

7 Getting on

Unit profile

Vocabulary: *be, do, have and make*

Reading: Troublespot

Grammar: *have to and must; should*

Vocabulary: Phrasal verbs: friendships

Writing: An informal letter or email (2)

Warmer

Write *Relationships* on the board and elicit its meaning (the way two people feel and behave towards each other). Discuss different kinds of relationships that people have, e.g. with friends, family and teachers. Tell students who you have a good relationship with and why. Say, for example, 'I have a good relationship with my sister because we have the same hobbies.' Ask a stronger student 'Who do you have a good relationship with?' Encourage them to answer, saying why it is a good relationship (for example, they talk about problems together or they like the same music).


Put students into pairs to talk about the people they have the best relationships with and why. Invite different students to tell the class about their partner.

Your profile

Ask students to read the questions. Model the activity by saying who you talk to when you have a problem. Say, for example, 'I always tell my best friend about my problems, because she gives great advice and is good at keeping secrets.' Put students into pairs to discuss the questions.

Hold a brief class discussion about whether students prefer to talk to friends or family and why. Ask them to discuss these questions in pairs: Do you talk to different people about different problems? What do you discuss with your friends? What do you talk about with your family? Share some ideas as a class.

VOCABULARY *be, do, have and make*

1  **1.24** Tell students to look at the four photos and ask 'What can you see?' Invite different students to describe each photo.

Play the recording for students to complete the sentences. Allow them to compare their answers with a partner before checking as a class.

Audioscript

Narrator: Conversation 1

Ali: Hi, Matt. How are you?

Matt: I'm OK, Ali.

Ali: You don't sound OK. What's wrong?

Matt: It's my brother. He makes me really angry!

Ali: You're always having problems with him!

Matt: I know. We had an argument this morning.

Ali: What did he do this time?

Matt: He took my phone without asking me and then he dropped it. Now it doesn't work and I can't listen to my music! So I'm bored and I'm annoyed!

Ali: Are you on your own?

Matt: Yes.

Ali: Well, why don't we do something later?

Matt: You mean go out?

Ali: Yeah. It sounds like you need to have some fun! Let's go out after dinner.

Matt: Thanks, Ali. I wish my brother was like you!

Ali: That's OK. ... Oh, Matt, can you do me a favour?

Matt: What is it?

Ali: Can I borrow your phone?

Matt: Ha, ha.

Narrator: Conversation 2

Libby: Hi, Jess. Where are you?

Jess: Oh, hi, Libby. I'm on my way home. I was running.

Libby: Oh, what's the running club like?

Jess: It's OK. I like going running, but the people in the club ...

Libby: What's wrong?

Jess: Well, it's hard to make friends.

Libby: But you're really friendly. You've got loads of friends at school!


Jess: I know. It isn't my fault. Everyone in the club's older than me. We've got different likes and dislikes – we don't have anything in common.

Libby: You have lots in common, like running!

Jess: You're right.

Answers

1 Jess 2 Matt

2  **1.24** Tell students to read the sentences and ask 'Which four verbs are in blue?' to elicit *be, do, have and make*.

Play the recording again for students to choose the correct option in each sentence. Before they listen, look at each sentence inviting suggestions. Then play the recording for them to check their answers.

Answers

1 makes 2 having 3 had 4 Are 5 do 6 have 7 do
8 is 9 make 10 isn't 11 have

3 Ask students to look at the example in the table for the verb *make*. Explain that they have to complete the table (including other phrases with *make*) with phrases from the sentences in exercise 2.

Put students into pairs to complete the exercise. While they are working, write the verbs on the board as headings. To check answers, invite different students to come to the board and write the phrases in the correct column.

Set a short time limit for pairs to note other examples for each verb. Ask them to call out their phrases and add them to the board, for example, *be happy, do homework, have a shower, make the bed.*

Answers

be: be on your own, be wrong, be someone's fault
do: do something, do someone a favour
have: have problems, have an argument, have some fun, have something in common
make: make friends

- 4** Read each sentence aloud and ask students to call out the correct verb for each gap. Do not confirm their answers at this point.

