

LESSON 1 SB page 1

Aims: Learners will

- revise the present simple
- revise the present continuous
- practise greeting people
- practise asking about someone's health
- practise reading skills

New vocabulary:

phrase

Functions:

Greeting

Taking leave

Asking about someone's health

Introducing someone

Meeting someone for the first time

Before using the book:

- Introduce yourself and say *Good morning/afternoon* to the students. You should say this every time you enter the classroom.
- Have all the students sit in a circle and say their names: *Hello, I'm ...*
- Students remain in the circle. Revise what is said when meeting for the first time. Ask two pairs to come and roleplay: in one pair, students haven't met before, and in the other, they are friends. Write two mini-dialogues on the board:

1 A: Hello, I'm Burhan. How do you do?

B: Pleased to meet you. I'm Emine.

2 A: Hi, Aysha. How are you?

B: Fine thanks, Sali.

- Elicit which dialogue is for a first meeting, and which for friends. The two pairs act out the dialogue. They should shake hands for the first meeting dialogue.

- Ask students to imagine that they don't know each other, and then do a chain as follows:

Student 1 (S1): *Hello, I'm Sadi. How do you do?*

Student 2 (S2): *Pleased to meet you. I'm Ben.* (turns to S3) *Hello, I'm Ben. How do you do?*

S3: *Pleased to meet you, Ben. I'm Saraya.* (turns to S4) *Hello ...*

- Stop and say that now they are friends, then continue the chain:

S1: *Hi, Ben, how are you?*

S2: *Fine thanks, Sadi.* (turns to S3) *Hi, Saraya, how are you?*

S3: *I'm fine thanks, Ben.* (turns to S4) *Hi,*

- Speed it up, and clap your hands to indicate when they should change the dialogues from a first meeting to a meeting between friends.

& SB Page 1

UNIT 1
Learning languages 1
Lesson 1

1 Read and number

a How do you do?
b A lot better, thanks.
c Goodnight, Hala.
d Hi, Sohal!
e Thanks. See you later.

2 Read and choose a, b, c or d

a meeting someone
b meeting for the first time
c asking about someone's health
d ending a conversation

When do we usually use these phrases?
Write a, b, c or d. More than one answer is possible.

a, b Hello.
Bye for now.
Good evening.
Pleased to meet you.
How are you?
How do you do?

Goodnight.
How are you feeling?
Goodbye.
Are you well?
Hi.

Very nice to meet you.
See you later.
Good morning.
Good afternoon.
How are things?

1 Read and number

- 1 Draw attention to the unit aims and explain.
- 2 Students look at the pictures and describe what the characters are doing and where they are. Ask students to say what they know about any of the characters depicted.
- 3 Students complete the task individually, then form pairs to compare and discuss their answers.
- 4 Check answers with the whole class.

Answers:

1 d (given) 2 a 3 b 4 e 5 c

2 Read and choose a, b, c or d

- 1 Look at situations *a–d* in the purple box and ask students what they would say in each case.
- 2 Explain the task. Read through the two speech bubbles and the example to show students what to do. Explain the new word *phrase*.
- 3 Students complete the task individually, then form pairs to compare and discuss their answers.
- 4 Check answers with the whole class. Please note that more than one answer is sometimes possible, so it is important to point this out to the students. Make sure that students pick up the differences between the different phrases that perform the same function, by grouping the phrases then asking them to discuss in pairs what the difference in usage is. E.g., *Hello./Hi.* (*Hi* is less formal); *Good evening./Goodnight.* (*Goodnight* is said on leaving); *How are you?/How are you feeling?/How are things?* (*How are you?* and *How are things?* are more general than *How are you feeling?*. *How are you feeling?* is said when there is knowledge that the person has been unwell previously).

Answers:

Hello. a, b (given)	
Bye for now. d	Goodbye. d
Good evening. a, sometimes b	Are you well? c
Pleased to meet you. b	Hi. a, b
How are you? c, sometimes b	Very nice to meet you. b, d
How do you do? b	See you later. d
Goodnight. d	Good morning. a, sometimes b
How are you feeling? c	Good afternoon. a, sometimes b
	How are things? c, sometimes a



Further practice

- Students look again at each phrase in Exercise 2 and decide what the proper response would be to each one.

