

1 Celebrations

Unit overview

Reading	Article about New Year's Eve celebrations
Listening	New Year's resolutions
Speaking	Describing New Year's Eve celebrations
Writing	Writing about New Year's resolutions
Grammar	Past simple Past continuous <i>must, have to, had to</i> <i>when / while</i>
Functions/ Communication	Talking about the past Talking about obligations and rules Asking about rules
Vocabulary	Festivals and special days Websites
Pronunciation	/əʊ/ aʊ/

Author chat

This first unit allows your students to review things they can already do in English such as talk about the past. The Web Crew are four school friends who write a webzine, an online school magazine using their different skills: writer, photographer, designer and technical expert. In the first Webzine they write about their worst ever moment and their best ever festival. But making a webzine is hard work so then the Web Crew meet to discuss what they have to do, and your students talk about things they have to do this week. In *Skills*, they read about New Year celebrations around the world, listen to some New Year's Resolutions and go on to write their own.

1A I was talking on my mobile

Vocabulary • Festivals and special days Page 8

1 Books closed. Write *festivals* on the board. Ask: *Which festivals are the most important in your country?* Elicit students' ideas and write them on the board. Ask students to open their books at page 8 and describe the pictures. Then ask them to look at the list of words and elicit example sentences, e.g. *People wear special clothes, They give each other presents, They watch firework displays.* Read out the example sentences describing how someone celebrates birthdays. Give students a minute to think of a festival or special day of their own to describe. Students work in pairs to describe the event they have chosen. Ask one student from each pair to tell the class which festivals they talked about.

Vocabulary notebook

Before students talk about a festival or special day with their partner check understanding of *take part in* meaning 'to participate in', e.g. *I took part in a procession through my town.*

Presentation

2 Warm up

Teach *webzine*. Explain that it is an online magazine. Ask students to look at the photos on page 9. They read the captions and answer the question about what jobs the four friends do on the webzine. Check answers.

Answers

Nathan – writer, **Holly** – photographer and video operator, **Josh** – webzine designer and illustrator, **Samira** – technical expert and occasional writer

3 Ask students to look at questions 1–8. Tell them they are about the *webzine* on page 9.

Read out and answer the first question as an example. Students then complete the exercise and check answers in pairs. Check answers with the whole class, asking students to point to the part of the text where they found the information.

Background information

The **London Eye** is a Ferris wheel located on the South Bank of the River Thames. It opened in March 2000 and is one of London's top tourist attractions.

Big Ben is the name of the Great Bell in the Clock Tower of the Palace of Westminster in London. The building of the Clock Tower was completed in 1859 and is one of London's most famous landmarks. The name 'Big Ben' is often used to describe the tower, the clock and the bell.

St Patrick's Day is a religious holiday which takes place on 17th March. St Patrick is the patron saint of Ireland and the saint's feast day has become an international celebration of Irish culture. It is a particularly popular event in North America.

The **Glastonbury Festival** is the most famous music festival in the UK. It takes place in most years over three days in June at Worthy Farm, in south-west England.

Eid-ul-fitr marks the end of the Muslim festival of Ramadan. The three-day celebration involves wearing fine clothes, decorating houses, processions through the streets, holding special services and eating a meal.

Answers

2 J 3 H 4 H 5 N 6 J 7 N 8 S

Language focus

The idea of the *Language focus* box is for students to take a first look at language. Here they will notice the conjunctions *while* and *when*. Students will see this language in context in the webzine on page 9. 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 them if they can notice any difference between the use of *while* and *when* in sentences (e.g. *while* is used before the past continuous, *when* is used before the past simple).

4 Students scan the *webzine* on page 9 to find two more examples of sentences with *when*. Check answers.

Answers

I was playing in an inter-school football match when I took a penalty kick... and I missed!
We were standing near the London Eye at midnight when Big Ben struck twelve.

5 Ask students to read through sentences 1–6. Choose a student to read out the example sentence. Explain why the past continuous is used (*He was walking down the road* refers to an action in progress at a moment of time in the past). Check that students understand *steal* before they complete the exercise. Check answers, asking students to explain why they chose the past simple or past continuous in each case.

Answers

2 saw 3 happened 4 were watching... was burning
 5 stole... was reading 6 heard

Your Space • Talking about the past Page 9

6 Tell students they are going to talk about what they were doing yesterday. Read out the list of times. Then ask a student to read out the example conversation. Students work in pairs to do the speaking exercise. Encourage them to ask follow-up questions, e.g. *What were you doing at 3 p.m.? I was watching a film. Which film were you watching?* Ask two or three students to tell the class something their partner was doing yesterday, e.g. *At 5 p.m. yesterday Paula was playing a video game.*

**Workbook exercises**

You can now set page 4 of the Workbook for homework.

