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mmpublications



The
English
hub
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Teacher's Book

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Pronunciation

Speaking

Writing

Functions

			<ul style="list-style-type: none"> • Greeting • Introducing oneself and others • Exchanging basic personal information • Telling the time • Identifying objects • Expressing ability • Understanding classroom language
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5

Today and tomorrow

Discuss:

- What are your plans for next weekend?
- What do you think your life will be like in the future?

In this unit you will find:

- A dialogue between three friends about a mobile phone
- Websites with horoscopes
- A dialogue between two friends working on a CV
- An experiment:
Make a rainbow
- A sci-fi story:
The Time Machine
- An e-mail about New Year's resolutions

In this unit you will learn:

- to discuss future plans
- to make on-the-spot decisions
- to make requests, offers and promises
- to make predictions
- to refer to conditions and their results
- to talk about general truths
- to write an e-mail



5.1

What are you going to do?

VOCABULARY

Match the sentences with the pictures. Then, listen and check your answers. Can you guess the meaning of the words in bold?



1



2



3



4

- a** Sandy was really **nervous** before the exam.
- b** Hugh was **furious** when his friend lost his DVD.
- c** George was **disappointed** because he failed the exam.
- d** Ruth was **embarrassed** because her mum kissed her in front of all her friends.

READ

A. Look at the picture. What do you think the girls are talking about? Listen, read and check your answers.



- Rita** Hey, Debbie. Are you going to play tennis later?
- Debbie** Hi, Rita. No, I'm not.
- Rita** What's wrong? Are you OK?
- Debbie** No, something terrible happened.
- Rita** Oh... Tell me and maybe I can help you out.
- Debbie** OK. Well, I had my mobile phone here with me a few minutes ago, and now it's not here.
- Rita** Oh, no. Do you think someone stole it?
- Debbie** I'm not sure what happened. It was right here in my bag and now it's not. What am I going to do? It was brand new.
- Rita** Don't worry about that. Maybe it's somewhere around here. We can look for it now.
- Debbie** What if we don't find it? I'm not going to get another one. I can't afford to!
- Rita** Come on. Not all mobile phones are expensive. We can go to that new electronics shop tomorrow and get one. But first let's look for it, OK?
- Debbie** OK. You look over there and I'm going to look here.
- Mark** Hey, girls. What are you doing?
- Rita** We're looking for Deb's mobile phone. We think someone took it.
- Mark** Oh, um... girls? I feel really silly now... but I have the phone.
- Debbie** You do? Why did you take it?
- Mark** I'm really sorry, Debbie. I needed to make a quick phone call and I didn't have my phone with me.
- Debbie** It's all right. Please just ask me next time, OK?



B. Read again and answer the questions.

1. What's Debbie's problem?
2. Does Debbie know what happened?
3. Why isn't Debbie going to buy a new mobile phone?
4. What does Rita suggest they do tomorrow?
5. Why did Mark take Debbie's mobile phone?

FUNCTIONS

Expressing feelings
Talking about future plans

STRUCTURES

Future *be going to*
(time expressions)

VOCABULARY

Adjectives describing feelings

disappointed embarrassed furious nervous

Other words

afford electronics shop help out kiss (v)
phone call quick silly someone somewhere
steal terrible

Expressions

brand new It's all right next time over there
What's wrong?

WARM-UP

Draw Ss' attention to the title of the lesson and ask them to guess what they think it will be about.

VOCABULARY CD2 ▶ 22

Ask Ss to look at the pictures and read through the situations a-d.

Encourage Ss to rely on the context of the pictures in order to deduce the meaning of the adjectives in bold. If necessary, use mimicry.

Explain to Ss that they should match the pictures with the sentences a-d.

Have Ss do the activity individually or in pairs.

Play the CD and have Ss check their answers.

Ask Ss if they've ever been in a similar situation and how they felt.

Initiate a short discussion.

KEY

1. c 2. d 3. a 4. b

READ CD2 ▶ 23

A.

- Draw Ss' attention to the picture and ask Ss what they can see (Two teenagers).
- Ask Ss the question in the rubric.
- Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books underlining unknown words at the same time.
- Have Ss check their predictions.
- Ask Ss some comprehension questions, such as:

Is Debbie going to play tennis? No, she isn't.

Why is Debbie upset? Because she lost her mobile phone.

Is she going to buy a new mobile phone? No, she isn't.

Who has Debbie's phone? Mark.

Did he ask Debbie if he could take her mobile phone? No, he didn't.

- Elicit answers.

B.

- Ask Ss to read through the questions 1-5.
- Make sure Ss don't have any unknown words.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

KEY

1. She can't find her mobile phone.
2. No, she doesn't.
3. Because she can't afford to.
4. She suggests going to the new electronics shop and getting a new mobile phone.
5. He needed to make a quick phone call.

GRAMMAR**A.**

- Ask Ss to read through the tables.
- Explain to Ss how the Future *be going to* is formed and turn their attention to the time expressions.
- Ask Ss questions about themselves, using the Future *be going to* and elicit their answers.
- Refer Ss to the Grammar Reference.

B.

- Ask Ss to read through the dialogues 1-3.
- Make sure Ss don't have any unknown words.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

KEY

1. Are... going to be, 'm not, 'm going to visit
2. Is... going to buy, she is, is going to buy
3. are... going to do, are going to travel

PRONUNCIATION CD2 ▶ 24, 25**A.**

- Explain to Ss that they are going to listen to the question and answer and they have to repeat them.
- Point out that they should pay attention to the intonation and rhythm.
- Play the CD and get Ss to repeat.

B.

- Divide Ss into pairs.
- Explain to Ss what they have to do.
- When all pairs have finished, play the CD and have Ss check if they used the correct intonation and rhythm.
- Play the CD again and get them to repeat each question and answer.

SPEAK & WRITE**A.**

- Draw Ss' attention to the table and explain that this is a schedule for the weekend.
- Have Ss complete the schedule with their plans for next weekend by using the ideas in the box or their own ideas.
- Divide Ss into pairs and have them talk about their plans.
- Allow Ss some time to do the activity.
- Go around the class, helping Ss when necessary.
- Choose some pairs to act out their dialogue.

B.

- Explain to Ss that they have to write a short paragraph about their plans for next weekend.
- Explain to Ss that they can use their notes from the speaking activity.
- Allow Ss some time to do the activity.
- Choose some Ss to read out their paragraphs to the class.

GRAMMAR

A. Read the tables and the rule.

Future *be going to*

AFFIRMATIVE		NEGATIVE		QUESTIONS		SHORT ANSWERS	
I	'm going to travel	I	'm not going to travel	Am I	going to travel?	Yes, I am.	No, I 'm not.
You	're going to travel	You	aren't going to travel	Are you	going to travel?	Yes, you are.	No, you aren't.
He	's going to travel	He	isn't going to travel	Is he	going to travel?	Yes, he is.	No, he isn't.
She	's going to travel	She	isn't going to travel	Is she	going to travel?	Yes, she is.	No, she isn't.
It	's going to travel	It	isn't going to travel	Is it	going to travel?	Yes, it is.	No, it isn't.
We	're going to travel	We	aren't going to travel	Are we	going to travel?	Yes, we are.	No, we aren't.
You	're going to travel	You	aren't going to travel	Are you	going to travel?	Yes, you are.	No, you aren't.
They	're going to travel	They	aren't going to travel	Are they	going to travel?	Yes, they are.	No, they aren't.