LESSON 2 SB page 2 WB page 1

Aims: Learners will

- revise hearing and using greetings and introductions in context
- practise listening and speaking skills

New vocabulary:

conference

Functions:

Greeting

Taking leave

Asking about someone's health

Before using the book:

- Revise what students remember about Lesson 1. Say: *How are you?*, *How do you do?*, *I'm ...*, *Goodnight*, *Good morning*, etc., and have them respond appropriately.
- Play the following response game as a chain, with students in a circle if practicable:

Teacher (T): *Good morning, Sami.*

Sami: *Good morning.* (turns to neighbour) *How are you, Khaled?*

Khaled: *Fine thanks.* (turns to neighbour) *Good night, Leila.*

Leila: *Goodnight, Khaled.* (turns to neighbour) *I'm Leila. How do you do?*

Neighbour: *Hello, I'm Harun.* (turns to neighbour) *Good morning, Mohammed.*

Mohammed: *Good morning ...*, etc.

- Keep the chain going, and if anyone gives an inappropriate response, they are out of the game.

Lesson 2

3 Listen and choose the correct answer from a, b, c or d

a Good morning. **b** Hello. **c** Good afternoon.

1 Nawal is at a shop. **b a hotel.** c a hospital. d university.
 2 The room number is a 421. b 402. c 412. d 420.
 3 The taxi is leaving a now. b in 3 minutes. c in 5 minutes. d tomorrow.
 4 The conference is about a medicine. b universities. c schools. d hotels.
 5 Mrs Yamada is from a Thailand. b China. c Malaysia. d Japan.

4 Listen and put a ✓ or ✗

Tick if someone is saying hello.
 Cross if someone is saying goodbye.

a ☒ **b** ☐
c ☐ **d** ☐

3 Listen and choose the correct answer from a, b, c or d

- Students look at the pictures and say what is happening.
- Students work in pairs to predict the conversations relating to each picture.
- Read through the sentences and options with the students and check understanding.
- Explain the new word *conference*.
- Get students to guess some answers.
- Play the cassette or read the tapescript. Students circle a, b, c or d.
- Check their answers.

Tapescript

a

Nawal: Good morning. I'm here to meet Mrs Mai Yamada.
 Receptionist: Mrs Yamada? She's in room 412.
 Nawal: 412? Thank you.

b

Nawal: Hello, are you Mrs Mai Yamada?
 Mai: Yes, I am.

Nawal: How do you do? My name is Nawal Ahmed. I'm from the university.
 Mai: Pleased to meet you.
 Nawal: I'm here to take you to the conference.
 Mai: The conference? Oh yes, very good. Are we going by bus or taxi?
 Nawal: We're going by taxi.
 Mai: Is it here now?
 Nawal: No, we can leave in about five minutes.

c

Nawal: Good afternoon, Mrs Yamada.
 Mai: Hello. Please call me Mai.
 Nawal: Of course. And please call me Nawal. So, are you enjoying the conference, Mai?
 Mai: Yes, I am. I'm learning a lot about new medicines in Egypt.
 Nawal: Good. And where do you come from in Japan?
 Mai: I'm from Tokyo.
 Nawal: And is this your first visit to Cairo?
 Mai: Yes, it is. It's very nice here ...

Answers:

1 b 2 c 3 c 4 a 5 d

4 Listen and put a tick or a cross

- Students look at the pictures and say what is happening.
- Read the instructions in the speech bubbles and check understanding. Read the first dialogue aloud to illustrate the example if necessary.
- Play the cassette or read the tapescript. Students tick or cross the boxes.
- Check their answers.



