

# WELCOME

Student's Book page 4–5

## A GETTING TO KNOW YOU

### Introducing yourself

1

#### BACKGROUND INFORMATION

**Brazil** (population 191,908,000) is a country in South America. It is the fifth largest country by geographical area and the fifth most populous country in the world. Brazil was a colony of Portugal until its independence in 1822.

**Rio de Janeiro** (population c. 6.3 million) is the second largest city in Brazil. It is famous for its beaches, its carnival and its gigantic statue of Christ the Redeemer.

**Manchester** (population 437,000) is a centre of the arts, the media, higher education and big business. The northern English city is world-famous for its sport, being home to Manchester United and Manchester City football clubs.

As a warm up, ask students: *Do you write to friends online that you rarely see? What do you write about?*

Tell students they are going to read a letter from a girl in England to a boy in Brazil. Ask students to read the letter and look at the photos. Students complete the exercise. Check answers.

#### Answers

Nicola (left); Paulo (right)

- 2 Check/clarify: *hometown*. Students read the text more carefully to answer the questions, then check answers with a partner before whole-class feedback.

#### Answers

Nicola  
15  
Manchester  
Mum, two brothers  
School, listening to music, playing computer games, playing the guitar, sport  
Getting up early at the weekend

### Asking questions

- 3 Ask students to read through questions 1–6 and match the questions with the responses. Allow them to compare answers with a partner before checking in open class.

#### Answers

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

#### Optional extension

Ask students to cover up the responses a–f. Divide the class into pairs and ask them to think of possible responses to questions 1–6. Listen to some of their ideas in open class before asking them to complete the exercise and comparing their answers with those in the book.

- 4 **SPEAKING** In pairs, students ask and answer the questions. Monitor and help students with any difficulties with pronunciation and intonation. Listen to some of their dialogues in open class as feedback.

#### Optional extension

Divide the class into different pairs. Ask students to think of a famous person and imagine they are that person when they answer the questions. Their partner has to guess who they are. When they have guessed each other's new personality, ask students to do the same activity with a different partner.

- 5 Reorganise the pairs from Exercise 4 or let students work in the same pairs. Students read through questions 1–6 and add the questions to the dialogues in Exercise 3. Check answers.

#### Answers

Dialogue 1 (d) – 3 Dialogue 2 (a) – 5 Dialogue 3 (f) – 6  
Dialogue 4 (b) – 1 Dialogue 5 (c) – 2 Dialogue 6 (e) – 4

- 6 **SPEAKING** Students work in pairs and think of one more line for each of the dialogues. Students then practise their dialogues. Monitor and encourage fluency. Do not correct errors unless they hinder comprehension. You could note down any repeated errors to discuss later as a class. Ask a few pairs to feedback to the rest of the class.

#### Mixed-ability

Stronger students: Encourage stronger students to attempt to say the dialogues without looking at their book.

Weaker students: Ask students to spend some time writing their dialogues before practising them.

#### Optional extension

If students have access to mobile phones or laptops, ask them to write an email about themselves and send it to another member of the class. They should follow a similar format to the example in Exercise 1 and answer the questions from Exercise 5. Monitor and help with any questions. When students have received an email, divide the class into pairs for students to describe their new pen pal to a partner.

## The weather

You could set a homework research task for students to find out about the cities in the pictures. You could then start off the lesson by asking students to tell the class what they have found out.

Books closed. Ask students: *Can you describe the weather in your country? How does it change at different times of the year? Have you ever been on holiday to a country where the weather is different?* Write any weather vocabulary on the board. Elicit the vocabulary required for Exercise 1.

- 1 Use the pictures to check understanding of the weather vocabulary. Say the words for students to repeat and check pronunciation. Ask students to complete the exercise.
- 2 **SPEAKING** Divide the class into pairs. Ask students to compare their answers with a partner. Encourage stronger classes to give reasons for their choices. Listen to some of their answers in open class.
- 3 **▶▶1.02** Ask students what they know about the weather in the UK. Check/clarify: *degrees Celsius*. Play the audio while students listen and complete the exercise. Ask students to compare their answers with a partner before a whole-class check.

