

# 1 Hello!

## Unit overview

<b>Reading</b>	Penpals webpage
<b>Listening</b>	Swapping personal information
<b>Speaking</b>	Talking about a friend's interests
<b>Writing</b>	Personal description
<b>Grammar</b>	Subject pronouns <i>be</i> – positive form Possessive adjectives – singular Regular plurals <i>be</i> – negative form, questions and short answers Articles
<b>Functions/ Communication</b>	Talking about facts Saying where you are from Asking for and giving personal information Greetings, introductions and saying goodbye
<b>Vocabulary</b>	Countries and nationalities Personal objects Interests
<b>Pronunciation</b>	/aɪ/ /ɪ/

### Author chat

The first unit opens with Luke's blog where he tells students about his life. Then they meet Poppy who is getting ready for her first day in a new school. Can she find her keys? And where's her mobile? Maybe some of your students are like Poppy in the morning! In *Poppy's world*, they meet the friends who are going to accompany their learning – Poppy, Amy, Jack and David. They will learn a lot about them during the year. In *Skills*, we read about students around the world and your students write a profile for a webpage. By the end of the unit, they can say a little about themselves, their life and their favourite things.

## 1A My best friend is Tom

### Presentation

Page 18

#### 1 Warm up

Write *www* on the board. Ask what it stands for (World Wide Web). Elicit the names of some websites and write them on the board. Ask students what their favourite websites are and how often they use the internet.

Ask students to look at the webpage on page 19 and to describe what they can see. Students then tick the things that they can see on the webpage. Check answers.

#### Answers

a computer a football scarf

2 **1.28** Ask students to look at sentences 1–6. Explain that they are about the webpage on page 19 and that some

are true and some are false. Read out the first sentence as an example. Ask students to point to the part of the webpage where this information can be found.

Play the recording. Students read and listen to the webpage. They complete the true/false exercise and check answers in pairs. Play the recording again. Check answers.

#### Audioscript

See Student's Book page 19.

#### Answers

2 F 3 F 4 F 5 T 6 F

#### Language focus

The idea of *Language focus* is for students to take a first look at language. Here they will notice how the verb forms are contracted. Students will see this language in context on the webpage on page 19. It will be covered in more detail in the *Language space* pages. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask students if they can notice the difference between *My sister is five* and *My sister's naughty*. (The first sentence uses the full form of *be* while the second sentence uses the short form.)

3 Students complete the exercise using the short forms of *am*, *is* and *are*. Check answers.

#### Answers

's 're

4 Students read through sentences 1–6 and then complete the exercise. They can compare answers in pairs before you check answers.

#### Answers

2 's 3 's 4 're 5 're 6 'm

#### Extra

**Fast finishers** Students who finish quickly can write six more sentences using the short forms in Exercise 4.

**A helping hand** Tell students who need extra help to do Exercise 4 by writing the long forms first and then choosing the correct short forms.

#### Vocabulary • Countries

5 **1.29** Write this on the board: \_\_\_\_\_. Ask students to say a letter to guess the word (*countries*). Elicit different countries and write them on the board. Choose two countries and ask students what they know about these places.

Students work in pairs to match the countries with the nationalities. Play the recording for students to check answers.

**Audioscript**

1 Spain – Spanish	5 Ireland – Irish
2 India – Indian	6 Brazil – Brazilian
3 Germany – German	7 China – Chinese
4 France – French	8 The USA – American

**Answers**

2 h 3 f 4 a 5 c 6 b 7 d 8 e

6 Ask students what they know about the eight places. They can respond in their own language if necessary. Then read out the examples. Students work in pairs to guess which place their partner is thinking of. Check that students pronounce the countries correctly.

**Extra**

**Fast finishers** Students who finish quickly can write up their conversations from Exercise 6 in their exercise books.

**A helping hand** With students who need extra help, you can do one or two more example mini-conversations to act as models.

**Your space • Talking about you****Page 19**

7 Tell students they are going to write about themselves. Read out the sentences and ask students how they can complete them. Tell students to write *Talking about you* in their exercise books. They can then complete the sentences with information about themselves.

8 Students work in pairs and take turns to say the sentences they wrote in Exercise 7.

**Workbook exercises**

You can now set page 8 of the Workbook for homework.