Tapescript

a

Nawal: Where are you going, Sally?
 Sally: To Soha's flat, Mum. We're doing our homework together.
 Nawal: What time are you coming back?
 Sally: About seven.
 Nawal: OK. Don't be late home.
 Sally: No, Mum. See you later.
 Nawal: Bye for now, Sally.

b

Hesham: Hello. I'm Hesham Zaki. I'm from the Egyptian Tourist Company. I'm here to help you during your stay.

Woman: Pleased to meet you, Mr Zaki. My name's Helen Atkins, and this is my husband, John.

Man: Good afternoon ...

c

Nawal: Well, the conference is finished now.

Mai: Yes, it was very good.

Nawal: I hope to see you again next year.

Mai: Thank you. It was very nice to meet you.

Nawal: It was nice to meet you, too. Goodbye ...

d

Ahmed: Samy, I'm playing football this evening. Do you want to come and play, too?

Samy: I would like to, but I can't. I've got a lot of homework, and I've got a test in the morning.

Ahmed: Well, maybe another time.

Samy: See you at school tomorrow.

Ahmed: Bye for now.

Answers:

- | | |
|---------------|-----|
| a [X] (given) | b ✓ |
| c X | d X |

1 Finish the following dialogue

- Students should work out what Laura would be saying to Hesham.
- Students write the phrases in the gaps in the dialogue.

Answers:

Answers may vary.

- How do you do? (given)
- Yes, I am/ we are, thanks!
- What about tomorrow?
- Goodbye.

2 Complete the table

- Students read the phrases in the box and decide whether they are phrases they would use with friends, or when meeting someone for the first time. They write them in the appropriate boxes. They can do this task individually in class, or for homework.
- Check their answers.

Answers:

Group A

Hi.

Bye for now.

How are things?

See you later.


Group B

How do you do?

Pleased to meet you.

It was very nice to meet you.

WB Page 1



UNIT

Learning languages

Lesson 1

1 Finish the following dialogue

Hesham is meeting some tourists for the first time. He is asking them about their stay in Egypt.

Helen: Mr Hesham, I'd like you to meet my friend, Laura.

Hesham: **a** How do you do?

Laura: Pleased to meet you.

Hesham: Are you enjoying your stay at the hotel?

Laura: **b**

Hesham: Great! Would you like to go visit the Pyramids today?

Helen: No, sorry, we've got other plans.

Hesham: **c**

Laura: Tomorrow's fine.

Hesham: Ok, we'll send the company car over at 7 am.

Laura: Thanks, Mr Hesham. **d**

Hesham: Goodbye.

2 Complete the table

	Group A Phrases which we usually say to friends.	Group B Phrases which we usually say to people that we don't know well.
1 Hi.	2	5
Bye for now.	3	6
How are things?	4	7
How do you do?		
Pleased to meet you.		
See you later.		
It was very nice to meet you.		

LESSON 3 SB page 3 WB page 2

Aims: Learners will

- revise the present simple and present continuous
- revise the infinitive of purpose
- discuss language learning
- practise listening skills

Structures:

I learn Greek to talk to people in their own language.

He's learning Arabic to help his business.

Functions:

Describing language learning

Expressing purpose

Before using the book:

- Revise languages: *Arabic, English, French*, etc. Ask which ones students can speak.
- Ask what languages are spoken by some famous people they all know.
- Ask why students are learning English. If possible, show how their answers can be phrased using the infinitive of purpose:

T: *Why are you learning English, Kemal?*

Kemal: *Because I like using the internet.*

T: *Kemal is learning English to understand things on the internet.*
- Ask what other reasons for learning languages students think of.

& SB Page 3

Lesson 3

5 Read and answer

What is the best reason for learning a new language?

Read *Our English Magazine* to find why these people are learning languages.

Our English Magazine

Mohsin
My company sells machines to many different countries. I'm learning Chinese to help me sell more machines in China.

Omran
I'm from New Delhi in India. I'm interested in the history of the Middle East. I'm going to Cairo to learn to read and write in Arabic.

Itham
I write computer programs. I study English to help me with my job. English is very important if you work with computers or use the internet.

Nahla
I'm in my last year of school. When I leave school, I'm going to university to learn French. I want to understand books by some great French writers.