### Answers

sunny (ticked) wet (ticked) cloudy (ticked)  
warm (ticked) cold (ticked) windy (ticked)  
humid (ticked) rainy (ticked) dry (ticked) hot (ticked)

### Audio Script Track 1.02

It will be a cold day in the north of the country with temperatures around 8 degrees Celsius in Manchester. It gets better the further south we go. In Birmingham it will feel quite warm with maximum temperatures of 16 degrees Celsius and in London it could get up to 20 degrees Celsius, which is very hot for this time of year. The skies over London will be clear and sunny with very few clouds. It might even feel a little humid. It will also be dry in Birmingham but it will be a little cloudy at times, too. But back up north, I'm afraid it's not going to be a very nice day. It will be very windy in Manchester, and those winds will bring a lot of rain. So if you have to go out on this rainy day, don't forget your raincoat and umbrella. It will be very wet.

- 4 **▶▶1.02** Look at the map with students and draw their attention to the three cities. Say the names of the cities to help students recognise them in the audio. Play the audio again for students to complete the exercise. Check answers in open class.

### Answers

Manchester – cold, windy, rainy  
Birmingham – warm, dry, cloudy  
London – hot, clear, sunny, humid

- 5 **SPEAKING** Divide the class into pairs and ask them to look at the pictures of different cities. Ask students to describe the weather in each picture. Listen to some of their answers in open class and make a note of any interesting new vocabulary on the board.

### Optional extension

Write or dictate the following questions:

- 1 *What is the highest temperature ever in your country?*
- 2 *What is the lowest temperature ever in your country?*
- 3 *What is the record for most rain in one hour? Where was it?*
- 4 *What is the record for most snow in one year? Where was it?*
- 5 *What is the record for fastest wind? Where was it?*

Ask students to work in pairs and discuss the questions. Allow each pair one guess per question. Use the Interactive Whiteboard (IWB) to find answers to the questions. Give a point to the group who gets closest to the answer.

### Answers

1 Depends on country 2 Depends on country  
3 305mm in 42 minutes (Missouri USA 1947) 4 31.5 metres (Washington USA 1971) 5 484 km/h (Oklahoma USA 1999)

## Families

- 1 Read the instructions with the class. Go through the first pair as an example, making sure students understand why *father* is the answer. Check answers and pay attention to the pronunciation of the words. During feedback, point out that the word *cousin* is the same for male and female.

### Answers

1 father 2 sister 3 uncle 4 granddad 5 wife  
6 cousin (the same for male and female)

### Optional extension

When students have completed the exercise, divide the class into pairs and set a two-minute time limit for them to add as many new family words to the list as possible, e.g. *niece/nephew; grandson/granddaughter*. After two minutes, ask the pair with the most words to read their list to the class. Elicit any further suggestions from the rest of the class. Check pronunciation of any new words and write them on the board.

- 2 **▶▶1.03** Tell students they are going to listen to a conversation between Nicola and Paulo from page 4. Play the audio while students complete the exercise. Check answers.

### Answers

1 brother 2 brother 3 mum 4 aunt 5 aunt  
6 uncle 7 cousin 8 cousin 9 cousin 10 granddad

### Audio Script Track 1.03

Paulo So tell me more about your family. I know you have two little brothers.  
Nicola Yes, Colin and Luke. They're twins.  
Paulo Twins!  
Nicola Yes, they're lots of fun.  
Paulo And you live with your mum.  
Nicola Yes, she's called Sharon. She's really cool.  
Paulo What about your dad?  
Nicola My parents are divorced, and my dad doesn't live near us.  
Paulo I'm sorry.

Nicola It's no problem. I've got loads of other relatives. My mum's got two sisters, Becky and Jodie. My aunt Jodie's not married but Becky is. Her husband's called Mike. He's really nice. And they've got three children – all boys. Jamie, Kai and Shay. They live just down the road so we see them all the time.

Paulo That's nice.

