo A living room Photo B bedroom
Photo C living room Photo D dining room

Exercise 6 4.03 page 97

- Play the audio for students to listen and repeat the words in exercise 5. Define or translate any words that students are still not sure about.

Exercise 7 page 97

- Students do the matching exercise in pairs.
- Check answers as a class.

KEY

(Possible answers)

bathroom bath, bin, blinds, curtains, light, mirror, shelves, shower, sink, stool, toilet **bedroom** bed, bin, blinds, bookcase, carpet, chair, chest of drawers, clock, curtains, desk, lamp, light, mirror, rug, shelves, stool, table, wardrobe **dining room** blinds, carpet, chair, curtains, lamp, light, rug, table **kitchen** bin, blinds, chair, clock, cooker, cupboard, curtains, dishwasher, light, shelves, stool, table, washing machine **living room** bin, blinds, bookcase, carpet, chair, clock, curtains, hi-fi, lamp, light, mirror, rug, shelves, sofa, table **study** bin, blinds, bookcase, carpet, chair, clock, curtains, desk, lamp, light, rug, shelves **utility room** bin, dishwasher, light, sink, washing machine

Exercise 8 4.04 page 97

- Go through the instructions together. Then students read the sentences.
- Play the audio, pausing after each dialogue so that students can complete the sentences.
- To check answers, play the audio again, pausing again to discuss where the people are, how we know and why they scream.

KEY

- 2 the kitchen; he burned his hand on the hot cooker.
- 3 the bedroom; the cat made dirty marks on the bed
- 4 living room; she's dying in the video game she's playing
- 5 garage; his hand is stuck in a bicycle wheel
- 6 garden; she thinks she sees a snake

Transcript

- 1 Boy** Aaaargh!
Mum What's the matter? What is it?
B Look! There's a spider in the bath.
M Where?
B Just there. Look!
M It's a small one.
B It's not small. It's big. And I don't like it!
- 2 Dad** Aaaargh!
Girl Are you OK, dad?
D Yes, I'm OK. I'm cleaning the cooker. And it's hot.
G Is the cooker on?
D No, of course not. Oh, wait a moment. Yes, it is.
G That's why it's so hot.
D I'll turn it off.
- 3 Mum** Aaaargh!
Boy Are you OK, mum?
M No. Look at my bed! What are those dirty marks?
B I don't know.
Cat Miaow.
B Oh, look! Trixie is in your bed. That's so sweet!
M No, it isn't.
B Where's my phone? I want to take a photo!
- 4 Girl** Aaaargh!
Boy What's happening?
G I'm dying!
B Well, hurry up. I want to watch TV.
G You've got a TV in your bedroom.
B I want to watch this TV. It's bigger. And I can sit on the sofa.
G Oh, OK. Aaargh! I'm dying again. I'm dead.
B Great! Now I can watch the football.
- 5 Grandad** Aaargh!
Girl Are you OK, Grandad?
Gr I can't move my hand. It's stuck! Here, hold the wheel.
Gi What are you doing?
Gr I'm trying to fix your bike.
Gi My bike isn't broken.
Gr It is now!
- 6 Grandma** Aaaargh!
Boy What's the matter, Grandma?
G There's a snake! Next to that tree!
B Where? I can't see it.
G It's in the grass. Look! It's red.
B That isn't a snake. It's a skipping rope.
G Oh. Sorry. My eyes aren't very good! I'm trying to find my sunhat, I think I left it out here.
B Look, there it is, next to the apple tree.
G Oh, thank you!

Extra activity

- On the board, write the following questions:
*Which room in your home do you spend the most time in?
What do you do there?
Which room in your home do you spend the least time in?
Which is the most popular room in your house?*
- Students ask and answer these questions in small groups.
- After they have finished talking, find out if students spend most of their time in the same room.

Exercise 9 4.04 page 97

- Students read the *Recycle!* box.
- With **stronger classes**, ask students to try to complete the sentences before listening to the audio again.
- Play the audio again, pausing after each dialogue so that students can complete the sentences or check their answers.
- Check answers as a class.

KEY

1 doesn't like 2 is cleaning 3 is lying 4 wants
5 isn't fixing 6 is looking for

Transcript

See exercise 8.

Exercise 10 page 97

- On the board, write: *My ideal bedroom*. Then brainstorm ideas for this on the board.
- Model the task with a confident student, using some of the ideas on the board.
- Students then talk in pairs. Circulate, monitor and help as necessary.

Exercise 11 page 97

- Ask a few pairs of students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can describe different kinds of furniture.*

9B Grammar

Present perfect (affirmative)

LESSON SUMMARY

Grammar: Present perfect affirmative

Speaking: Talking about recent events using the present perfect

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 3–4 minutes on exercise 1. Exercise 7 can be set for homework.

LEAD-IN 2–3 MINUTES

- Tell students about the first time you travelled away from your family, e.g. *I went on a school trip when I was twelve. It was my first time away from my family for more than one night. It was exciting, but I also missed my parents. I was happy to return home.*
- Ask: *Who has travelled away from home? How did you feel?* Elicit answers.