Penny
It's easy to say why I learn languages. I want to become a tour guide. I can speak five languages and I'm studying Japanese this year to learn a sixth language.

Fayez
I'm a student and I like travelling. This year I'm learning Greek to talk to people when I go to Greece.

a Which languages are these people learning?
b Why are they learning a new language?
c Make sentences about each person.

Mohsin is learning Chinese to help him sell more machines in China.

5 Read and answer

- 1 Ask students what kind of text this is (*a school magazine*). Ask if they remember *Our English Magazine* from previous books in the *Hello* series.
- 2 Students look at the pictures and say what is happening.
- 3 Read through questions *a–c* and explain where necessary.
- 4 Students read the texts and find the correct answers. They can underline the answers to *a* and *b* in pencil. Go through the answers for *c* orally, using the sentences in the yellow speech bubble as the model.
- 5 Students form pairs and compare answers.
- 6 Check answers with the whole class.

Answers:

- a Mohsin is learning Chinese.
Omran is going to learn Arabic.
Ilham studies English.
Nahla is going to learn French.
Penny is studying Japanese.
Fayez is learning Greek.
- b Mohsin is learning Chinese to help him sell more machines in China.
Omran is going to learn Arabic because he is interested in the history of the Middle East.
Ilham studies English to help with her job.
Nahla is going to learn French to understand books by French writers.
Penny is studying Japanese because she wants to become a tour guide.
Fayez is learning Greek to talk to people when he goes to Greece.
- c (Answers may vary)
Mohsin is learning Chinese to help him sell more machines to China. His company sells machines.
Omran is going to learn Arabic to learn more about the Middle East. He's interested in the history of the Middle East.
Ilham studies English to help with her job. She writes computer programs.
Nahla is going to learn French to understand books by French writers. She's going to university to study.
Penny is studying Japanese to learn a sixth language. She wants to be a tour guide.
Fayez is learning Greek to talk to people when he goes to Greece. He likes travelling.

WB Page 2

Lesson 2

3 Listen and complete with the correct number and letter

Listen to the dialogues about languages and why people learn them.

Learning a new language

Languages

- a English
- b French
- c Italian
- d Turkish

Reasons

- 1 have fun
- 2 get a job
- 3 study medicine
- 4 travel overseas

Now ask and answer.

Why is Tamer learning Italian?

He's learning Italian to travel overseas.

4 Write the sentences again with to

- a Fayez wants to talk to people in their language. That's why he's learning Greek.
Fayez is learning Greek to talk to people in their language.
- b Nawal is at the hotel. She's taking Mai to the conference.
Nawal is at the hotel to take Mai to the conference.
- c Omran is studying Arabic so he can learn more about Middle Eastern history.
- d Mohsin would like to sell more machines. He's going to China next week.
- e Nahla would like to study French books. That's why she's going to university.

3 Listen and complete with the correct number and letter

- 1 Read aloud the words in the *Languages* and *Reasons* boxes with the students, checking pronunciation.
- 2 Explain the task. Students will listen and write both a letter and a number for each person: the letter for the correct language and the number for the correct reason. Read through the first section of tapescript for the example if they need further clarification.
- 3 Play the cassette or read the tapescript. Students write letters and numbers in the boxes.
- 4 Check their answers.
- 5 Students form pairs and ask and answer about each person, using the infinitive of purpose in their answers, as in the example in the speech bubbles.



Tapescript

a

Interviewer: Tamer, you are studying a language at the moment. Which one?