Nicola And then there's my granddad, Joe. He's really fun. He's like a second dad to me. And he only lives about five minutes away. But anyway, what about your family? Tell me all about your brothers and sisters.

Paulo My family! Have you got a few hours?

- 3 **SPEAKING** Students ask each other questions about their families. With weaker classes, give students some time to prepare questions before doing the exercise. Encourage students to correct each other's sentences if necessary. Ask a few pairs to tell the class about their partner's answers. See if any of the students have any unusual families (for example, twelve uncles or three cousins called John etc.).

## Student's Book page 6–7

### B EXPERIENCES

#### Meeting people

##### BACKGROUND INFORMATION

**Bradley Cooper** (born 5 January 1975) is an American actor and producer. He has appeared in films including the *Hangover* trilogy (2009–2013), *Limitless* (2011) and *Silver Linings Playbook* (2012) for which he received an Oscar nomination as Best Supporting Actor.

- 1 Ask students: *Have you ever met a famous person? Who was it? Where? What did they say? How did you feel?* If they haven't met anybody famous, ask them: *Who would you like to meet?* Listen to some of their ideas and find out who the class would most like to meet. Tell students they are going to read a dialogue about meeting a famous person. Check/clarify: *signed, autograph*. Divide the class into pairs and ask students to rearrange the sentences in the dialogue. Monitor to help with any questions.

##### Answers

3 9 7 1 5 10 8 4 6 2

##### Fast finishers

Ask students to write down some questions that they would ask Bradley Cooper (or another famous actor) if they met one.

- 2 **1.04** Play the audio for students to listen and check their answers to Exercise 1. Check answers in open class before playing the audio again, pausing regularly for students to repeat and practise the intonation patterns.

#### Audio Script Track 1.04

- A Have you ever met a famous person?  
 B Yes, I have. Bradley Cooper.  
 A Really! Where? When?  
 B It was last summer. We were on holiday in LA. We were walking out of a restaurant when he walked in.  
 A Did you say anything to him?  
 B Yes, I did. I asked him for an autograph.  
 A Did he give you one?  
 B Yes, he was really nice. I didn't have any paper with me, so he signed a book that I was carrying.  
 A What book was it?  
 B It was my English course book, believe it or not. I had it with me to help me with my English.

- 3 **SPEAKING** In pairs, students practise the conversation. Monitor to make notes on students' pronunciation and intonation for future reference, but don't interrupt the flow of their conversations to correct them. For further practice, encourage students to invent their own similar dialogues. Listen to some of the best ideas in open class.

##### Optional extension

Ask students to work in pairs and create a similar dialogue without naming the person they have met. Ask them to include details in the conversation which give clues as to the identity of the famous person (for example if they are talking about a famous footballer they could say: I met him at a football stadium. They could ask him: How did you feel when you scored the winning goal? etc.). Monitor to help with any vocabulary. When students have completed and practised their dialogues, ask them to read them out to the whole class. When a dialogue is completed, ask the rest of the class to guess who they met and give a point to the first person to recognise the famous person.

- 4 This exercise is an opportunity for students to practise three different past tenses. At this level, students should have encountered the three tenses before, but it is always worth revisiting them for further practice.

If students are unclear about the different uses of the three tenses, ask concept check questions to clarify how they are used. For example, write on the board *Have you ever met a famous person?* Ask students: *Does the question refer to a specific time in the past or to an undefined past time?* (Undefined) Compare this with one of the past simple sentences, for example, *Did you say anything to him?* Elicit that we use the past simple to refer to a specific point in time.

To check students have understood the difference between the past simple and past continuous, give them the following sentences and ask them to explain what they mean. Remind them to think about which action happened first, or if one action was already in progress (past continuous) when another action occurred (past simple). Is the meaning the same or different?

- 1a *When my brother arrived, we cooked a meal.*  
 1b *When my brother arrived, I was cooking a meal.*  
 2a *When the phone rang, I was eating dinner.*  
 2b *I was eating dinner when the phone rang.*

**Answers**

- 1a *They cooked a meal after he arrived.*  
 1b *I was in the middle of cooking a meal when he arrived.*  
 2a and b *These mean the same. I was in the middle of eating dinner when the phone rang.*

Ask students to re-read the dialogue and find different examples of the three tenses.

