

2 MONEY AND HOW TO SPEND IT

Objectives

FUNCTIONS	buying things in a shop; talking about what people are doing at the moment
GRAMMAR	present continuous; verbs of perception; present simple vs. present continuous
VOCABULARY	shops; clothes

Student's Book page 20–21

READING

1 1.22 Give students one minute to discuss in pairs how to say the prices. Nominate different students to say each price aloud and ask the rest of the class if they agree or disagree. Play the audio for students to check their answers. Tell the students that in English we normally say a price by giving the amount in complete units first, then the currency, then the change, usually without saying *pence* or *cents*, e.g. *one pound fifty*, *three euros forty-six*, *ten dollars twenty*, etc. Ask: *Is this way of saying prices similar or different in your language?*

Answers

- 1 one euro forty-nine
- 2 twenty-two pounds seventy-five
- 3 two hundred and forty-nine dollars
- 4 five pounds ninety-nine
- 5 eight dollars twenty-five
- 6 eight hundred and thirty-five pounds

2 1.23 Ask students to look at the photos. If you're using an interactive whiteboard (IWB), display them on the screen. Elicit the names of the objects (*watch*, *notebook*, *laptop*, *camera*, *pen*, *sandwich*). Students work in pairs to match objects and prices. Take one or two suggestions from students and encourage others to react but don't confirm answers. Play the audio for students to check their answers.

Answers

A 2 B 5 C 6 D 3 E 1 F 4

3 **SPEAKING** Students read the four questions. Elicit or teach *cheap* (when something doesn't cost much money); *expensive* (when something costs a lot of money) and *dream about having* (give examples of things you dream about having and elicit examples from students). Give pairs two or three minutes to discuss their opinions and find out which items they agree and disagree about, then feed back with the

class. Ask students to tell the class which items they and their partner had very different ideas about.

4 Focus on the picture on page 21, and ask students to cover the dialogue. If you're using an IWB, zoom in to show the picture only, with books closed. Elicit answers to the questions, and put them on the board. Prompt students to speculate further about what is happening in the picture. Ask: *What is the boy doing? Why do you think they're looking at clothes? What does the boy think about the shirt?* Don't give away the correct answers yet.

5 1.24 Play the audio for students to read and listen to the dialogue, and check their predictions on the board. Did anyone get it right?

Suggested answers

- 1 They are brother and sister.
- 2 She doesn't like the yellow shirt. She thinks it's terrible.

6 Students read the sentences. Ask them to answer what they can from memory and try to predict the answers they aren't sure of. They can then read the dialogue again and check. Ask students to find and underline the relevant information relating to the questions in the dialogue as this will help them find the right answers and correct the false statements. Students compare their ideas in pairs before you check answers with the whole class. As you check answers, ask students to quote the text which supports their answers.

Answers

- 1 T 2 F (Maddy thinks yellow is a terrible idea.)
- 3 F (Tom doesn't think he's good-looking.)
- 4 F (Tom doesn't want to buy expensive clothes.) 5 T

Optional extension / Fast finishers

Students write four or five more statements about the dialogue, making some of them false. They can use these to test their classmates later on in the class.

THINK VALUES

Fashion and clothes

1 Read the seven statements with the class, and check the meaning of *designer clothes* by asking students to give examples. Ask: *What are some examples of designer jeans/designer trainers?* Also check students understand *bright clothes*. Ask: *Is yellow a bright colour? What are some other bright colours?* To check

feel comfortable you could talk about an item of clothing that is uncomfortable, e.g. *high heels* and ask students: *Are these generally comfortable or uncomfortable?* (uncomfortable); *What do you wear when you want to feel comfortable?* Then give the class a minute to go through the list and prioritise the values individually.

- 2 **SPEAKING** Look at the examples in speech bubbles with the class and write the phrases: *How important is ...?* on the board as reference. Demonstrate the task with a stronger student, by saying, for example, *Feeling comfortable is very important to me. I put five for 'I want to feel comfortable'. How important is this for you?* Students do the task in pairs. Tell them to try to ask for and/or give at least two follow-up pieces of information for each item they discuss, e.g. *What sort of clothes do you find comfortable/uncomfortable? What is your favourite or most comfortable piece of clothing? Where do you buy comfortable clothes?* etc. Ask students to note their partner's rating for each of the statements. Tell them not to look at each other's books (if necessary ask them to sit back to back). Monitor and help with vocabulary as necessary and make a note of any nice contributions to quote and praise at the end of the activity. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. To follow up, put two pairs together to form groups of four to compare their ideas for another minute. Finally, bring things to a close by eliciting ideas from each group to discuss them in a whole-class setting.

