UNIT OBJECTIVES

B1 PRELIMINARY FOR SCHOOLS TOPICS: personal identification, school

GRAMMAR: present simple and present continuous, -ing forms, modals: have to, don't have to, must, mustn't, can/can't, should/shouldn't

VOCABULARY: words to describe selves, likes and dislikes and school

READING PART 2: understanding the task

PART 5: using context to choose answers

WRITING PART 1: beginning / ending, linking and punctuation

LISTENING PART 2: understanding the task

SPEAKING PART 1: giving personal information

Giving personal information

Reading Part 2

STARTER

Introduce the idea of finding e-pals on the internet and ask students if they've got one or if they have ever thought of having one. Which country would they like an e-pal from? What kind of information could they write about themselves? (e.g. family, home, school, hobbies and interests). Make a list on the board.

1 Students read about Javi to see if he wrote about any of the topics suggested on the board. Ask students to read the text about Javi again and then, without looking, try to remember information about him.

2 Get students to cover the text and see if they can answer the questions about Javi in pairs without looking at the text.

Answers
Age: 15
From: Mexico
Type of school: high school
Favourite lesson: English
What does he like doing in his free time? watching American TV shows, using his laptop (for playing games or contacting friends), writing songs, playing them on his guitar
What sort of person is he? tidy, friendly

3 Ask students to describe the two pictures to each other in pairs. Put any key words on the board, e.g. tidy/untidy. They then decide which room is Javi's. Ask them to give reasons, e.g. I think Javi's room is B because it's tidy and there aren't many books on the shelves. Also, there is a guitar and paper and pens for drawing. I don't think it's A because Javi is tidy and doesn't like sports.

Sample answer
I think B is Javi's room because it's tidy, and there are some books, some DVDs and a guitar. I don't think it's A because Javi doesn't like sport and he's tidy – this room is untidy and has a football poster and a tennis racket.

4 Students underline the details and then decide which of the three people is the most similar to Javi. Which one would be the best e-pal for him? (Conor)

Answers
Saskia: sending emails, playing computer games
Conor: someone who's lived in a different country, loves music, being in a band
Ethan: someone who is friendly and likes animals

Exam task

Read the exam tip with the students and remind them that the classmates' requirements must match the e-pals' details completely. As in the previous practice exercise, they should be able to underline three pieces of matching information in each answer they choose. Remind them that they won't necessarily find the answer by ‘word spotting', i.e. matching the same words in the people descriptors and in the short texts.

Answers

FURTHER PRACTICE

When they have finished the exercise, ask students what they would write about themselves. Get them to discuss it in pairs, and then write a few lines about themselves and their hobbies and interests. Javi describes himself as friendly. Which positive adjectives would they use to describe themselves? Here are some examples – can students add any more?

- creative
- kind
- confident
- easy-going
- cheerful
- sociable
- generous
- honest
- reliable
- patient
- positive
- polite

See the Workbook and online resources for further practice.
Being at school

Listening Part 2

1 Read through the words with the students and check pronunciation. Let them work in pairs to discuss which places they have in their school. If there are any places that they don’t have, ask students whether they would like to have them in their school and what they could do there.

2 Check students understand the words in the exercise. Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 eat a packed lunch at school
2 hand in homework on time
3 arrive at school late
4 wear a uniform every day
5 attend classes
6 perform on stage
7 work hard
8 take exams
9 go on school trips
10 get good grades
11 join an after-school club
12 take up a new sport

3 Either ask the students to refer to the Grammar reference on page 78 before they do the exercise or use it to help them check their answers after they have finished. Ask students Do you wear a uniform to school? / Do you have to arrive at school on time? Check that students understand that have to means that it is essential to do something. Remind them that should is used more for giving advice. We use mustn’t when we want to say that something is forbidden. Students listen and find out about the rules at Sarah’s school (the first answer has been given).

With a weaker class, you could provide gapped sentences from the audio and ask students to listen and fill in the gaps.