**1A Language space****be – positive****Page 20**

1 Ask students to look at the cartoon of Max, Lara, Zak and Robopet. You might like to ask students to keep a Factfile on the characters, which they can add to throughout the course. Point to the flag that Zak is waving and the T-shirts that Max and Lara are wearing. Ask: *Where is London?* / *Where is Dublin?* / *Where is New York?* Elicit the countries and write them on the board.

Ask students to look at the table. Complete the first gap in the text as an example. Students work in pairs to complete the text, using the table to help them. Check answers.

**Answers**

1 I 2 She 3 He 4 we

**Language notebook**

Tell students to pay particular attention to personal pronouns. Point out that personal pronouns are always used in English because verb endings don't identify who

is speaking. Make sure that students understand that *you* is both the singular and the plural form.

2 Ask students to look at sentences 1–8. Read out the example sentence. Point out that *is* is the correct word because the sentence is in the third person singular. Students work individually to complete the rest of the exercise. Students can compare answers in pairs. Check answers, asking different students to read out the completed sentences.

**Answers**

2 are 3 are 4 am 5 is 6 is 7 is 8 are

**Extra**

**Fast finishers** Students who finish quickly can write four more sentences about their friends and family, using the positive form of *be*, e.g. *My brother is 14* / *My mother is from France*. Collect the sentences and check students' work.

**A helping hand** Tell students who need extra help to use the table in Exercise 1 to help them complete the exercise.

3 Ask students to look at the form. Read out the example sentences. Students work individually to complete the form for a friend and then write sentences. Students can read out their sentences to the class.

4 **1.30** Ask students to look at the photo. Elicit *brother* and *sister*. Ask students to read the conversation. Complete the first gap as an example. Students work individually to complete the rest of the conversation. Play the recording to check answers. Students can practise reading the completed conversation in pairs.

**Audioscript**

Arun: Hi. My name's Arun.

Gita: And I'm Gita. We're from London.

Arun: She's twelve.

Gita: And he's twelve, too!

Arun: Our mum and dad are Indian but we're British.

**Answers**

1 s 2 m 3 re 4 s 5 s 6 are 7 re

**Get it right!**

Ask students to look at the *Get it right!* box. Read out the information. Elicit a few more example sentences. Remind students to use short forms when they speak.

**Page 21**

5 **1.31** Ask students to look at the photos of Alex and Lauren. Write *age*, *city*, *nationality* and *favourite thing* on the board. Play the recording. Students listen and draw lines to match the correct information with Alex and Lauren. Check answers by asking different students to come to the board and write the correct words under the relevant categories, first for Alex, then for Lauren.

**Audioscript**

Alex: Hi. My name's Alex. I'm 13 years old. I'm from Brighton in the UK and I'm British. Oh, and my favourite thing is my bicycle. It's blue and it's so cool!

Lauren: Hello. My name's Lauren, and I'm twelve! I'm from Berlin, in Germany, but I'm American. And my mom and dad are American, too. My favourite thing is my mobile phone. It's fantastic!

**Answers**

Alex: 13, Brighton, British, bicycle.  
 Lauren: 12, Berlin, American, mobile phone

6  Ask students to invent a new identity, e.g. *Hi, my name's Sue. I'm seventeen. I'm from Edinburgh. My favourite thing is my computer.* Give students a minute to think of their new identities. Students then work in pairs and tell their partner who they are. Ask three or four students to tell the class about their partner's new identity.

**Regular plurals**

7 Books closed. Point to classroom objects (chair, desk, book, etc.) and elicit the plurals. Write *chair – chairs, glass – glasses, hobby – hobbies* on the board. Underline *s, es* and *ies* at the end of each plural noun. Point out how the plural is formed in each case.

Students open their books at page 21. Ask them to look at the words and match the singulars and the plurals. Check answers. Then read out the plural words and ask students to repeat them after you.

**Answers**

potato – potatoes, box – boxes, glass – glasses,  
 room – rooms, toy – toys, hobby – hobbies, dish – dishes,  
 watch – watches

8 Read out the example. Students work in pairs to write the plurals of the rest of the words in the list. Ask students to come to the board to write the plural forms.