Exercise 1 page 98

- Students read the email and answer the questions. Check answers as a class. Ask a few additional questions:
What city is Ben in? (Berlin)
What's the name of Ben's host friend? (Kasper)
What time of day is Ben emailing? (evening)

KEY

Laurie isn't enjoying his stay in Germany. He misses his home.

Language note

- On the board, write: *I feel at home*. Explain: *When we feel at home, we are comfortable and happy.*
- On the board, write: *Make yourself at home*. Students might imagine it means 'go home'. Explain that we say this to welcome people to our home, to ask guests to feel comfortable in our home.
- On the board, write *homesick*. Explain that this is the feeling you have when you are away from home and you miss your family and friends, like Laurie in Germany.

Exercise 2 page 98

- Go through the *Learn this!* box together.
- On the board, write:
I've talked to a lot of students today. I've written some emails.
Explain that the verbs in these sentences are past participles and ask: *Which past participle is regular? (talked)*
Which is irregular? (written)

KEY

arrived – regular; had – irregular; tried – regular; put – irregular; given – irregular; sent – irregular; replied – regular

Exercise 3 page 98

- With a **weaker class**, write the three categories on the board and elicit the answers together. With a **stronger class**, students do the exercise individually or in pairs.
- Check answers as a class. Point out that *learn* has both a regular and irregular past participle. Emphasise that it is essential to learn the irregular past tense and past participle forms by heart. The number of common irregular verbs in English is not large, so this is not very difficult to do.

KEY

Group 1 finish – finished, help – helped, learn – learned, phone – phoned, play – played, watch – watched

Group 2 feel – felt, learn – learned, leave – left, make – made, meet – met, say – said, sleep – slept, spend – spent, tell – told

Group 3 be – been, come – come, do – done, eat – eaten, forget – forgotten, give – given, see – seen, speak – spoken, take – taken, write – written

For further practice of the present perfect affirmative: Grammar Builder 9B page 140

- 1 1 've / have travelled 2 has started 3 've / have chatted 4 has stopped 5 've / have worked 6 has married 7 have lived 8 've / have visited
- 2 1 've / have written 2 've / have eaten 3 has told 4 've / have given 5 has been 6 've / have made
- 3 2 Ed Sheeran has replied to my tweet. 3 You've forgotten your coat. 4 Our train has stopped between two stations. 5 My teacher has emailed my parents. 6 My friends have planned a great trip. 7 We've seen the latest Bond film. 8 You've taken a lot of photos.
- 4 2 My friends have just arrived. 3 We've just seen that film. 4 They've just done their homework. 5 I've just told Tara about the party. 6 My mum has just bought a new computer. 7 I've just tidied my bedroom.

Exercise 4 page 98

- Do the first item as a class. Then ask: *Which verbs in exercise 4 are in group 3?* (forget, do)

KEY

- 1 've forgotten 2 's tried 3 've told 4 've done
5 've left 6 've spent

Exercise 5 page 98

- Go through the *Look out!* box together. To check understanding, write on the board: *I've eaten. I've just eaten.* Ask: *What's the difference?* (*Just* means that the event was very recent.) Students then find the example in the email.

KEY

We've just had dinner and now I'm in my bedroom.

Exercise 6 page 98

- Go through the instructions together. Then model the example with a confident student.
- Students do the exercise in pairs. Circulate, monitor and help as necessary. If you hear any especially creative or funny answers, ask the students to repeat them for the class.

Exercise 7 page 98

- Do the first item as a class. After students have completed the email, ask: *Is Ben happy in Germany now?* (yes)

KEY

- 1 've had 2 've played 3 've met 4 've spoken
5 've learnt / learned 6 've ... eaten 7 've helped
8 've ... sent

Exercise 8 page 98

- Students do the exercise in pairs. Circulate, monitor and help as necessary.
- Ask a few students to talk about the things their partner has done.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about recent events using the present perfect.*

9C Listening

University accommodation

LESSON SUMMARY

Listening: Reduced forms in connected speech

Speaking: Talking about the advantages and disadvantages of sharing accommodation

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 8 only if you have time.

LEAD-IN 2-3 MINUTES

- Tell students about where you lived when you went to college or university. If you have got any interesting or funny stories about living with housemates, share them.
- Then ask: *Where will you live when you leave home?* Elicit answers, helping with vocabulary as necessary.

Exercise 1 page 99

- Focus attention on the photo and ask students to describe it. They then answer the questions.

KEY

- 1 They're university or college students.
2 They're relaxing in their room.
3 Students' own answers

Exercise 2 page 99

- Ask students to read the text. Check the meaning of any unknown words, including *canteen* (a place in a school, hall of residence, etc. that serves food).
- Students read and complete the text. With a **weaker class**, write these words on the board for students to choose from: *a, can, from, have, of, to, with*.
- Check answers as a class. You could ask a few additional comprehension questions:
When do most students live in halls of residence? (in their first year)
Where do students live after the first year? (They usually share a flat or house.)
How do they pay for it? (They borrow money from the government.)
- Then discuss the questions in the instructions.