We use the Future *be going to* for something we intend to do in the future.

Time Expressions

tomorrow/tonight

next month/year/week/Tuesday, etc.

in an hour / a year, etc.

soon

B. Complete the dialogues with the Future *be going to* of the verbs in brackets and short answers.

1. A: _____ you _____
(be) here at the weekend?

B: No, I _____.

I _____ (visit) my cousins in Manchester.

2. A: _____ Kelly _____
(buy) a car?

B: Yes, _____, but she
_____ (buy) a small car.
She doesn't want to spend a lot of money.

3. A: What _____ your parents
_____ (do) this summer?

B: They _____ (travel) around Europe.

PRONUNCIATION

A. Listen and repeat. Notice the intonation and stress.

A: Are you going to take part in the competition?

B: Yes, I am.

B. Read the following questions and answers in pairs. Then, listen and check the intonation and stress.

1. A: Are you going to do your project tonight?

B: No, I'm not.

2. A: Is Dave going to get a cat?

B: Yes, he is.

3. A: Are the children going to have a party next weekend?

B: Yes, they are.

SPEAK & WRITE

A. Complete the schedule for next weekend with the activities you are going to do. You can use some of the ideas in the box. Then, talk in pairs, as in the example.

	SATURDAY	SUNDAY
morning		
afternoon		
evening		

go shopping
play basketball/tennis, etc. with...
watch a film/DVD
visit...
do homework

What are you going to do on Saturday morning?

I'm going to... What about you?

B. Write a paragraph about what you and your partner are going to do next weekend.

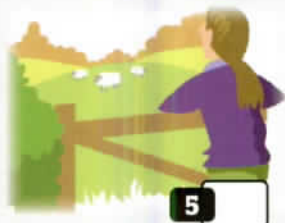
5.2

What the future holds

VOCABULARY

Match the sentences with the pictures. Then, listen and check your answers. How do you imagine your life in 15 years' time?

- a** I will be rich and famous.
- b** I will get married.
- c** I will help poor people.
- d** I will have lots of children.
- e** I will live in the countryside.
- f** I will speak English fluently.
- g** I will become a successful businessman/businesswoman.
- h** I will have my own house.



READ

A. Listen and read the websites with the horoscopes. Which of the following topics are mentioned?

- health** **habits** **money** **travel** **career** **character**

all horoscopes
matching signs
meanings
daily e-mail

HOROSCOPE

GEMINI
(21st May – 21st June)

This month a health problem won't let you go out and have fun. You definitely need to change your lifestyle. Start working out more and watch your eating habits. Junk food isn't good for you! Your bad health will create stress and you will have an argument with a member of your family. However, people close to you will help you find solutions to your problems. Listen to them. There will be some problems at the office, too. The good news is that things will get better at the end of the month.

AQUARIUS
(21st January – 18th February)

January will be a very good month for you. You'll feel full of energy, so spend lots of time at the gym. Just don't overdo it. You will also feel great because you will help a friend in need. Good luck is on the way! Money will come to you this month, so maybe you should buy a lottery ticket. You have lots of good ideas at work. Perhaps you should talk to your boss about a promotion. You never know!

FUNCTIONS

Making predictions

STRUCTURES

Future *will* (affirmative and negative)

VOCABULARY

Words and phrases

argument boss businessman businesswoman
 change (v) character countryside create
 definitely energy fluently full get married
 habit have fun health however in need
 junk food lifestyle lottery ticket luck member
 overdo promotion solution stress (n) work out

WARM-UP

Draw Ss' attention to the title of the lesson.

Ask Ss to guess what the lesson will be about and elicit answers.

VOCABULARY CD2 ▶ 26

Ask Ss to read through the predictions a-h and look at the pictures 1-8.

Explain to Ss that they should match the predictions with the corresponding pictures.

Have Ss do the activity individually or in pairs.

Play the CD and have Ss check their answers.

Ask Ss how they imagine their life in 15 years' time.

Initiate a short discussion.

KEY

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

READ CD2 ▶ 27

A.

- Draw Ss' attention to the website and ask them if they read their horoscope online.
- Ask Ss: *What sign are you?* In this case you should give them a list with all the signs of the zodiac (see background note).

BACKGROUND NOTE

The Signs of the Zodiac

- Aries: March 21 - April 20
- Taurus: April 21 - May 20
- Gemini: May 21 - June 21
- Cancer: June 22 - July 22
- Leo: July 23 - August 21
- Virgo: August 22 - September 23
- Libra: September 24 - October 23
- Scorpio: October 24 - November 22
- Sagittarius: November 23 - December 22
- Capricorn: December 23 - January 20
- Aquarius: January 21 - February 18
- Pisces: February 19 - March 20

- Tell Ss that they should listen and read in order to decide which of the given topics are mentioned. Go through the topics and explain any unknown words.
- Play the CD and have Ss follow in their books, underlining unknown words at the same time.
- Check the answers with the class.

KEY

health (yes)
 habits (yes)
 money (yes)
 travel (no)
 career (yes)
 character (no)

- Ask Ss some comprehension questions:

Why should the Aquarius spend plenty of time at the gym? Because he/she will feel full of energy.

Why will the Aquarius feel great? He/She will help a friend in need.

What will the Aquarius get this month? Some money and perhaps a promotion.

What should the Gemini do this month? He/She should change his/her lifestyle, start working out more and watch his/her eating habits.

What will the result of bad health be? Stress and an argument with a family member.

Who will help the Gemini deal with his/her problems? People close to him/her.

- Elicit answers and explain new vocabulary.

5.2

B.

- Ask Ss to read through the predictions 1-5 and decide if they refer to Aquarius, Gemini or both.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

KEY

1. A 3. G 5. G
2. G 4. B

GRAMMAR

A.

- Ask Ss to read through the table with the formation of the Future *will* (affirmative - negative).
- Ask Ss to find examples of the Future *will* in the texts (*you'll feel full of energy... / Money will come to you... / Your bad health will create stress... / you will have an argument...*, etc.)
- Ask Ss to look at the examples and ask them the question: *Are these events going to happen for sure?*
- Elicit the answer: *We don't know.*
- Read out and explain the rule.
- Refer Ss to the Grammar Reference.

B.

- Ask Ss to read through the sentences 1-5 in the exercise.
- Make sure that Ss don't have any unknown words.
- Ask Ss to read through the verbs in the box.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

KEY

1. won't like 3. won't go 5. will have
2. will win 4. will be

LISTEN CD2 ▶ 28, 29

A.

- Explain to Ss that they are going to listen to four teenage boys talking about their future and they will have to match the names with the pictures.
- Play the CD and check the answers with the class.

