

OVERVIEW

1.1 WHERE ARE YOU FROM?

GRAMMAR | *be: I/you*

VOCABULARY | countries

HOW TO | introduce yourself

COMMON EUROPEAN FRAMEWORK

Ss can establish basic social contact by using the simplest everyday polite forms of greetings and introductions; can ask for or pass on personal details in written form.

1.2 ARRIVALS

GRAMMAR | *be: he/she/it*

VOCABULARY | jobs

HOW TO | ask questions about people

COMMON EUROPEAN FRAMEWORK

Ss can produce simple mainly isolated phrases about people and places.

1.3 HOW DO YOU SPELL ... ?

FUNCTION | giving personal information

VOCABULARY | the alphabet

LEARN TO | check spelling

COMMON EUROPEAN FRAMEWORK

Ss can spell their address, nationality and other personal details.

1.4 AROUND THE WORLD

speakout | you and your country

writeback | a personal introduction

COMMON EUROPEAN FRAMEWORK

Ss can describe what they do and where they live; can write simple phrases and sentences about themselves, where they live and what they do.

1.5 LOOKBACK

Communicative revision activities



BBC VIDEO PODCAST

People talking about their names and where they come from.

WHERE ARE YOU FROM?

Introduction

Students practise introducing themselves, using *be* and the names of countries and towns/cities. They also practise listening and learn to use capital letters.

SUPPLEMENTARY MATERIALS

Resource bank p136

Warm up: have a map of the world available in the classroom, e.g. on a poster, a globe, on the internet.

Ex 3D: role cards with 'identities' for optional extra activity.

Ex 6A: slips of paper for Ss to write chat messages.

Warm up

Use the world map to brainstorm the names of countries. Ask Ss to call out any countries whose names they know in English, and point to the relevant countries on the map as they are called out. Don't worry too much about correcting pronunciation at this stage, as this will be dealt with in the lesson. You could then invite Ss to take turns coming to the map and pointing to one or two countries for their classmates to name.

LISTENING

1A Direct Ss to the photo of the man and woman in photo A and encourage them to predict where they could be from, by pointing to each one and asking 'England? Spain?' etc. Establish that there are many possibilities. Gesture to show that Ss are going to listen to a recording, then write the numbers 1–4 on the board and, pointing to the four photos, demonstrate that you want Ss to write the letter A, B, C or D next to each number. Emphasise that Ss should listen to the background noise to establish where the conversations are, perhaps by using 'party' as an example: music, people laughing, glasses and plates being put down, etc. Play the recording and give Ss a chance to compare their answers in pairs before confirming them with the whole class.

Answers: 2 D 3 A 4 C

Teaching tip

Put Ss in pairs to compare their answers to a listening task. This helps to build their confidence before sharing their answers with the class, and encourages a cooperative, non-competitive atmosphere in the classroom. As you monitor this pair work, you can also see whether Ss are struggling with some of the answers, and identify whether you need to play the recording again.

B Before playing the recording again, spend a few minutes helping Ss to familiarise themselves with the names on the chart (you may want to write or display a copy of it on the board). Point out or elicit that Tom is male, and Carmen, Cindy and Katie are female. Read out the names of the countries and cities, so that Ss recognise them when they hear them on the recording. Demonstrate that Ss need to match the names, countries and cities by drawing arrows between them, as in the example. Play the recording, then give Ss a minute or two to compare answers and play the recording again if necessary. Then check the answers with the whole class.

Answers: 2 Cindy—the US—New York

Note: Cindy says 'I'm from the US': point out to Ss that this is the same as 'the USA' but is commonly used in conversation. 3 Tom—Australia—Melbourne 4 Katie—Ireland—Dublin

Teaching tip

When checking answers with the whole class, call on individual Ss to give their answer, then ask the rest of the class if they agree, rather than allowing several Ss to call out their answers at once. This gives you more control over the feedback and makes the process clearer for the Ss.

Unit 1 Recording 1

Conversation 1

- A: Hello, I'm Simon.
 B: Hi, I'm Carmen.
 A: Nice to meet you.
 B: Nice to meet you, too.
 A: Where are you from?
 B: I'm from Spain.
 A: Oh, where in Spain?
 B: From Madrid.

Conversation 2

- A: Hello, I'm Dave.
 B: Hi, I'm Cindy.
 A: Nice to meet you.
 B: Nice to meet you, too.
 A: Where are you from?
 B: I'm from the US.
 A: Oh, where in the US?
 B: From New York.

Conversation 3

- A: Hello, I'm Sue.
 B: Hi, I'm Tom.
 A: Nice to meet you.
 B: Nice to meet you, too.
 A: Where are you from?
 B: I'm from Australia.
 A: Oh. Are you from Sydney?
 B: No, I'm not. I'm from Melbourne.

Conversation 4

- A: Hello, I'm Martin.
 B: Hi, I'm Katie.
 A: Nice to meet you.
 B: Nice to meet you, too.
 A: Are you from Ireland?
 B: Yes, I am.
 A: Oh, where in Ireland?
 B: From Dublin.

GRAMMAR *be: I/you*

2A You may want to write or display copies of these tables on the board. Demonstrate *complete* by pointing to the first gap and eliciting from Ss that *are* is missing, then write it in. Also point out that *I'm* is short for *I am*, but that people always use *I'm* in conversation. Give Ss a minute or two to complete the tables: you could encourage them to consult the recording script if they wish.

Answers: Where are you from?/Are you from Sydney? (N.B. Remind students that the capital A is necessary because *are* is at the beginning of the question. You could also point out that the first question could have many answers, whereas the second has the answers *Yes* or *No*./*No, I'm not*.

B Write the answer sentences on the board (without the underlining) and give Ss time to copy them in their notebooks. Before playing the recording, say *I'm Carmen* in two ways: *I'm Carmen* and *I'm Carmen* (you will need to exaggerate the stress to make sure that Ss hear the difference) and point out/ elicit that the first way sounds more natural because the stress is on the important information, i.e. the person's name. Demonstrate underlining the stressed word in the sentence, then play the recording.

Answers: I'm Carmen. I'm from Spain.
Where are you from?
 Are you from Sydney?
 Yes, I am.
 No, I'm not.

C Pause the recording after each sentence and gesture for the Ss to repeat in chorus. You could then also ask a few individual Ss to repeat, taking the opportunity to correct any problems with word stress.

LANGUAGEBANK I.1, pp118–119

Give Ss a minute or two to look at the tables and point out the inversion of the subject and *be* in the questions form. Ss could do Ex 1.1A in class, then practise the complete conversation in pairs. They could do Ex 1.1B for homework.

Answers: A 2 I 3 Are 4 Am 5 not 6 aren't 7 I'm
 8 're 9 'm 10 you're 11 you 12 I'm
 B 2 Where are you from? 3 I'm from Italy. 4 Are you from Rome? 5 No, I'm not. 6 I'm from Venice.
 7 Are you from Rome? 8 No, I'm not from Italy. 9 I'm from Barcelona, in Spain.

PRACTICE

3A Go through the example in conversation 1 with the class. You could also complete the second gap with the class as another example. Ss can then complete the conversations individually or work in pairs. If Ss ask about the meaning of *meet*, you could demonstrate this by acting out meeting a student for the first time; if they ask about *too*, you could indicate two Ss from the same country and say *You're from (Spain) ... and you're from Spain, too*.

Teaching tip

There are many phrases such as *Nice to meet you* which are easier to deal with as a 'fixed' phrase, i.e. what we say when we meet someone new. It is useful for Ss to start to build up a stock of phrases which they can use in everyday situations.

B Play the recording for Ss to check their answers. You may want to write or display the conversations on the board in order to go through the answers with the class.

Answers: 1 2 'm 3 are 4 'm
 2 1 'm 2 'm 3 are 4 'm 5 Are

C Put Ss in pairs to practise the conversations. Monitor and listen for examples of good language use and/or problems to deal with in feedback.

D Start by demonstrating this yourself with a strong student, or ask two stronger Ss to demonstrate. Then put Ss in pairs to practise. You could extend this by asking Ss to stand up and walk around, introducing themselves to everyone else in the classroom.

VOCABULARY countries

4A You could start by asking Ss to cover the word box and see how many of the countries they can name from the maps of capital cities. They could do this in pairs, or as a whole class. Don't worry about correcting pronunciation: this will be covered in the next two stages. Give Ss time to write the numbers next to the names of countries in the box.

B Play the recording for students to check their answers.

Answers: 2 China 3 Australia 4 Russia 5 Italy 6 England 7 Poland 8 USA 9 Saudi Arabia 10 Japan

C Demonstrate underlining the stressed syllable in *Brazil* on the board, pointing out that students need to underline the vowel – *a*, *e*, *i*, *o* or *u*. You may also want to show Ss how to use a stress 'box' on top of the stressed vowel. Before Ss listen again, they should write out the countries in the order that they appear on the recording, to make the underlining task more manageable.