KEY

- 1 a 2 of 3 have 4 can 5 to 6 with 7 from

Extra activity

- Focus attention on the photo again. Ask:
How can we make this room nicer?
What things make a room pleasant and comfortable?
- Elicit ideas, e.g. house plants, a rug on the floor, a table for eating.

Exercise 3 4.05 page 99

- Go through the Listening Strategy together.
- Focus attention on phrases 1–12 and A–L. Point out that phrases A–L are not phrases that we write down; they show how phrases 1–12 sound when spoken.
- Students match the phrases. Then play the audio for them to listen and check.
- Check answers as a class.

KEY

1 D 2 I 3 A 4 G 5 L 6 F 7 C 8 B 9 E
10 H 11 J 12 K

Exercise 4  4.06 **page 99**

- Play the audio for students to complete the sentences.

KEY

1 do you 2 are you going to 3 do you want to
4 Can you 5 Do you have to 6 kind of, do you want to

Transcript

- 1 Where do you live?
- 2 What are you going to do at the weekend?
- 3 What do you want to do when you leave school?
- 4 Can you speak any languages apart from your own language and English?
- 5 Do you have to pay to study at university in your country?
- 6 What kind of job do you want to do when you finish your studies?

Exercise 5 **page 99**

- Ask students to read the questions and check meaning.
- Students ask and answer in pairs. Remind them that they do not need to copy the pronunciation.

Exercise 6  4.07 **page 99**

- On the board, write *letting agent* and explain that this is a person who helps people find a place to rent.
- Tell students that they will hear a conversation between a letting agent and a university student who is looking for a place to live.
- Play the audio. Then play it again, pausing where appropriate so that students can complete the questions.

KEY

2 kind of, are you 3 are you 4 Can you
5 Do you want to 6 Are you

Transcript

Agent Good morning. Can I help you?

Student Oh, hello. Yes, I'm going to start my second year at Bristol University in September and I'm looking for somewhere to live.

A What kind of place are you looking for?

S I don't know, really.

A Well, do you want to live in a shared house? Or are you looking for your own flat?

S I'm not sure. I suppose a flat is going to be more expensive?

A Probably. But it depends where it is. A one-bed flat near the university is going to cost about seven or eight hundred pounds a month. But if you go further out, to the edge of the city, you can find one for maybe four or five hundred.

S That's quite expensive. I've got two friends who I can share with.

A Then a house is better for you, I think.

S How much does it cost to live in a house?

A Between about 200 and 400 pounds a month.

S That's cheap. About £70 to £130 each!

A No, 200 to 400 per person.

S Oh, OK. Can you show me some houses?

A This one is outside Bristol. £250 a week. It's got a nice big dining room and living room. And there's a dishwasher in the kitchen.

S I really want to be closer to the centre.

A OK, well, this one is £300. It's about a mile from the centre. There are lots of shops and restaurants nearby. It's in quite a lively part of town.

S Lively ... So quite noisy?

A Yes, I think so. This one's in a quieter area. It's £320. Sharing with two others.

S It sounds great. Is there a shared bathroom?

A Yes, it's a shared bathroom. Do you want to visit the house?

S Yes, please.

A Are you free at the weekend?

S On Saturday, yes, but not on Sunday.

A OK. I'll ring the landlord now and make an appointment.

Exercise 7  4.07 **page 99**

- Ask students to read the sentences and try to remember if they are true or false. If they can't remember, they should guess.
- Play the audio again for students to do the exercise.

KEY

1 T 2 F 3 F 4 T 5 T 6 F

Transcript

See exercise 6.

Exercise 8 **page 99**

- Go through the instructions together and check the meaning of *bills* (money you pay for electricity, water, gas and so on).
- With a **weaker class**, do the exercise together. With a **stronger class**, students work in pairs.

KEY

(Possible answer)

You can probably make friends easily and share the bills. You probably can't spend much time alone. You probably have to cook for others and share the housework. You probably have to share a living room. You probably don't have to be very tidy.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand words which sound different in connected speech.*

9D Grammar**Present perfect (negative and interrogative)****LESSON SUMMARY**

Grammar: Present perfect: negative and interrogative

Speaking: Talking about what you have done today

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. If you run out of time, omit exercises 7 and 8.

LEAD-IN 2-3 MINUTES

- Tell students if you helped with the housework when you were a teenager. Then say what kind of housework you do now and if anyone helps you to do it.
- Ask: *Who does most of the housework at home? What housework do you do?* Elicit answers.