KEY

1. a 2. c 3. b 4. d

B.

- Tell Ss to read through the sentences 1-4 and make sure they don't have any unknown words.
- Tell Ss that they will listen to the CD again and they have to complete the sentences.
- Play the CD.
- Check the answers with the class.

KEY

1. an island 3. poor people
2. won't 4. art gallery

LISTENING TRANSCRIPT

Eddie

My plans for the future? Umm... I'll play computer games all day. And when I am bored, I'll play some more. Ha, ha... You see, I'm crazy about computers, and I love spending my time in front of the computer. Maybe I'll become a computer expert. I'll make lots of money. My dream is to live on an island, like Hawaii. I think I'll buy a house and live there forever.

Alan

How do I see my future? Well, I'll definitely get a great job, and I'll be very successful. I'll have my own office. I don't think I'll get married and have kids. That's not for me. I'll work very hard for a few years and make a lot of money. Then, I'll buy my own plane! I'll travel to lots of different countries. I want to see the world and meet lots of interesting people. Life will be great!

Ronnie

I think I'll become a writer, and my books will be really popular. I'll make a lot of money and have a happy life. But I won't forget poor people. I'll give lots of money to charity. I'll get married and have three or four children. I'll write stories for all of them, and we'll live happily in a big house in the country.

Stephen

I want to become an Art teacher because I love Art, and I love teaching. I think I'll be great with my students, especially the really young ones. I will also buy a place and turn it into an art gallery so that I can show my works of art at the weekend. People will love my paintings, and maybe some day, I will be famous, like Picasso.

SPEAK & WRITE

A.

- Draw Ss' attention to the pictures of the famous people and make sure Ss know who each person is.
- Explain to Ss that they have to choose one of these people and they are going to make predictions about their future.
- Allow Ss some time to do the activity.
- Go around the class, helping Ss if necessary.
- Choose some Ss to say their predictions to the class.

B.

- Explain to Ss that they should use their ideas from the previous activity to write a short paragraph with their predictions about the famous people.
- Allow Ss some time to do the exercise.
- Choose some Ss to read out their paragraphs to the class.

GRAMMAR

A. Read the table, the rule and the example.

Future will

AFFIRMATIVE	NEGATIVE
I	I
You	You
He	He
She	She
It 'll (= will) live	It won't (= will not) live
We	We
You	You
They	They

We use the **Future will** to make predictions, usually with the verbs **think** and **believe**.

*I think Helen **will become** a doctor in the future.*



B. Complete the sentences with the Future *will* of the verbs in the box.

be not like have not go win

- I'm sure you _____ the film because it's very long and boring.
- I believe Andy _____ the talent contest. He's a great singer.
- Jane _____ to school tomorrow. She doesn't feel very well.
- Your new house is really beautiful. I think you _____ very happy in it.
- Linda loves children. I think she _____ three or four.

DAILY.COM

B. Read the texts again and the statements below and write A for Aquarius, G for Gemini or B for both.

- You'll be successful at work this month.
- You should eat healthy food.
- Friends will help you with your problems.
- It's a good idea to exercise.
- Your bad luck won't last long.

LISTEN

A. Listen to four teenage boys talking about their future and what they imagine it will be like. Match the names with the pictures.

- Eddie
- Alan
- Ronnie
- Stephen



B. Listen again and complete the sentences with one or two words.

- Eddie will live on _____.
- Alan _____ get married.
- Ronnie will help _____.
- Stephen will have his own _____.

SPEAK & WRITE

A. Choose one of the people in the pictures and say how you think their life will be in the future.



B. Write a short paragraph with the predictions you made in the previous activity.

In my opinion, ...

5.3

Will you help me?

VOCABULARY

Read the sentences 1-5 and guess the meaning of the words/phrases in bold. Match them with the definitions a-e.

1. I **lost my job** last week, so now I'm looking for a new job.
2. Last week Bob **quit his job** and his wife is really upset with him.
3. I'm so stressed out now I really need to **take a day off**.
4. Every Monday morning, we **have a meeting** at the office to talk about the project.
5. Mike wants to find a new job so I'm helping him write his **CV**.

- a** to leave your job because you want to
- b** not to work on a working day
- c** a brief, written text including personal information, your education and the jobs you've had
- d** to leave your job because the boss told you to
- e** to get together to discuss something

READ

A. Look at the picture. What are the men talking about? Listen, and check your answers.

- Matt** Carlos, why do you look so sad? Are you OK?
- Carlos** No, Matt, I lost my job today.
- Matt** Again? That's three times this year. Will you look for another job now?
- Carlos** Yes, I will. But I need some help.
- Matt** OK. What can I do to help?
- Carlos** Will you help me write my CV?
- Matt** Of course, but what do you mean 'write'? Don't you have a CV?
- Carlos** Well... not really, no. I'm writing it now.
- Matt** How is that possible? Even teenagers have CVs for fast food restaurants these days!
- Carlos** I know. Can you help me or not?
- Matt** OK. Let me see what you have so far. Hmm... What's this? 'Personal interests'?
- Carlos** It's extra information about what I like doing in my free time.



FUNCTIONS

Talking about jobs

STRUCTURESFuture *will* (questions and short answers)**VOCABULARY****Words and phrases**

at least brief CV (= Curriculum Vitae) discuss
 education get together have a meeting hour
 interest (n) personal project quit sad
 take a day off text upset

WARM-UP

- Draw Ss' attention to the title of the lesson and ask them what they think the lesson will be about.
- Elicit answers.
- Ask Ss if they have ever looked for a job and how difficult it was.
- Elicit answers and initiate a short discussion.

VOCABULARY

Draw Ss' attention to the sentences 1-5 and have them guess what the words/phrases in bold mean based on the context.

Have Ss match the words/phrases in bold with the correct definitions a-e.

Have Ss do the activity individually or in pairs.

Explain any new words.

KEY

1. d 3. b 5. c
 2. a 4. e

READ CD2 ▶ 30**A.**

- Draw Ss' attention to the picture and have them guess what the dialogue is about.
- Elicit answers.
- Ask Ss the question in the rubric and accept all answers at this point.
- Play the CD and have Ss follow in their books underlining unknown words at the same time.
- Check Ss' predictions.
- Ask Ss some comprehension questions, such as:

What happened to Carlos? He lost his job.

How does he feel? He's sad.

What does Carlos ask Matt to do for him? He asks him to help him write his CV.

Does Carlos have anything on his CV? Yes, he does.

Does Matt think Carlos' CV is good? No, he doesn't.

- Elicit answers and explain new vocabulary.

- B.**
- Ask Ss to read through the sentences 1-5 and check understanding.
 - Have Ss do the activity individually or in pairs.
 - Check the answers with the class.