Answers: 2 China 3 Australia 4 Russia 5 Italy 6 England 7 Poland 8 USA 9 Saudi Arabia 10 Japan (N.B. Students are likely to find this one difficult to remember, because so many countries with two syllables have the stress on the first syllable.)

When you play the recording again for Ss to repeat in chorus, pause on the more difficult ones and invite individuals to repeat. This will give you a chance to correct pronunciation.

D Demonstrate this yourself with a stronger student, then put Ss into pairs. You could extend this activity by telling student A to say a country and student B to reply with the name of its capital city.

speakout TIP

You may want to suggest that Ss keep new vocabulary in a separate part of their notebook, and perhaps have pages for different topics, e.g. countries and cities. You could also show them how to keep a record of the stress pattern next to the word, using large and small circles, e.g. Brazil oO.

PHOTOBANK p.139

Ss match the countries with the flags, then in pairs complete the table with the correct countries.

Answers: A 2 D 3 K 4 F 5 B 6 H 7 J 8 L 9 I 10 C 11 E 12 G B 1 the USA 2 Argentina 3 Australia 4 Brazil 5 Canada 6 Egypt 7 Germany 8 Hungary 9 India 10 Italy 11 Korea 12 Mexico 13 Russia 14 Saudi Arabia 15 South Africa 16 Venezuela 17 China 18 Japan 19 Portugal 20 England 21 Ireland 22 Poland 23 Scotland 24 Spain 25 France 26 Greece 27 New Zealand

WRITING capital letters

5A To check that Ss understand *capital letter*, write *a* and *A*, *B* and *b* on the board and point to each one, asking 'Is this a capital letter?' Then go through the example and give Ss a few minutes to do the rest of the exercise. They can compare their answers with a partner before class feedback.

Answers: b I'm Ali Mansour. c Are you from Saudi Arabia? d No, I'm from England, from London. e Are you a student? f Yes, I am.

B Go through the example with the class, checking the names in sentences a and b. Then give Ss a few minutes to match the rules. For *stronger classes*, ask Ss to cover the rules first, and give them a minute or two in pairs to think about and tell you why the capital letters are used in sentences a–f.

Answers: 2 a country c, d 3 a city d 4 I a, b, d, f 5 The first word in a sentence a–f

Depending on your teaching context, you may want to point out that pronouns like *you*, *he*, *she*, etc. and normal nouns (e.g. *student*, *teacher*) only have a capital if they are at the beginning of a sentence.

C Start by asking two Ss to read out the online chat, and establish that there are no capital letters in the messages. Ask Ss to write out the messages in their notebooks with capitals where necessary. For feedback, you could invite different Ss to write the corrected messages on the board, and check that the others agree.

Answers: 1 Hi, I'm Jeanette, and I'm a teacher in France.
2 Hi, I'm Makiko. I'm from Japan. Are you from Paris?
3 No, I'm from Lyon. Are you from Tokyo?
4 Yes, I am. I'm a student.

6A Give each student four slips of paper to write on. Ask them to write a message to their partner like the first one in 5C.

B Ss answer their partner's message and pass the answer back. They can then continue the chat, following the pattern in 5C.

SPEAKING

7A Demonstrate that Ss should write the country and city in their notebooks and keep them secret. Circulate and help with spelling and pronunciation as necessary. Ss could write more than one country and city, to give them more options in the following activity.

B Start by demonstrating the activity with the class: show Ss that you have written the name of a country and city on a folded slip of paper, then prompt them to ask *Where are you from?* then *Are you from ...?* until they guess the city. Put Ss into groups of 4–6 to take turns.

Homework ideas

- Workbook Exs 1–5, pp6–7
- Ss exchange email addresses with someone they didn't work with during the lesson, then email messages to each other like the ones in 5C.
- Ss find (e.g. three) small pictures of famous people to bring to the next lesson, and write the countries the people are from on the front of the pictures.

ARRIVALS

Introduction

Ss practise reading and talking about jobs, using the verb *be* and jobs vocabulary.

SUPPLEMENTARY MATERIALS

Resource bank p135

Ex 6 Optional extra activity: bring in a selection of photos of famous people, with their country of origin written on the picture (Ss should also bring in photos, c.f. homework idea from 1.1)

Project: bring in a large poster map of the world and small sticky labels for Ss to stick onto it.

Warm up

Elicit the word *teacher* by saying to Ss: *You're students. I'm a ... ?* Write *teacher* on the board and the heading *Jobs* above it. Ask Ss for another example of a job in English and write it under the heading. Then tell Ss they have 30 seconds in pairs to think of any other jobs they know. After 30 seconds invite the pairs to share their ideas, and if they are correct, add them to the list on the board. Ss can later compare this list with the names of jobs they study in the lesson.

VOCABULARY jobs

1A Look at the example with the class, then give Ss a few minutes to write the names of the jobs. They can work in pairs or individually and compare answers with a partner.

B Play the recording for Ss to check their answers, and then play it again for them underline the stressed syllable in each job. Point out that all the jobs apart from *engineer* have the stress on the first syllable, and that the *-er* and *-or* endings are 'weak' (you may want to show Ss the /ə/ sound at this point) and the 'r' sound is not pronounced. Then play the recording one more time for Ss to repeat, or simply say the names of the jobs yourself as the 'model'.

Watch out!

Ss may have trouble pronouncing *businessman/businesswoman*: demonstrate that *business* only has two syllables: /'biznis/ and ask Ss to repeat this separately first. They may also need extra practice with *engineer* because of the unusual stress pattern, with the stress on the last syllable. You could use stress circles to help: ooO.

Answers: 1 teacher 2 waiter 3 doctor 4 singer 5 engineer 6 businessman/businesswoman 7 taxi driver 8 actor

2A Ask two pairs of Ss to read out the two conversations, and ask the class when they think we use *a* and when we use *an*. Then direct Ss to the rules and give them a minute or two to underline the alternatives. They can work in pairs or individually.

Answers: 1 an 2 a

B Demonstrate this activity yourself with a strong student, then put Ss in pairs to practise. You could extend the practice by asking Ss to include any other jobs from the list they made in the Warm up.

C Demonstrate by miming a job first, for Ss to ask questions. Put Ss in pairs or small groups to practise. Monitor the activity and make a note of any problems with the use of *a/an* or the pronunciation of jobs, to deal with in feedback.

PHOTOBANK p.139

Ss match the jobs with the photos, then in pairs complete the table.

Answers: A 1 H 2 F 3 I 4 M 5 C 6 G 8 K 9 D 10 L 11 E 12 B 13 N 14 J

B man: actor, waiter, businessman; woman: businesswoman, waitress, actress, sportswoman

READING

3A Start by teaching *tourist*, *on holiday* and *happy*. You could do this by acting out a scenario where you are on holiday, sitting smiling and relaxing in a café with a cold drink, walking round taking photos and admiring the city, etc. Also teach *now*, perhaps by using a clock and contrasting the time now with an hour ago. Then focus Ss on the photos and establish that the people are in an airport: ask Ss the name of important airports in their country/countries. Give Ss a minute or two to look at the people and decide who is a tourist. Conduct brief feedback to see which person most Ss chose.

B Write *Who is a tourist?* on the board and tell Ss to read and answer the question.

Answer: Rosa Pérez López

C Direct Ss to the table (you may want to write or display a copy of it on the board) and make sure they understand the four types of information they need to find in the text, including *first time in London*. Do an example with the class, then give Ss about five minutes to complete the table and compare their answers with a partner.

Answers:

name	Ajay	Nicolas	Rosa	Gong Yue
job	computer engineer	actor/ waiter	doctor	student
where from?	India	France	Mexico	China
first time in London?	Yes	No	Yes	No

N.B. For Nicolas and Gong Yue it is not their first time in London because they work or study there. They could be at the airport to meet someone or because they are arriving back from a trip home.

Optional extra activities

1 Ask Ss to count the number of examples of *a* and *an* in the text and to check why, i.e. whether they're followed by a vowel or consonant. Answer: *a* = 8, *an* = 2

2 Ask Ss to underline all the examples of *in* + noun in the text (there are eight in total) and point out or elicit from Ss that here it is used with places, e.g. cities, countries, shops (*a café*). If Ss ask why *at* is used with *the University*, give examples such as *at school*, *at work*, *at the office* to show that we use *at* for places where we study or work. If your students are not studying in their hometown, they could practise telling the class: *I'm from (XX), but now I'm in (YY)*.