1A Language space**Past simple and past continuous Page 10**

1 Books closed. Ask: *What were you doing at seven o'clock last night? What did you do at the weekend? What did you do last summer?* Elicit students' answers.

Students open their books at page 10 and look at the pictures. Point to the picture and ask: *How is the boy feeling?* (He's not happy.) *What did he do to himself?* (He hurt himself.) Ask students to look at the rules. Students work in pairs to complete the gaps in the sentences with a verb from the list in the correct form. Check answers.

Language notebook

Make sure that students understand the idea that the past simple is used to describe finished actions in the past, whereas the past continuous is used to describe actions in progress in the past.

Answers

What were you doing yesterday afternoon?
I called you, but there was no answer.
I was playing rugby.
I had an accident.

2 Read out the example dialogue. Students then work in pairs to ask each other what they did yesterday. Ask some students to tell the class about some of the activities that their partner did.

3 Ask a student to read out the example sentence. Students work alone to write sentences about what they did yesterday. Monitor throughout this activity, helping out with vocabulary as necessary. Ask some students to read their sentences to the class.

Possible answers

Yesterday I wrote six emails. I read a book. I went swimming. I saw my friends. I watched a film.

4 Ask students to describe the picture. You could introduce some vocabulary to help them to do this, e.g. *streetlight, bench, market stall, crash, accident*. Read out the information about the picture and then go through the example with the class. Make sure that students understand what they have to do. Students work in pairs to complete the exercise. Check answers.

Answers

2 *Were Lara and Nathan eating? No, they weren't.*
 3 *Was Marissa painting a picture? Yes, she was.*
 4 *Was Rachel buying fruit? Yes, she was.*
 5 *Was Vicky walking a dog? No, she wasn't.*
 6 *Was Chris using his laptop? Yes, he was.*
 7 *Were Lara and Nathan drinking cola? Yes, they were.*
 8 *Was Rachel waiting for a bus? No, she wasn't.*

**Extra**

Fast finishers Students who finish quickly can write four gapped questions like the ones in Exercise 4. The questions should be about a moment in the recent past, e.g. *your brother / play / football / yesterday afternoon*. Students then give the questions to their partner to complete, e.g. *Was your brother playing football yesterday afternoon? Yes, he was.*

A helping hand Tell students to first decide if they need the singular *was* or plural *were*. Also remind them of the order of words in the question: *was/were+verb+-ing*.

5 Read out the example description. Students work alone to write their own description of the picture. Encourage them to be imaginative in their descriptions. Collect and check students' work.

when / while**Page 11**

6 Ask students to look at the cartoon. Ask: *What was the boy doing?* (He was sleeping.) *What did the dad do while the boy was sleeping?* (He came into the room.)

Read out the example sentence and tell students that *when* and *while* are commonly used with the past simple and past continuous. Read through the information, making sure that students understand the difference between *when* and *while*. Ask students to look at sentences 1–8. Read out the example sentence. Point out that *when* is the correct word because the next verb (*arrived*) is in the past simple. Students then work in pairs to complete the sentences by circling the correct word in each case. Remind students that both words can be used in some of the sentences. Check answers.

Language notebook

You may wish to point out that while this combination of tenses is a standard feature of written English, in spoken English the tenses tend to be more broken up due to the fact that the stories speakers try to tell are often interrupted by questions and interjections from the listeners. In a newspaper article we might read: *The boy was walking down the street when a football hit him in the face.* However, we might see the following in an informal conversation about the same subject: *A football hit me in the face yesterday. What? How did that happen? Well, I was walking down the street, you know, by the cinema... And it just hit you? Yeah, right in the face. I couldn't believe it!*

Answers

2 when 3 when 4 when/while 5 when 6 when/while
 7 when/while 8 when

Extra

Fast finishers Students who finish quickly can write two sentences like the ones in Exercise 5, using *while* and *when*. Collect these and check students' work.

A helping hand Tell students that need extra help to read the second part of the sentence carefully. If the verb is in the past simple they circle *when*, if the verb is the past continuous they circle *while*.

7 Ask students to describe the picture. You could introduce some vocabulary to help them to do this, e.g. *goalkeeper, save, score a goal*. Students read the text quickly to get a general idea of its subject-matter. They then work in pairs to complete the text with the correct form of the verbs in brackets. Check answers.