Answers
2 She has to get good grades (if she can).
3 She doesn’t have to wear a uniform.
4 She has to hand homework on time. / She has to hand homework in on time.
5 She should join an after-school club.
6 She mustn’t arrive at school late.

Recording script
We go to school from 8.00 a.m. to 2.30 p.m. every day, with an hour off at 12 when we eat our lunch. (1) We have to attend classes every day unless we’re sick, and (2) we have to get good grades if we can. But (3) we don’t have to wear a uniform – we can wear our own clothes. (4) We have to hand in homework on time, and our teachers always tell us (5) we should do things outside of school, too – like join an after-school club or play football. And one very important thing – (6) we mustn’t arrive at school late!

4 Students listen again and answer the question. Check answers as a class.

Answer B is correct. Sarah says she has an hour off at 12 when we eat our lunch.

5 After the students’ discussions in pairs, elicit a few examples from different pairs to write up on the board.

Try to elicit a sentence with each verb to write on the board.

Exam task

Read through the exam tip with the class. Encourage students to use the time they are given in the exam to read through the questions. Before playing the recording, give students one minute to read the questions. Ask them to underline important words to help them listen for the correct information. Tell them that they should do the same in the exam.

Answers
1 A 2 C 3 A 4 B 5 C 6 B

Recording script
1 You will hear two friends talking about their new school hall.
   F: Hi, Ben. What do you think of the new school hall?
   M: Well, it wasn’t finished before the summer holidays, was it, so I really didn’t know what to expect. But it’s much better!
   F: I love the colours they’ve used to paint it all.
   M: Yeah, they’re your favourites, aren’t they? And now they’ve put in more windows, it’s a bit brighter in there than in the old hall.
   F: I can get one for you. Anyway, if you took part, you could go for free!

2 You will hear a girl talking to her brother about a concert.
   F: Have you decided yet about going to the school concert, Jamie?
   M: Oh, I’ll be there – but they’re asking people to pay for concert tickets this year!
   F: Well, it’s to raise money for charity – and if money’s a problem, I can get one for you. Anyway, if you took part, you could go for free!
   M: Is that what you’re going to do, then?
   F: Absolutely! I’m singing! Come on! Loads of your friends’ll come and watch – they love it when you play guitar.
   M: Well, OK – but only if my mates get tickets!
3 You will hear two friends talking about the new school they've just moved to.

M: Do you like your new secondary school, Hazel?
F: Yeah, it’s cool! The thing is, I came from a really small primary school, so it’s taken me a while to feel at home here – but it’s better now than when I started.
M: Yeah, it’s a big place, isn’t it?
F: Huge! But at least they’re not all at strict about our uniforms and stuff. And my mum and dad said it was just like that when they studied at the school, too – and they got really good results!
M: Well, that’s good to hear, because that’s why my parents chose it for me!

4 You will hear a boy telling his friend about problems learning the piano.

F: How’s the piano playing going, Mark?
M: Well, I’m really enjoying playing, but I’m not making much progress. My teacher’s a bit disappointed, I think.
F: Well, having a teacher is a great way to learn – but maybe you could try just taking a favourite song, say, and learn to play that really well, before you move on and try playing something else. I mean, you’ve got loads of piano music on your laptop – you’re always listening to that. So just choose something from there.
M: Yeah, it’ll be easy to find something I like. Thanks!

5 You will hear two friends talking about a hockey match that the girl played in.

F: I know! I’m helping Dad in his shop, so I’ll be really busy!
M: Wow! The school summer holidays start soon!
F: I know – but don’t worry. I’m really looking forward to watching your next match!
6 You will hear two friends talking about breaking up for the summer holidays.

F: Well, I arrived at the sports field late, so I didn’t have much time to prepare. But the match started and all of our team played brilliantly – including me! I mean, we didn’t actually manage to beat the other team because no one scored. But that means we’re going to play them again next week – so you can be there this time. It wasn’t the same without you in the crowd!
M: I know – but don’t worry. I’m really looking forward to watching your next match!