Student's Book page 22–23

GRAMMAR

Present continuous

- 1 Read the examples with the class. You could perhaps ask different students to read each sentence aloud. Say: *These sentences are examples of ...* and elicit the *present continuous*. If they can't supply this term, point to the title at the top of the page. Give students a minute or two to complete the rule and the table in pairs. Check answers as a class. Make sure students understand that the present continuous is made up of two key elements. Ask: *What are the two parts?* (the correct form of the verb *be*, and the *-ing* form of the main verb); *Can we leave them out?* (Neither of these can be omitted in positive or negative sentences, or in questions.); *How do we reply to yes/no questions?* (We only use the correct form of the verb *be* in short answers to *yes/no* questions, and we don't repeat the main verb.)

Rule

1 continuous 2 the verb *be*

Answers

1 are 2 isn't 3 Am 4 Are 5 Is 6 are 7 aren't
8 is 9 isn't

- 2 Students work individually, then check answers in pairs before you check as a whole class.

Fast finishers

Students look around the classroom and write four to six more sentences about the different things people are doing around them at the moment or about what they think members of their family are doing now.

Workbook page 18 and page 122

Answers

1 're playing 2 's cleaning 3 aren't listening
4 'm doing 5 aren't playing, 're losing
6 Are ... watching, 'm not 7 are ... doing, 'm trying

VOCABULARY

Shops

- 1 To lead into the activity, first ask students what shops Tom and Maddy went to in the story (a clothes shop, and maybe a shoe shop). Ask the class to identify the pictures of these in the eight different shops shown (8 and 2). Students then complete the rest of the exercise individually and compare ideas in pairs before you check answers with the whole class.

Answers

1 bookshop 2 shoe shop 3 chemist's 4 supermarket
5 department store 6 sports shop 7 newsagent's
8 clothes shop

Fast finishers

Students write down at least one or two kinds of things they would buy at each of these shops.

- 2 **SPEAKING** Demonstrate the task by telling students about your own shopping preferences briefly, using the prompts. Check understanding by asking students to tell you which shops you said you like and which you don't like. Before students write about their own preferences, elicit from the class two or three things you can buy in each type of shop to help with vocabulary. Write the words on the board. Students spend two or three minutes thinking about and writing down their answers. Put them together in small groups of three or four to compare ideas with other students. You could turn this into a guessing game by asking students to omit the name of the shop for the others to guess, e.g. *In my town there's a very good ... It's called ... It's good because they sell all my favourite magazines.* Allow about three minutes for the conversations. Monitor the activity, and provide help as necessary with any unfamiliar vocabulary. Make sure students use the present simple, not the present continuous and prompt them to self-correct any mistakes with tense. Otherwise, avoid correcting errors that don't impede comprehension. At the end, present the vocabulary you helped some groups with to the whole class, and ask them to record the words.

Optional extension

If you're using an IWB, test students' memory by showing them the photos again without the list of words on the screen, then pointing to photos at random and eliciting names. Alternatively, students can test each other by taking turns to say the number of an image and asking their partner to say what it is.

Workbook page 20

GRAMMAR

Verbs of perception

1 Students look at the two *looks* and *sounds* sentences from the dialogue. In open class, elicit what the pronouns refer to in each one. You may like to do this on the IWB, or if you aren't using one, by writing the sentences on the board, so students aren't looking down at their books during the activity. Ask the rest of the class to listen, check and correct suggestions. Finally, ask all of them to go back to page 21, find the pronouns and check what they refer to.

Answers

- 1 the yellow shirt
- 2 the idea that Maddy takes Tom shopping for clothes and shoes

2 Students quickly match the pictures and verbs. Check answers. To aid recall, call out the verbs again at random, and ask students to touch the relevant part of their head (*sound* – ears; *smell* – nose; *taste* – mouth or tongue; *look* – eyes). Then ask students to complete the rules, and compare their ideas in pairs before you check the answers as a class.