Exercise 1 4.08 page 100

- Tell students they are going to read a dialogue between a mother and her teenage son.
- Pre-teach or elicit the meaning of *hoover* (to clean the floors with a vacuum cleaner). Students then complete the dialogue.
- Play the audio for students to listen and check their answers.
- Ask a few additional questions:
Who is coming to visit? (Uncle Mike and Jake's cousins)
Has Jake hoovered the living room? (no)
What is Sarah doing? (She's changing the beds.)
What is Mum doing? (She's making / decorating a birthday cake for Uncle Mike.)
What does Mum tell Jake to do first? (the hoovering)

KEY

1 received 2 tidied 3 hoovered 4 done 5 finished
6 done

Exercise 2 page 100

- Students do the exercise individually.
- Check answers as a class.

KEY

Negative No, I haven't. She hasn't done anything! I haven't finished decorating Uncle Mike's birthday cake yet. But I haven't done my homework yet.

Interrogative And have you hoovered the living room yet? What has she done to help?

1 haven't 2 hasn't 3 Have 4 haven't 5 Has

Exercise 3 page 100

- Model the example question and answer with a confident student.
- With a **weaker class**, do the exercise as a class. With a **stronger class**, students can work individually.

KEY

2 Has Mum received a text from Uncle Mike? Yes, she has.
3 Has Jake tidied his bedroom? Yes, he has.
4 Has Jake hoovered the living room? No, he hasn't.
5 Has Jake finished his homework? No, he hasn't.
6 Has Mum finished decorating the birthday cake? No, she hasn't.

For further practice of the present perfect negative and interrogative:

Grammar Builder 9D page 140

5 1 I haven't seen that film. 2 Jo hasn't forgotten Molly's phone number. 3 James and Emily haven't learnt Spanish. 4 We haven't had breakfast.
5 You haven't finished your project. 6 It hasn't stopped raining. 7 The cat hasn't caught a mouse.

- 6 2 Have you heard the weather forecast for tomorrow? No, I haven't.
3 Has Evie written any emails today? No, she hasn't.
4 Have Ruby and Zack answered any questions in class today? Yes, they have.
5 Have we bought our tickets for the concert on Saturday? No, we haven't.
6 Has Chloe posted a photo of me on her Facebook page? Yes, she has.
7 Have Aisha and Muhammad replied to your email? No, they haven't.
8 Have you found your keys? Yes, I have.
- 7 2 I've already done it. 3 I've already watched it.
4 I've already apologised to him. 5 I've already bought one. 6 I've already done it.
- 8 3 They haven't seen the paintings in the National Gallery yet.
4 They haven't walked along Oxford Street yet.
5 They've had a meal in Chinatown.
6 They've bought tickets for a musical.
7 They've taken a ride on the London Eye.
8 They haven't visited Buckingham Palace yet.
- 9 2 Have they taken a boat trip on the Thames yet? Yes, they have.
3 Have they seen the paintings in the National Gallery yet? No, they haven't.
4 Have they walked along Oxford Street yet? No, they haven't.
5 Have they had a meal in Chinatown yet? Yes, they have.
6 Have they bought tickets for a musical yet? Yes, they have.
7 Have they taken a ride on the London Eye yet? Yes, they have.
8 Have they visited Buckingham Palace yet? No, they haven't.

Exercise 4 page 100

- Go through the *Learn this!* box together. Then students find the examples in the dialogue.

KEY

I've already tidied it. And have you hoovered the living room yet? I haven't finished decorating Uncle Mike's birthday cake yet. But I haven't done my homework yet.

Exercise 5 page 100

- Go through the instructions together. Then focus attention on the example.
- Students do the exercise individually.
- Check answers as a class.

KEY

They haven't hoovered the living room yet. They've already baked a cake. They haven't decorated the cake yet. They haven't prepared dinner yet. They've already changed the beds.

Exercise 6 page 100

- Model the task with a confident student.
- Students then do the exercise in pairs.

KEY

Have they hoovered the living room yet? No, they haven't.
 Have they baked a cake yet? Yes, they have.
 Have they decorated the cake yet? No, they haven't.
 Have they prepared dinner yet? No, they haven't.
 Have they changed the beds? Yes, they have.

Exercise 7 page 100

- Model the example question and answer with a confident student. Then students do the task in pairs. Circulate, monitor and help as necessary.

Extra activity

- Play the chain game. The first student to play says what they have or have not done today, e.g. *I've already had a shower*. The next student says whether they have done that thing, and then adds another, e.g. *I haven't had a shower yet, but I've already made a phone call*.
- Point out that they use *and* if both statements use *yet* or both use *already*, and *but* if one statement uses *already* and the other uses *yet*.

Exercise 8 page 100

- Ask a few students to tell the class about their partner's answers.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about recent events*.

9E Word Skills**do, make, have, take, bring****LESSON SUMMARY**

Vocabulary: *do, make, have, take, bring*

Speaking: Talking about household chores

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than a minute each on exercises 1 and 7. Exercise 4 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell students about the things you take with you every time you leave the house, e.g. your wallet, mobile phone and keys. Then ask:
What do you bring with you to school every day?
If you're going out with your friends, what do you always take with you?
- Elicit answers.

Exercise 1 page 101

- Focus attention on the photo and ask students to describe it.
- Elicit answers to the question.