KEY

- | | | |
|----------|-----------|---------|
| 1. sad | 3. Carlos | 5. Matt |
| 2. three | 4. Matt | |

GRAMMAR

- A.**
- Ask Ss to read through the table. Make sure they remember the formation of the Future *will*.
 - Ask Ss to look back at the story and find examples of the Future *will* (*Will you look... / Will you help...*).
 - Ask Ss to look at the examples and tell you when the Future *will* is used.
 - Elicit answers (1st example: on the spot decision, 2nd example: offer, 3rd example: request).
 - Ask Ss to come up with their own example sentences using the Future *will*.
 - Refer Ss to the Grammar Reference.
- B.**
- Have Ss read through the questions 1-6 and the answers a-f and make sure they don't have any unknown words.
 - Have Ss do the activity individually or in pairs.
 - Check the answers with the class.

KEY

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

LISTEN CD2 ▶ 31

- Explain to Ss that they are going to listen to three people talking about things that are going to happen tomorrow.
- Have Ss read through the phrases in the boxes and make sure they don't have any unknown words.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY

- Speaker 1** will take some days off.
Speaker 2 will quit his/her job.
Speaker 3 will have a meeting.

LISTENING TRANSCRIPT**Speaker 1**

I can't wait! My brother and I will go hiking in the mountains. I really need the time away, you know? The city drives me crazy sometimes, and I am looking forward to the peace and quiet. We'll have a great time!

Speaker 2

It's really for the best. This place isn't the same anymore. The job doesn't make me happy, and I'm always disappointed. I know it will be hard to find something else, but in the end, I think I will be better off. I'm not sure how my boss will react, but there's nothing he can do about it.

Speaker 3

I really don't want to go but I have to. It will be boring, and I really don't know why it has to be so early. Seriously, is it a big deal to do it an hour later? Plus, I don't think I really even need to be there. It's going to be about something that I'm not working on, and I know they won't ask me anything.

SPEAK

- Draw Ss' attention to the prompts in the box.
- Make sure Ss don't have any unknown words.
- Choose a student and act out the dialogue in the speech bubble as an example.
- Divide Ss into pairs and have them do the activity.
- Allow Ss some time to do the activity.
- Go around the class, helping Ss when necessary.
- Choose some Ss to act out the dialogue to the class.

GRAMMAR

A. Read the table, the rule and the examples.

Future will

QUESTIONS	SHORT ANSWERS	
I	I	I
you	you	you
he	he	he
she	she	she
Will it stay?	Yes, it will.	No, it won't.
we	we	we
you	you	you
they	they	they

We use the **Future will** for on-the-spot decisions, offers or requests.

OK, I'll meet you in an hour.

I'll help you with your homework.

Will you bring me some coffee?

B. Match the questions with the answers.

- Will you work on your CV tomorrow?
 - When will you get married?
 - Will you get a new job?
 - Why will we have a meeting next week?
 - Who will get the kids from school?
 - Where will you go for your holiday?
- Yes, I will. But I have to write my CV first.
 - Next year. We need to organise everything first.
 - Yes, I will. I need to look for another job.
 - We'll stay here. We can't take any days off.
 - There's a problem and we need to talk about it.
 - I'll go. Don't worry. I'll leave work early today.

Matt OK, but I don't think they need to know that you like drinking coffee on your balcony. I mean, why will your new boss want to know that?

Carlos Because he'll want to get to know me as a person. What's wrong with that?

Matt It's not very professional, that's what! Here, let me change some things for you.

Carlos You mean make it boring.

Matt It might be boring, but at least you can actually use it to get a job! OK, now, when will you have your first interview?

Carlos Umm... In an hour!

LISTEN

Match the speakers with what will happen to them tomorrow. There is one extra option that you do not need to use.

Speaker 1

Speaker 2

Speaker 3

will take some days off.

will lose his/her job.

will quit his/her job.

will have a meeting.

SPEAK

Talk in pairs. A friend of yours is thinking of applying for a summer job. Ask him/her some questions about that. Use the prompts in the box as well as your own ideas to make the questions.

- when / write / CV / ?
- what / kind of job / apply for / ?
- why / apply for / these jobs / ?
- how much / money / ask for / ?
- you / work / all / summer / ?

When will you write your CV?

I think I'll write it...

And what kind of job will you...?

B. Read the dialogue again and complete the sentences.

- Carlos is _____ because he lost his job.
- Carlos lost his job _____ times this year.
- _____ doesn't know how to write a CV.
- _____ doesn't think the extra information is professional.
- _____ is going to help a friend write a CV.



5.4

Let's see what happens

VOCABULARY

Listen and repeat.



READ

A. What are the colours of the rainbow? Listen, read and find out.

White light

White light (eg. sunlight) seems to have no colour at all. However, white light contains all the colours of the rainbow! Do this experiment and see all the colours in white light.

experiment

Make a rainbow

you need:

a sunny day!



a spray bottle

(This experiment works best when the sun is not very high in the sky.)

- 1 Fill the spray bottle with water.
- 2 Stand with your back to the sun. Have something dark (eg. a large plant) in front of you.
- 3 Spray water in the air.

What do you see?

If you do this experiment correctly, you see the seven main colours of the rainbow:
red, orange, yellow, green, blue, indigo and purple.

That's your rainbow!



FUNCTIONS

Discussing general truths
 Making guesses and hypotheses
 Understanding and following procedures

STRUCTURES

Zero Conditional

VOCABULARY**Words**

air back (n) cloud contain correctly
 experiment (n) fill high indigo main mix
 plant (n) rain (n) rainbow seem sky spray (v)
 sunlight

WARM-UP

Draw Ss' attention to the title of the lesson. Explain to them any unknown words.

Ask Ss to guess what it is about.

Elicit answers.

VOCABULARY CD2 ▶ 32

Ask Ss to look at the picture and the words.

Help Ss deduce the meaning of any unknown words.

Play the CD and ask Ss to repeat the words.

READ CD1 ▶ 33**A.**

- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to look at the title and the layout of the text and guess what it is about.
- Elicit answers.
- Ask Ss if they've heard of white light. If not, encourage them to guess what it is. (*Sunlight and light from most light bulbs, as shown in the picture, is called white light.*) Read the introduction and ask Ss if they knew this. Then say that in order to show this, they will read about an experiment.
- Ask Ss to look at the heading (*Make a rainbow*) on the left-hand page of the book in the picture. Draw their attention to the word *experiment* and help them understand its meaning in context. Introduce the collocation *do an experiment*.
- Ask Ss some questions:

*Do you like doing experiments? Why?
 When did you do an experiment?
 What was it about?
 Was it an easy/a difficult experiment?*

- Initiate a short discussion.
- Play the CD and tell Ss to follow along in their books underlining any unknown words at the same time.
- Check Ss' predictions about the colours of the rainbow.
- Ask Ss some comprehension questions:

*Does sunlight have any colours? Yes, it does.
 How many colours does sunlight have? Seven / It has all the colours of the rainbow.
 What do you need to make a rainbow? A spray bottle and a sunny day.
 How many steps are there in the experiment? There are three steps.
 What do you see if you do the experiment correctly?
 The seven main colours of the rainbow.*

- Explain any new vocabulary and choose Ss to read the text out loud.

5.4

B.

- Explain to Ss that they should read the text again and tick the appropriate pictures according to the experiment.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class, asking Ss to provide justifications for their answers.