Answers

- 1 D 2 A 3 C 4 B

Rule

- 1 continuous 2 adjectives

3 Students match the sentences and responses, then compare answers with a partner. Encourage them to read out the exchanges, rather than just say numbers and letters. Say the input sentences, and call up a different student to respond to each one with the appropriate phrase. Model the correct intonation of the responses and encourage students to use it. Confirm the answers only after you have received four correct responses.

Answers

- 1 b 2 c 3 d 4 a

Fast finishers

Students write four different conversations, each of which elicits one of the responses from a–d.

Workbook page 19 and page 122



Be aware of common errors related to verbs of perception, go to *Get it right on Student's Book page 122*.

LISTENING

1 1.25 To lead into the task, elicit the kinds of things people buy in the four shops mentioned – *bookshop*, *clothes shop*, *newsagent's* and *sports shop*. Write suggestions on the board. Tell students to think about what other things people talk about when shopping there, for example size, price, trying on clothes. Suggest that students listen for these key words and ideas to help them identify the shop. Play the audio, pausing after each dialogue briefly to give students time to process the information and select their answers. Check answers as a class. Ask stronger students to say in their own words why they chose each answer.

Answers

- 1 sports shop 2 bookshop 3 clothes shop
4 newsagent's

Audio Script Track 1.25

1

Woman Hi. Are you all right there?

Boy Yes. Well, these running shoes, how much are they?

Woman Let me look. Here you are ... they're forty-nine pounds.

Boy Right. Can I try them on, please? Size eight.

Woman Sure. I'll be right back.

2

Woman Hi. Do you need any help?

Girl Hello. Have you got anything about New York? My dad and I are going there on holiday.

Woman Um, yes. In the travel section. You'll find three or four books about New York there, I think.

Man Oh. Yes. Of course. Thanks a lot.

3

Man Can I help you?

Boy Yes, have you got this shirt in blue?

Man Let me look ... What size do you take?

Boy Medium. I think.

Man Um ... Yes, here you are.

Boy Great. Can I try it on please?

Man Sure. The changing rooms are over there, at the back.

4

Man Hello. Can I help you?

Girl Yes. This magazine please and this bar of chocolate.

Man OK. That's four pounds fifty please.

Girl Thanks.


Man And five pounds fifty change. Thank you! Bye.

2 1.25 Before you play the audio again, ask students to try and complete all the gaps with details they remember from the first listening and check ideas in pairs. Play the audio twice, pausing after each conversation to allow time for students to record their answers. Check answers as a class.

Answers

- 1 running shoes
- 2 travel books about New York
- 3 a blue shirt
- 4 a magazine and a bar of chocolate

FUNCTIONS**Buying things in a shop**

- 1 Check comprehension of *customer* and *assistant* by asking: *Who works in a shop?* (a shop assistant); *What do customers do in a shop?* (they buy things; they do their shopping). Students mark the statements from memory, then compare ideas in pairs before you check answers with the class.
- 2  1.26 Explain that students are going to hear another conversation in a shop, but first they must put the sentences from it in the correct order. Read the example, then do number 1 together. Give them two or three minutes for the task. Play the audio for students to listen and check their answers and then give them a few minutes to practise the dialogue in pairs.

Answers

- 1 A: Hello. Can I help you? 2 B: Yes, please. I like this jacket. Have you got it in black? 3 A: Sorry, no. Only brown. 4 B: Oh, well, brown's OK. How much is it? 5 A: It's £75.00. 6 B: Can I try it on? 7 A: Yes, of course. 8 B: Very nice. I'll take it. 9 A: Great. So – that's £75, please!

Optional extension

You may like to ask students to practise role-playing the dialogue with different attitudes: angry, polite, happy, tired, bored, etc. Write the adjectives you want to use on wordcards – one for each student, but the words can be repeated. Elicit or pre-teach all these adjectives before you begin. Give each pair two cards. The rest of the class should listen to their performance, and say which attitudes they think the pair were acting out.