They complete the sentences in pairs, using the examples in exercise 2 to help them. Remind them to use the correct tense of the verbs. Elicit the present simple, present continuous and past simple forms of each verb.

Nominate a student to read the first sentence and name another student to read out the next sentence. Continue until all the sentences have been read out.

Answers

1 is 2 do 3 make 4 wasn't 5 are having 6 do

- 5** Put students into small groups to discuss the questions. Tell them to number the questions 1 to 5 in order of interest, and to start with the most interesting one. Encourage them to answer using full sentences which include the verbs *be, do, have* or *make* and to provide reasons for their answers. Model possible answers first, if necessary. Say, for example, 'Traffic jams make me angry because I can be late for work and they're very boring.'

Monitor and join in with the discussions. In feedback, invite different students to say what they think.

EP Word profile

Put students into pairs to look at the sentences and explain the meaning of each one. Invite different students to say what they think. Ask them to think about other words which could replace *like* in each sentence, or whether it is difficult to replace the word. Share some ideas as a class. (Sentence 1: *enjoy* or *love*; sentence 2: *such as* or *for example*; sentence 3: *similar to*; sentence 4: this would probably need to be rewritten, e.g. *Tell me about the club.*) Monitor as students complete the exercises on page 124. Check answers.

Answers

1 Do you like studying?
 2 It looks like it's going to rain later.
 3 Tell me some of your likes and dislikes.
 4 We watched a few cartoons, like *The Simpsons*.
 5 What's your maths teacher like?
 6 Is Italian like Spanish?

READING

- 1** Books closed. Ask students to tell their partner what kinds of things annoy them or cause them problems. Elicit ideas for where people can get advice if they don't want to speak to someone they know (e.g. an internet forum).

Books open. Tell students to look at the title of the internet forum. Ask 'What do you think it's about?' You may need to explain that *trouble* /'trʌbl/ means problems, difficulties or worries.

Set a short time limit for students to read the three problems and decide who is shown in the photo. Check the answer. Ask 'How do you know it's Alex?' and discuss some ideas as a class.

Answer

Alex.

- 2** Ask students to read the text again carefully and to fill in the missing names in the sentences. Remind them not to worry about any words they don't know at this point. Students complete the exercise individually and then compare their answers with a partner. Check answers.

Answers

1 Alex 2 Kaitlin 3 Dylan 4 Kaitlin 5 Alex 6 Dylan

- 3** Ask students to read the three problems again and put them into pairs to discuss what advice they would give to Kaitlin, Dylan and Alex.

Direct students to the advice given below the problems and tell them to match two pieces of advice to each problem. Ask them to decide which one piece of advice they would give to each person and why. Invite different pairs to say what they think.

Ask which verb is often used to give advice (*should*).

Answers

Kaitlin: a and f
Dylan: b and e
Alex: c and d

- 4** Point to each of the highlighted words in the text and elicit their meanings. Ask students to say what part of speech they are (*annoying, fair* and *independent* are adjectives; *apologise* and *lock* are verbs; *password* is a noun).

Ask students to look at the meanings and work in pairs to match the highlighted words to the definitions. Check answers by reading the definitions and encouraging students to call out the correct words.

Check understanding of any other new words in the text. These may include *credit* (money on your phone) and *hang out* (spend a lot of time in a particular place or with a particular group of people).

Fast finishers

Ask fast finishers to choose two or three more words from the text and write definitions for their partner to read and guess the words. In whole-class feedback, they can test the other students.

Answers

- 1 password 2 independent 3 apologise 4 fair
5 annoying 6 lock

Talking points

Take a class vote on whether internet forums are a good place to get advice or not. Put students into groups, including those with different opinions on the subject. Ask them to give reasons for why they think forums are good or not (e.g. there is a lot of advice from different people who have had similar experiences, but the people who offer advice are not experts and may not know the best way to deal with the situation). Tell each group to nominate a spokesperson to share the group's opinion with the class. Discuss the second question as a whole class.