Tamer:	<i>I'm having Italian lessons.</i>
Interviewer:	<i>Italian lessons?</i>
Tamer:	<i>Yes. My cousin lives in Italy and I'm visiting her next month.</i>
b	
Interviewer:	<i>Are you learning a language at the moment, Liam?</i>
Liam:	<i>Yes, I am. I'm studying Turkish. I want to get a job with a company which sells computers in Turkey. That's why I need to learn Turkish.</i>
c	
Interviewer:	<i>What are you studying at university, Hanan?</i>
Hanan:	<i>I'm studying medicine. I want to be a doctor.</i>
Interviewer:	<i>Do you have any language lessons?</i>
Hanan:	<i>Yes, I do. We study medicine in English so I have lessons in English to make sure that I understand everything.</i>
d	
Interviewer:	<i>You can speak four languages, Zahra. Is that right?</i>
Zahra:	<i>Five. I'm learning French at the moment.</i>
Interviewer:	<i>I see. Are you going to France?</i>
Zahra:	<i>No, it's because I enjoy learning languages. I learn them to have fun!</i>

Answers:	
a c 4 (given)	
b d 2	
c a 3	
d b 1	

Answers:	
c Omran is studying Arabic to learn more about Middle Eastern history.	
d Mohsin is going to China next week to sell more machines.	
e Nahla is going to university to study French books.	

Further practice

- Students can make up some sentences about themselves and what they do, and why. Ask some prompting questions: *What do you do ... to stay healthy? ... to help your parents? ... to have fun? ... to do well at school? ... to make your parents happy? ... to protect the environment?*, etc. Students can discuss this in pairs or groups and/or write the sentences up for homework.

LESSON 4 SB page 4 WB page 3

Aims: Learners will

- read a text that illustrates the present simple active and passive tense
- discuss learning English and revise the use of connectives such as *although*, *however*, etc.
- practise reading skills

Structures:

*The language which most people learn is English.
It is used by businesses and tourists around the world.*

Functions:

Expressing purpose and reasons

4 Write the sentences again with to

- Read through the examples to demonstrate the task, highlighting the structures that students should use in their sentences: *to talk to people...*, *to take Mai ...*
- Read through all the sentences with the class and explain where necessary.
- Students complete the task individually in class, or for homework.

Before using the book:

- To generate interest in the topic, write on the board these statistics from the text on page 4: **75%, 80%, 90%, 8–9 hundred million people, over a billion.**
- Get them to discuss in pairs what each one might refer to in terms of the amount that English is used in the world today. (*75% of international writing is in English; 80% of information on computers is in English; 90% of the internet is in English; 8–9 hundred million people speak or are learning English as a second language;*

over a billion people speak Chinese as their first language).

- Explain what is meant by *second language*.

& SB Page 4

Lesson 4

6 Read and match

a ☐ Why people use English
 b ☒ Why people learn new languages
 c ☐ How many people speak or learn English
 d ☐ How to understand people from different countries

Read this information about English.

Match paragraphs 1-4 to the best topic.

Computer lab

1 Although Arabic is an important international language, learning a new language is very important now. Satellite television, e-mails and mobile phones mean people in different countries can understand each other easily if they speak the same language.

2 The language which most people are now learning is English. If a Japanese businessman meets an Italian tourist in Egypt, they will probably speak in English.

3 Over a billion people speak Chinese as their first language. However, eight or nine hundred million people speak or are studying English as their second language. This is an enormous number.

4 English is the most important international language. It is used by businesses, tourists and scientists around the world. 75% of international writing, 80% of information on computers and 90% of the internet is in English.

7 Read and put a ✓ or ✗

a ☒ Arabic is an important world language.
 b ☐ We only need mobile phones to communicate with people in other countries.
 c ☐ If an Italian meets a Japanese man, they will probably speak in Japanese.
 d ☐ A lot of people are learning English as a second language.
 e ☐ Most information on computers and the internet is in English.

6 Read and match

- 1 Students look at the text and say what kind it is (*an internet page*), and what the topic is, according to the menu bar (*work*).
- 2 Read through the topic sentences *a-d* and explain where necessary.
- 3 Students read the paragraphs and match them to the paragraphs. They write the paragraph numbers in the boxes.
- 4 Students form pairs and compare answers.
- 5 Ask students to find *international* in the text and then tell you if they can work out what it means from the context.
- 6 Check answers with the whole class.