ROLE PLAY BUYING CLOTHES IN A SHOP

Put students in pairs. Each of them study the relevant page. Check/clarify: *a pair of trainers*, *a sweatshirt*. Give students at least two to three minutes to prepare their conversations, using the previous exercises as a model. Monitor the preparation stage, and provide help with vocabulary as necessary. Point out errors for students to self-correct. It is better to correct any errors during the preparation than later during the performances. Pairs practise their conversations. You can encourage them to add different feelings and attitudes to their performances, e.g. the customer is impatient or shy, the assistant is bored or nervous. Monitor their conversations, and make a note of which pairs stand out in their use of the language or speak with confidence. When all pairs have completed both conversations, call up a couple of the best pairs you noted to perform them in front of the class. (Be careful not to choose shy students who would not enjoy the experience.) Have a vote on the best performance.

TRAIN TO THINK**Exploring numbers**

- 1 Read the instructions with the class and study the example. Check/clarify: *T-shirt*, *jumper*, *belt* and *jacket*. Ask students to point to their own clothing or find someone in the class who is wearing the particular item. Teach the language for making calculations by saying *I'm going to buy a T-shirt and a belt. How much is that?* Say: *£8.50 plus £3 equals £11.50* and write this on the board. Underline *plus* and *equals*. Students work on the questions individually. Allow up to three minutes. Remind them there may be a number of different possible answers.
- 2 **SPEAKING** Students compare their ideas in pairs before you check answers as a class.

Possible answers


- 1 This depends on which items students have selected (there are nine possible combinations).
- 2 They can't buy the jacket (over the limit), or all three of the other more expensive items together (those would cost £30.50). However, they can buy any two of the first three items and the belt.
- 3 Yes, they can. The total price is only £68.50.

PRONUNCIATION

For practice of contractions, go to Student's Book page 120.

Student's Book page 24–25

VOCABULARY**Clothes**

- 1  1.29 Focus attention on the pictures. Students complete the words for clothes, then compare their ideas in pairs, before you play the audio for them to check their answers. If you're using an IWB, nominate a different student to write each word on the screen or ask them to write the answers on the board for all to check. Tell students to find those clothes that have a name in plural form in English (*boots*, *shoes*, *trainers*, *shorts*, *trousers*), and ask them why they think this is (these items either come in pairs, or they have two legs), and whether they are also used in the plural in L1. You may like to elicit or input further similar examples (e.g. *jeans*, *sandals*, *flip-flops*, *swimming trunks*).

Answers

- 1 dress 2 jumper 3 shoes 4 trainers 5 boots
6 jacket 7 shirt 8 shorts 9 trousers

- 2 Students think about the questions and prepare their answers. Monitor and help with unfamiliar vocabulary as necessary. You may like to allow weaker students to write down their responses, but ask stronger students to make notes and only use them as prompts for giving more detailed answers.

Mixed-ability

Ask stronger students to prepare to give their answers in full sentences, using appropriate verb forms, e.g. *I'm wearing a shirt and a jacket now. I usually wear jeans and trainers at the weekends.*

Fast finishers

Students close their books and write down as many items of clothing from Exercise 1 as they can remember. Then they open their books to check. Could anyone remember all ten?

- 3 **SPEAKING** Students discuss the questions from Exercise 2 in pairs. Ask them to sit back to back when they begin with the first question, describing what their partner is wearing now. One student describes and their partner checks, correcting any false statements. Monitor students' use of the vocabulary for clothes and of the correct present tense. Make a note of any common errors to go over at the end of the activity, but don't interrupt the conversations to correct mistakes unless these impede comprehension. Allow about three minutes, then ask students to swap partners and tell their new partners about the student they previously spoke to. Continue monitoring as before.

Workbook page 20

READING

- 1 A recording of this text is available with your digital resources. Ask students to cover up the exercises or use the IWB to zoom in on the text, and ask them to say what kind of text it is. Accept all suggestions (*web chat, instant messaging, internet noticeboard, social networking site posts, comments* etc.) The point is for students to recognise it is an informal type of text in a new media context. Ask students to read the text quickly, not worrying about all the details, and to find the answer to the question: *What is each person doing at the moment?* (JollyMarie is thinking about what to do; goodgirl is reading a book; PeteJ is watching a film on TV; RonnieRaver is watching the stars; EllieParsons is making sandwiches). Check/clarify: *probably* (something is very likely, almost certain); *sky* (demonstrate by pointing); then ask them to find the answers to the questions. Students compare answers in pairs before you check with the whole class.