GRAMMAR *be: he/she/it*

4A Start by reminding Ss of the *I* and *you* forms of *be*, which they have studied already. Establish that *he* is for male subjects, *she* is for female subjects, and *it* is for things. Write the four sentences on the board and give Ss a minute or two to identify the verb *be* then underline the examples on the board.

Answers: 2 She's a doctor from Acapulco. (point out that *is* becomes 's) 3 It isn't my first time in England. (point out that *not* becomes n't) 4 Is it a good university? Yes, it is. (point out that in a yes/no question and a short answer we don't contract *is*)

B Give Ss a minute or two working individually to complete the tables. Monitor and check their accuracy.

Answers: isn't Is isn't 's (the question begins with a *Wh*-word, so it's possible to contract *is* to 's)

C Tell Ss to write the numbers 1–5 in their notebooks and explain that they need to write each sentence as they hear it (N.B. Each sentence is said twice, the second time at normal speed). Play the first example, pausing the recording to write the sentence on the board. For *weaker classes*, you may want to continue playing one sentence at a time and writing up the answer with the whole class; otherwise, play the rest of the sentences then give Ss time to compare what they've written with a partner.

Answers: 1 He's an actor. 2 She's a student. 3 Is he from India? 4 Is it your first time here? 5 Yes, it is.

Play the recording again. Each sentence is said slowly first, for Ss to hear how the words are linked together, then at natural speed, for Ss to repeat. You could ask Ss to repeat the sentence in chorus, then pause the recording and ask individuals to repeat. Help Ss to link words, e.g. *He's an actor*, *She's a*, *Is he* (N.B. the *h* in *he* is not pronounced), *Is it*, *it is*.

LANGUAGEBANK 1.2, pp.118–119

Give Ss time to read through the summary. If you want to give Ss some extra practice in class, you could give half the class Ex 1.2A and the other half Ex 1.2B and provide keys for Ss to check their answers when they've finished. Then pair up Ss who have done different exercises and tell them to exchange answers.

Answers: A 2 It's in Scotland. 3 He's from Switzerland. 4 Yes, she is. 5 No, it isn't. It's from South Korea. 6 It's in Brazil. 7 No, she isn't. She's from England. 8 No, it isn't. It's in Argentina. B 2 Where's, from 3 Is, in 4 Where's 5 Is he a 6 Is she a 7 Is it 8 Where's

PRACTICE

5A Look at the example with the class, then Ss can work in pairs or individually to add 's in nine more places. You could run this as a race with Ss working in pairs to finish the exercise first. They can then read out their answers for the rest of the class to confirm or correct.

For *stronger classes* you could point out that we say we're in a place *for* a conference (also *for work*, *for a meeting*, *for a wedding*) but *on holiday* or *on business*.

Answers: Ellie Turner's from Montreal, Canada. She's a teacher at McGill. It's a big university in Montreal. She's in London for a conference.

Yong-Joon's from Korea. He's a taxi driver in Seoul, the capital. He's in London on holiday. He's happy to be here. Pat's a businesswoman from Auckland, New Zealand. She's in London on business.

B Go through the example with the class, and remind Ss to think about where to add words like *a/an*, *in*, *from*, *on*, as well as *is/Is*. Ask Ss to write the questions in their notebooks, so they can use the prompts in their course books for speaking practice later.

Answers: 2 Is she a doctor? 3 Is McGill University in London? 4 Is Yong-Joon in Japan? 5 Is he in London on holiday? 6 Is Auckland in New Zealand?

C Tell Ss to pay attention to the pronouns *he/she/it* as they match these questions and answers.

Answers: b 5 c 1 d 4 e 6 f 2

D Before you put Ss in pairs to practise, you could say the questions for Ss to repeat in chorus, to give them a good model of the pronunciation. Tell Ss to cover the answers and use the prompts in 5B to ask the questions. You could then extend the practice by asking Ss to write one more question about each person in 5A to ask each other (e.g. *Is Ellie in London on holiday? Is Yong-Joon happy to be in London? Is Pat a tourist?*).

SPEAKING

6 Put Ss in pairs and direct A and B to the correct page, telling them not to show each other their information. Demonstrate what Ss have to do by drawing a simple sketch of a person's head and shoulders on the board, and eliciting some possible questions from Ss. Give Ss a few minutes to write their questions and circulate to help. Then tell them to ask their questions, starting with student A. Monitor the activity and note down any examples of good language use, and any problem areas, so you can deal with these after the activity has finished.

Optional extra activity

Write the following words on the board: an actor, a singer, a sportsman/sportswoman, a politician, a writer, and ask Ss to mime the jobs (to check that they understand them).

Hold up a picture of a famous person so that Ss can't see it, tell them it's someone famous and guide them to ask you questions to guess who it is, e.g. *Is it a man or woman? Where's he/she from? Is he/she (a singer)? Is he/she (a politician)?* Once you have done two or three examples, if Ss have brought their own photos of famous people, put them in groups to continue the activity.

Homework / Project ideas

- Workbook Ex 1, 5, pp8–9
- Project: if your Ss are from different countries, they write their names on sticky labels and stick them onto the correct part of the country on the world map poster. If your Ss are from the same country, they write the names of famous people on the sticky labels, and stick them onto the appropriate part of the world map. They can then add to the poster as the course goes on.

HOW DO YOU SPELL ... ?

Introduction

Ss practise using the alphabet and learn to check spelling. They also practise listening and giving personal information.

SUPPLEMENTARY MATERIALS

Resource bank p138

Ex 1C Optional extra activity: Prepare a set of cards with the letters of the alphabet, large enough for the whole class to see when you hold them up, and small sets of alphabet cards for Ss to use in groups of 4–6.

Warm up

Use either of these warm up ideas if you think your Ss have some knowledge of the English alphabet. Don't worry about correcting Ss' pronunciation of the letters at this stage.

Either: Stand with Ss in a circle, say *A* and throw a ball or soft object to a strong student, who says *B*, throws the ball to another student, who says *C*, and so on until you reach the end of the alphabet. If a student doesn't know a letter, encourage the rest of the class to help, so that Ss pool their knowledge.

Or: Draw a line down the middle of the board and divide the class into two groups. Invite a student from each group to come and start the alphabet on the board, saying the first letter out loud as they write it, then tell them to run back to their group and pass the pen to a student who knows how to say and write the next letter, and so on. The aim is to be the first group to finish writing the alphabet on the board.

VOCABULARY the alphabet

1A Before playing the recording, you could put Ss in pairs and give them time to go through the alphabet, putting a small tick ✓ by any letters they think they can pronounce, and a question mark ? by any that they're not sure of. Play the recording once through for Ss to hear the pronunciation, then play it again for them to repeat.

B You may want to demonstrate to Ss that the letters are grouped according to their similar sounds, or you could let Ss work it out for themselves. Encourage Ss to work in pairs and help each other with this.

Answers: 1 A H J K 2 B C D E G P T V 3 F L M N S X 4 I Y 5 O 6 Q U W 7 R

C Play the recording twice for Ss to check their answers and repeat the groups of letters. Ss could then 'test' each other in pairs: student A says the number of a group of letters from 1B, student B says the letters in that group, e.g. Student A: 3 Student B: *F L M N S X*.

Optional extra activity

Using a large set of alphabet cards, hold up letters one at a time that spell a word (e.g. a job or the name of a country): the class calls out each letter as you hold it up, then the first person to work out the word you've spelled wins a point, and so on. You could then put Ss into groups of 4–6 with sets of small alphabet cards, to continue the activity. Ss could hold up letters that spell the name of another student in the group, then, once someone has worked out the name, the cards are passed to that student to spell another name, etc.

D Start by demonstrating the activity: tell Ss to listen and write the letters you say, then say *H-I* and *B-Y-E*. Ask a strong student to dictate back what they wrote down, then to spell a short word for you to write on the board. Then put Ss in pairs and direct them to their activities, and tell them to read out their letters for their partners to write down.

FUNCTION giving personal information

2A Focus Ss on the photos and elicit some ideas about where the places are, e.g. office, gym, school. Tell Ss to write the numbers 1–3 in their notebooks, then play the first conversation and pause to check that Ss understand which photo it matches, before playing the other two conversations.

Answers: 1 C 2 A 3 B

B Direct Ss to the table and check that they understand what to listen for in each column: use one or two Ss' names to demonstrate *first name* and *family name*. Play the recording again, and give Ss time to compare answers with a partner before checking with the whole class.

Answers:

	First name	Family name	Room number
1	Frances	Taylor	379
2	Anabella	Almeida	124
3	Stefanie	Young	10

Unit 1 Recording 9

Conversation 1

A: Good evening. Can I help you?
 B: My name's Taylor. Frances Taylor.
 A: How do you spell that?
 B: T-a-y-l-o-r.
 A: T-a-y-l-o-r.
 B: Yes.
 A: And your first name?
 B: It's Frances.
 A: F-r-a-n-c ... is it i-s-?
 B: No, e. E as in England. F-r-a-n-c-e-s.
 A: Thanks. OK, here's your visitor's card.
 You're in television studio 379.
 B: Thank you.
 A: You're welcome.