KEY

The following should be ticked:

3 (Stand with your back to the sun.)

5 (... you see the seven main colours ...)

Picture 1 is incorrect because the experiment works only on a sunny day.

Picture 2 is incorrect because you must stand with your back to the sun and have something dark in front of you.

Picture 4 is incorrect because at the end of the experiment you see the seven main colours of the rainbow, not just two.

- Ask Ss whether they'd like to try this at home and tell you the results.

VOCABULARY

- Ask Ss to read through the sentences 1-7. Make sure that Ss don't have any unknown words.
- Ask Ss to read through the words in the box.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

KEY

1. plants
2. sunlight
3. experiments
4. contains
5. fill
6. sky
7. seem

GRAMMAR

A.

- Ask Ss to look at the Grammar box and read the first example. Explain to Ss that the sentences containing *if* are called *conditionals* and that this is the *Zero Conditional*.
- Write the conditional sentence on the board in such a way that Ss can distinguish between the two clauses. Explain to them that the conditional sentence consists of an *if-clause* and a *main clause*.
- Ask Ss to tell you what they notice about each clause, which tense we use in each clause, etc.
- Elicit the answer that we use the Present Simple in both clauses.
- Ask Ss to guess when *Zero Conditionals* are used.
- Elicit answers and tell Ss that *Zero Conditionals* express general truths. If necessary, write more examples on the board to help Ss understand the concept of general truths.
- Ask Ss to read the second example. Point out to Ss that in *Zero Conditionals* we can use *when* instead of *if* with no difference in meaning.

- Ask Ss to underline any examples of *Zero Conditionals* in the text (*If you do this experiment correctly, you see the seven main colours...*).
- Point out to Ss that when the *if/when-clause* is before the *main clause*, we separate the two clauses with a comma. We do not use a comma when the *if/when-clause* is after the *main clause* (*You put on weight if/when you eat a lot.*).
- Refer Ss to the Grammar Reference.

B.

- Ask Ss to read through the two halves of the sentences in the exercise and explain any unknown words.
- Have Ss do the activity individually or in pairs.

KEY

1. d
2. a
3. e
4. b
5. c

PRONUNCIATION CD2 ▶ 34

- Play the CD and tell Ss to listen for the difference in pronunciation between *job* and *yellow*.
- Elicit the answer that *job* has an /ɒ/ sound and *yellow* has an /əʊ/ sound.
- Play the CD and pause after every word.
- Ask Ss to repeat each word and check the sound they hear.
- If necessary play the CD again.

KEY

	job /ɒ/	yellow /əʊ/
rainbow		✓
probably	✓	
shocked	✓	
poster		✓
concert	✓	
hotel		✓
modern	✓	

SPEAK

- Ask Ss whether they like colouring/painting, if they've used paints, mixed different colours and what the results were.
- Ask Ss to look at the question in the rubric. Pre-teach the verb *mix*.
- Ask Ss to read through the dialogue in the speech bubble. Alternatively, demonstrate the dialogue with a student.
- Divide Ss into pairs and ask them to look at the pictures. Take turns to ask and answer questions, as in the example.
- Go around the class, helping Ss when necessary.
- Choose some pairs to act out the dialogue in class.

KEY

- yellow + red = orange
- red + blue = purple
- blue + yellow = green
- blue + red + yellow = brown

B. Read again and tick (✓) the correct pictures according to the experiment.



VOCABULARY

Complete the sentences with the words in the box.

seem sunlight sky fill experiments
contains plants

1. My garden is small but there are lots of _____ in it.
2. Kevin always wears his sunglasses when he goes outside. He hates _____.
3. We do lots of _____ in Science class at school.
4. Be careful with that bag, please.
It _____ eggs!
5. I want something to drink. Can you _____ my glass with orange juice?
6. Look! There's a balloon up in the _____.
7. We don't know our new neighbours very well, but they _____ to be nice people.

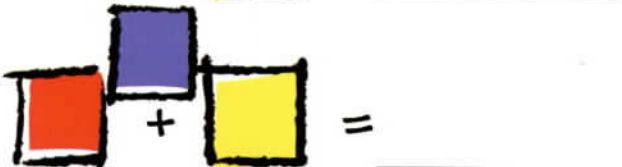
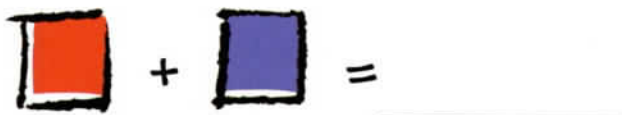
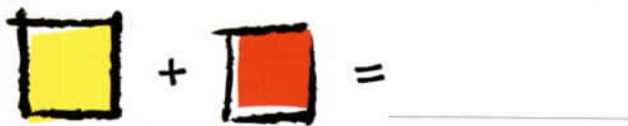
PRONUNCIATION

Listen and tick (✓) the sound you hear.

	job /ɒ/	yellow /əʊ/
rainbow		
probably		
shocked		
poster		
concert		
hotel		
modern		

SPEAK

What colour do you get when you mix two or three different colours? Talk in pairs. Look at the colours below and guess. Then, check your answers with your teacher.



GRAMMAR A. Read the examples.

Zero Conditional

If you **eat** a lot, you **put** on weight.

When you **eat** a lot, you **put** on weight.



B. Match the two halves of the sentences.

- | | | |
|-------------------------------|--------------------------|-------------------------------|
| 1. When the class is noisy, | <input type="checkbox"/> | a. I'm hungry all day. |
| 2. If I don't have breakfast, | <input type="checkbox"/> | b. they cry. |
| 3. I relax | <input type="checkbox"/> | c. if you put milk in it. |
| 4. When babies are hungry, | <input type="checkbox"/> | d. the teacher stops talking. |
| 5. Coffee changes colour | <input type="checkbox"/> | e. when I listen to music. |

What colour do you get if/when you mix yellow and red?

I think you get brown.

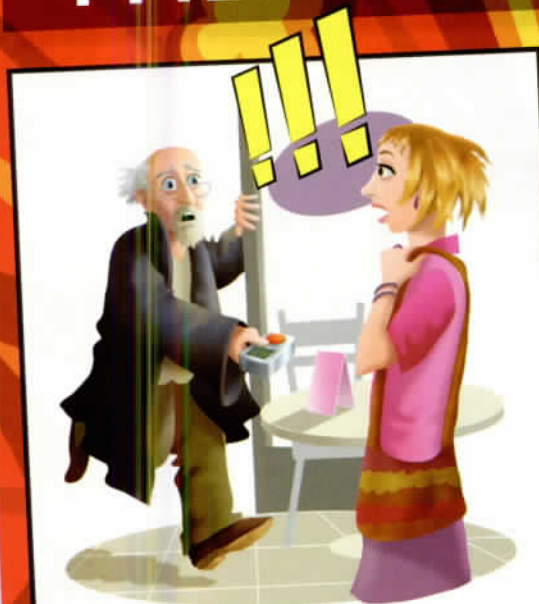
I think you get...