**Answers**

classes pages houses addresses boys phones  
 tomatoes matches stories

**Language notebook**

Students need to take care when spelling plural nouns. While *s* is added to most nouns, *es* is added to nouns ending in *-s, -ss, -sh, -ch* and *-x*. When nouns end in *-y*, the *y* is changed to *i* and then *es* is added, so *hobby* becomes *hobbies*.

**Possessive adjectives – singular**

9 Pick up objects around the class to introduce the idea of possession. Pick up a pen and say: *This is my pen*. Pick up a book and say: *This is her book*.

Ask students to look at the pictures. Read out the possessive adjectives in the table. Ask students to cover up the possessive adjectives. Say a pronoun and ask students to say the correct possessive adjective.

Students work individually to label the pictures, using the table to help them. Students can compare answers in pairs before you check answers.

**Answers**

1 his 2 my 3 her

10 Books closed. Elicit the possessive adjectives introduced in Exercise 9. Write the following on the board: *I'm British, but \_\_\_ father is Irish*. Ask students to complete the gap with the correct possessive adjective (*my*).

Students open their books at page 21. Ask them to look at sentences 1–7. Read out the example. Students work individually to complete the sentences. Check answers.

**Answers**

2 His 3 my 4 Her 5 my 6 Its 7 His

**Extra**

**Fast finishers** Students who finish quickly can write four more sentences about their friends and family, like the ones in Exercise 10. Collect these sentences and check students' work.

**A helping hand** Tell students who need extra help to check their answers with the table in Exercise 9. Students can also work in pairs on this exercise.

**Workbook exercises**

You can now set pages 9 and 10 of the Workbook for homework.

**1B Are they in my class?****Presentation****Page 22****1 Warm up**

Take some objects out of your bag and show them to the class. Elicit the words. Then ask students what they bring with them to school every day. Write *classroom objects* on the board and elicit vocabulary, e.g. *books, pens, pencils, pencil cases, mobiles, keys*.

Students match the words with the pictures. They can compare answers in pairs before you check answers.

**Answers**

pencil case 3 eraser 5 keys 6 jacket 1 money 2

2  **1.32** Pretend to have lost something. Look for it in your pockets, your bag and around the classroom. Say: *Where are my keys?* Write this on the board. Say: *I've lost my keys*. Write this on the board. Tell students to look at *Poppy's world* on page 23. Explain that Poppy is late for school because she can't find something. Ask students what they can see in the photos.

Before you play the recording, go through the expressions in *Chat zone* on page 23. Note that *cool* is a very popular adjective which means *great* or *fantastic*. It's also used to describe someone who is relaxed and in control.

Play the recording. Students read and listen to *Poppy's world* and tick the things they can see from Exercise 1. Play the recording again. Check answers.

### Audioscript

See Student's Book page 23.

### Answers

bag pencil case

3 **1.32** Ask students to look at sentences 1–5. Explain that they are about *Poppy's world* and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of *Poppy's world* where this information can be found.

Play the recording. Students read and listen again. Ask them to complete the true/false exercise and compare answers in pairs. Check answers.

### Answers

2 F 3 F 4 F 5 F

### Language focus

Here students will take a first look at short answers and negative forms of *be*. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask them where the verb goes in a *yes/no* question in English (at the beginning of the sentence).

4 Students work individually to complete the conversations. Check answers. Students can then practise the conversations in pairs.

### Answers

2 am 3 Is, isn't 4 Is, is

### Extra

**Fast finishers** Students who finish quickly can write four more gapped sentences like the ones in Exercise 4. Collect these and check students' work. You can then use them as further practice with the class.

**A helping hand** Tell students who need extra help to check their answer to the first question with you before continuing. Students can also work in pairs on this exercise.

5 Students work in pairs to ask and answer the questions. Do an example with the whole class before students begin the exercise.

### Your space • Talking about your friend Page 23

6 Elicit or teach *best friend* and write this on the board. Then tell students about one of your best friends. Say the person's name, age, favourite colour and nationality. Tell students to write *Talking about your friend* in their exercise books. Students then complete the sentences about their best friend. Students can read their description to their partner.

### Workbook exercises

You can now set page 11 of the Workbook for homework.

## 1B Language space

### be – negative

Page 24

1 Ask students to look at the cartoon of Zak and his painting. Say: *Is Zak a good artist?* Students circle the correct word in the sentence. Ask students to repeat the completed sentence after you.