Conversation 2

A: Can I help you?
 B: Yes, I'm a student, a new student.
 A: Welcome to the school. What's your family name?
 B: Almeida.
 A: How do you spell Almeida?
 B: A-l-m-e-i-d-a.
 A: And what's your first name?
 B: Anabella.
 A: OK, Anabella. Here's your student card.
 B: Thank you. Oh, my name's wrong.
 A: Oh, sorry. How do you spell it?
 B: It's Anabella, A-n-a-b-e-l-l-a.
 A: A-n-a-b-e-l-l-a.
 B: That's right.
 A: OK, Anabella. You're in room 124.
 B: 124?
 A: Yes.

Conversation 3

- A: OK, what's your family name?
 B: Young, Y-o-u-n-g.
 A: And what's your first name?
 B: Stefanie.
 A: How do you spell that?
 B: S-t-e-f-a-n-i-e.
 A: Ah yes, for the fitness class in Room ten.
 B: That's right.
 A: What's your phone number?
 B: Er ... it's oh five three two, four one nine.
 A: And what's your email address?
 B: It's stef at yahoo dot com.
 A: OK, thank you.

3A Establish with Ss that this is an example of the type of form they might complete to join a club, a library, a class, etc. Then give Ss a minute or two to complete the form.

Answers: Family name Nationality Phone Email address

B Look at the example with the class, then Ss can work individually or in pairs to choose the correct alternatives and check in the audio script.

Answers: 2 spell 3 oh 4 at, dot
 N.B. *oh* is used in British and American English. *Zero* is also possible, particularly in American English.

C Before playing the recording, you could model the two intonation patterns and ask Ss which they think sounds natural. Give Ss plenty of opportunity to practise the question with falling intonation.

Answer: b

Teaching tip

The intonation usually falls on questions beginning with *wh-* words: you could show Ss that if you say the question with rising intonation, it sounds as if you are surprised or unsure. To help Ss to produce the falling intonation pattern, encourage them to emphasise the stressed word (*email*) and let their voices fall away after it. You could also use your hand to show the intonation starting quite high at the beginning of the question, rising slightly on *email*, then dropping away.

LANGUAGEBANK 1.3 pp119–120

The language bank has a summary of the questions and answers covered in Exs 2 and 3. If Ss ask you about *Argentinian* and *Italian*, point out that these are adjectives describing people from Argentina and Italy. Ss can do Ex 1.3 in class or for homework: if they do it in class, you could ask one or two pairs to act out the corrected dialogue.

Answers:

- A: What's your first name?
 B: Ana.
 A: And what's your family name?
 B: **It's** Fernandez.
 A: What's **your** nationality?
 B: I'm Italian.
 A: And your **phone number**?
 B: It's 0372 952 594.
 A: What's **your** email address?
 B: It's anastella247@hotmail.com.
 A: How **do** you spell 'anastella'? With one 'n'?
 B: Yes, one 'n' and two 'l's.

4A Ss can invent a phone number and email address if they don't want to give out their private details. Tell them not to show their partner the information, so they have to listen carefully for the information.

B Tell Ss to practise asking and answering, and to write down the information so their partners can check that it's accurate afterwards.

LEARN TO check spelling

5A Give Ss a moment to familiarise themselves with the four lines of dialogue and establish that they need to underline the individual letters that are stressed, not the words.

Answers: A: F-r-a-n-c is it l-s? B: No, e. E as in England.

speakout TIP

Before Ss look at the tip, give them one or two more examples of how to use *as in* and a word, e.g. *b as in book*, *d as in doctor*. You could elicit some ideas for *Y* and *J*, then let Ss compare with the ideas in the tip. Give them a moment or two to think of words for *G*, *J* and *E* (e.g. *good*, *India*, *email*).

B Demonstrate the example with a strong student. You may want to give Ss time to go through the pairs of names and underline the letter that needs correcting before they start the practice in pairs.

SPEAKING

6 Ss can sit in groups of four to complete the table. Alternatively, they could stand up and walk round the room, finding three different Ss to talk to. Monitor the activity closely and note down examples of good language use and any problems with grammar, pronunciation, etc. to deal with in feedback.

Teaching tip

When monitoring a speaking activity, try to stand or sit near enough to the Ss to hear them, without making them feel self-conscious. Have a small notebook and pen handy so that you can write down examples of language from the lesson that a student uses well, as well as examples of mistakes. In feedback, write the good examples on the board and praise the Ss, then write the mistakes on the board and encourage Ss to correct them. Feedback like this helps Ss to see the benefit of this type of speaking activity. In smaller classes, make sure that it isn't possible to identify who said the examples, e.g. by varying the examples slightly while retaining the aspects you want to highlight.

Homework ideas

- Workbook Exs 1–4, p10
- Ss exchange phone numbers with two or three classmates that they didn't speak to in the lesson, and practise asking for and giving personal information on the phone.
- Ss make a list of 6–10 international words (c.f. lead-in lesson) and practise spelling them aloud.

AROUND THE WORLD

Introduction

Ss watch an extract from the BBC programme *Around the World* where people talk about their country, city or village, their job and the importance of English for them. Ss then learn and practise how to give a personal introduction in spoken and written form.

SUPPLEMENTARY MATERIALS

Warmup: A map of the world, e.g. a globe, a poster or on the internet

Ex 1B: A picture of an ugly place, e.g. an industrial area

Warm up

Using the world map, demonstrate that *around the world* means *in many places/parts of the world*. Divide the class into groups of 3–4 and play 'around the world': say the name of a country that begins with the letter A, then choose a group to say a country beginning with the letter B; they then choose the next group, who say a country beginning with the letter C, and so on. Groups get a point every time they can think of an appropriate country; if they can't, they have to say 'Pass'. The winning group is the one with the most points.

DVD PREVIEW

1A Lead in via a brief discussion of what Ss can see in the photos. This should give you an idea of how much of the vocabulary in Ex 1 is familiar to at least some of the Ss. Direct Ss to the word box and find examples of *city* in the photos with the class. Put Ss in pairs to do the rest of the words. In feedback, check the pronunciation of: *countryside*, *mountain*, *village* and *building*.

mountain, village, building
/ɪ/ /ɪl/ɪ/ /ɪl/ɪ/

B You could point out to the Ss that, apart from *beautiful*, the other adjectives are pairs of opposites. You could check that Ss understand *beautiful* by using a picture of an industrial area, or something that is not beautiful. Go through the example with the class, then put Ss in pairs to continue.

Answers: new: city, village, building

big: city, mountain, river, building

small: city, river, village, building

beautiful: matches all the words

cold: city, sea, river, village

hot: city, village

N.B. with *cold* and *hot* it's more natural to say *the (city)'s hot* than *a (hot) city*, and *the sea's cold* rather than *a cold sea*, etc. The other adjectives are usually used in front of the nouns: *a small village*, *beautiful countryside*, etc. However, you may not feel it's necessary to address this yet.

2 Explain to the class that they're going to watch some people talking from different countries around the world. Ss could predict which countries by looking at the photos, then read the text to check. You may want to check the meaning of *important* by asking Ss what things are important to them, e.g. family, a job, to be happy, etc.

Answers: Finland, Oman, Chile, Malaysia, Canada

DVD VIEW

3A Demonstrate to Ss that they need to write a number from 1–5 next to each country when they see or hear about it on the DVD. Play the first part of the DVD and elicit that the first country is Chile, then play the rest of the DVD through.

Answers: 2 a 3 e 4 c 5 d

B Go through the example with the class then play the DVD again. Give Ss time to compare answers in pairs and help each other before checking with the whole class.

Answers: Canada: rivers, mountains, countryside
Oman: city, buildings, countryside, village
Finland: city, countryside
Malaysia: beach, sea, rivers

C Before putting Ss in pairs, teach *winter/summer sport* (e.g. mime skiing and playing golf) and *shop/office assistant* (mime someone on a till and someone doing filing). Give Ss a minute or two to talk about the answers, then play the recording again.

Answers: 2 cold 3 waiter 4 student 5 village 6 winter
7 new 8 shop

Optional extra activities

1 Teach *favourite* (e.g. by telling Ss about your favourite chocolate, singer, actor, etc.), then put Ss in small groups to tell each other their favourite country from the DVD. Encourage them to give a reason, e.g. *X is my favourite because the buildings are beautiful*.

2 Personalise the topic by putting the following prompts on the board for Ss to complete about their country or a country they know:

... is a beautiful beach in ...