5.5 Sci-fi adventure

READ

A. Look at the pictures and read the title. What do you think the story is about?
Listen, read and check your answers.

THE TIME MACHINE



Cathy cleaned all the tables in the café and turned off the lights. She was ready to leave when suddenly a man came through the door. He pushed a small box into her hands and said:

'Quick! Someone's chasing me! Take this but don't press the button!'

Cathy was confused. 'Why? What will happen if I press the button?' she asked. But the man didn't answer. He just ran out of the café.

'Hey Cathy! What's that?' asked her friend James as he walked through the door.

'I have no idea!' she said.

James took the box and before Cathy could say anything, he pressed the button and... he disappeared! She was shocked and didn't know what to do.



Three minutes later, James appeared again. 'Now, that was cool!' he shouted. He was very excited.

'Thank goodness! You're back! Where did you go? And what's that you're holding under your jacket?' asked Cathy.

James showed her a big egg. 'It's a dinosaur egg. I just saw a real dinosaur. I couldn't believe my eyes! You know, this box is a time machine! It's brilliant!' he said. 'Come on, let's have some fun with it.'

Cathy was excited but also a bit worried. 'No way! If the man comes back, we'll probably be in big trouble,' she thought. But then she changed her mind. 'OK, let's go back in time!'

B. Read again and write *James*, *Cathy* or *The strange man*.

- _____ works at a café.
- _____ gave _____ a small box.
- _____ pressed the button.
- _____ saw a dinosaur.
- _____ and _____ decided to go back in time.

C. Read again and answer the questions.

- What did Cathy do before she turned off the lights in the café?
- What did the man do after he gave Cathy the small box?
- How did Cathy feel when James disappeared?
- What did James have with him when he appeared again?
- Did Cathy want to go back in time at first?

FUNCTIONS

Making guesses and hypotheses
Referring to conditions and their results

STRUCTURES

Conditional Sentences Type 1

VOCABULARY

anything appear back (adv) before brilliant
button chase confused dinosaur disappear
hold machine press push real shocked
shout suddenly worried

Expressions

be in trouble change one's mind Thank goodness!

WARM-UP

Draw Ss' attention to the title of the lesson.
Ask Ss what the lesson is about and elicit answers.

READ CD2 ▶ 35

Draw Ss' attention to the title of the reading text and the accompanying pictures.

Tell Ss that this is a story.

Ask Ss to guess what the text is about.

Ask Ss some questions:

Who do you think the man in the first picture is?

What does he look like?

What do you think the girl is holding in the second picture?

What will happen to the boy and girl?

Elicit answers.

Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.

Check Ss' predictions.

Ask Ss some comprehension questions:

What happened when Cathy was ready to leave the café? A man came through the door.

Why was the man scared? Because someone was chasing him.

What did he give her? A small box.

What did the man tell Cathy not to do? He told her not to press the button.

Who is James? Cathy's friend.

What happened when James pressed the button? He disappeared.

Did Cathy and James decide to press the button again? Yes, they did.

Elicit answers and explain new vocabulary.

Choose some Ss to read the story out loud in class.

B.

- Ask Ss to read through the sentences 1-5 in the exercise.
- Point out that they should read the story again and complete the gaps with the correct names.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

KEY

1. Cathy
2. The strange man, Cathy
3. James
4. James
5. James, Cathy

C.

- Ask Ss to read through the questions 1-5.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class, asking Ss to provide justifications for their answers.

KEY

1. She cleaned all the tables.
2. He ran out of the café.
3. She was shocked.
4. A big egg / dinosaur egg.
5. No, she didn't.

- Ask Ss to predict what will happen next.

VOCABULARY

- Ask Ss to read through the sentences 1-7 in the exercise and the words in the box. Make sure that Ss don't have any unknown words.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

KEY

1. confused
2. idea
3. eyes
4. trouble
5. worried
6. mind
7. brilliant

GRAMMAR

A.

- Ask Ss to look at the Grammar box and read the examples. Explain to Ss that these are *Conditional Sentences Type 1*.
- Write the three conditional sentences on the board in such a way that Ss can distinguish between the *if-clauses* and the *main clauses*.
- Ask Ss to tell you how each clause is formed.
- Elicit the answer that we use the *Present Simple* in the *if-clauses* while we use *Future will*, the modal verb *can* and the Imperative in the *main clauses*.
- Ask Ss to guess when *Conditional Sentences Type 1* are used.
- Elicit answers and tell Ss that we use *Conditional Sentences Type 1* for something which is possible to happen in the present or future.
- Remind Ss of the use of the *comma* and the *Zero Conditional*.
- Ask Ss to underline all the examples of *Conditional Sentences Type 1* in the text (*What will happen if I press the button? If the man comes back, we'll probably be in big trouble.*).
- Refer Ss to the Grammar Reference.
- Ask Ss for their own examples.

B.

- Ask Ss to read through the two halves of the sentences in the exercise and explain any unknown words.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

KEY

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

LISTEN CD2 ▶ 36

A.

- Point out to Ss that they will listen to part of a radio play which is the continuation of the story in the reading activity.
- Ask Ss to look at the pictures and guess what happened.
- Elicit answers. Do not correct Ss at this stage.

B.

- Play the CD and get Ss to check their predictions.
- Play the CD again and ask Ss to put the pictures in the correct order.
- Check the answers with the class.

KEY

- a. 2 b. 3 c. 1 d. 4

LISTENING TRANSCRIPT

- Narrator** Cathy and James were about to press the button when the door of the café opened.
- Scientist** Don't press the button! Wait!
- Cathy** (whispering) James, it's that man. Excuse me, sir! Is this really a time machine?
- Scientist** What? How do you know that?
- Narrator** The scientist moved closer to Cathy to take the box but it was too late... All three of them travelled back in time.
- James** Wow! Where are we? Who are all these people?
- Scientist** Shh! Don't let them hear us! If they see us, we'll be in big trouble.
- Cathy** We're in a stadium. I think the people are Romans.
- Scientist** Yes, they are. We're in the Colosseum.
- James** Wow! Look at those lions!
- Scientist** Give me that box. Now, let's go back to the café...
- James** Hey, this isn't the café. We're in the Wild West! Look! Cowboys on horses!
- Cathy** Please, let's go back home. It's dangerous here.
- Scientist** OK. I'll try again. Ready?...
- Cathy** Dinosaurs! Is this where you were before James?
- James** I think so. Oh, yes. That's the dinosaur I took the egg from.
- Cathy** She doesn't look very friendly and she's coming this way! Run!
- Scientist** Let's get out of here!
- Cathy** Hooray! You did it. We're back.
- James** Umm... we're in the café, but look at those huge TV screens on the walls.
- Scientist** It's the year 2030... Oh, no. We're in the future.
- James** Look at that old woman, Cathy. She looks a lot like you. Wait a minute! It is you! It's you... in the future!
- Cathy** Oh, no! I'm still working here!