Ask students to look at the cartoon of Zak and Max playing tennis. Say: *Are Zak and Max good tennis players?* Students circle the correct word in the sentence. Ask students to repeat the completed sentence after you.

### Answers

1 isn't 2 aren't

2 Ask students to look at the table. Read out the negative forms of *be* and ask students to repeat after you. Then ask students to look at sentences 1–7. Read out the example sentence. Students work in pairs to change the sentences to the negative form. Check answers, asking different students to read out their negative sentences.

### Answers

2 We aren't in a café.  
 3 They aren't from Paris.  
 4 Sue isn't in a hurry.  
 5 He isn't wrong.  
 6 You aren't in my class.  
 7 It isn't an easy exercise.

### Extra

**Fast finishers** Students who finish quickly can write four more negative sentences about their friends and family, e.g. *My sister isn't five / My brothers aren't sad*. Collect the sentences and check students' work.

**A helping hand** Tell students who need extra help to use the table to help them complete the exercise.

3 Ask students to look at the sentences in the speech bubbles. Say: *You're in a café*. Ask a student to read out the example sentences in reply. Students work in pairs. Student A says a sentence, which Student B then contradicts. Students then swap roles.

### Soundbite /aɪ/ /ɪ/

**1.33** Ask students to look at the *Soundbite* box. Play the recording. Students listen and repeat the rhyme.

Elicit any words that rhyme with the /aɪ/ sound in *Hi, I* and *my* (e.g. *buy, by, fly, high, bye, guy*). Make sure students do not pronounce the short /ɪ/ sound in words like *Nick* and *Millie* by using the long /aɪ/ sound.

Play the recording again and encourage students to mimic the pronunciation. Remind them that if the sounds they produce sound unnatural they're probably pronouncing the words correctly!

### be – questions and short answers

4 Ask students to look at the tables of questions and short answers. Point to each section in the first table and make a set of example questions, e.g. *Am I Australian?* / *Are you from Africa?* / *Is she an actress?* etc. Students answer the questions by using one of the short answers in the second table.

Read out the first two lines of the conversation. Students work in pairs to complete the conversation.

5  **1.34** Play the recording to check answers.

Students act out the conversation twice with a partner. They should take a different role each time. Ask a pair of students to act out the conversation in front of the class.

#### Audioscript

Tom: Hello.

Lily: Hi. **Are** you a new student?

Tom: Yes, I **am**.

Lily: **Are** you from America?

Tom: No, I'm **not**. I'm from Australia.

Lily: Cool! How old **are** you?

Tom: I'm twelve. **Are** you in my class?

Lily: Yes, I **am**.

Tom: **Are** they in our class?

Lily: No, they **aren't**. But Izzy's my best friend. And her mum's Australian, too!

#### Answers

2 *am* 3 *Are* 4 *'m not* 5 *'m* 6 *are* 7 *'m* 8 *Are*  
 9 *am* 10 *Are* 11 *aren't* 12 *'s* 13 *'s*

### Page 25

6  Books closed. Write *from* / *you* / *Scotland* / *are?* on the board. Ask students if they can reorder the words to make a question.

Students open their books at page 25. Read out the example. Students work individually to complete the exercise. They can compare answers in pairs. Ask students to come to the board to write their completed questions.

#### Answers

2 *Are your parents at home?*  
 3 *Is your computer old?*  
 4 *Is Zac Efron your favourite actor?*  
 5 *Is your school very big?*  
 6 *Are you a good singer?*

#### Extra

**Fast finishers** Students who finish quickly can write four jumbled-up sentences like the ones in Exercise 6. Collect these and check students' work. You can then use them as further practice with the class.

**A helping hand** With students who need extra help, carefully revise the word order of an English sentence. They can also check their answer to the first question with you before continuing.

7  Tell students to ask you the questions in Exercise 6. Answer using short answers. Students then write their own answers to the questions in Exercise 6.

8 Ask students to look at the form and to complete it for you. Don't tell them the correct answers. Students then ask you questions to check their answers.

Students work individually to complete the form for their partner. Make sure they don't discuss the answers with their partner!

9  Students ask their partner *yes/no* questions to check their ideas in Exercise 8.

Students tell the class how many things they got right.