GRAMMAR *have to* and *must*

- 1 Books closed. Tell students about the rules of your job. Say, for example, 'I don't have to wear a uniform but I must wear smart clothes. I have to speak English at work. I mustn't be late'. Try to include one example each of *have to*, *must*, *don't have to* and *mustn't*. Write the sentences on the board. Ask different students to come and underline the verbs. Elicit why the different forms are used, if possible.
- Books open. Tell students to read the examples. Put them into pairs to complete the rules.
- Invite different students to read out the completed rules. Then ask them to match the sentences on the board to the rules.

→ Grammar reference Student's Book page 144

Answers

- a must b mustn't c didn't have to d had to

- 2 Ask students what *Life isn't fair!* means. Ask them whether they agree with this statement and to say why. Tell them to read the blog quickly, ignoring the options, to find out at what time the writer and their friend Laura have to be home (10pm and 11.30pm).
- Tell students to read the blog again carefully to decide which of the options is correct in each case. They should do this individually and then compare their answers with a partner.
- Check answers by asking different students to read out part of the blog in turn. Ask whether they think that the writer's parents are fair or unfair and why.

Find out what the rules are in their own house for doing homework and what time they need to come home. Ask whether they think these rules are fair or unfair.

Answers

- 1 have to 2 mustn't 3 has 4 doesn't have to
5 doesn't have to 6 had to 7 didn't have to

- 3 Brainstorm some school rules but don't write anything on the board. Ask 'What must you do at school? What mustn't you do?' to elicit ideas.

Ask students to look at the example sentences and put them into pairs to write two sentences for each of the ideas. Monitor and help as they are working. Invite different students to read out their sentences. Ask the class to say whether they have chosen the correct verbs.

Mixed ability

Encourage stronger students to write three sentences for each idea. Weaker students can write just one.

should

- 4 Ask 'When is the word *should* used?' to elicit that it is often used to give advice. Ask what they think the negative form is (*shouldn't*). Ask 'Can we use *shouldn't* to give advice as well?' (Yes, for example, *You shouldn't eat too much sugar*).
- Ask students to read the three example sentences. Ask 'Which is positive?', 'Which is negative?' and 'Which is a question?' Complete the rules as a class.

Answers

- a should b shouldn't c should

- 5 Say the first sentence aloud and encourage students to offer you advice, using *You should* or *You shouldn't*. Ask them to continue in pairs. Monitor and help as they are working. Invite different pairs to read out the sentences and the advice they gave.
- Encourage other students to give more advice for each problem.

Corpus challenge

Put students into pairs to correct the sentence. Tell them to look again at the rules if they are not sure. Nominate a student to correct the sentence and explain why (we don't use contractions in the positive).

Answer

I have to finish my homework.

Extension activity

Write the following sentences on the board:

Find someone who ...

- *has to do their homework when they get home from school.*
- *has to help around the house.*
- *must arrive home before it gets dark.*
- *mustn't watch TV when they go to bed.*
- *doesn't have to get up early at the weekends.*

Tell students to add one more rule. Then ask them to talk to as many people as possible in the class, keeping a note of their name and answers. The aim of the game is to find the person whose home rules are most similar to their own.

When students have talked to everyone, or after five minutes, stop the game and find out who has similar rules at home.

VOCABULARY Phrasal verbs: friendships

- 1** Write *friendship* in the centre of the board and draw a circle around it. Make a mind map, by adding lines to the circle. Invite students to come to the board and write what they think friendship means at the end of each of the lines, for example, *someone to ask for advice*, *someone to share problems with*, *someone to have fun with*.

Refer students to the example sentences and the words in bold. Ask what they notice about the words (they are verbs with two parts, known as phrasal verbs).

Put students into pairs to match the phrasal verbs to the definitions. Check answers.

Answers

1 b 2 a 3 c 4 d

- 2** Ask students to work in pairs to complete the sentences, using the phrasal verbs from exercise 1. Invite different students to read out the sentences.

Answers

1 get on 2 hang out 3 get together 4 fall out

- 3** This exercise can be done as a guessing game. Ask each student to write down the answers to the questions on a piece of paper.
- Put students into small groups to ask questions. Tell them that they can only ask *Yes/No* questions until they guess the correct answer, for example, *Do you get on with your sister? Do you hang out at the park?*
- After five minutes, stop students and ask them to tell the class about a member of their group.