KEY

(Possible answer)

This is the bedroom of a teenage girl. The girl is sitting on her bed and using her laptop. The room is quite untidy: there are clothes, a plastic bag and other things on the floor, on the bed and on the desk.

Extra activity

- Ask students: *What are the advantages and disadvantages of having a tidy room?*
- In pairs or small groups, students brainstorm ideas, e.g. advantages: you can find your things easily, it's safer because you won't fall over things, it's more relaxing; disadvantages: it's boring to be tidy, it isn't comfortable, if you put away your things, you can't see them or find them.

Exercise 2 4.09 page 101

- Play the audio for students to listen and read. Then they answer the question.
- Check the answer as a class. You could ask additional comprehension questions:
What housework does Marvin do? (He occasionally does the hoovering and he helps to make dinner.)
Why doesn't Marvin help much? (He's busy with his homework.)
When does Harriet usually do the washing up? (after breakfast)
What two jobs does James do? (He tidies his bedroom and takes the rubbish out.)
What does Max do a lot? (He argues with his parents.)

KEY

Harriet helps the most with the housework. Marvin helps the least.

Exercise 3 page 101

- Students complete the collocations.

KEY

3 homework 4 the washing up 5 the cleaning
 6 the shopping 7 my best 8 nothing 9 the dinner
 10 our beds 11 breakfast 12 arguments 13 ages
 14 the bus 15 the rubbish out

Exercise 4 page 101

- Students do the exercise individually.

KEY

1 take 2 made 3 have 4 do 5 take 6 Do
 7 made 8 have 9 have 10 take

Extra activity

- Play a game of charades. In teams of three, students take turns acting out the collocations in exercise 3.
- Teams give themselves one point if they can guess easy collocations such as *take a photo* or *take a pill*, two points for harder ones such as *make breakfast / lunch / dinner* and *do the housework*, and three points for difficult ones like *do somebody a favour* and *take somebody's advice*.
- The team with the most points at the end wins.

Exercise 5 page 101

- Go through the *Look out!* box together.
- Demonstrate *bring* and *take*. Say to a student: *Bring me your book, please*. When the student does so, say *thank you*. Then say: *Now, take it to Helen*. Then, ask Helen to return the book to the first student and ask the first student to sit down again.
- Students complete the sentences individually.

KEY

1 take 2 bring 3 bring 4 Take 5 bring 6 take

Exercise 6 page 101

- Go through the instructions together. Then model the example with a confident student.
- Students work in pairs and do the exercise. Circulate, monitor and help as necessary.

Exercise 7 page 101

- Ask a few students to tell the class about their partner.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use do, make, have, take and bring.*

9F Reading

In the middle of nowhere

LESSON SUMMARY**Vocabulary:** Remote island collocations**Speaking:** Talking about daily life on a tropical island**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask students:
 - Do you ever spend your holidays at the beach?*
 - When was the last time you went there?*
 - Where was the beach?*
 - What did you do there?*
 - What did you eat?*
- Elicit answers.

Exercise 1 page 102

- Go through the adjectives and nouns and check meaning and pronunciation, especially *remote* /rɪ'məʊt/ (far away from places where other people live), *ocean* /'əʊʃn/ (a large area of sea) and *palm tree* /pɑ:m tri:/ (a straight tree with long leaves at the top; it grows in tropical countries).
- Focus attention on the photos. Elicit descriptions of the island using the adjectives and nouns.

KEY

(Possible answer)

Palmerston Island is beautiful and peaceful. It's in the middle of the Pacific Ocean, so it's very remote. It's a tropical island, so the ocean around it is warm. The beaches have got beautiful white sand. There are a lot of palm trees on the island.

Exercise 2 page 102

- Students read the article quickly and answer the questions.

Exercise 3 page 102

- On the board, write: *Every day, I speak to them when I get there.*
Underline *them* and ask: *Is 'them' places, people or things? How do you know?* (They're people because I speak to them.) Circle *there* and ask: *Is 'there' a place, a person or a thing? How do you know?* (It's a place because *there* is a word used for places.)
- Then write: *It wasn't easy.* Ask: *What could 'it' be?* Elicit ideas, e.g. a test, a race, life in a cold place, and point out that *it* is probably not a person.
- Go through the Reading Strategy. Do the first item as a class. Ask: *How do we know that them means 'things'?* (Because you buy and sell things, but you don't buy and sell people.)
- With a **weaker class**, continue as a class. With a **stronger class**, students do the exercise individually.

KEYA things B place C people D place E place
F situation G situation**Exercise 4** page 102

- Students read the text again, focusing on the sentences before and after gaps and underlining the key words. This should help them to identify what the reference words refer to.

KEY

1 D 2 C 3 A 4 E 5 G

Exercise 5 4.10 page 102

- Play the audio for students to check their answers in exercise 4.
- They then decide what the underlined words refer to. Circulate, monitor and help as necessary.