**Answers**

- 1 It was last summer.  
We were on holiday in LA.  
... he walked in.  
I asked him for an autograph.  
Yes, he was really nice.  
... so he signed a book ...  
It was my English course book ...  
I had it with me ...
- 2 I didn't have any paper ...
- 3 Did you say anything to him?  
Did he give you one?  
What book was it?
- 4 Yes, I did.
- 5 We were walking out of a restaurant ...  
... a book that I was carrying ...
- 6 Have you ever met a famous person?
- 7 Yes, I have.

**Language note**

Students may find it useful to translate the example sentences into their own language and think about how these tenses are used.

**Irregular past participles**

- 1 Ask students to read through the verbs in the table. Check that students are clear on the difference between the past simple and the past participle. Students complete the exercise. Check answers.  
It may be helpful to copy the table onto the board and ask students to complete it with their answers.

**Answers**

- 1 thought 2 drunk 3 worn 4 seen 5 lost 6 heard  
7 eaten 8 made 9 ran 10 won 11 read 12 ridden

**Optional extension**

Divide the class into four teams. Ask each team to think of ten verbs and then ask another team to say the past participle. One point is scored for each correct answer. The two teams with the highest scores then repeat the exercise, playing each other in the final in open class.

- 2 Students read through sentences 1–8. Check any problems. Go through the example as a class, if necessary. Students complete the exercise and check their answers with a partner before open class feedback. During feedback, point out the use of the present perfect to refer to a past action at an unspecified time.

**Answers**

- 2 eaten 3 read 4 heard 5 lost 6 won 7 worn  
8 made

- 3 Students work individually and answer the questions in Exercise 2 with their own information. Encourage them to go into as much detail as they like. It is a good idea for students to write their answers in their notebooks so they can refer to it later.
- 4 Read through the instructions and the example questions. Divide the class into groups and assign a different question to each student. Ask students to write two follow-up questions to ask.
- 5 **SPEAKING** Students ask their questions to the other students in their group. This works well as a 'mingle', with students circulating and asking questions to each member of their group in turn. Encourage students to make a note of answers.
- 6 **SPEAKING** Select individuals to report back to the group. As a group, students can decide which story was the most interesting.

**Losing things****BACKGROUND INFORMATION**

**Shipping** refers to transport of goods by sea. 90% of international trade is done by sea. Large containers are carried on lorries to ports, where they are loaded on to huge cargo ships. When people move to another country, furniture and other household items are packed by specialist companies before storage in one of the large containers.

- 1 As a warm up, ask students to imagine that they are going to move abroad. Ask them: *What would you need to do? How would you move all the things in your house? What might go wrong?* Listen to some of their ideas in open class.

Tell students they are going to read a story about a family who moved from Indonesia to the UK. Students read the text quickly to find the answer to the question. Tell them it is not important to understand every word. Check/clarify: *shipping company, containers.*

**Answer**

Motorbikes

- 2 Read through the sentences with students and check understanding. Give students some time to underline the key words in the questions. Students read the text again and write answers using the words in brackets. Tell students to underline the parts of the text where they found the answers. Students check their answers with a partner before feedback.

**Answers**

- 1 About 10 years ago 2 Six months later 3 About nine or ten years 4 Last year 5 About 10 weeks 6 About two months ago

- 3 **WRITING** Tell students they are going to write a story about something they lost and that the story doesn't have to be true. You could tell them a story of your own as an example.

Give students a short while to think about their answers to the questions and to make notes of their answers. Divide the class into pairs for students to tell their story to a partner. They should expand on



the notes they have made, in order to make the story as interesting as possible. Finally, students should make further notes in their notebooks before writing their final version in class or at home.

**Furniture**

- As a warm up, ask students to draw a floor plan of their living room and to label all of the furniture and other items it contains. Divide the class into small groups and ask students to compare their plans. As feedback, ask students to name items of furniture and write any interesting vocabulary on the board.  
Ask students to look at the pictures and work with a partner to complete the exercise. As a test of memory, you could encourage them to complete the exercise without looking back at the text. Check answers in open class.