... is a new building in ...

... is an old city in ...

... is a small village in ...

... is a big river/mountain in ...

Ss compare their sentences in pairs or small groups.

DVD 1 Around the World

Pablo: Hello, or, ah, 'hola' from Chile. My name is Pablo, and I'm from Santiago. Santiago is a mix of old buildings and new buildings. My job – I'm a bus driver in Santiago. In my job I speak Spanish and English. The mountains in Chile are very beautiful. It's very cold, but I love it.

Eric: Hello, my name's Eric and I'm from British Columbia in Canada. I'm a waiter in a restaurant, a restaurant on a train. It's a good job; people are very nice, very friendly. I speak English and French in my job. Canada is beautiful – the rivers, the mountains – really beautiful. I love it here.

Mizna: 'Assalamu alaikum', that's hello in my country Oman. My name is Mizna, and I'm a student at university in Muscat. I speak English and Arabic at university. Muscat is a beautiful city with many big buildings, for example, the Grand Mosque. But I am not from Muscat. I am from a small village in the countryside. It's very hot in my village, but I love it.

Kustaa: Hello, or 'hei' from Finland. My name's Kustaa and I'm from Helsinki, the capital city of Finland. I'm a businessman in Helsinki. I speak English and Finnish in my work, and yes it's very, very cold here. The countryside around Helsinki is beautiful, and it's very good for sports – winter sports. I really love it here.

Aisha: Hi from Malaysia. I'm Aisha and I'm from Kuala Lumpur. KL is a big city with a lot of new buildings. I'm a shop assistant in a tourist shop. I speak English and Malay in my job. The countryside in Malaysia is beautiful – the beaches and the sea, and the rivers. It's very hot here. I love it.

speakout you and your country

4A Start by teaching the words *very* (e.g. by comparing something in the classroom that's small with something very small), and *centre* (e.g. ask for the name of a building/shop in the centre of the city where they're studying). Then tell Ss they're going to listen to a woman called Kaitlin answering questions 1–6 and give them time to read through the questions, so they know what information they're listening for. Establish that they only need to write short answers, e.g. two or three words, not full sentences. Play the recording, then give Ss a few minutes in pairs to check their answers.

Answers: 1 Dublin, Ireland 2 not big 3 old 4 tourist information assistant 5 centre of Dublin 6 yes 7 yes

B Give Ss a few moments to look at the Keyphrases. You may want to pause the recording after every couple of sentences, to give Ss time to tick the phrases.

Answers:

Hello or 'dia duit' from Ireland. ✓
 (I'm/My name is ✓) ...
 I'm a/an (teacher, engineer) in ...
 Dublin/Cannes is (a city / a town / a village) in ...
 It's /It isn't very (big / beautiful/ hot / small / old/ new). ✓
 The countryside (in Ireland) is beautiful. ✓
 I (really) love it (here).

Unit 1 Recording 12

Hello, or 'dia duit' from Ireland. My name's Kaitlin and I'm from Dublin, the capital city of Ireland. Dublin's a beautiful city. It isn't very big but it's very old. I'm a tourist information assistant, at the tourist information office in the centre of Dublin. So of course, English is important for my job. The countryside in Ireland is beautiful with mountains, rivers and the sea. The villages are old and beautiful. Goodbye, or 'slan' in Irish.

5A Tell Ss to write the numbers 1–6 in their notebooks, and to write full sentences for their answers. Check that Ss understand *town* (i.e. between a village and a city in terms of size). If your Ss are all from the same country, encourage them to comment on different parts of the country when talking about the countryside. Circulate and help, reminding Ss to use the Keyphrases. You could also encourage them to practise saying the answers, so they don't need to read them aloud from their notebooks.

B Before putting Ss in pairs you could give the whole class some practice in asking the six questions, repeating in chorus and individually after your model. This will give you the opportunity to help Ss with pronunciation, especially the faking intonation on the *Wh-* questions. Ss then practise asking and answering, trying to refer to their books as little as possible. When Ss seem confident, you could invite several pairs to ask and answer their questions in front of the class. Finally, give Ss feedback on their use of language, both with praise for good examples and correction of common mistakes.

writeback a personal introduction

6A Ss should number the information from 1–7 in the order they find it in the blog. Give them time to compare answers with a partner before checking with the whole class. In feedback you could focus on the use of *with* in the text: when you say the name of your company (*I'm a businesswoman with Volkswagen*), for adding information about your city (*Berlin is a city with ...*) and for adding information about what makes the countryside beautiful (*the countryside is beautiful, with mountains and ...*).

Answers: a b d e f h

B Encourage Ss to write some notes first, using the example in 6A to help, and also the Keyphrases and the audio script, if they wish. Circulate and help with grammar, provide vocabulary that Ss need, etc. Once Ss have written their introduction, they can swap and read each other's work, perhaps suggesting additions and/or improvements.

Homework ideas

- Workbook Ex 5, p10
- Ss write a final version of their personal introduction.

LOOKBACK

SUPPLEMENTARY MATERIALS

Ex 3B: Prepare a list of jobs from the unit, including some from the Photo Bank, if your Ss have studied them.

Ex 4B: Prepare a list of facts about famous people and places, to give to Ss who run out of ideas.

BE: I/YOU

1A Point out that the questions and answers are referring to sentences 1 – 6 in part B below. Go through the example, then give Ss a minute or two to complete the sentences, working alone.

Answers: 2 'm 3 you 4 am 5 in 6 not 7 six 8 I

B Either go through the example or demonstrate the activity with the class: tell Ss you're thinking of one of the sentences and invite them to ask you questions until they guess the right one. Put Ss in pairs to continue.

COUNTRIES

2A Show Ss the example and point out that they have the first letter of each country to help them. Put Ss in pairs to write the countries. Once you've checked the answers, Ss could take turns to 'test' each other: Student A closes their book, Student B says names of cities and Student A responds with the correct countries.

Answers: 2 India 3 Russia 4 Saudi Arabia 5 China 6 Japan

B Ss work alone to write five more countries and a city from each. Circulate and help with spelling as necessary.

C Put Ss in pairs to say their cities and see if their partner can respond with the correct country in English. Monitor the activity to check Ss' pronunciation of the countries and deal with any problems in feedback.

JOBS

3A Ss could work in pairs and do this as a race, i.e. the first pair to finish wins five points, then further points are awarded to pairs around the class for correct spelling and pronunciation. Alternatively, this could be done as a competition in teams: write the gapped words on the board one at a time (Ss have books closed) and the first team to 'buzz' and answer correctly wins a point.

Answers: 1 waiter 2 taxi driver 3 engineer 4 doctor 5 actor 6 teacher 7 singer 8 businesswoman

B Put Ss in groups and tell them to choose any job from the unit, (including the Photo bank if Ss have studied it). Ss take turns to mime the job and answer yes/no questions from the other Ss in the group.

Alternative idea

Prepare a list of jobs, including ones from the Photo bank if appropriate. Divide the class into groups, then one member from each group comes to you and looks at the first job on the list. They run back to their group and draw or mime the job. When the group has worked out the job, another member comes to you, tells you their answer, then looks at the next job on the list, and so on.

BE: HE/SHE/IT

4A Say the first sentence from the exercise and see if Ss can correct it before they look at the example. Then give Ss time to correct the sentences, working alone or with a partner. Alternatively, you could run this as a competition (Ss have books closed), writing the sentences on the board (or for more of a challenge, simply reading out the sentences) for teams to 'buzz' and correct.

Answers: 2 Russia 3 France 4 Hong Kong 5 Russia 6 Japan 7 England 8 India 9 the USA 10 Australia

B Give Ss a few minutes to do this in pairs, and circulate to provide help with grammar, spelling, etc. You may want to have some facts about famous people and places available to give Ss who run out of ideas. Both Ss in the pair should write down the three sentences, in case they are separated in the next stage of the activity.

C For this stage, you could put three pairs of Ss together into groups of six, or separate the pairs and put the Ss into new groups of 4–6.

Project idea

If your Ss started a world map project in lesson 1.2, sticking their names and/or the names of famous people onto a world map poster, they could add the people and places from Ex 4 to it, using small sticky labels.

THE ALPHABET

5A Ss work alone to correct the spelling of the words. They could also practise saying the spelling of the words to themselves before the next stage.

Answers: 2 television 3 camera 4 university 5 restaurant 6 email 7 football 8 chocolate 9 information 10 internet

B Put Ss in pairs and suggest that they ask about the spelling of words at random, rather than working through the words in numerical order. Monitor and be prepared to deal with any problems with the pronunciation of letters in feedback.

GIVING PERSONAL INFORMATION

6A Go through the example with the class, then give Ss time to write the other questions alone or with a partner.