KEYA (frozen) fish B (extra) C the families on Palmerston
D Palmerston Island E Rarotonga F (extra)
G getting a university education**Exercise 6** page 103

- Ask students to read the questions and underline the key words. Check understanding.
- With a **weaker class**, students answer the questions in pairs. With a **stronger class**, students answer individually.

KEY

- 1 It's dangerous because of the rocks. (These have caused hundreds of boats to sink.)
- 2 There are six buildings.
- 3 They usually receive supplies twice a year.
- 4 They only have access to the internet for one or two hours a day and they can't always get a mobile phone signal.
- 5 The population has dropped from 300 to 62.

Exercise 7 page 103

- Students match the two halves of the collocations. They then check their answers by looking for them in the text.

KEY

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

Exercise 8 page 103

- Go through the instructions together. Students do the task in pairs while you circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a remote island home.*

9G Speaking

Photo comparison

LESSON SUMMARY

Vocabulary: Adjectives to describe rooms

Speaking: Comparing and contrasting, and speculating

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 1–2 minutes each on exercises 1 and 2.

LEAD-IN 2–3 MINUTES

- Describe your favourite room in the school and say why it is your favourite, e.g. *I really like the teacher's room because I can relax there. The chairs are quite comfortable and there's a coffee machine. It's also got a big window, so the room is light.*
- Ask: *What's your favourite room in the school? Why is it your favourite?* Elicit a few answers.

Exercise 1 page 104

- Focus attention on the two photos for exercise 1. Explain that both photos show a teenager's bedroom. As a class, elicit the furniture and household items students can identify.

KEY

Photo 1: bed, posters, bookcase, stool, desk

Photo 2: bed, lamp, chest of drawers, rug

Exercise 2 page 104

- Students match the four pairs of opposites.
- With a **weaker class**, write the following adjectives on the board: *bright, comfortable, large, tidy*. Then students find the opposites.
- Check answers as a class. Then elicit which adjectives could be used to describe the photos.

KEY

Opposites bright – dark; comfortable – uncomfortable; large – small; tidy – untidy

(Possible answers)

Photo 1 bright, comfortable, large, relaxing, tidy

Photo 2 bright, comfortable, cosy, relaxing, small, tidy

For further practice of adjectives to describe rooms: Vocabulary Builder 9G page 121

- 1 1 bright 2 clean 3 comfortable 4 cosy
5 dark 6 dirty 7 large 8 modern
9 old-fashioned 10 relaxing 11 small 12 tidy
13 uncomfortable 14 untidy

Extra activity

Students think of a place in the school to match each of the adjectives in exercise 2. They then make sentences about them, e.g. *The lunch room is bright because it's got big windows. The library is relaxing because there are comfortable chairs for reading. The gym is untidy because there's a lot of sports equipment there.*

Exercise 3 4.11 page 104

- Go through the Speaking Strategy together.
- Books closed, check understanding. Ask students what they remember about the two photos in exercise 1. Ask: *What are the boys doing in the first photo?* (They're watching or listening to something on the laptop.) *What is the girl in the second photo doing?* (She's talking on the phone or listening to music.)
- Ask: *What three things must you do when you compare two pictures?* Students answer without looking at their books. If they can't remember, allow them to read the Speaking Strategy again, close their books again and then answer.
- Play the audio. Students decide which student follows the advice better and give reasons for their opinion.

KEY

Speaker 1 follows the advice better. He gives more details and includes some description of clothing. It is also easier to follow what he is saying.

Transcript

- Both photos show bedrooms, and you can see teenagers in both photos. The bedroom in the first photo is quite bright, and there are two teenage boys in it. I can see a bed, a desk and a bookcase. There's a laptop on the desk. The two boys are sitting in front of the desk. The boy in the brown T-shirt is playing the guitar and looking at the laptop. Perhaps he's reading some music on the screen. The boy in the white T-shirt is looking at the laptop and smiling. It looks as if they're having a good time. In the second photo, the bedroom looks smaller. I can see a bed, a chest of drawers, a lamp and a rug. There's a laptop on the rug. In the first photo, the boys are using the laptop, but in the second photo, the girl isn't using it. She's using her phone. She's probably listening to music. I would say that she's got homework, but she isn't doing it!
- Both photos show teenagers. The first photo shows two boys in a bedroom, whereas the second photo shows a girl in a bedroom. In the first photo, a boy is playing the guitar and his friend is listening. In the second photo, a girl is using a laptop and listening to music on her phone at the same time. In both photos, the teenagers are smiling. In the first photo, the teenagers are sitting on chairs, but in the second photo, the girl is sitting on the floor. I like both bedrooms, but I think I prefer the second one. It looks cosier and warmer.

Exercise 4 4.11 page 104

- Focus attention on the key phrases and check meaning, especially *whereas* /ˌweəɪˈæz/ (used to compare or contrast two facts).
- On the board, write *It looks as if ...* and use it in a sentence, e.g. *It looks as if it will be hot today.*
- Play the audio again. Ask students to tick the phrases they hear.