**Answers**

desk (ticked) armchair (ticked) wardrobe (ticked)  
carpet (ticked) sofa (ticked) curtains (ticked)

- SPEAKING** Ask students to name the remaining items and check answers. Focus on pronunciation, saying the names of the furniture for students to repeat altogether and individually. Divide the class into pairs and ask students to discuss why they think the items were not put into the container. Monitor to help with vocabulary. Listen to some of their ideas in open class as feedback.

**Answers**

mirror shelves shower toilet cooker lamp

**Optional extension**  
To expand on the activity and in preparation for Exercise 3, ask students to name the room in which they would find each item and also to think of as many other items of furniture as possible in three minutes. Write any new vocabulary on the board for students to copy into their notebooks.

- Students complete the exercise in small groups. Students should think about not only why they would take certain items, but also why they would leave others behind. When students have completed the task, hold a whole-class debate followed by a vote to decide which are the most important items.

**Student's Book page 8–9**

**C EATING AND DRINKING**

**Buying and talking about food**

- 1.05** The exercises on this page review the grammar of countable and uncountable nouns. To introduce the activity, remind students of countable and uncountable nouns by eliciting a few examples of each. Make sure students remember what the differences are. Ask them: *Can we count water?* (no) *Can we count chairs?* (yes). Ask students: *What do you have in your fridge at home?* Elicit or explain the use of *some* for positive statements and *any* for negative statements and questions.

Explain that students are going to hear a conversation between a shop assistant and a customer. Before listening, ask students to read the conversation and try to guess the answers. Play the audio, pausing after the first gap and go through this as an example, if necessary. Play the audio again for students to listen and complete the exercise. Students can compare answers in pairs before a whole-class check. Play the audio again, pausing as necessary to clarify any problems.

**Answers**

1 some 2 some 3 else 4 some 5 any  
6 supermarket 7 mushrooms 8 have 9 really  
10 already 11 much 12 change

**Audio Script Track 1.05**

Assistant Morning, can I help you?  
Customer Yes, please. Um, I want some onions.  
Assistant OK, how many?  
Customer Two kilos. And can I have some mushrooms too, please? About half a kilo.  
Assistant OK. Anything else?  
Customer Oh, yes – tomatoes. A kilo of tomatoes, please. And some olives.  
Assistant Sorry, we haven't got any olives today. Try the supermarket across the street.  
Customer OK, thanks.  
Assistant Here are your tomatoes. So, are you going to make pizza tonight with all this?  
Customer No, I'm not. I'm making 'mushrooms a la grecque'. It's a French dish. I had it on holiday in France. I loved it!  
Assistant Have you got lemons? You don't have to put lemon juice in it, but it's a really good idea!  
Customer Oh, right. No, it's OK, thanks. I've already got lemons at home. So how much is that?  
Assistant Let's see. That's £4.35, please.  
Customer Here you are – five pounds.  
Assistant And 65p change. Thanks. Enjoy your dinner!

- Read through the instructions. Students choose the correct word to complete each gap. Ask them to compare answers with a partner. They should then work in pairs and match the sentences with the pictures. During feedback, encourage students to explain why *some* or *any* is the correct answer.

**Answers**

1 some (G) 2 some (A) 3 any (E) 4 some (B)  
5 any (D) 6 some (F) 7 any (H) 8 any (C)

- SPEAKING** Read the instructions with students and check understanding of vocabulary. In pairs, students complete the exercise. Monitor to help with problems.

**Optional extension**  
Students work in pairs and plan their own pizzas using the ingredients in Exercise 3 or adding any of their own choice. Listen to some of their ideas in open class and discover who has created the best (and worst) topping.

- 4 **ROLE PLAY** Students work together to act out a role play. Monitor and check that all students are speaking. Ask some pairs to do their role play in front of the class.