Answers

2 saw 3 were playing 4 was running 5 ran 6 stopped
 7 stole 8 scored 9 was 10 didn't know 11 was

8  Tell students about your morning using the information, e.g. *This morning I left the house at 7:30. While I was travelling to school today, I texted my best friend.* Students then work in pairs to tell each other about their morning. Encourage them to ask follow-up questions, e.g. *What homework did you do? Did you enjoy your apple? What did you say to your neighbour?*

Possible answers

This morning I spoke to my parents.
This morning I had toast for breakfast.
This morning I left the house at 7:30.
While I was travelling to school today, I ate an apple.
While I was travelling to school today, I finished my homework.
While I was travelling to school today, I talked to my sister.

Soundbite

/aʊ/ /əʊ/

A  **1.02** Write *go* and *how* on the board. Say the words and ask students to repeat them after you. Make sure students are able to distinguish between the *diphthongs*

(types of vowel where two sounds are connected) /əʊ/ (*go*) and /aʊ/ (*how*).

The diphthong /əʊ/ begins with the schwa sound, or neutral vowel /ə/, as heard in the weak form of *the*. It finishes with /ʊ/, the vowel sound heard in *book*. Ask students to repeat the following phrase: *Slow phone show*.

The diphthong /aʊ/ begins with the vowel sound /æ/ heard in *cat* and also finishes with /ʊ/, the vowel sound heard in *book*. Ask students to repeat the following phrase: *How now brown cow*.

Encourage students to practise the sounds at home by recording themselves saying the example phrases above and playing them back.

If necessary isolate the diphthongs in the example words on the board and ask the class to repeat them several times until they feel confident they can tell the difference between them. Ask students to look at the *Soundbite* box. Play the recording. Students listen and repeat the sentences.

Audioscript

- 1 Please speak after the tone.
- 2 I think we should go now.
- 3 I can't hear you. The music's very loud.
- 4 Did you get my message? I phoned you yesterday.

Answers

1 tone 2 now 3 loud 4 phoned

B  **1.03** Play the recording. Students listen and circle or underline the two sounds. Then ask the students to say the words.

Audioscript

- 1 Did you see all the snow?
- 2 I dropped my mobile on the ground.
- 3 Come over to my house.
- 4 The boat was sinking in the storm.
- 5 I live here on my own.
- 6 OK everybody, the exam's finished. Put your pens down.

Answers

1 snow /əʊ/ 2 ground /aʊ/ 3 house /aʊ/ 4 boat /əʊ/
 5 own /əʊ/ 6 down /aʊ/

Workbook exercises

You can now set pages 5 and 6 of the Workbook for homework.

1B We must finish today

Vocabulary • Websites

Page 12

1  **1.04** Books closed. Ask: *What do you enjoy doing on the internet?* Write students' ideas on the board,

e.g. using social networking sites, talking to friends, playing games, downloading music, uploading photos, writing blog posts. Students open their books at page 12. Read out the list of words. Students work individually to complete the sentences using the words in the list. Play the recording for students to check their answers. Check answers with the whole class.

Audioscript/Answers

Jacob's day on the internet!

- 1 Jacob **logged onto** his blogsite.
- 2 He **uploaded** some photos of his dog, Buddy, for his blog.
- 3 Then he read the new **posts** on the blogsite.
- 4 He liked a blog, so he **commented** on it. He wrote: 'I like your blog. It's interesting.'
- 5 He **downloaded** some new games from the internet onto his games console.
- 6 He found some websites about science so he **bookmarked** them for later.

Presentation

2 Warm up

Ask students to look at the photos on page 13. Read out the three questions. Students answer the questions in pairs. Check answers.

Answers

We can see Josh, Samira, Holly, Nathan and a teacher (Mr Clark).
 They are at school.
 They are talking about their webzine.

- 3  **1.05** Ask students to look at questions 1–6. Check understanding of *look after*.

Tell students they are going to listen and read the dialogue on page 13. Before they do, go through the phrases in Chat zone on page 13. They can make a note of the following information. In the phrase *It was so embarrassing* the word *so* is often given heavy stress.

Ask students if they can remember from Unit 1A what Holly, Nathan, Josh and Samira do on the webzine (Holly = photographer and video operator, Nathan = writer, Josh = webzine designer and illustrator, Samira = technical expert and occasional writer). Play the recording. Students listen and read the dialogue, then answer the questions. Play the recording a second time if necessary. Check answers.

Answers

- 1 They are looking after a dog because their neighbours are on holiday.
- 2 Nathan couldn't sleep because his neighbours' dog was making a noise all night.
- 3 He has to do loads of homework, he's already in trouble, and he's not allowed to use his computer after ten o'clock.
- 4 They have to finish the webzine today.
- 5 They go online tomorrow morning.
- 6 Holly's idea is for Nathan to write about his awful weekend.