KEY

Speaker 1 In the first photo ..., but in the second photo ...; You can see ... in both photos. Both photos show ...; It looks as if ...; I would say that ...; Perhaps he ...
Speaker 2 The first photo shows ..., whereas the second photo shows ...; Both photos show ...; In the first photo ..., but in the second photo ...

Transcript

See exercise 3.

Exercise 5 page 104

- Focus attention on the two photos and elicit words to describe them. Remind students of the adjectives in exercise 2.
- Students take turns to compare and contrast the photos. They should also say which they prefer.
- Circulate, monitor and help as necessary.

Extra activity

Ask students to compare and contrast their own bedroom with the bedroom of a friend or relative.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can compare two photos.*

9H Writing

A description

LESSON SUMMARY

Vocabulary: *although, because* and *so*; modifiers

Writing: A description of a home

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 8 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell students: *Imagine you're going to stay in another country for three months. You're going to study English there. You're going to live with a family. You'll have your own bedroom in their home. What things do you want in your bedroom?*
- Elicit a few answers.

Exercise 1 page 105

- Focus attention on the photo and ask students to read the task. Ask:
Who is coming to stay with you? (a foreign student)
For how long? (three months)
In your answer, what do you need to describe? (your home, the student's room, the location of your home, your free-time activities)

- Students read the two model texts. Ask a few comprehension questions:
In model text A, where does the writer live? (in a modern apartment in the city)
Where will the student's bedroom be? (at the front of the apartment)
In model text B, where does the writer live? (in a village / the countryside)
What does the writer's family do in the evenings for fun? (They play board games and read.)
- Finally, students answer the question.

KEY

Model text A matches the photo because it is a small, light, modern bedroom with a desk and chair.

Exercise 2 page 105

- Discuss the question as a class. Ask:
What are the advantages of the apartment? (It's got a great location; the room has a bed, desk and chair; there's a big 3D TV in the living room.)
What are the disadvantages? (The room is small.)
What are the advantages of the cottage? (It's cosy, with a fire; it has an amazing view of the countryside; they have got board games, books and a TV.)
What are the disadvantages? (It's remote; they don't watch a lot of TV.)
- The class vote on which place they would choose.

Exercise 3 page 105

- Ask: *In model text A, what is the main topic of the first paragraph?* (the location of the home)
Which paragraph describes the rooms? (paragraph 2)
- Students do the exercise.

KEY

Both texts: a) paragraph 2; b) paragraph 1; c) paragraph 3

Exercise 4 page 105

- Go through the *Learn this!* box together.
- On the board, write:
___ my flat is very small, I like it.
I like my flat ___ it is very comfortable.
My flat is very comfortable, ___ I like it.
- Elicit words to fill the gaps. (*Although, because, so*) Then, ask students to translate the conjunctions into their language.

KEY

Model text A It's a great location because it's right in the middle of the city. The room is a bit small although it's very light. In the living room, we have a big 3D TV, so we often lie on the sofas and watch films in the evenings.
Model text B It's extremely cosy in the winter because we always light the fire in the living room. Your bedroom will be the one at the back of the house, so you'll have an amazing view of the countryside. We've got a TV, although we don't watch it much.

Exercise 5 page 105

- Students do the exercise individually.

KEY

1 because 2 although 3 so 4 so 5 although

Exercise 6 page 105

- Go through the Writing Strategy together. Then students find the modifiers in the text.

KEY

fairly modern a bit small / remote very light
really relaxing not very expensive extremely cosy

For further practice of modifiers:

Vocabulary Builder 9H page 121

3 Make the adjective stronger really, very Make the adjective weaker fairly, not very, pretty, quite, rather

4 (Possible answers) **1** very **2** fairly **3** a bit
4 really **5** quite **6** not very

Exercise 7 page 105

- With a **weaker class**, brainstorm notes onto the board together. With a **stronger class**, students work individually.

Exercise 8 page 105

- Students work individually. Circulate, monitor and help as necessary.
- When students have finished writing, focus attention on the *Check your work* box and remind students to read their description again and make sure it is as good as it possibly can be.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can write a description of a home.*

5 Exam Skills Trainer

LESSON SUMMARY

Reading: Matching headings to paragraphs

Listening: Choosing the correct options in multiple-choice questions

Use of English: Completing open cloze tasks

Speaking: Using a variety of adjectives

Writing: Writing a description

LEAD-IN 2-3 MINUTES

- Ask students to describe a typical home in their country, thinking about what it looks like, what it's made of and what rooms it has.

Reading

Exercise 1 page 106

- Go through the strategy together. Students read each paragraph carefully and answer the questions.
- Check answers as a class.

KEY

1 Paragraphs 1, 4 and 5 **2** Paragraph 5 **3** Paragraph 5

Exercise 2 page 106

- Students read the text again and match the headings to the gaps.
- Ask students to explain why the extra heading doesn't match any of the paragraphs.
- Check answers as a class. Then ask some additional questions:
- Which of the houses would you like to live in? Why? What do you think of the government's idea to pay for the houses to be painted?*
- Elicit answers.