### Articles

10 Books closed. Write *a guitar* / *an apple* on the board. Circle the indefinite articles.

Students open their books at page 25. Ask them to look at the information in the circles and make sure they understand when to use *a*, *an* and *the*. Write each noun from the exercise on the board in turn. Ask different students to come to the board to write *a*, *an* or *the* in front of the noun.

#### Answers

2 *a* 3 *a* 4 *an* 5 *the* 6 *a* 7 *an* 8 *a* 9 *an* 10 *a*

### Language check

When students have completed both *Language space* sections in Unit 1, ask them to complete the Unit 1 *Language check* on page 138. Use the *Language check* to evaluate students' progress. If they experience difficulties with any of the grammar points, review these and do further practice as necessary.

#### Answers

1 2 *c* 3 *a* 4 *c* 5 *a* 6 *a* 7 *b* 8 *c* 9 *c* 10 *b*  
 2 *It is in my room.*  
 3 *They are from Ireland.*  
 4 *She is five.*  
 5 *We are Real Madrid fans.*  
 6 *He is sixteen.*  
 3 2 *m* 3 *is* 4 *is* 5 *isn't* 6 *re*  
 7 *are* 8 *are* 9 *aren't* 10 *re*

### Your words 1B

#### be

Books closed. Write the following categories on the board: *Age*, *Nationality and place*, *Descriptions*, *Favourites* and *Jobs*. Explain that it is important to build vocabulary around themes and subjects. Students write these categories in their exercise books and work in pairs for two minutes to brainstorm associated words, phrases and questions. Write the students' ideas on the board.

Students open their books at page 25. Read out the different sections in *Your words*.

**11**  Ask students to look at the gapped sentences. Complete one of the sentences so that it is true for you and write it on the board. Students then work individually to complete the sentences about themselves.

**12** Students work in pairs and read the sentences they wrote in Exercise 11 to each other. Students who finish quickly can ask each other extra questions about the information they have heard.

**Workbook exercises**

You can now set pages 12 and 13 of the Workbook for homework.

**1C Skills****Reading****Page 26****1 Warm up**

Write *chat room* and *social networking site* on the board and ask students what they are (websites where people can talk to each other and share personal information about friends, family and interests). Ask students if they use chat rooms and social networking sites and what they like and dislike about them. Students can respond in their own language. Tell students about any websites like this that you use. Students then read the webpage quickly and answer the two questions. Check answers.

**Answers**

*They are twelve and thirteen. They are boys and girls.*

**2** Ask students to look at sentences 1–8. Tell them they are about the webpage. Read out the first sentence as an example. Ask students to point to the part of the webpage where this information can be found. Then students read the webpage again and write the names of the people. Check answers.

**Answers**

*2 Batgirl 3 Snowgirl 4 Snowgirl and Pet King 5 Dylan Dog 6 Pet King 7 Batgirl 8 Dylan Dog and Pet King*

**Extra**

**Fast finishers** Students who finish quickly can make a word search or crossword puzzle using the new vocabulary from the webpage.

**A helping hand** Students can work in pairs and use their dictionaries to give them extra support when reading the webpage.

**Vocabulary • Interests****Page 27**

**3**  **1.36** Write *interests* in the middle of the board. Elicit as many different interests as you can (*sport, music, films, computer games, books*, etc.) and write them around the word *interests*. Ask students what their interests are.

Students work individually to match the words with the pictures. Play the recording to check answers. Students can compare answers in pairs. Play the recording again. Check answers.

**Audioscript/Answers**

1 the internet 2 fashion 3 science 4 sport 5 films  
 6 animals 7 computer games 8 music 9 art  
 10 books

**Listening and speaking**

**4**  **1.37** Tell students to look at the table of information about Lucy and Kasun. Then play the recording. Students listen and circle the correct answers. Check answers.

**Audioscript**

Nick: Hello, Lucy.

Lucy: Hi, Nick.

Nick: Can I ask you some questions?

Lucy: OK!

Nick: How old are you?

Lucy: I'm thirteen.

Nick: When's your birthday?

Lucy: It's in March.

Nick: Where are you from?

Lucy: I'm from England.

Nick: What are your interests?

Lucy: Er ... my interests are science and animals.

Nick: Who's your favourite singer?

Lucy: That's easy. Beyoncé!

Nick: And my last question. What's your favourite thing?

Lucy: My mobile phone!

Nick: Thanks, Lucy.

Lucy: That's OK.