Speaking Part 1

1 Choose students to say the letters. Ask others if they are correct. To help them remember the correct pronunciation, ask students to group the letters by sound:

A J C G B E P I Y W

2 Students work in pairs to spell out the names after they have listened. Help students correct each other.
This exercise encourages students to develop their answers as fully as they can.

Sample answers
1. I’m from Madrid in Spain. Madrid is the capital of Spain and it’s a beautiful city.
2. At the moment, I’m studying English, maths, science, art and lots of other subjects at school. But in the future, I’d like to study art at college.
3. I live in Paris. It’s a very big city – it’s the capital of my country – but I like it.
4. In my spare time, I go to an after-school club for tennis lessons. And on Saturdays I play football.
5. In my family, there are five people altogether – my mum and dad, my two brothers and me.
6. Last Saturday, I went shopping with my friends. Then we went to the cinema to see a film. It was great!

Exam task
Read the exam tip with the class. Play the first question and pause the recording. Ask different students to respond. Encourage them to develop their answers as much as possible. Continue with the rest of the questions in the same way. Write up any useful phrases or vocabulary on the board.

Recording script
1. Where are you from?
2. What are you studying?
3. Where do you live?
4. What do you do in your spare time?
5. Tell me about your family.
6. What did you do last Saturday?

FURTHER PRACTICE
Write the questions on the board and ask students to work in pairs to ask and answer them.

Grammar - Present simple & present continuous
1. Either ask the students to refer to the Grammar reference on page 79 before they do the exercise or use it to help them check their answers after they have finished.

Answers
1. things we do regularly (routines); something that is always true
2. things that are happening now
3. the present continuous

2. Tell students they should read through the complete text before they start the exercise. Give them three minutes to read it through silently. Tell them not to think about choosing the correct words at this stage – they should only try to understand the gist of the text. Ask them to say what it is about (what Tan is doing at the moment). Students then read it again and make their choices. They can compare their answers with a partner before you check as a class. Choose students to read whole sentences aloud.

Answers
2. organise – ‘re/are organising
3. am going – go
4. writing – writing
5. are meeting – meet

See the Workbook and online resources for further practice.

-ing forms
5. Students decide which words mean like and dislike, then add the prepositions to the other words. Suggest that they learn the adjective plus preposition combinations.
UNIT 1 ALL ABOUT ME!

Answers

+ J– L

enjoy, like, love, quite like hate, can't stand, dislike
afraid of
interested in
look forward to
worried about
fond of

Point out the verbs used after these words take the -ing form or a preposition plus -ing form.

Answers

1 going 2 to getting 3 in learning 4 cycling
5 at making 6 about failing

Students work in pairs. Monitor the students, checking for correct use of the -ing form and prepositions. Then, elicit some examples to write on the board. For example:

A: What kind of books are you interested in reading?
B: I’m interested in reading history books and I really like reading novels.

Reading Part 5

Encourage students to read through the sentences first, and then before they look at the options, try to think of a word that could fill the gap. Don’t go over the answers yet.

2 Students compare their answers to Exercise 1. Encourage students to talk about why their choice is correct and the other options are wrong. Go over the exam tip, pointing out that it is important to look at what comes both before and after each gap.

Answers

1 C encouraged is followed by an object + to, which the other verbs aren’t. Here, shown would need to be used with how to, e.g. He showed me how to do it.
2 A if you get rid of something, you throw it away or give it away, because you no longer need it. You can’t use rid of with the other verbs.
3 D A pitch is the part of a sports field where you play hockey or football. You play golf on a course, you run on a track, and you play tennis or basketball on a court.

Exam task

Remind students to read through the whole text before beginning to answer the questions. Students work alone to complete the task. Allow them ten minutes. Check answers as a class.

Answers

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

Students work in pairs to answer the questions. Encourage them to give detailed answers. Monitor as they are speaking, helping where necessary.

Discuss as a class. Elicit differences from the class.