KEY

1 B **2** D **3** A **4** F **5** E

Listening

Exercise 3 page 106

- Go through the strategy and the instructions together.
- Students skim read the five questions and the options in exercise 4, and the three summary sentences in exercise 3. They then choose the best summary sentence.
- Check answers as a class.
- Ask students to explain their answers.

KEY

Summary 3

Exercise 4 4.12 page 106

- Ask: *Have you ever moved house? How old were you? How did you feel? Elicit answers.*
- Explain that students are going to listen to a radio programme where teenagers discuss moving house. Remind them, if necessary, that they are going to hear three teenagers speak.
- Remind students that it is a good idea to read the questions and options before listening and to underline the key words.
- Students listen to the recording and choose the correct options.
- Check answers as a class.

KEY

1 C **2** B **3** A **4** B **5** C

Transcript

Narrator Imagine your parents have just told you that you're going to move house. Not only that, but you're going to move to a different town and start going to a new school. How would you feel? Moving house can be exciting, but it is also one of the most difficult events in a person's life. People often feel sad about leaving their old home, and worried about starting a new life somewhere else. Caitlin, Ahmed and Josie have all moved to new towns in the last three months. How's it been for you, Caitlin?

Girl I moved here with my family nearly two months ago.

The new house is great, and my bedroom's really cosy and comfortable. But I do feel a bit sad sometimes. I think about my old school quite a lot. I haven't been back to visit yet.

N Maybe you will soon. What about you, Ahmed?

Boy We only moved here three weeks ago. It's the holidays, so I haven't started my new school yet. I hope it'll be OK. The new house is quite nice. I didn't like the colour of my bedroom. It was green and really dark so I painted it. It's white now, much better.

N That sounds good. OK, tell us about your experience, Josie.

G We left our old house about a month ago. I really didn't want to move. But actually it's been OK. I speak to my old friends every week, but I've made some good friends here too. Most of them are school friends, but the girl next door is really nice as well. We've spent some time together and have a lot in common.

N That sounds good. Everybody's different, of course, but it seems like there are two important things to do when you move house: the first is to understand that moving house is a big and difficult event, the other is to find positive things about your new home.

Use of English

Exercise 5 page 107

- Go through the strategy with the class. Ask them for some examples of collocations they have learned and write them on the board. If necessary, ask them to look again at unit 9 where they will find sets of vocabulary with collocations.
- Students work individually or in pairs to match the verbs to the nouns to make collocations.
- Check answers as a class.

KEY

1 make 2 have 3 do 4 share 5 take

Exercise 6 page 107

- Go through the instructions with the class. Explain that it is important to read the instructions very carefully to avoid unnecessary mistakes.
- Students read the email once for gist, then again to complete the gaps.
- Remind them that if they don't know one answer, they can move on to complete the others and then return at the end if they have time.
- Monitor and help where necessary.
- Students discuss their answers in pairs.
- Check answers as a class.

KEY

1 a 2 've / have 3 haven't 4 Has 5 Will 6 at
7 do 8 made 9 about 10 just

Speaking

Exercise 7 page 107

- Go through the strategy with the class.
- Students work individually or in pairs to put the adjectives into the correct position in the table.
- With a **weaker class**, you may wish to go through the meaning of the adjectives first.
- Check answers as a class.

KEY

Positive attractive cosy light relaxing

Negative awful ugly uncomfortable untidy

Extra activity

Put students into small groups and give them one minute to come up with as many positive and negative adjectives as they can.

Exercise 8 page 107

- Focus students' attention on the two photos.
- Read through the task together. Remind students that there are two parts to this task. Firstly, they need to compare and contrast the photos, so they need to talk about the similarities and differences. They then need to discuss the two questions.
- Students complete the task. They could either work individually or in pairs, taking turns to speak and listen. Monitor and help where necessary.
- Ask a few students to share their ideas with the class.

Writing

Exercise 9 page 107

- Go through the strategy with the class.
- Ask some questions and encourage students to respond with a preposition + noun phrase or adverb of place, e.g. *Where are your parents at the moment? Where do you play football?*
- Students complete the sentences with the words.
- Monitor and help where necessary.
- Check answers as a class.

KEY

1 on 2 nearby 3 upstairs 4 at 5 in 6 next

Exercise 10 page 107

- Go through the instructions together. Then brainstorm some ideas onto the board.
- Students write their description. Circulate, monitor and help as necessary.

KEY

(Model answer)

My grandmother lives in a beautiful house in the countryside in the south of England. It isn't very big, but it's cosy. Downstairs there's a kitchen and a bright living room. Upstairs, there are two bedrooms and a bathroom. Outside, there's a small garden with lots of flowers. I go to her house during the school holidays. I went last summer for a week. We went to the park, the cinema and the beach. We also visited her sister, my great-aunt.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the round-up activity to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can match headings to paragraphs. I can guess what a listening text is going to be about. I can complete texts with collocations. I can compare and contrast pictures and answer questions. I can write a description of a home.*