Nick: Kasun, can I ask you some questions?

Kasun: OK.

Nick: How old are you?

Kasun: I'm twelve.

Nick: When's your birthday?

Kasun: It's in July.

Nick: Where are you from?

Kasun: I'm from France.

Nick: What are your interests?

Kasun: My interests are computers and sport.

Nick: Who's your favourite singer?

Kasun: Justin Bieber.

Nick: What's your favourite thing?

Kasun: It's my football shirt!

Nick: Thanks.

Kasun: That's OK. See you.

**Answers**

*Lucy: March, England, science and animals, Beyoncé, mobile phone*

*Kasun: 12, July, France, computers and sport, Justin Bieber, football shirt*

### Background information

**Beyoncé** is an American R&B singer and actress. She was a member of Destiny's Child in the 1990s. She is now a solo artist.

**Alicia Keys** is an American singer, musician and actress. She has won many awards during her career (including Best New Artist in 2002), and has sold over 30 million albums worldwide.

**Justin Bieber** is a Canadian singer-songwriter and actor. He was discovered in 2008, at the age of 14, when a manager saw his music videos on YouTube.

**Will.i.am** is an American rapper, musician, singer, actor and producer. He became well-known in the 1990s as a member of the hip hop group The Black Eyed Peas.

**5** Elicit questions using the words in the table, e.g. *What's your name? How old are you? When's your birthday? Where are you from?* etc. Write these questions on the board. Students work in pairs to ask and answer the questions. Encourage students to ask as many follow-up questions as they can. Students who finish quickly can write their conversations in their exercise books.

**6** Ask students to tell the class what they found out about their partner. Keep a note of the things they say, such as favourite football teams and interests. At the end of the activity, ask the class questions such as: *Who likes music? Who likes Lazio?*

### Writing

#### Study skills

Ask students to look at the *Study skills* box. Read out the information about using capital letters for countries and nationalities.

**7** Mimic someone typing, writing a letter or sending a text message. Elicit *writing* and write this on the board. Elicit the different things we can write and write these on the board: *a text message, an email, a newspaper article, a book, etc.*

Explain to students that we can write in stages. The first stage is thinking of ideas or brainstorming. Tell students they are going to write a profile for the *Penpal Space* webpage. Brainstorm the kind of things students will need to write about (*age, home, friends, hobbies, interests, etc.*) and write these on the board.

Read out the sentences students will use in their writing. Students then work individually to write their own profile. Remind them to brainstorm ideas first. Students can illustrate their profile. Display their work in the classroom.

#### Example answer

*Hello. I'm a girl and I'm thirteen. I'm from Spain. My interests are films, art and science. My favourite film is 'Mamma Mia'. Please be my penpal.*  
 Sarah

### Workbook exercises

You can now set pages 14 and 15 of the Workbook for homework.

## Communication

## Page 118

### Greetings, introductions and saying goodbye

#### 1 Warm up

Books closed. Take some pictures to class of special occasions such as weddings, birthday parties, christenings, etc. Give the pictures out and ask students to describe what they can see. Ask students how we celebrate on these occasions and elicit verbs like *eating, drinking, dancing* and *playing music*.

Students open their books at page 118. Ask them to look at the pictures and describe what they can see. Students answer the questions. Check answers.

#### Answer

*Yes, it is a special day. It's a birthday party.*

**2**  **1.38** Play the recording. Students read and listen to the conversations and then circle the correct answers. Students can compare answers in pairs. Play the recording again. Check answers.

#### Answers

*1 a 2 a 3 b*

**3**  **1.39** Ask students to look at the conversation in *Phrasebook*. Play the recording. Students listen and complete the conversation. Check answers.

Alternatively, students can work in pairs to try to complete the conversation before you play the recording to check answers.

#### Audioscript

Emily: Hi, Sam. How **are** you?

Sam: I'm fine, thanks.

Emily: This is **my** friend, Lucy.

Sam: Hi, Lucy. **I'm** Sam.

Lucy: **Hello**, Sam. Nice to meet **you**.

#### Answers

*1 are 2 my 3 I'm 4 Hello 5 you*

**4** Students work in groups of three to practise the conversation in *Phrasebook*. They take turns to be Emily, Sam and Lucy.

### Workbook exercises

You can now set page 13 of the Workbook for homework.