Answers: 2 What's your family name?
3 Where are you from? 4 What's your phone number?
5 What's your email address?

B Ss work alone to make three changes to the information.

C You may want to demonstrate this first, with a strong student, showing Ss that they can circle the three things on the card that their partner changes.

Homework ideas

- Ss need to bring two photos of their friends and family to the next lesson. They should also bring a photo of themselves when they were a baby/teenager.

OVERVIEW

2.1 FAMILY PHOTOS

GRAMMAR | *be: you/we/they*

VOCABULARY | family

HOW TO | talk about your family

COMMON EUROPEAN FRAMEWORK

Ss can ask and answer questions about themselves and their families.

2.2 A FAMILY BUSINESS

GRAMMAR | possessive adjectives

VOCABULARY | numbers 11–100

HOW TO | check information

COMMON EUROPEAN FRAMEWORK

COMMON EUROPEAN FRAMEWORK

Ss can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support; can handle numbers.

2.3 LET'S HAVE A BREAK

FUNCTION | making suggestions

VOCABULARY | feelings

LEARN TO | respond to suggestions

COMMON EUROPEAN FRAMEWORK

Ss can understand, make and respond to simple suggestions.

2.4 ROYAL WEDDING **speaktalk** | five people in your life**writeback** | a description

COMMON EUROPEAN FRAMEWORK

Ss can identify the main point of TV items reporting events, etc. where the visual supports the commentary; can describe something in a simple list of points.

2.5 LOOKBACK

Communicative revision activities



BBC VIDEO PODCAST

People talking about their families.

FAMILY PHOTOS

Introduction

Students practise talking about their families, using *be* and family vocabulary. They also practise listening and learn to write contractions.

SUPPLEMENTARY MATERIALS

Resource bank p140

Warm up: bring in a photo of yourself as a teenager, and two photos of friends or brothers/sisters, also as teenagers.

Ex 1A: be prepared to draw a simple version of your family tree on the board.

Ex 6A: bring in two photos of your family and/or friends and be prepared to talk about them.

Warm up

Show Ss the three photos of yourself and two friends/ brothers/sisters as teenagers but don't say which one is you. Put the photos on the board, number them 1, 2 and 3 and ask Ss *Which photo is me?* Get Ss to vote for the photo they think by putting their hands up, then finally reveal which one is you. If Ss have brought photos of themselves as babies/teenagers, collect them in so that they're anonymous, then mix them up and display them on the board or around the classroom. Ss work in pairs and guess who the photos belong to, saying *I think this is (Jorge)*, etc. Finally, Ss can reveal their identities, e.g. *No, it's not Jorge, it's me!*

VOCABULARY family

1A Illustrate the idea of *family* by drawing a very simple version of your family tree on the board, with your name somewhere on it, point to it and say *My family*. Then direct Ss to the family photos and elicit some ideas for photo A. Put Ss in pairs to help each other match the other photos to family members.

Answers: 1 D 2 C 3 F 4 E 5 A 6 B

Teaching tip

Putting Ss in pairs for a vocabulary matching activity encourages them to 'pool' their passive knowledge and 'teach' each other. Try to ensure that two weaker Ss are not paired together for this: put them with a stronger student to make a group of three, if necessary.

B Play the recording for Ss to check their answers. Then model the /ʌ/ sound, as in *but* and *cup*, for Ss to familiarise themselves with it before they listen to the recording again and underline four words with the sound. Play the recording again, pausing for Ss to repeat the words.

Answers: husband, son, mother, brothers

N.B. You may want to elicit/point out that the sound is often the letters 'o' and 'u'.

C Go through the examples with the whole class, then put Ss in pairs to complete the table.

Answers:

husband	wife
father	mother
son	daughter
brother	sister
parents	
children	

D Demonstrate the activity with a student, then put Ss in pairs. They could also 'reverse' the prompts, so A says the people, and B responds with the photo A–F. Monitor and deal with any pronunciation problems in feedback.

LISTENING

2A Tell Ss they're going to listen to two people talking about four of the photos. They need to write a letter from A–F next to the numbers 1–4. Play the recording, then give Ss a moment or two to compare their answers with a partner.

Answers: 1 A 2 E 3 D 4 C

B Direct Ss to the example and they need to write another name after *Margit*. Give them a moment or two to look at the other sentences, then play the recording again. Put Ss in pairs to check their answers.

Answers: 1 Margit and Erika 2 Tim 3 Erika 4 Flori
5 Johnny 6 Lewis

Unit 2 Recording 2**Conversation 1**

- B: Hi, Erika. Coffee?
A: No thanks.
B: Hey, photos. Let's see ...
A: Yes, from the party.
B: The party?
A: Yes, my daughter's birthday. At the weekend.
B: Oh, great. Is this your family?
A: Yes, me, my husband, my two sons and my daughter.
B: And where are you?
A: We're at home in ...

Conversation 2

- B: Oh, and is this your mother?
A: Yes, this is my mum. And me, of course.
B: And the birthday cake.
A: Yes.
B: What's your mother's name?
A: Margit.
B: Margaret?
A: Well, yes, Margaret in English. Margit in Hungarian.
B: Are you Hungarian? You and your mother?
A: Yes.
B: You aren't English?
A: No, we aren't English!
B: Really, your English is very good!
A: Well thanks but ...

Conversation 3

- A: This is me and Tim.
B: Your husband.
A: Yeah.
B: Is he Hungarian too?
A: No, he's English.
B: I see. And what's his job?

- A: He's a businessman.
B: A businessman. What business is he in?
A: The hotel and restaurant business.
B: Hmm ...

Conversation 4

- A: ... and this is a photo of the children.
B: Oh, it's a great picture.
A: Yeah.
B: And this is the birthday girl?
A: Yes, our daughter Florence. We call her Flori.
B: Ahhh. How old is she?
A: She's seven now.
B: And your sons ...
A: Yes, Johnny and Lewis.
B: Are they students?
A: Yes. Johnny's at university.
B: So he's a student.
A: Yes, at the University of London.
B: And Lewis?
A: Lewis is at music school. He's a musician. Guitar, piano ...
B: Really? That's great ...

Optional extra activity

For practice of Yes/No questions with *he/she*, ask Ss to work alone and write 4–6 questions (with the answer Yes or No) about the information in the recording (they can consult the recording script). Give them one or two of these examples:

- Is Erica Hungarian?*
Is Tim a waiter?
Is she married to a Frenchman?
Is Flori seven?
Is Johnny a musician?

Once Ss have written their questions, they work in pairs: Student A closes his/her book and answers Student B's questions, and vice versa (if the answer is *No*, they should give the correct information, e.g. *No he isn't, he's a businessman*).

GRAMMAR *be: you/we/they*

3A Do the first answer with the class, then, while Ss are underlining the other verbs, write/display the sentences on the board so that Ss can come up and underline the verbs in feedback.

Answers:

- 1 A: Where are you? B: We're at home.
2 A: Are they students? B: Yes. Johnny's at university.
3 A: You aren't English? B: No, we aren't English.

B Before asking Ss to complete the table, make sure that they understand *we*, *you* (plural) and *they*. You could go through the table with the whole class, or give Ss a moment or two to work on it alone.

Answers: We/You/They *aren't* from Poland.
Are you/we/they in the right classroom?
Yes, you/we/they *are*.
Where *are* you from?

C Play the recording through once for Ss to familiarise themselves with the sound of the contractions, i.e. they sound like one word. When you play the recording again, encourage Ss to repeat all three examples of *you're*, *we're* and *they're* in each sentence.

D Tell Ss to write the numbers 1–6 in their notebooks and to write the six sentences they hear. You may need to repeat the recording if Ss seem to have difficulty with any of the sentences. When Ss have checked the answers, tell them to close their books (so they don't read aloud) and play the recording again for them to repeat the sentences.

Answers: 1 We're from England. 2 They're actors.
3 We're in Japan. 4 You're right. 5 We're in class.
6 They're here.

LANGUAGEBANK 2.1 pp120–121

The Languagebank reminds Ss that *you* can be used for one person, or more than one. If you feel Ss need more consolidation of the difference between *we/you/they*, they could do Ex 2.1A in class.

Answers:

A
2 We're from France. 3 You're in the wrong room.
4 Are they Brazilian? 5 They're Louise and Kerri.
6 We're married. 7 They aren't in class. 8 A: Where are you? B: We're in class.
B
A: Hi, where are you from?
B: We're from California.
A: Are you from Los Angeles?
B: No, we're not. We're from San Francisco.
A: Are you Kathy and Chris?
B: No, they're in room 205!

PRACTICE

4A Start by setting the context here: demonstrate that A is showing B two photos, and B is asking questions about them. Do number 1 with the class as an example, then give Ss a few minutes to complete the exercise.