Answers

- 1 RonnieRaver 2 EllieParsons 3 JollyMarie
4 PeteJ 5 goodgirl
- 2 Give students one minute to write down as many enjoyable free activities as they can think of. After a minute has passed ask: *Who has three/four/five/six activities?* and ask for a show of hands each time but don't elicit what the activities are yet.
- 3 **SPEAKING** Students work in pairs and discuss their answers from Exercise 2. Encourage them also to say what they like about each activity. Monitor and help with pronunciation and vocabulary. Make a note of any unusual activity ideas.

In each pair, the listening student thinks critically about their partner's statements, and comments on whether the activity is really free. In feedback, elicit from the class all the different free activities they thought up and build up a list on the board. The class votes on which is the best/most fun or enjoyable.

Optional extension

Ask students to write a comment similar to those in the reading text, giving advice to JollyMarie and using ideas from their discussions.

GRAMMAR

Present simple vs. present continuous

- 1 Read the examples with the class and elicit who said each sentence in the web chat. Then ask students to study them carefully and complete the rules comparing answers in pairs before you check as a class. Ask the following concept-checking questions for *It's Saturday night, and I'm making sandwiches: Do we know when the person is speaking?* (Yes. On Saturday night. She's speaking 'now'.) To check *Oh no! It's raining!* Ask: *Is it raining now?* (Yes. The person is speaking about 'now'.) To check *It rains a lot in this country.* Ask: *Is it raining now?* (No. The person isn't speaking about 'now'.)

Rule

1 present simple 2 present continuous

- 2 Students use information from Exercise 1 to help them do the matching. As you check answers, display the pictures on the IWB, and nominate a student to come up to the screen and point to the relevant picture. If you aren't using the IWB, ask all students to point to the right picture in their books.

Answers

1 B 2 A 3 D 4 C

- 3 Do number 1 together as a model. Ask students to underline any time expressions. These will help them choose the correct tenses more easily. You could also ask them to make a table in their notebooks for those expressions used with the present simple and those with the present continuous. Students complete the exercise individually, then compare ideas in pairs before you check answers with the class. If you're short on time, you may like to set this task for homework instead.

Answers

1 always wear 2 is wearing 3 's raining 4 rains
5 's cooking 6 cooks 7 never listens 8 'm listening

- 4 Ask students to read the Look! box carefully, then quickly scan the exercise to see if any of the verbs mentioned appear. Then ask them to decide which gaps need present simple forms and which present continuous. Students complete the gaps individually, then compare ideas in pairs before you check answers with the class.

Answers

- 1 have, 're learning 2 's doing, wants
- 3 know, don't remember 4 isn't watching, doesn't like
- 5 does ... mean, don't understand

Workbook page 19 and page 122



Be aware of common errors related to the present continuous, go to Get it right on Student's Book page 122.

SPEAKING

- 1 Ask students to look at the two pictures and cover the exercises. If you're using an IWB, display the enlarged photos on the screen, with books closed. Can they recognise the two famous people? What are they famous for?

BACKGROUND INFORMATION

Beyoncé Knowles-Carter is an American singer from Houston, Texas. She was born in 1981. She first became famous in the late 1990s as a member of the all-girl group Destiny's Child, with whom she had several number one hits including *Say My Name*, *Survivor* and *Bills, Bills, Bills*. She became a solo artist after the breakup of the band in 2003, and immediately achieved major worldwide success with her first album *Dangerously in Love*, and its hit singles *Crazy In Love* and *Baby Boy*. She is also successful as an actor in films like Oscar-nominated *Dreamgirls* (2006) and *Obsessed* (2009). She married popular rapper Jay-Z (born Shawn Carter) and the couple had a baby girl called Blue Ivy in 2012.

Barack Obama, the first African-American president of the United States, was born in Hawaii in 1962. His Kenyan father and American mother soon divorced and his mother remarried an Indonesian. Obama lived in Jakarta with his mother and stepfather until he was 10 years old when he returned to Hawaii to live with his grandparents. In 1981 he moved to New York to study at Columbia University where he majored in political science. He worked as a community organizer before completing a law degree at Harvard in 1991. Partly due to his interest in civil rights, he became increasingly involved in politics and was elected the 44th president of the USA in 2008. His presidency is best known for his campaign for improving the health care system. He was re-elected for a second term in 2012.