Language focus

Here students will notice the use of *have to*, *had to*, *must* and *mustn't* to talk about obligations, duties and rules. They will see this language in context in the dialogues on page 13. It will be covered in more detail in the *Language space* pages. Ask students to look at the sentences in the *Language focus* box and to repeat each one after you.

4 Ask students to look at the *Language focus*. Students then work individually and use the conversation on page 13 to help them answer the questions about each of the sentences in the box. Students compare answers in pairs. Check answers.

Answers

- 1 Nathan, the team, his cousins
- 2 Samira, Nathan, the webzine
- 3 Josh, Nathan, his article
- 4 Holly, Nathan, his article
- 5 Mr Clark, the team, the school yard

Your Space • Talking about duties and rules

Page 13

5 Read out the questions and the example answers. Students work individually to write their personal answers to the questions. Monitor and help with vocabulary as necessary.

6 Students work in pairs and ask each other the questions in Exercise 5. Encourage students to ask follow-up questions. One student from each pair reports back to the class, saying one thing about their partner, e.g. *Marco has to visit his grandparents this week, Monica had to study at the weekend, In Paula's school you mustn't talk in class.*



Workbook exercises

You can now set page 7 of the Workbook for homework.

1B Language space

must / have to

Page 14

1 Ask students to describe the pictures. Ask: *What is happening in the picture?* (There are two explorers. The tiger is about to attack one of them.) *What do the explorers have to do?* (They have to run away.) *What does one explorer have to do to escape?* (He has to run faster than the other explorer.) Focus on the information about the use of *must* and *have to*. Explain that while there are certain differences between the words, the words are often used interchangeably. You could point out at this stage that the /d/ in *had to* is often pronounced like the soft /t/ of *hat* rather than the hard /d/ of *had*. However, if you prefer, you could leave this until Exercise 8 on page 15.

Answers

don't, have to, must

Language notebook

1. Point out that *must* is used to indicate different types of obligation. It can be used for rules or laws (e.g. *You mustn't smoke here*), polite invitations (e.g. *You must have some cake*), as well as strong personal obligation (e.g. *I must visit my grandmother*).
2. You could point out that *must* is used to indicate a more personal form of obligation (e.g. *I must send my brother a birthday card*) whereas *have to* is used to indicate an obligation imposed by a society, institution or person (e.g. *I have to do my homework*). However, this distinction is often ignored in informal spoken English, where both *must* and *have to* are routinely used to indicate a strong personal obligation to do something.

Get it right!

Ask students to look at the *Get it right!* box. Read out the information. Make sure students are clear about the form the verb takes after *must* (infinitive). You could explain that *must* is a modal verb and that other modal verbs (e.g. *can*, *might*, *should*) follow the same pattern.

2 Ask students how they travel to school and if any of them go to school by a school bus. Read out the example school bus rules. Students work in pairs to complete the rest of the rules using *must/mustn't* and the verbs in the box.

Extra

Fast finishers Students who finish quickly can write a few extra school rules using *must* or *mustn't*. Collect and check students' work.

A helping hand Tell students to first connect the verbs in the box to the sentences. Once they have done this they can think about whether they need to use *must* or *mustn't*.

3  **1.06** Play the recording. Students listen and check their answers.

Ask students which rules they agree with and which rules, if any, they think are too strict.

Answers

2 *must stay* 3 *mustn't chew* 4 *mustn't throw*
 5 *mustn't eat* 6 *mustn't shout* 7 *must keep* 8 *must obey*

Audioscript

Bus driver: OK, OK everyone. It's a new school year, and some of you kids are new to this bus. Well, just like in school, there are rules on my bus, too. So please pay attention.

The first rule is, before you get on, when the bus is coming to the bus stop, you must stand back from the road.

Rule two. When you get on the bus, and you sit down, you must stay in your seat.

Rule three. You mustn't chew gum. And I mean never.

Rule four. You mustn't throw things out of the windows.

And rule five, you mustn't eat or drink on the bus.

Now, we don't like a lot of noise, so rule number six is: you mustn't shout.

Rule seven. You must keep the bus clean. Did you hear that? Good.

Now *all* the rules are important. But my last rule is the *most* important. You must obey the driver.

OK?

OK! Let's go to school!

4  **1.07** Tell students that they are going to listen to Sophie interview Ana and Robbie about the things they have to do at home. Before students listen you could pre-teach or check the meaning of the following phrases: *that's terrible*, *get into trouble*. Play the recording. Students listen and note down what Ana and Robbie have to and don't have to do. Check answers.

Audioscript

Sophie: Hi there.