### In a restaurant

- 1 **1.06** Books closed. Ask students: *How often do you eat out in a restaurant? Which is your favourite restaurant? What type of food do you usually order?* Listen to some of their ideas in open class.

Tell students they are going to listen to some dialogues between a customer and a waitress. Students complete the exercise and check with a partner. Play the audio for students to check their answers, pausing as necessary for clarification.

#### Answers

1 C 2 W 3 C 4 C 5 W 6 C 7 C 8 W

#### Audio Script Track 1.06

Waitress Good evening! Welcome to Luigi's.  
 Customer Hello. A table for two please.  
 Waitress A table for two? This way, please.  
 Customer Can we see the menu, please?  
 Waitress Of course. Here you are.  
 Waitress Are you ready to order?  
 Customer Yes, we'd both like the fish, please. And the soup to start.  
 Waitress Thank you.  
 Waitress Is everything OK?  
 Customer No, not really. There's too much salt in the soup!  
 Waitress Sorry, I'll change it for you.  
 Customer It's very noisy here. There are too many people.  
 Customer I know, it's awful. And the food ... ugh! Let's go!  
 Customer Excuse me! The bill, please!  
 Waitress Coffee?  
 Customer No thanks. We're leaving!

- 2 Students should be familiar with the differences between *too much* and *too many*, but if they need further explanation, write the following on the board:  
*There are too many people in the restaurant.*  
*There were too many tomatoes in the salad.*  
*There is too much noise.*  
*There was too much sugar in the coffee.*

Ask students which words are countable and uncountable and point out that if there is an excess of something, we use *too much* with uncountable nouns and *too many* with countable nouns.

Check understanding by calling out a few nouns, making sure you include a variety of countable and uncountable ones. Students have to say *too much/too many* with the noun you call out. For example:

T: *Chairs.*

S1: *Too many chairs.*

T: *Milk.*

S2: *Too much milk.* etc.

#### Language note

Students may produce incorrect statements like: *They are too much old.* Remind them that we use *too* + adjective and *too much/many* + noun.

Students complete the exercise. Remind them to look carefully at the noun before they choose *much/many*.

#### Answers

1 much 2 much 3 many 4 much 5 many 6 many

- 3 As an introduction, ask students: *Have you ever had a problem in a restaurant? Have you ever ordered food that you didn't enjoy? What was wrong with it?* Try to elicit *too much* or *too many*. Students complete the exercise. Allow them to check their answers with a partner before whole-class feedback.

#### Answers

1 too much salt 2 too much sugar 3 too many mushrooms 4 too many people 5 too many things on the menu 6 too much money

#### Optional extension

Ask students to think about all the things they have in their bedrooms at home and create two lists: things they have too much or too many of (e.g. soft toys, pairs of shoes) and things they haven't enough of (money; comics; CDs). When students have created the lists, divide the class into small groups and ask students to take it in turns to describe their belongings. Students should try to find somebody to exchange things with i.e. someone with too many CDs should find someone with not enough CDs.

### Shops

- 1 Books closed. Write the word *shops* in a circle in the centre of the whiteboard. Draw eight arms projecting from the circle to create a mind map. Divide the class into pairs and tell students they have two minutes to think of as many types of shop as possible. After two minutes, ask individuals to call out the name of a shop to add to the mind map.

Students read through the names of the shops and work with a partner to complete the exercise. Go through the first item as an example in open class. Listen to some of their ideas and write any interesting vocabulary on the board.

Alternatively, this activity can be done on the IWB. Create eight circles and write the name of one of the shops above each circle. Write up the words in the sample answers at random as movable items. Ask students to work in pairs and decide which of the circles the words should go in. When they have completed the exercise, ask students to come to the IWB and drag and drop the words into the correct circle. You could then elicit further items to add to each list.

#### Fast Finishers

If students finish early, ask them to add more shops to the list.