- 2 Students work in pairs and use the prompts to talk about the two people. Monitor students' conversations, paying special attention to correct use of tenses. Provide help with any unfamiliar vocabulary if needed.

Optional extension

As a follow-up, you could ask students to bring in a photo of their favourite famous person (preferably a photo of them doing something other than what they are famous for) to the next class. Organise a mini show-and-tell session where students show the class their photos, then explain who the famous person is, why they like him/her, what they do and what they're doing in the photo. To demonstrate the task, bring in a photo of your own favourite celebrity and tell students about him/her before you set the task as homework.

Student's Book page 26–27**CULTURE****World markets**

- 1 Ask students to look at the five photos, and elicit what they have in common. If you're using an IWB, you could do this as a heads-up activity with books closed. (They're all markets.) Elicit some things people can buy in each of the markets shown, and check understanding of *stall* by asking: *What are the different places or shops where you buy things in a market?* Ask students to speculate which different countries the markets might be in, and accept any feasible suggestions as long as students can justify them. Then elicit the answers to the two questions. If you're using an IWB, you may like to ask students to come to the front and point out the things on the screen.
- 2 1.30 Ask students to read the text quickly and match the paragraphs to the photos. Students compare answers in pairs before you check with the whole class.

Answers

1 B 2 D 3 A 4 C 5 E

Answers

- 3 **VOCABULARY** Students work out the meaning of the highlighted words from the context to match them with the definitions. They can do this individually or in pairs. In feedback, nominate students to give their suggestions and ask the rest of the class to check and confirm or correct the answers.

Answers

1 open-air 2 seafood 3 unusual 4 canals
5 busy 6 popular 7 bargain

- 4 First, ask students to read the questions, and underline the key words. This will help them find the relevant parts of the text. Students read the text again, more carefully this time, find and underline the information, and correct the sentences. Check answers as a class, and as you do, ask students to say where in the text they found their answers.

Answers

- 1 They sell fruit and vegetables from their boats.
- 2 It never closes.
- 3 Tourists can only visit the market after the early morning buying and selling.
- 4 Visitors can stop to eat and get something to drink.
- 5 It's very busy at the weekend.

Optional extension

Ask students to find out about a famous or popular market in their own town (or another town or country they have visited), then write a short description about it. If they decide to write about their home town, they could take photos of the market to illustrate their descriptions. Ask some students to share their paragraphs with the rest of the class and ask the others to listen and make notes of the kinds of things people can buy at the market described.

SPEAKING

- 1 Check that students understand the adjectives by eliciting an explanation or example to illustrate their meaning. You can also help by asking concept questions, e.g. *When something is fantastic is it just good or very, very good (very, very good); What is the opposite of boring? (interesting); When something is fascinating is it a bit interesting or very interesting? (very interesting); What's the word for something is interesting and makes you happy but perhaps almost a little frightened? (exciting); What's a word to describe something you don't see or find very often? (unusual); What's the word for something that looks nice? (attractive).* Students write about the markets in the article individually. Allow up to eight minutes for this. Monitor and provide help with language as necessary.
- 2 Put students in groups of three or four and ask them to compare their ideas. Encourage them to not just read their sentences aloud, but to exchange ideas without looking at their notes at all if possible. Ask the groups to find at least two opinions about the markets that they share (and reasons why). Monitor the activity, and note any good use of language. During feedback, nominate students to report back to the class on the ideas their group shared. Ask one or two students to share the most interesting things they heard in their groups with the whole class, as well.

Mixed-ability

In stronger classes, ask students to do Exercise 2 with their books closed so they can't simply read what they have written. Allow them to use the pictures of the markets in the reading text to refer to instead.

WRITING

An email to say what you're doing

- 1 Ask students to read the questions and the email quickly, then answer these basic questions (these could be written on the board as prompts): *Who is the writer of the text?* (Paul); *Who is he writing to?* (his friend, Lucy); *Why is he writing?* (He's on holiday and he wants to tell her about it.); *What kind of text is he writing?* (an informal or personal email). Explain to students that before they begin writing any kind of text, they must think about these last three questions. These will determine *how* they are going to achieve their communicative aims. Students now read the email more carefully and answer the three questions. Check answers as a class.