Answers:

- a 4
 b 1 (given)
 c 3
 d 2

7 Read and put a ✓ or ✗

- 1 Read through the statements and check understanding.
- 2 Remind students to tick or cross the boxes according to what is in the text, not according to what they already believe.
- 3 Students tick or cross the boxes according to whether the statement is true or false.
- 4 Check their answers and get them to correct *b* and *c*.

Answers:

- a [✓] (given) b ✗ c ✗
 d ✓ e ✓

WB Page 3

Lesson 3

5 Read and answer

It is late on Monday afternoon. Soha is in the living room. This morning she was watching TV and playing computer games but now she is busy learning Greek. Most people learn a language with a book, friend or a teacher, but Soha is studying using the internet.

Soha enjoys learning languages but she is not learning Greek for fun. She is going to Athens with her family in December and she has got another three months of study before her trip.

a Answer the following questions

1 Where is Soha? *She is in the living room.*
 2 What is Soha doing?

b Choose the correct answer from a, b, c or d

3 Soha is learning with
 a a book. b the internet. c a teacher. d a friend.

4 Soha is learning Greek for
 a fun. b money. c travel. d study.

5 The month in the story is
 a September. b October. c November. d December.

6 Read and ✓ the boxes you agree with

Good language learners ...

a aren't afraid of making mistakes.
 b learn to guess what a new word means.
 c practise language inside and outside class.
 d listen for the main ideas, not every word.
 e learn new words, phrases and short sentences.
 f work with other learners and learn from them.

Are you afraid of making mistakes in English?
 Yes, I am, sometimes.
 Don't be afraid of making mistakes.

5 Read and answer

- 1 Ask students who is in the picture and what she is doing.
- 2 Read through the questions and check understanding.
- 3 Students complete the task individually in class, or for homework.
- 4 Check their answers.

Answers:

- a 1 She's in the living room. 2 She's (busy) learning Greek.
b 3 b 4 c 5 a

6 Read and ✓ the boxes you agree with

- 1 Revise how questions are formed in the present simple (*to be* and other verbs).
- 2 Students write questions in their exercise books for each point.
- 3 Students check their answers.
- 4 They form pairs and ask their partners if they follow these strategies for being good language learners.
- 5 Monitor, noting any common errors to review with the whole class after the activity.
- 6 Students give their partners advice.

Answers:

Spoken exercise

Are you afraid of making mistakes?

Don't be afraid of making mistakes.

Do you try to guess what new words mean? (You should) try to guess what new words mean.

Do you practise inside and outside class? (You should) practise inside and outside class.

Do you listen for the main ideas, not every word? (You should) listen for the main ideas, not every word.

Do you learn new words, phrases and short sentences? (You should) learn new words, phrases and short sentences.

Do you work with other learners and learn from them? (You should) work with other learners and learn from them.



Further practice

- Students find out some more facts about English and how widely it is used, both in Egypt and internationally.
- Students find out some more facts about Arabic and how widely it is used in different countries.
- The information gathered can be made into a class display.
- Students share their ideas for learning English.
- If you know of any good English study websites, go online if possible and introduce students to them in the classroom or print material from them to distribute to students.
- If possible, go online and show students the website that accompanies this course: www.longmanprep.com.eg.

LESSON 5 SB page 5

Aims: Learners will

- compare and contrast the present simple and the present continuous in various uses

Structures:

Structures from lessons 1–4

Functions:

Talk about what is happening now and in the future

Talk about routines and facts

Before using the book:

- Refer back to the first page of the unit and the list of aims. Go through each bullet point and elicit from students what they have learnt about each one.
- Write **present tenses** on the board. Ask which present tense, simple or continuous, has the following uses (make sure students know what these terms mean, and revise the structure of each if necessary):
 - Things we often do (*present simple*)
 - Things happening now (*present continuous*)

& SB Page 5

Lesson 5 **1**

Underline the verbs. Then ✓ the correct tense or tenses

Use the present simple to describe habits or actions which we **repeat** and things which are **always true**.

Use the present continuous to describe actions which are happening **now** (or around now) and actions which are planned for the **future**.