Ana: Oh hi, Sophie.

Sophie: Can I ask you some questions? I have to finish my school project.

Robbie: What's it about?

Sophie: The things you have to do at home.

Robbie: Oh no. That's terrible!

Ana: OK. Ask your questions.

Sophie: Right. Ana. Do you have to tidy your room?

Ana: Yes, I do.

Robbie: Me too. And I have to make my bed.

Sophie: Do you have to go to school on Saturday morning?

Ana: No, I don't.

Robbie: No... I often play football at school on Saturday, but I don't have to.

Sophie: Do you have to go to bed before 10 o'clock?

Robbie: No, I don't.

Ana: Lucky you! I have to be asleep by ten during the school week. But the weekend's different.

Sophie: Do you have to text your parents if you're late?

Ana: Yes.

Robbie: Me too. But I sometimes forget and get in trouble.

Sophie: Do you have to practise a musical instrument?

Robbie: I can't play a musical instrument.

Ana: I have to practise the piano at least three times a week.

Sophie: OK, last question. Do you have to study every evening?

Robbie: No, I don't.

Ana: I don't have to study every evening. But I have to study on most of them.

Robbie: Yeah. It's really bad.

Sophie: OK, thanks guys.

Robbie: That's OK!

Ana: Good luck with your project!

Answers

	Ana	Robbie
tidy your bedroom	✓	✓
go to school on Saturday morning	✗	✗
go to bed before 10 o'clock	✓	✗
text your parents if you are late	✓	✓
practise a musical instrument	✓	✗
study every evening	✗	✗

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5 Ask two students to read out the example conversation. Give students a couple of minutes to write two more questions similar to the ones in the interview in Exercise 4, e.g. *Do you have to do your homework at the weekend? Do you have to clean the house?* Students then work in pairs to ask and answer each other the questions they have written, as well as the questions in Exercise 4 on page 14. Ask one student from each pair to report back to the class (e.g. *My partner has to tidy his bedroom.*)

6 Ask students to describe the pictures. Ask: *What are the boy and girl doing?* (They're chatting on their mobiles.) *How are they feeling?* (The boy is happy, the girl is sad.) Students work in pairs to complete the conversation using *had to* and the verbs in brackets. Check answers. Ask: *Why is the boy feeling happy?* (He didn't have to study or help in the house at the weekend.) *Why is the girl feeling sad?* (She had to study and help her family in the garden at the weekend.)

Answers

2 *had to help* 3 *Did, have to help* 4 *had to go* 5 *had to train* 6 *had to visit* 7 *had to drive* 8 *didn't have to study* 9 *didn't have to help*

7 Read out the example sentences. Students write a similar list of six things they and their family had to do last week. Ask students to tell the class some of the things on their list.

Possible answers

I had to go to the doctor.
My sister had to do lots of homework.
We had to visit my uncle.

8 Students work in pairs to talk about what they had to do last week. They make notes on what their partner had to do. Students then use their notes to report back to the class on some of the things their partner had to do.

Your words 1B**Verbs and prepositions**

9 Books closed. Write *I go ___ school by bus* on the board. Ask: *Can you complete the sentence with a preposition?* Elicit *to* and complete the sentence. Explain that some verbs and prepositions are used together and that students need to learn them (e.g. *listen to music, talk about something*). Elicit any other examples of verb and

preposition combinations that students know and write them on the board. Students open their books at page 15 and describe the pictures. Students work in pairs to match the sentences and the pictures. Check answers.

Answers

Isabel was paying for her ticket. 2
Max was talking about his dog. 1
Alexei was thinking about sport. 2
Maria was talking to her friend. 2
Amber was listening to music. 1

Language notebook

Encourage students to write example sentences in their notebooks using the verbs and prepositions (e.g. *I love talking about films.*) introduced on page 15. Students can write the verbs and prepositions in a different colour as a way of highlighting them.

10 Ask a student to read out the example sentence. Students then work alone to complete the sentences with the correct prepositions. Students can compare answers in pairs before you check answers with the whole class.

Answers

2 *about* 3 *to* 4 *for* 5 *for* 6 *about*

Workbook exercises

You can now set pages 8 and 9, exercises 1–5, of the Workbook for homework.

When students have completed both *Language space* sections in Unit 1, ask them to complete the Unit 1 *Language check* on page 128. 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 bought* 3 *found* 4 *did ... turn off* 5 *Did ... go*
 6 *didn't wear*
 2 *2 b* 3 *a* 4 *b* 5 *b* 6 *a*
 3 *2 caught* 3 *were standing* 4 *saw* 5 *took* 6 *had to*
 7 *were watching* 8 *met* 9 *drank* 10 *went*

1C Skills**Reading and speaking****Page 16****1 Warm up**

Books closed. Write *special days* on the board. Ask: *What was the last celebration you had with your friends or families? What were you celebrating? How did you celebrate?* Write students' ideas on the board. Students open their books at page 17, describe the pictures and say what they think the article is about.