- 2 **1.07** Tell students they are going to hear five different dialogues in shops. Play the audio while

students complete the exercise. Check answers in open class and ask students: *Which words helped you to decide on your answer?*

**Answers**

- 1 clothes shop 2 post office 3 bookshop 4 shoe shop
- 5 newsagent's

**Audio Script Track 1.07**

1  
 Paul Hello. How much are these jeans, please?  
 Assistant £49.99. And they're pre-shrunk, so you don't have to buy a larger size than you need. They won't shrink more. They're really popular in America.  
 Paul Cool. Can I try them on please?

2  
 Postal clerk Can I help you?  
 Julia Yes, I want to send this letter to the United States, please – as quickly as possible.  
 Postal clerk OK. That's express, then. So you have to fill in this form, OK?  
 Julia OK.

3  
 James Can I have these two, please?  
 Assistant Of course. Oh! Did you know that there's a special offer? If you buy three books, you don't have to pay for the third one. Buy three, pay for two. Do you want to get another one?  
 James Oh, right. I'll go and have a look. Thank you!

4  
 Karen Can I have these trainers, please? I'm running in a marathon next week!  
 Assistant OK. They're 65 pounds. Please remember that you have to wear them two or three times before you run a race, OK?  
 Karen Yes, I know that, thanks.

5  
 Sue Hi. Just these magazines, please, and the newspaper.  
 Assistant Sure.  
 Sue There are a lot of people here today! It was a really long queue.  
 Assistant Yes, that's right. But did you know there's a machine over there? You don't have to wait in a queue. You can use the machine to pay.  
 Sue Oh, I didn't know that. Is it new?

- 3 1.07 Read through the sentences with students. Check/clarify: *queue, form*. Before they listen, students should underline the key information that they will be listening for.

**Mixed-ability**

Stronger classes may be able to complete the exercise from memory before listening to the audio again to check answers.

With weaker classes, play the audio while students complete the exercise. Let students check answers with a partner before feedback in open class.

**Answers**

- 1 newsagent's or supermarket 2 shoe shop
- 3 clothes shop 4 post office 5 book shop

**Things you have to do**

- 1 As an introduction, ask students to name some of the rules at their school. Ask them: *Who makes the rules?* Elicit sentences with *have to* and write some examples on the board. Point out that we use *have to* when we talk about an obligation. Ask questions to elicit the negative *don't have to*, for example: *Do you have to wear a hat to school?*

Read through the sentences in open class. Do the first one as an example. In pairs, students think of different possibilities. Encourage them to use their imagination. Monitor to help with vocabulary as necessary. Listen to some examples in open class.

- 2 **SPEAKING** Read through the example dialogue. Say the sentences for students to repeat and check pronunciation. With a partner, students create mini-dialogues and write them in their notebooks. Students practise their dialogues until they are able to act them out without looking at their notes. Monitor and help with pronunciation and intonation if students are having problems. Listen to some of the best dialogues in open class.

**Student's Book page 10–11**

**D LOOKING AHEAD**

**Plans and arrangements**

- 1 As a warm up, ask students: *How often do you send emails? Who do you write to? What sort of things do you write about?* Tell them that in the past people wrote letters to tell each other about their news. Ask them: *Do you do the same with emails?*

Ask students to cover the bottom half of the page and read through the email without looking at Exercise 1. Ask them to underline the events and when they happen. Tell them not to worry if they don't understand some of the vocabulary at this stage.

When students have read the email, ask them to look at Exercise 1 and match the times and the events. Let them check answers with a partner before whole-class feedback.

**Answers**

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

- 2 Write on the board:  
*I am playing tennis with Phil at 7.00 tomorrow.*  
*I am going to buy a new bicycle in the summer.*

Ask students to identify when the actions take place (in the future). Ask students to identify the tenses (1. present continuous; 2. *going to* + infinitive). Point out that we use the present continuous as this is a fixed arrangement between two people. Ask students to complete the exercise. Check answers. Elicit the tenses used in each sentence and ask students to explain why each tense is used.

**Answers**

- 1 A 2 A 3 I 4 I 5 I 6 A

- 3 Students underline further examples of the present continuous and compare answers with a partner before open class feedback.

## Answers

... you are coming to visit us next weekend ...  
 ... our town is having its special weekend gala.  
 ... our own team are playing against another town ...  
 When are you arriving on Friday?