Suggested answers

- 1 He's on holiday in Madrid, and he's sitting in a café with his mum (and writing his email).
- 2 His father and sister are at a market near him, looking for some shoes for his sister.
- 3 They're watching a flamenco dancing show.

- 2 In weaker classes, allow students to do this in pairs. You may like to explain/ elicit that all these starting and finishing phrases are OK to use with friends and people you know well, but that they are not all suitable for semi-formal and formal writing.

Answers

- 1 Hello 2 Dear 3 See you soon 4 Best wishes 5 Love (3, 4 and 5 could come in any order)

- 3 Students work in pairs to match the functions to the paragraphs. Point out that in a well-structured piece of writing, each paragraph should have its own purpose, which is the reason why it is written as a separate paragraph. Check answers as a class.

Answers

- 1 c and d 2 a and b

- 4 Students scan the email to find and underline the things Paul writes about. Elicit answers as a class.

Answers

He writes about 1, 3, 4, 5.

- 5 Ask students to read the instructions, and referring back to their notes from Exercise 1, check that they know *who? why? and what?* (they are supposed to write). You may like to ask students to make notes in preparation for the task in class, then write their emails for homework. Remind them to cover all the four prompts in Exercise 3.

Optional extension

Put students in pairs, then ask them to write real emails and send them to each other for reading. Alternatively, you could ask them all to email you their messages for marking. When you mark it, focus on how well they have communicated, how clear and easy their writing is to follow and whether they wrote about relevant details. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to demotivate learners than to make them try harder next time.

Student's Book page 28–29

CAMBRIDGE ENGLISH: Key

THINK EXAMS

READING AND WRITING

1 Part 3: Multiple-choice replies

Answers

1 B 2 C 3 A 4 C 5 B

Workbook page 17

2 Part 6: Word completion

Answers

1 trainers 2 jumper 3 shorts 4 belt 5 jeans

Workbook page 43

LISTENING

1.31 Part 1: Multiple-choice pictures

Answers

1 B 2 A 3 C 4 A

Audio Script Track 1.31

You will hear five short conversations. There is one question for each conversation. For each question, choose the right answer (A, B or C).

Example. What are the girls talking about?

Girl Hey, Jo, I really like your new shoes.

Girl They're not shoes. Look.

Girl Oh, they're boots. They look great.

Girl Thanks.

1 When does Oliver play tennis?

Girl Hi, Oliver. Where are you going?

Boy To play tennis with Paula.

Girl Tennis?

Boy Yes, we always play twice a week.

2 Where is Brian?

Boy Have you got *Fast Car* magazine?

Female assistant Yes, here you are.

Boy And can I have that newspaper for my dad?

Female assistant OK. That's five pounds exactly.

3 What is Molly's hobby?

Man That's a nice camera, Molly.

Girl Thanks.

Man Do you use it a lot?

Girl Yes, I take a lot of photos to put on my blog.

Man That's interesting.

4 How much is the red jumper?

Girl How much is that jumper?

Male assistant This one? It's fourteen pounds, ninety-nine.

Girl No, sorry. I mean the red one.

Male assistant Oh. Let me see. It's seventeen pounds, ninety-nine. Oh, no, it's not. It's on sale. It's only seven pounds, ninety-nine.

Girl Great. I'll take it.

Workbook page 25

TEST YOURSELF UNITS 1 & 2

1 VOCABULARY

Answers

1 write 2 jumper 3 plays 4 sports shop 5 collects
6 shoe shop 7 club 8 belt 9 supermarket 10 take

2 GRAMMAR

Answers

1 works 2 write 3 's working 4 plays
5 're writing 6 're playing

3

Answers

1 I can't stand ~~to eat~~ eating carrots.
2 We ~~don't~~ aren't playing very well today.
3 They ~~doesn't~~ don't like playing video games.
4 That sandwich is ~~tasting~~ tastes very good.
5 ~~Does~~ Do you speak French?
6 He ~~goes always~~ always goes swimming at the weekend.

4 FUNCTIONAL LANGUAGE

Answers

1 A careful B having
2 A often B Every
3 A out B doesn't
4 A don't B sorry