2 Elicit what students know about the cities in the list. They can say something about location, what the cities are famous for, if they have visited these places etc.

Students scan (read quickly) the article and match the photos and the places. They can then compare answers in pairs. Check answers with the whole class.

Answers

Tokyo c New York d Sydney e Rio de Janeiro a
 London b

3 Read out the example notes about the Scottish tradition of *Hogmanay*. Students read the article again and make notes about the other places in the list. Check answers.

Background information

Hogmanay is the Scottish word for New Year's Eve. It refers to the traditional Scottish New Year celebrations. One important part of Hogmanay is 'first-footing', a custom where the first person to visit someone's house brings gifts representing money, food, drink, heat etc.

Auld Lang Syne is a poem written by the Scottish poet Robert Burns in 1788. The Scottish title translates as 'long ago' or 'long time since'. The music is a traditional folk song. *Auld Lang Syne* is sung at midnight on January 1st in many English-speaking countries to celebrate the New Year.

Answers

Kiritimati First inhabited place to experience New Year.
New York Lots of people watched a giant crystal ball come down in Times Square. 10,000 messages written on confetti floated down.
Sydney 1.5 million people watched fireworks.
Rio de Janeiro 2 million people on Copacabana beach.
London 200,000 people listened to Big Ben and watched fireworks.
Tokyo Temple bells rang out at midnight, illuminated balloons floated in the air.

4 Ask a student to read out the three questions. Students work in pairs to discuss the questions. Ask one student from each group to tell the class about their family's New Year celebrations.

Listening

5  **1.09** Ask students to look at the list of New Year's resolutions.

Play the recording for students to put the resolutions in order. Check answers.

Audioscript

So it's nearly the New Year. Have you guys made any New Year's resolutions?

- Angela: Hi! I'm Angela and I'm 14. I want to buy a new bicycle. So I'm going to save some money!
- Oliver: Hello. I'm Oliver and I'm 13. Well... I'm a bit lazy. So I've decided to do more homework.
- Evie: Hi! My name's Evie. I'm 15. You know, I love watching TV but then I go to bed too late and I can't sleep. So I'm going to go to bed earlier.
- Charlie: Hello! I'm Charlie. I'm 14 years old. I love music and I'd like to be in a band. So next year I want to learn the guitar.

5 Zoe: Hi! My name's Zoe and I'm 14. Sometimes I'm a bit rude to my family. So my New Year's resolution is to be more polite to my mum!

6 Will: Hi, my name's Will. I'm 15. I want to get fit. So I'm going to join a gym.

7 Mia: Hi! I'm Mia. I'm 13. I love sweet things and I eat too much chocolate. Plus it's expensive! So I'm going to eat less chocolate next year.

Answers

Join a gym 6
 Eat less chocolate 7
 Learn the guitar 4
 Be more polite to my mum 5
 Do more homework 2
 Save some money 1
 Go to bed earlier 3

Writing

6 Tell students they are going to write three New Year's resolutions. Read out the categories and the example sentence. Elicit any other vocabulary that students will need to use in the exercise, e.g. *to take up tennis, to go to the gym, to save money, to live more healthily*. Students then work individually to write their resolutions.

Study skills

Ask a student to read out the information in the *Study skills* box on 'chatting'. Explain that it is very important in a conversation to let the person you are talking to know that you are listening to them by asking questions and showing interest in the answers. In English exams, like the FCE, students will be asked to speak to another student in front of an examiner. They will need to demonstrate their ability to listen and ask questions, as well as their ability to offer their own views. Encourage students to practise these skills in the speaking activities throughout the course.

7 Put students into small groups of three or four. Students tell each other about their resolutions. Encourage them to ask follow-up questions, e.g. *I'm going to study more this year. Why are you going to study more? I want to get top marks in all my subjects*. Ask one student from each group to tell the class about some of the resolutions from the group.



Workbook exercises

You can now set pages 10 and 11 of the Workbook for homework.

1 Communication

Asking about rules

Page 108

1 Books closed. Ask: *Do you regularly attend a sports centre? What rules does the sports centre have?* Students open their books at page 108 and look at the rules of the Meadow Sports Centre. Check students' understanding of *appropriate, belongings, locker, gum*. Students work in pairs to match the questions and answers.

2  **1.10** Play the recording for students to check their answers to Exercise 1.