SPEAK & WRITE

- Ask Ss to talk in pairs about their plans for the weekend using *Conditional Sentences Type 1*.
- Point out that they can use the *Future will* or modal verb in the main clauses.
- Then, ask Ss to write a paragraph based on the speaking activity.
- Choose a few Ss to read their paragraphs to the class.

VOCABULARY

Complete the sentences with the words in the box.

mind brilliant idea confused
worried eyes trouble

- A:** I'm _____. Is your brother's name Timmy or Jimmy?

B: I have got two brothers. One is named Timmy and the other is named Jimmy.
- A:** Excuse me, where's the bank?

B: I have no _____.
- When I saw a lion in front of me, I couldn't believe my _____!
- Linda's in _____ because she lost her passport.
- A:** I'm a little _____ about Tony. It's the first time he's taking the car out alone.

B: Don't worry, he's a great driver.
- I changed my _____. I don't want ice cream. I want a milkshake, please.
- Go see that film. It's _____!

LISTEN

A. You will hear part of a radio play which is the continuation of the story in the reading activity. Before you listen, look at the pictures a-d below. Can you guess what happened?



Listen to the radio play, check your predictions in A and put the pictures above in the correct order. Write 1-4.

SPEAK & WRITE

Talk in pairs about your plans for the weekend, as in the example. Then, write a paragraph about your plans and your partner's plans.

- If it doesn't rain this weekend, ... What about you?*
!... If it rains, ...
If I wake up early on Saturday, ...
If my friends are free, ...

GRAMMAR

A. Read the examples.

Conditional Sentences Type 1

If you come to the restaurant, you'll have a great time.
If you're tired, you can stay at home.
If it's cold outside, take your jacket.



B. Match the two halves of the sentences.

- If we talk to our teacher again,
 - Go to the doctor
 - If you press that button,
 - If you have some free time this afternoon,
 - We will go swimming tomorrow
 - Janet won't have an accident
- if you don't feel well.
 - she will probably change her mind and say 'yes'.
 - if the weather is good.
 - come to the meeting.
 - if she drives carefully.
 - the door will open.



5.6

A fresh start

VOCABULARY

Listen and read. What do the phrases in bold mean?

1. Charlie **made a serious decision** about his future. He's going to buy a new house.
2. Ben isn't outgoing and it's really hard for him to **make friends**.
3. You need to forget about the past and **make a new start**. Things will get better.
4. Pam is **making plans** for New Year's Eve, so don't arrange anything else.
5. My friend, Sally, **made a promise** to me but she didn't keep it. I'll never trust her again.

TIP

Learn whole phrases (eg. verb + noun), not just isolated words.

READ

A. Do you like making New Year's resolutions? Listen and read the e-mail below and find out about Chris's resolutions.

Dear Jack,

How are you? Did you have a good New Year's Eve? I went over to Blake's house and we ate pizza. We had a pretty good time.

In your last e-mail, I remember you made a decision to help the environment this year. I think that's a really cool idea. I made a couple of New Year's resolutions, too. I already do a lot for the environment, I think. I try to recycle and save energy, but I can always do more. I decided that I am going to volunteer at our local recycling centre. They do a lot of special events during the year for the environment. Last year we planted those trees in the park, remember? Well, this year the recycling centre will have a park-clean-up day. I'm definitely going to take part! What about you? Do you want to combine New Year's resolutions and join me at the recycling centre?

Anyway, let me know what you think.

See you soon,

Chris



B. Read the e-mail again and write C for Chris, J for Jack or B for Both.

1. He spent New Year's Eve at a friend's house eating pizza.
2. His New Year's resolution is to help the environment.
3. He didn't do anything to help the environment last year.
4. He is inviting his friend to an event.
5. He's going to take part in the park-clean-up day.

FUNCTIONS

Making decisions/resolutions

VOCABULARY

Expressions with make

make a decision make a new start
 make a promise make friends make plans

Other words and phrases

a couple of combine environment join
 New Year's Eve plant (v) recycle
 recycling centre resolution volunteer (v)

WARM-UP

Draw Ss' attention to the title of the lesson and ask them to tell you what they think the lesson will be about.

Elicit answers and ask Ss: *When do you feel like making a fresh start?*

Elicit answers and initiate a short discussion.

VOCABULARY CD2 ▶ 37

Draw Ss' attention to the TIP and explain it.

Ask Ss to read through the sentences 1-5.

Draw Ss' attention to the phrases in bold and help Ss deduce their meaning by using the context of the sentences.

Check Ss' answers and, if necessary, use Ss' L1 to explain new vocabulary.

Ask Ss to come up with their own examples.

Elicit answers.

READ CD2 ▶ 38

A.

- Draw Ss' attention to the text and ask them what type of text this is (*It's an e-mail*).
- Ask Ss the question in the rubric and explain to them what a New Year's resolution is (*the decision people make at the beginning of the year to start doing something or to stop doing something to improve their life*).
- Initiate a short discussion.
- Play the CD and have Ss follow in their books underlining unknown words at the same time.
- Ask Ss some comprehension questions, such as:

How does Chris help the environment? He tries to recycle and save energy.

Where does Chris want to become a volunteer? At the local recycling centre.

When did Jack and Chris plant trees in the park? Last year.

What is the local recycling centre organising this year? A park-clean-up day.

- Elicit answers.

B.

- Ask Ss to read through the sentences 1-5 and make sure Ss don't have any unknown words.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

KEY

1. C 3. J 5. C
 2. B 4. C

LISTEN CD2 ▶ 39, 40**A.**

- Draw Ss' attention to the words in the boxes and make sure Ss don't have any unknown words.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY

The following should be ticked:
money, healthy lifestyle

B.

- Draw Ss' attention to the pictures and make sure that Ss understand what each of the pictures shows.
- Ask Ss what kind of New Year's resolutions would each picture represent.
- Elicit answers.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY

1. C 2. N 3. C 4. N

LISTENING TRANSCRIPT

Carol Wow, this is a really great party!

Neil I know! Did you try those little pizzas? They're so good.

Carol Come on, Neil, you know that food isn't the best part of New Year's Eve. It's the balloon drop at midnight!

Neil Definitely! And something else. The completely fresh start.

Carol That's true. I like making New Year's resolutions. It's a good way to try new things. But I never keep my resolutions, I always break them.

Neil Then you should try making a resolution that you are going to keep. Something easy.

Carol My resolution for this year is to spend less money. It's going to be hard, but I think I can.

Neil Hmm... I don't know. The problem is, I have no idea what my life will be like six months from now. How can you promise to do something for a whole year when your life might be really different? That's why it's a good idea to choose something simple.

Carol And what's your resolution?

Neil Umm... I am going to live a healthier lifestyle. Try to eat right, exercise a little more. No matter what happens, I can manage to cut out some junk food and be more active.

Carol That's a really good idea. I want to join a gym, but I know my work schedule will be very busy this year. I can try to go on walks in the park every now and then, though.

Neil Well, to be honest, I am going to try to spend less time in front of the TV. I'd like to be more active.

Carol Well, I'm willing to help you there. You can give me your TV and then you won't watch it!