Answers: 2 we aren't 3 We're 4 Are they 5 aren't
6 they 7 aren't 8 They're 9 Is 10 are

Optional extra activity

Ss work in pairs. Student A takes the role of one of the people in Exs 1 and 2, e.g. Johnny, Tim or Flori, and tells Student B about two of the photos in 1A. Student B asks questions about the people, e.g. *Are you brothers? Are they your parents? Is your father a doctor?* etc.

WRITING contractions

5A Write the example *They are my parents.* on the board, then rub out the *a* in *are* and write in the apostrophe, showing how the two words 'close up' together and look like one. Give Ss a few moments to do the other contractions.

Answers: 2 She's my daughter. 3 We aren't sisters.
4 Tom's my brother.

B You could go through the rules with the class, eliciting their ideas, or give Ss time to think about the rules and compare ideas with a partner.

Answers: 1 Use 2 Use
N.B. You could point out that it's only in more formal writing that Ss shouldn't use contractions.

C Focus Ss on the example and give them a few minutes to rewrite the text messages, working alone.

Answers: I'm at the airport but your brother isn't here. What's his mobile number? It isn't in my phone.
Hi, Tom. I'm sorry, I don't know. We're in an English class now.
Hi, Marianna. It's OK. Luca's here now. See you soon. T
If Ss ask you about the contraction in *don't*, explain that it means *do not*

D Ss take turns to be Marianna or Tom, and read out their messages. You could extend this by underlining the following words/phrases in the messages and asking Ss to substitute different words/phrases: *airport, brother, mobile number, an English class, Luca*. Ss work in pairs to think of alternatives then read out the 'new' sequence of text messages to the class.

speakout TIP

Go through the sentences on the board with the class, reminding Ss that *She's married to X* means X is her husband. Tell Ss that we say *I'm married to (someone)*, or *I'm married*. If Ss ask about the difference between *in* and *at*, show them that we use *at* for a place or event (e.g. *airport, home, school, party, conference*), and *in* for countries, cities and rooms.

You could suggest that Ss build up a separate list of prepositions on a page in their notebooks, and start by copying the four examples here.

SPEAKING

6A If any Ss haven't brought in photos, they could look on their mobile phones for appropriate ones, or access some on the internet. Alternatively, they could draw rough sketches/silhouettes of the people, or use the photos supplied in the Communication bank.

Give Ss time to write notes, reminding them that they can refer to the recording script for the listening in Ex 2, and the Photo bank pp.148 and 152 or previous lessons for jobs and nationalities. Circulate and help Ss with any language they need. Also suggest that they practise talking about the photos, using their notes, before the next stage where they talk to other Ss.

Teaching tip

For speaking activities where Ss have to give a talk/present information, encouraging them to practise their talk before 'going public' (talking in front of other Ss) can help to build confidence, as well as making them sound more natural because they don't need to keep referring to their notes.

B If you've brought in some family photos, you could demonstrate what you want Ss to do, showing them that you are not referring to your notes and encouraging them to ask you questions at the end. Either put Ss in pairs or small groups to talk about the photos, or ask them to walk around the class and talk to different people. To finish, you could ask three or four Ss to hold up their photos and ask the rest of the class what information anyone remembers about them, e.g. *That's Suzanne. She's from France. She's a singer in the theatre.*

Homework ideas

- Workbook Exs 1–4 pp11–12
- Ss exchange mobile numbers with two other Ss and arrange a time to have a 'text conversation', e.g. *I'm in/at ... Where are you? I'm in/at ... with ... Are you OK? Yes, I am.*, etc.
- Ss write two short paragraphs about the photos they presented in Ex 6.

A FAMILY BUSINESS

Introduction

Ss practise reading and talking about family businesses, using possessive adjectives and numbers.

SUPPLEMENTARY MATERIALS

Resource bank p 139

Ex 3B: bring in a slip of paper with the names and ages of four of your family members or friends, and be prepared to tell Ss about them.

Warm up

Review the alphabet, family and jobs vocabulary. Ask the class *How do you spell 'mother'?* and write the word on the board as Ss call out the letters. Do the same with *manager*, then put Ss in pairs and tell them to take turns asking their partners how to spell words related to jobs and family. You may want to give Ss time to prepare their list of words first, referring to pages 10 and 18 of their course book, and the Photo bank p. 139.

VOCABULARY numbers 11–100

1A Write the number *1* on the board and gesture to Ss to tell you the next number, and so on until you reach 10. Then ask Ss what comes next, and if they start to call out *11*, *12*, direct them to the numbers and words, to continue writing the numbers from *12* onwards.

Answers: fifteen 15 nineteen 19 fourteen 14 twenty 20 sixteen 16 thirteen 13 eighteen 18 twelve 12 seventeen 17

B Play the recording for Ss to repeat the numbers, in chorus and individually. Make sure that Ss are stressing the second syllable in numbers *13* to *18*, e.g. *thirteen* oO.

C Demonstrate this by writing a number on the board and asking a student to say it. Then put Ss in pairs to continue, writing the numbers on a page of their notebooks.

2A Read through the first three numbers in the table and tell Ss that the four missing numbers end in *-ty*. Give them a minute to write the numbers and check with a partner.

Answers: 70 seventy 80 eighty 90 ninety

B Play the recording for Ss to check their answers, then for them to repeat, making sure that they're stressing the first syllable in the numbers, e.g. *thirty* oO.

C Tell Ss to write the numbers 1–8 in their notebooks and to listen and write eight numbers. Give Ss time to check their answers in pairs before checking with the class (or playing the recording again if they had difficulties).

Answers: 282 312 457 593 639 728 811

Watch out!

Ss may have trouble differentiating between *13/30*, *14/40* and so on, both in listening and speaking. You could compare the two stress patterns: *13* – oO and *30* – Oo and give some brief practice where you dictate, e.g. *30, 40, 15, 16, 17, 80, 19* to Ss, then put them in pairs to dictate a selection of the numbers to each other.

3A Tell Ss to write the names and ages but not to show other Ss.

B Demonstrate the activity yourself first. Show Ss a slip of paper with four names and ages on it, tell them about one of the people and prompt them to ask you how old he/she is and how to spell his/her name. Then put Ss in pairs to ask and answer about their four people.

READING

4A Focus Ss on the first photo and say *Are they brothers and sisters? What do you think?* Elicit one or two ideas from the class, then put Ss in pairs to continue.

B Tell Ss to read the text quickly, just to find the answers to 4A. Reassure them that they will have time to read the text again afterwards.

Answers: 1 brother and sister and her husband
2 husband and wife 3 husband, wife and two sons

C Before Ss read the text again, you could check the following vocabulary: *downtown* (in the business part of the city – mainly used in the USA), *friendly* (demonstrate someone being friendly), *fantastic* (very, very good), *shop* (verb meaning *go to the shops and buy things*), *perfect* (number 1), *stay* (time in a place). Direct Ss to the table and the information that is already filled in. Elicit where number 1 is (New York), then give Ss a few minutes to complete the table for 2 and 3.

Answers:

	Business	Where?	Good things
1	restaurant	New York	small and friendly and the food is fantastic
2	supermarket	Edinburgh	it's open 24/7
3	hotel	Paris	15 minutes from the city centre

Optional extra activity

1 Write the following phrases from the reading text on the board and ask Ss to complete them with information that is true about a place or places they know:

___ is in the centre of ___.

___ is open 24/7.

___ is only ___ minutes from the city centre.

___ is the perfect place for a coffee/a party/a holiday.

Put Ss in small groups to read out their phrases, then ask the groups to choose the best three to read out to the class.

GRAMMAR possessive adjectives

5A Start by telling Ss to cover the reading text. Then say *My name's ...* and elicit the question *What's your name?*

Write *my* and *your* on the board and above them the title *possessive adjectives*. Direct Ss to the sentences and the example, and give them a few minutes to complete the sentences, working alone or in pairs. They can then uncover the text and check their answers.

Answers: 1 Her 2 its (point out that *its doors* means *the doors of the supermarket*) 3 their 4 My, our, your

B Focus Ss on the table and check that they understand the difference between *I* and *my*, e.g. *I'm a teacher. It's my job.* You may want to go through the table with the class, or give Ss a minute or two to complete it alone, then check their answers in Language bank 2.2.

Answers:

subject pronoun	possessive adjective	subject pronoun	possessive adjective
I	my	it	its
you	your	we	our
he	his	they	their
she	her		

LANGUAGEBANK 2.2, pp.120–121

Use the Language bank to highlight the difference between *its* and *it's*. Remind Ss that you don't add an -s to possessive adjectives for plural nouns, e.g. *your books*, not *yours books*

If you feel that Ss need extra practice of possessive adjectives before moving on to Ex 6, you could give Ex 2.2A to one half of the class and Ex 2.2B to the other half. Give each half of the class an answer key to check their answers, then have pairs from one half read out the correct dialogues, so the Ss from the other half can complete those dialogues as they listen, and vice versa.