	Present simple	Present continuous
a Mai and Nawal <u>are waiting</u> for a taxi to the conference.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b What time is Sally coming home from school?	<input type="checkbox"/>	<input type="checkbox"/>
c I travel a lot and I try to learn the language of the country.	<input type="checkbox"/>	<input type="checkbox"/>
d Ahmed doesn't speak Chinese but he wants to learn.	<input type="checkbox"/>	<input type="checkbox"/>
e Soha always feels sad when she says goodbye to her friends.	<input type="checkbox"/>	<input type="checkbox"/>
f Penny is studying Japanese.	<input type="checkbox"/>	<input type="checkbox"/>

Look at the key language

Key language

☒ d Nadia is studying English.

☐ Do you feel better today, Sally?

☐ I'm very pleased to meet you.

☐ Salma is going to the park this afternoon.

☐ Lots of people learn English as a second language.

☐ I'm very well, thanks, Soha.

☐ Hesham doesn't understand Japanese.

☐ Bye for now.

REMEMBER

a say hello and goodbye in different ways

b ask and answer about health

c the present simple

d the present continuous

Make two more examples of a to d.

- things planned for the future (*present continuous*, and less frequently, *present simple*)
- things which are always true (*present simple*)



Underline the verbs. Then ✓ the correct tense or tenses

- Revise what a verb is, stressing that in English verbs can have more than one part, as in the example (*wait for*).
- Explain the task. Students will underline all the parts of the verb and then decide whether the verb is in the present simple or the present continuous form. They will tick the appropriate box for each question.
- Students complete the task.
- Check answers with the whole class.
- Look back at SB page 3. Give students two minutes to find as many verbs as possible.
- Students work in pairs and discuss which tense, and which use of the tense, is exemplified by the verbs that they have found.

Answers:

- are waiting (present continuous) (given)
- is coming (present continuous)
- travel, try to learn (present simple)
- doesn't speak, wants to learn (present simple)
- feels, says (present simple)
- is studying (present continuous)



- Draw students' attention to the *Remember* box and read a–d. Elicit examples.
- Read through examples of key language with the students and check understanding.
- Explain that students should write a letter a–d next to the appropriate statement or question in the *Key language* section.
- Students do the task individually, then form

pairs and compare their answers.

- 5 Check answers with the whole class.
- 6 In their pairs, students think of two more examples for each of the four language items in the *Remember* box.
- 7 Students share their ideas with the whole class.

Answers:

d
b
a
d
c
b
c
a



Further practice

- Students look again at each phrase in the *Key language* box and work in pairs to create dialogues that include each one.

A s s e s s m e n t

Listening Task

Target elements: *greetings and responses to greetings, asking about someone's health*

Use SB page 1, Ex. 2. Use the list of phrases as the answer options. Read out some prompts or questions and have students choose the correct responses, e.g., say *One. Hello, I'm Frances. How do you do?* and students choose either *Pleased to meet you* or *Very nice to meet you* and write the number one next to their choice.

Speaking Task

Target element: *greetings at first meetings and greetings with friends*

Students create and perform two dialogues: one where they meet for the first time and one where they are greeting friends. This can be done with pairs of students or with the teacher as interlocutor.

Reading Task

Target element: *comprehension*

Use SB page 4, Ex. 6

Students answer more advanced comprehension questions about the text:

- 1 What is the world's most widely spoken language?
- 2 What is the world's biggest second language?
- 3 Name a third important international language.
- 4 Name three types of people who need English.

Writing Task

Target elements: *the infinitive of purpose and languages*

Students first match the questions and answers. Then they combine them into complete sentences, e.g.,

People travel to learn about different places.

Note that they have to match 1 to *b*, and complete *b* with their own reason.

- 1 Why are you learning English?
 - 2 Why do you need a dictionary when you are learning a language?
 - 3 Why do many people travel?
 - 4 Why do millions of people learn second languages?
- a to learn about different places
b to _____
c to communicate with people who speak different languages
d to learn the meanings and spellings of new words