Neil Ha, ha, Carol, you're very funny! But I'm keeping my TV. Oh hey, it's time!

All 3...2...1... Happy New Year!

SPEAK

- Draw Ss' attention to the phrases in the box and explain to Ss that these are ideas for New Year's resolutions.
- Make sure that Ss don't have any unknown words.
- Explain to Ss that they should talk about their New Year's resolutions using the ideas in the box or their own.
- Choose a student and act out the dialogue in the speech bubble.
- Divide Ss into pairs and allow them some time to do the activity.
- Go around the class, helping Ss when necessary.
- Choose some Ss to act out the dialogue.

WRITE**A.**

- Draw Ss' attention to the box and explain that these are phrases which we use for letters and e-mails we send to family and friends.
- Ask Ss how often they send letters or e-mails to friends and family and initiate a short discussion.
- Have Ss go through the phrases and make sure Ss don't have any unknown words.

B.

- Explain to Ss that they have to write an e-mail to a friend talking about their New Year's resolutions. They can use the e-mail in the reading activity as an example, as well as the notes from the speaking activity.
- Allow Ss some time to do the activity.
- Choose some Ss to read out their e-mails to the class.

LISTEN

A. Listen to two people talking about their New Year's resolutions and tick (✓) the topics mentioned.

money

work

travelling

healthy lifestyle

friends

B. What are the people's resolutions? Listen again and write C for Carol or N for Neil. There's one picture you do not need to use.



1



2



3



4



5

SPEAK

Talk in pairs. Imagine it's New Year's Eve and you're talking about your New Year's resolutions. Think about your resolutions and talk to your partner about them. Use some of the ideas in the box as well as your own.

become a volunteer
take up a sport
join the gym
save money

take part in events
make more friends
relax more
...

What would you like to do during this year?

I think I'll...

What about you?

I'm going to...

WRITE

A. Read the information about letters/e-mails below.

Letters/e-mails

Set phrases for letters and e-mails to family and friends

- Start with **Dear** or **Hi/Hello** + first name.
Dear Jane,
Hi Betty,
Hello Max,
- Begin your letter/e-mail with set phrases.
How are you?
I hope you're well.
How's life?
Thanks for your letter/e-mail.
I'm writing to tell you about...
Guess what? I have some great news.
- End your letter/e-mail with set phrases.
Well, that's all for now.
I have to go now.
Say hello to everyone.
- Sign off with a set phrase and your first name.
Yours,
Love,
Bye for now,
See you soon,
Write back soon,
Best wishes,
Take care,

B. Use the notes in the speaking activity and the e-mail in the reading activity to write an e-mail to a friend. Talk about your New Year's resolutions and how your life will be different.

VOCABULARY

A. Match.

- | | |
|---------|--------------|
| 1. make | a. children |
| 2. take | b. my job |
| 3. quit | c. a promise |
| 4. get | d. a day off |
| 5. have | e. married |

SCORE  5

B. Circle the correct words.

- I can't find a **solution / resolution** to this problem.
- Martha **kissed / pressed** her son in front of everybody at the party and he was furious.
- We have to **finish this argument / project** over the weekend, or our professor won't be happy.
- Jane was really **nervous / shocked** before her wedding, but everything was perfect.
- I think you **created / overdid** it with the junk food on your holiday.
- Look at the **clouds / plants**. I think it's going to rain.
- I wanted to **go to the cinema** but then I changed my **idea / mind**.

SCORE  7

GRAMMAR

C. Use the prompts and the Future *will* to make sentences.

- This exercise is very difficult. (you / help / me / ?)

- I'm tired. (I / go / bed / early / tonight / .)

- That's a beautiful dress. (I / buy / it / .)

- John is going to a café. (I / go / with him / .)

- I'm cold. (you / get / me / my jacket / ?)

SCORE  10D. Complete the sentences with the Future *be going to* of the verbs in the box.

make fly visit have do not play plant

- We _____ to London tomorrow.
- I _____ a new start.
- Eric _____ tennis with me.
- We _____ Portugal next summer!
- Frank and Paul _____ some trees.
- Fay _____ dinner with Sue.
- What _____ you _____ on Saturday night?

SCORE  7

E. Complete the sentences with the correct form of the verbs in brackets.

- If we go to the Science Museum, we _____ (watch) a 3D film.
- Jack will pick us up from the airport if he _____ (leave) work early.
- When you _____ (press) the button, water comes out.
- If you mix red and yellow paint, you _____ (get) orange.
- Janet _____ (buy) a camera if she has the money.

SCORE  5

COMMUNICATION

F. Complete the dialogues with the sentences a-h.

- a** I'm afraid I can't.
- b** I'll come by your place.
- c** Would you like to come to the football match on Saturday?
- d** How about coming to the beach with me on Sunday?
- e** I'll make some sandwiches.
- f** I'm going to help my friend John.
- g** I'm sure we'll have a pretty good time!
- h** I'll call you.

- A:** Hey, George. (1) _____ I have two tickets.

B: I'd love to come but (2) _____ You see, (3) _____ He's moving on Saturday.

A: Why don't you come to the match later?

B: I'll see. (4) _____ OK?
- A:** Hey, Sally. (5) _____

B: Sounds great!

A: Brilliant! Is ten o'clock OK for you?

B: Sure. Where will we meet?

A: (6) _____

B: OK. Do you want me to bring anything?

Oh, I know. (7) _____

A: Good idea and I'll get some soft drinks.

B: (8) _____

SCORE  16TOTAL SCORE  50

Now I can...

- Turn back to the cover page of the unit.
- Read through the **In this unit you will learn** section again.
- Tick the points that you feel confident about.

To be most effective, the exercises in the round-up lesson should be completed and checked one by one in class. Ss should calculate and write down their scores.

VOCABULARY

A.

KEY

1. c 4. e
2. d 5. a
3. b

B.

KEY

1. solution
2. kissed
3. project
4. nervous
5. overdid
6. clouds
7. mind

GRAMMAR

C.

KEY

1. Will you help me?
2. I'll go to bed early tonight.
3. I'll buy it.
4. I'll go with him.
5. Will you get me my jacket?

D.

KEY

1. are going to fly
2. am going to make
3. isn't going to play
4. are going to visit
5. are going to plant
6. is going to have
7. are... going to do

E.

KEY

1. will watch
2. leaves
3. press
4. get
5. will buy

COMMUNICATION

KEY

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

Now I can...

- Tell Ss to turn back to the cover page of the unit and read through the points in the **In this unit you will learn** section again.
- Make sure Ss understand them.
- Get Ss to tick the points they feel confident about. Refer them to the relevant sections in the unit for the points they need to revise.

6

Life in the city

- Draw Ss' attention to the title of the unit.
- Explain to Ss what it means and the context in which it is used.
- Ask Ss to look at the pictures and guess what the unit will be about.
- Elicit answers.
- Ask Ss the questions in *Discuss* and elicit answers.
- Read out the topics listed in the *In this unit you will find* and in the *In this unit you will learn* sections. Translate them into Ss' L1 if necessary.