Students then work in pairs to act out the conversations, taking care to bring the conversations to life. Point out that when asking questions in this kind of context, we should try to speak very politely and respectfully.

Audioscript

Alice: Is it OK to chew gum?
 Adam: No, I'm sorry, you can't.
 Alice: Are you allowed to take photos?
 Adam: No, it's not allowed. And you must leave your mobile in your locker, too.
 Alice: Do I have to shower before swimming?
 Adam: Yes, you do.
 Alice: Can I use the weights room?
 Adam: No, I'm sorry. You have to be over 16.
 Alice: Is it OK to drink water in the gym area?
 Adam: Sure. No problem.
 Alice: Are you allowed to come here with friends?
 Adam: Yes, you are. You can bring one guest with you.

Answers

2 C 3 E 4 F 5 A 6 B

3  **1.11** Ask students to look at the questions and answers in the *Phrasebook* box. Play the recording. Students listen and repeat. Encourage them to copy the intonation.

4 Read out the information about the role-play and then refer students to the sentences showing how to begin and end the conversation. Students work in pairs to role play conversations like the example in Exercise 1. Encourage students to use new vocabulary from Unit 1 as well as the phrases from the *Phrasebook* box. Ask one pair to role play a conversation in front of the class. Students can then write up their conversations in their notebooks for homework.



Workbook exercises

You can now set the communication exercise at the bottom of page 9 of the Workbook for homework.

2 The future

Unit overview

Reading	City life in the future
Listening	Students talking about life in the future
Speaking	Discussing life in the future
Writing	Giving your views about the future
Grammar	<i>will</i> for predictions <i>Definitely / probably</i> <i>Might (not)</i>
Functions/	Talking about the future
Communication	Describing a picture
Vocabulary	Education
Pronunciation	Syllables

Author chat

Choosing the appropriate words to talk about the future requires fast decisions about the context. In *Your Space* students gradually acquire this ‘instinct’ by developing a sense of how the English speaker views the ‘future’. So in this unit students review *will* for predictions, the present continuous for fixed arrangements and *be going to* for intentions. They also learn how to use *will* for offers, promises and decisions. In part A students explore what schools will be like in 2030. Next, the Web Crew interview a girl who lives in a futuristic eco house. Finally, in Skills we read about the future of cities in 50 years’ time and listen to young people talking about what the world will be like in the future.

2A Changing world

Vocabulary • Education

Page 18

1 Books closed. Ask: *What is a typical day at school like for you?* Elicit students’ ideas and write them on the board. Students open their books at page 18 and look at the list of things that teachers use in class. Check that students understand what an *interactive white board* is. Students work alone to tick the things that either the students or their teacher use in class. Ask some students to tell the class about which items they ticked.

2 Ask students to describe the photos. Read out the example conversation. Students then work in pairs to discuss what they and teachers usually do on a typical day in school. Encourage students to think of not only the activities in the pictures, but also any other activities that come to mind. Ask one student from each pair to report back to the class (e.g. *In Angela’s school, they often sing songs in class*).

Presentation

3 Warm up

Ask students to look at the article on page 19. Read out the introduction to the article and then discuss the question with the class. Make sure that students cover up the article on page 19, otherwise they might simply repeat the ideas

about what school might be like in the future that they see on the page.

Possible answers

I think students will use computers all the time.
I think students will work in virtual classrooms.

4  **1.12** Check that students understand the following vocabulary from the article: *e-reader, e-book, wireless headphones, virtual reality, virtual reality helmets, dietary information*. Students read and listen to the article, and check whether the ideas they thought of in Exercise 3 are mentioned.

5 Students read the article again and answer the questions. Check answers.

Answers

- They will use e-readers instead.*
- By building a car or a fridge*
- Languages—they’ll hear the new language in one ear and a translation in the other.*
- Students in a classroom in another country.*
- They’ll learn about being a good citizen. They’ll also help people and do work in the community.*
- They’ll have lovely gardens and plants in every classroom.*

6 Ask students to look at the *Language focus* box. Read out the example sentences. Here students will notice the use of *will* and *might* for future predictions. Students will see this language in context in the article on page 19. It will be covered in more detail in the *Language space* pages. Students work in pairs to underline some more examples of these phrases in the article. Check answers.

Possible answers

Students will definitely have e-books.
They won’t have bags full of lots of different coursebooks.
I think there might not be any teachers.
Students will probably wear virtual reality helmets.

7 Ask students to look at sentences 1–6. Explain that they refer to predictions about future schools. Students work alone to complete the sentences using the phrases in bold from the *Language focus* box. Point out that there is no right or wrong answer in this exercise. It all depends on the students’ opinions. Students then share their ideas with the class.