- 4 **SPEAKING** Divide the class into pairs. Students discuss their plans and arrangements. If students enjoy this activity, expand it beyond the next weekend and include any future activities. Encourage students to use the present continuous and *going to* + infinitive. Listen to some of their ideas in open class as feedback. Pay particular attention to any sports with *play*, *do* and *go*, and write them on the board in preparation for the next activity.


### Optional extension

Divide the class into small groups. Tell students they are going to plan a festival for their town. Spend some time brainstorming the types of things they will need to think about (e.g. sponsors, entertainment, food, competitions, decoration, finale etc.). If the students have access to mobile phones, they could use them to search for local entertainers and companies to help them with their festival. When students have some ideas, ask them to prepare a presentation to give to the rest of the class. Monitor and help with vocabulary. You should also help students sound convincing when they are pitching their ideas to the class. Students give their presentations and hold a class vote on which is the best.

### Sports and sport verbs

- 1 Check understanding of the eight sports and ask students if they are preceded by *play*, *do* or *go*. Check answers and brainstorm other sports or games to add to each list. When you have a list for each, elicit the rules for when to use each verb (*play* is used for ball games or competitive games against another person/team; *do* is used for activities or non-team sports without a ball; *go* is used with *-ing* activities).
- 2 **SPEAKING** In pairs or small groups, students complete the exercise. Encourage students to use *play*, *do* and *go* when describing activities. Continue the discussion in open class to decide which are the most popular sports in the class and why.

### Travel plans

- 1  1.08 Tell students they are going to hear a dialogue between two people making travel arrangements. Before listening, students read the dialogue and try to order the sentences. Play the audio while students check their answers. Play the audio again, pausing as necessary to focus on language that describes the future (*going to*, present continuous, *will*).

## Answers

7 3 1 5 6 2 8 4

### Audio Script Track 1.08

Laura Hey, Susana. What time are you arriving on Friday?  
 Susana Five thirty. I'm going to catch the four o'clock train from London.  
 Laura Oh dear, five thirty is difficult for me. Is it OK if I don't meet you at the station?  
 Susana Of course. I can take a taxi. No problem.  
 Laura Well, sometimes the train's late. If it's late, I'll meet you.  
 Susana OK. As soon as the train leaves London, I'll send you a text message.  
 Laura Great idea. OK, see you soon. We're going to have a lot of fun this weekend!  
 Susana I know. It's going to be great!

- 2 This exercise reviews the first conditional. If you think your students need to be reminded of this grammar point, write a few examples of your own on the board (e.g. *If I study hard for my exam, I ... / If it doesn't rain tomorrow, I ... / If I save up enough money, I ...*). Ask students to offer suggestions to complete each sentence. Ask students what they notice about the verbs in each half of the sentence. Elicit that the first one is present simple and the second one is *will/won't*. Read through the sentences quickly with students and check/clarify: *as soon as*, *your place*. Allow students to compare answers with a partner before whole-class feedback.

### Answers

1 miss; 'll catch 2 arrives; 'll take 3 aren't; 'll walk  
 4 get 5 get; 'll start 6 don't have; won't visit

- 3 Students look at the pictures and read through prompts 1–6. Go through question 1 as an example in class, if necessary. Students complete the exercise. Check answers.

### Answers

1 missed 2 caught 3 flew 4 drove 5 rode

- 4 Students read through sentences 1–6. Go through question 1 as an example, if necessary, making sure students are clear why *be going to* is used. Students complete the exercise and check their answers with a partner. Check answers, asking students to explain their choice of verb.

### Answers

1 're going to take 2 'm going to buy 3 'm going to get up  
 4 're not going to visit 5 're going to visit 6 're going to try

- 5 Read through the instructions with students and check understanding. Ask students to work individually and make notes of their answers to the questions. Monitor and help with any questions about vocabulary.
- 6 **SPEAKING** Divide the class into pairs or small groups. Students tell each other their plans. Listen to some of the best ideas in open class as feedback and encourage discussion.