3 Students read Jake’s reply and work in pairs to complete the exercise. Check where students have underlined the text.

Answers

It should be underlined as follows:
That’s great! I’m so happy you’re able to come! I know we’ll have a good time.
I’d rather go on the bus than cycle instead, because my bike is broken at the moment.
Why don’t we take some sandwiches with us? I’ll ask my mum to make some. Could you bring some bottles of water? I’m really sorry, but I’m afraid I can’t come to your house afterwards, because my grandparents are coming to visit then.

Beginnings & endings

Go through the beginnings and endings, pointing out that some phrases you would only use with friends, but some are more formal and could be used with a teacher, for example. The more formal ones are Dear Sam and Best wishes. Before students do the exercise, ask them...
to look back at the two emails and tell you what the relationship between Sam and Jake is. (They are friends, but not very close friends – Jake says I’m really sorry, but I’m afraid I … and if that’s OK with you, which are quite formal/polite structures. Therefore, Dear Sam, Sam and Best wishes are too formal and lots of love is too informal.)

Answers
Jake could begin his email by saying:
Hi, Sam!

Hello, Sam
and end it by saying:
See you soon
Bye for now
The other phrases are too formal for this situation.

Check that students know which of the verbs in the box means. Then, get students to match the verbs to the sentences.

Answers
2 thanking 3 advising 4 describing
5 suggesting 6 apologising 7 inviting 8 explaining
9 offering

FURTHER PRACTICE
As a follow-up, get each pair of students to write down another example for each of the verbs. They could then read them to another pair, who have to identify which verb it is an example of.

Ask students to work in pairs and think about what they could say in each situation. (They don’t need to write the whole email.) Elicit some answers from around the room, and write some correct examples on the board.

Sample answers
1 I’m so sorry I was late yesterday.
2 Shall we meet tomorrow at 5 p.m.?
3 I’ve just got a new yellow T-shirt with a silver star on it.
4 I can’t go out at the weekend, because I’m visiting my grandparents. Really sorry!
5 It was really kind of you to invite me to your party!
6 If I were you, I’d try to hand in my homework on time.
7 I’d rather go to the cinema than stay at home tonight.

Linking words
Elicit examples with each linking word (and, but, so and because) to make sure students understand them. Students complete the exercise in pairs. Check answers as a class.

Answers
2 and
3 so
4 but
5 although
6 the board
7 or
8 because
9 if

FURTHER PRACTICE
Ask students in pairs to write two more sentences for each linking word. Choose students to write their sentences on the board (leaving out the linking word) and ask the class to suggest the missing linking word.

Answers
5 and
6 because
7 so
8 but
9 if

Punctuation
Ask students to explain when we use a full stop (at the end of a sentence). Ask What do we use at the end of a question? (a question mark). When do we use a capital letter? (at the beginning of a sentence and for people’s names, e.g. Amy. We also use a capital letter if we’re talking about our own relatives without using my, e.g. Mum said I can come or Granddad’s sitting in the garden, but not when we use my, e.g. My mum said I can come or My granddad’s sitting in the garden.)

Ask students to read through the email first and then add the punctuation. They can check with a partner before you check as a class.

Answers
Hi, Robyn
I’m sorry, but I can’t come to the cinema tomorrow because I have to go to the dentist. I’d forgotten all about it until my mum reminded me. I don’t think I’ll be home in time for the film. My appointment’s at two o’clock and the film starts at three, doesn’t it? Maybe we could go on Saturday instead. What do you think? Let me know. See you soon!

Jennie

Exam task
Read through the exam tip with the students. Then read through the exam task. Ask students to imagine the answers to the following questions to help them write a complete answer: Which would you prefer – walking or horse riding? What would be useful to take? When could you meet?

Answers
Hi, Jo
That’s great news! I’m really glad you can come! I know we’ll have a great time. I’d rather try horse riding than do some walking, because I’ve never done it before and it sounds fun! What about you? What would you like to do? Will your parents let you go horse riding? How about taking some snacks in case we get hungry? We should also pack a warm sweater in our bags, because it might be cold. And don’t forget your camera! Yes, it’s a good idea to meet. How about next Saturday if you’re free then? Would that be OK for you? See you then!

(108 words)
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