Possible answers

1 will definitely **2 will definitely** **3 will probably** **4 won’t**
5 won’t **6 might**

Your Space Talking about the future Page 19

8 Tell students that they are going to talk about what they will do next year. Students look through the list of activities, ticking the ones they will do and crossing the ones they won’t do.

9 Ask three students to read out the example conversation. Students then work in small groups to tell each other about what they will do next year, using the information from Exercise 8. Encourage students to use the phrases introduced in the *Language focus* box on page 18. Ask one student from each group to report back to the class (e.g. *Sergio will probably go on a school trip. Marek might act in a play. Amelie will definitely read a book in English.*).



Workbook exercises

You can now set page 12 of the Workbook for homework.

2A Language space

will / won't • *definitely / probably*

Page 20

1  **1.13** Pre-teach *raft* and *cruise ship*. Ask students to look at the cartoon. Students describe the picture. Ask: *What are the people talking about?* (What they'll eat tomorrow.) Focus on the words in bold and explain that *will* is used to make predictions about the future. Read through the information with the class, eliciting example sentences using *will* and writing them on the board. Pay particular attention to the distinction between *definitely* and *probably*. Ask students to look at the world weather chart. Tell them they are going to listen to a weather forecaster give a weather forecast. Before playing the recording, check students' understanding of *storms*, *cool*, *rise above*. Play the recording. Students listen and circle the correct weather. Check answers, asking in each case: *What will the weather be like in _____?*

Audioscript

Weatherman: Good morning. This is the world weather report on CBC News 24.

Beijing will feel cold with temperatures rising to only seven degrees centigrade. But it will be sunny with some cloud.

In Egypt, Cairo will enjoy another sunny day and feel pleasantly warm with a maximum temperature of 20 degrees.

If you are in Mumbai today, don't go out without an umbrella. It will feel hot but cloudy with a maximum temperature of 32 degrees. There will be storms.

New York will be cold with heavy snow. The maximum temperature will be two degrees.

And in Peru, Lima will be sunny all day. The temperature will be a very warm 29 degrees.

In Sydney, Australia, it will be a grey and cloudy day with some rain, but it will be a comfortable 18 degrees centigrade.

Tokyo will be cloudy, too, but a much cooler ten degrees.

The winter weather continues in Berlin. It will snow again today and the temperature won't rise above five degrees centigrade.

So that's the world weather update. And now back to Samantha with all the latest news headlines.

Answers

Cairo: sunny, 20 Mumbai: storms, 32 New York: snow, 2
 Lima: sunny, 29 Sydney: cloudy, 18 Tokyo: cloudy, 10
 Berlin: snow, less than five degrees

Language notebook

Students might confuse this use of *will* with *be going to*, which is also used to make predictions. Point out that *will* is used to make confident predictions about the future based on the evidence available about a current situation, e.g. if the atmospheric conditions that are being observed today suggest that there will be hot weather tomorrow then it is reasonable to make the prediction: *it will be hot tomorrow*. Make it clear that *be going to* is preferred when we are absolutely certain that something is about to happen, e.g. we look up at the sky to see thick black clouds and we say: *it is going to rain*.

2 Ask students to look at sentences 1–8. Read out the example sentence. Students work individually to complete the exercise. They can compare answers in pairs before you check answers with the whole class.

Answers

2 won't 3 will, will 4 will 5 won't 6 will 7 will 8 won't



Extra

Fast finishers Students who finish quickly can write three sentences describing what they think the weather will be like in the next week, month and year in their area. Collect and check students' work.

3  Ask two students to read out the example conversation. Students work in pairs to talk about the weather. Encourage them to use contractions (e.g. *I think it'll rain*), as they are a common feature of informal spoken language.

4  Ask: *What will you do next year?* Don't accept answers to this question. Use it as a simple rhetorical device for generating interest in the exercise. Refer students to the list of ideas. Give them a minute to look through the list. Students work in groups to make predictions. They can use either the ideas in the list or their own ideas. Encourage students to ask any follow-up questions they can think of, e.g. *What pet will you get? Why will you go to a new school?* Ask one student from each group to report back to the class.

Page 21



Get it right!

Ask students to look at the *Get it right!* box. Read out the information about *will* and *may / might*. Make sure students understand the difference between: *I'll go to the cinema* (it's certain) and *I may/might go to the cinema* (it's not certain).

5 Ask different students to read out the two example sentences. Students then work individually to complete the exercise. Before students begin, check understanding of the following phrase: *get into trouble*. Students compare answers in pairs. Check answers with the whole class.