WRITING An informal letter or email (2)

- 1** Ask students how they communicate with friends or family in other countries (e.g. send postcards, Skype™, telephone, chat online, send emails, send letters).

Tell them that they are going to write an informal email to a friend. Ask them to read Alfons' email and answer the questions. Check answers.

Ask 'Is Alfons happy about going to visit Manchester?' (Yes, he's really excited).

Answers

He is visiting Manchester next month. He wants Ali to tell him what he needs to know, tell him about the weather and tell him what he needs to bring.

- 2** Ask students what kind of information they think Ali will give in his reply (for example, what the weather's like in England, how much money he needs, whether he needs to bring a gift, how people behave).

Tell them to read Ali's reply and to find out whether he answers all of Alfons' questions. Ask them to say which part of his reply answers each question. Allow them to compare ideas with a partner before discussing as a class.

Ask students to find examples of *(don't) have to* and *should* in Ali's reply.

Answer

Yes, he does.

- 3** Direct students to Ali's reply again and ask them to find other ways that Ali gives advice. They will realise that these are the highlighted phrases.

Ask students to complete the sentences. Allow them to compare their answers with a partner before checking as a class.

Answers

1 idea 2 to 3 should

- 4** Ask how Ali starts and ends his email. Find out whether students can remember any other expressions from Unit 3. Remind them that informal letters and emails are very similar in structure and use of language.

Set a short time limit for students to find the phrases. Check answers. Ask what other words students could use (*Hi!, I can't wait to see you! See you soon*).

Answers


Hello, I'm really looking forward to your visit, Bye for now

- 5** Tell students that Alfons is coming to visit their school. Divide the class into small groups and assign each one a topic, including the weather, school rules, and what to bring. Ask them to brainstorm ideas for their topic.

Then form new groups of three, including a student who discussed each question. They tell the rest of their group what they discussed.

Invite feedback from each group and write ideas on the board.

Put students into pairs to plan the advice that they will give to Alfons for each topic.

- 6**  **Preliminary** Reading and Writing, Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter or a story of about 100 words. For the informal letter, students are given part of a letter providing the topic they must write about. Tell students to write their own reply to Alfons. Remind them to use the advice from exercise 3, including each of the three phrases for giving advice, as well as the notes on the board from exercise 5. Tell them that they only need to give one piece of advice to answer each of his questions. Monitor and help as they are working. Then ask students to work in pairs to check each other's spelling and grammar. Invite different students to read out their replies.

Sample answer

Hi Alfons

It's great that you're coming to visit Italy. It's warm here in June, so you should bring summer clothes. Remember to bring your swimming things, because our school's got a swimming pool. It's a good idea to bring a jacket, too, because sometimes it rains and it's cool in the evenings.

You should also bring some money. We can go shopping and see a film at the cinema.

We've got some exams at school in June, but you don't have to do them!

See you soon,

Francesca (89 words)

Cooler

Practise the phrasal verbs from page 44. Say one of the verbs for students to call out the preposition to complete the phrasal verb (hang out, get on, get together, fall out). Then read out the definitions from exercise 1 on page 44 (in a random order) for students to call out the correct phrasal verb.

Project

Ask students to think of somewhere they go or something they do regularly which has rules. This could be a swimming pool or sports centre, learning to play a musical instrument, or another sport or activity. Write their ideas on the board.

Invite different students to talk about the rules for one of the activities/places on the board. For example, 'You mustn't run in the swimming pool', 'You should clean your instrument after every lesson' and 'You have to turn your mobile phone off in the cinema'.

Put them into pairs to choose one of the places or activities. They work together to think of at least five rules for their activity/place. Ask them to write a blog post about the rules. Remind them to use *have to*, *must*/*mustn't* and *should/shouldn't*.

In the following class, display the rules around the room, or publish them on the class blog, if you have one.

Teacher's resources

Student's Book

Grammar reference and practice page 144

Vocabulary list page 131

Workbook

Unit 7, page 28

Go online for

- Pronunciation
- Corpus tasks