Answers:

A

- A: Hi, my name's Gina. What's your name?
B: Hi, I'm Brad.
- A: Who's she?
B: Oh, her name's Julia.
- A: And who's the man with Julia?
B: I don't know his name.
- A: It's an American sport.
B: What's its name?
A: American football!
- A: Mr and Mrs Black, what's your phone number?
B: Our phone number's 2048 306 8420473.
- A: This is a photo of the children.
B: What are their names?
A: Jake and Patsy.

B

- Conversation 1 1 your 2 it 3 My 4 you 5 I
 Conversation 2 6 She 7 her
 Conversation 3 8 you 9 we 10 our 11 I

PRACTICE

6A Tell Ss that the sentences in this exercise are about one business, and to think about what the business is while they choose the correct answers.

Answers: 1 her 2 Her 3 his 4 Their 5 Its 6 Our 7 my

B Ss tell each other what they think the business is, and why. They could also speculate about why Kasem isn't happy in his job.

Answers: It's a hotel. (receptionist, rooms)

7 Before Ss look at the text, direct them to the picture and ask them where they think Mama's salsa comes from, then tell them to read the text quickly to find out if they were right (It's from South America). Ss then complete the sentences, working alone or with a partner.

Answers: 2 its 3 Her 4 their 5 his 6 our

SPEAKING

8A Tell Ss that they're going to look at information about two more family businesses, but their information isn't complete. Put Ss into pairs of AA and BB (or groups of As and Bs) and direct the As to their incomplete texts on page 148. Tell them to prepare questions to find the missing information in each gap, e.g. *Lucia is from ____*. Question: *Where's Lucia from?* Monitor while Ss write their questions.

Answers:

- How old is Gerhard?
 How old is Julia?
 What's his nationality?
 Where's Julia from?
 Where's their business?
 What are their jobs?
 What's their company called? (N.B. Encourage Ss to use this form instead of *What's their company's name?* which uses the possessive -s)
 What's her first name?
 What's their family name?
 What are their restaurants called? (See note above.)
 Where are their restaurants?
 Where are they from?

B Pair up A and B students, and tell them to ask and answer their questions, and write the missing information in their texts. Remind them to ask about spelling if they're unsure. Monitor while they do this and take notes of any good use of question forms, possessive adjectives, etc. as well as any problem areas, to use for praise and correction in feedback.

Optional extra activity

Put Ss in pairs and tell them to invent a family business and be prepared to answer the following questions:

- What's your business?
- Where is it?
- How old is it?
- Who's the manager?
- How many family members are in it, and what are their jobs?
- What are the good things about it?

Circulate and help while Ss prepare the answers to the questions. Then put pairs of Ss into groups of four and tell them to ask and answer the questions about the business. They should also make a note of the other pair's answers, as they will need the information later. In feedback, ask Ss to report to the class about another pair's business, e.g. *It's a flower shop in London. It's two years old. The manager is Chantal and her mother is a shop assistant and her sister is the driver. The good things are: it's open on Sunday, and the flowers are always perfect.*

Homework/Project ideas

- Workbook Ex 1–5, pp13–14
- Ss write a short text about a family business, using one or more of the texts on pages 20–21 as a model. You may want to go through one of the texts in class, e.g. *Hotel de Coin* and show Ss where and how they can change the information to make it about their invented business.

LET'S HAVE A BREAK

Introduction

Ss practise making and responding to suggestions, using vocabulary related to feelings. They also practise listening.

SUPPLEMENTARY MATERIALS

Resource bank p141 and p142

Warm up: bring in a selection of pictures or short extracts of music to elicit 'happy' or 'sad'.

Warm up

Use music or pictures to introduce the idea of feelings: ask Ss *Are you OK? Are you happy?* then *What's the opposite of happy?* You could draw a happy and a sad face on the board. Then put Ss in pairs or small groups and pass round some pictures (e.g. of beautiful scenery, a cold dark winter's day) and/or play some short extracts of music (upbeat vs slow and sombre) and ask them to tell each other how they feel (happy or sad) after each one.

VOCABULARY feelings

1A Look at the example with the class, then Ss can work alone or with a partner on matching the rest of the adjectives. In feedback, make sure Ss understand the difference between *tired* (wanting to sleep) and *bored* (having nothing to do). Also, check the pronunciation of *hungry*, *thirsty*, *tired* and *bored* (the last two are pronounced as one syllable, *nottir-ed* or *bor-ed*).

Answers: A bored B hungry C tired D hot E thirsty F cold

B You could demonstrate this first, pointing to a picture, asking a student *What's the problem?* and prompting them to answer *I'm ...* Then give Ss a minute or two to practise in pairs. You could also demonstrate that Ss can act out the feeling as they give their answer.

PHOTOBANK p140

If Ss are confident with the adjectives in Ex 1, direct them to the pictures on p.140. Check the number of syllables in *interested* Ooo, *scared* O and *surprised* oO.

Answers:

A
1 D 2 H 3 C 4 G 5 A 6 E 7 B 8 F
B

+	-
happy	unhappy
well/fine	ill
interested	angry
	scared/afraid

surprised is fairly neutral

Optional extra activity

For extra practice of the feeling adjectives, including the ones from the Photobank if Ss have studied them:

Put Ss in pairs, Student A mimes a feeling, Student B asks *Are you ... ?* Student A replies *Yes, I am.* or *No, I'm not.* and Student B guesses again.

Listen to Ss' pronunciation of the 'feelings' adjectives during the practice and deal with any problems in feedback.

FUNCTION making suggestions

2A Start by directing Ss to the photos and asking them *Who are they?* and *Where are they?* to help Ss to predict the three situations in the recording.

Answers: 1 B 2 C 3 A

B Give Ss a few moments to read through the sentences. Play the first part of the recording for Ss to hear that the example (1a) is true, then play the rest of the recording for them to mark the other sentences.

Answers: 1 a T 1 b T 2 a F 2 b T 3 a T 3 b F

C You could correct these sentences with the whole class, or do 3b as an example, then give Ss time to do the other two alone or in pairs.

Answers: 1 b Café Lugo is an Italian café. 2 a It's their first meeting. 3 b They aren't hungry.

Unit 2 Recording 8

1

A: Good class.

B: Yes.

A: I'm hungry.

B: Yeah, me too. Let's eat.

A: OK, where?

B: Erm ... that Italian café? What's its name?

A: Lugo?

B: Yeah, let's go to Café Lugo.

A: OK. Good idea.

2

A: Hello, are you Mr Tajima?

B: Yes.

A: I'm Leah Smith.

B: Oh, hello. Nice to meet you, Ms Smith.

A: Nice to meet you, too.

B: Erm ... let's sit down. Coffee?

A: Yes, please.

3

A: Let's have a break.

B: Good idea. I'm tired.

A: Me too.

B: ... and hot.

A: Yeah. Let's stop.

B: Yeah, OK. Let's have a coffee.

A: OK.

3A Direct Ss to the photos and establish that *have a break* is in the photos then let Ss find the other verbs in pairs.

Answers: A have a break, sit down, stop B go C have a coffee, sit down

Optional extra activity

To check that Ss understand the verbs (and to provide a little light relief), tell Ss to follow your instructions, but only if you start with *Please*. As an example, say to Ss, *Please stand up* (Ss stand), then *Sit down* (Ss should stay standing, because you didn't start the instruction with *Please*). Then continue the activity, using the verbs from the box, e.g. *Please sit down. Please have a coffee., go, eat, Please eat a pizza., etc.*

B Look at the example with the class and give Ss a few moments to read through the conversations before playing the recording.

Answers: 1 A: I'm hungry. B: Yeah, me too. Let's eat.
2 A: Nice to meet you, too. B: Let's sit down. Coffee?
A: Yes, please.
3 Let's have a break. B: Good idea. I'm tired.
4 A: Let's stop. B: Yeah, OK. Let's have a cola.

C Complete the rule with the class. You may want to clarify that *let's* means a good idea for *you and me* (i.e. not just for *you*, as in *Why don't you ... ?*).

D Establish that Ss are only listening for the stressed words in the suggestions: *Let's ...*

They may wish to copy the five suggestions into their notebooks, first. In feedback, elicit/point out that the stress is on the 'information words' in the sentence, not on *Let's*.

Answers: 1 Let's eat. 2 Let's sit down.
3 Let's have a break. 4 Let's stop. 5 Let's have a cola.

LANGUAGEBANK 2.3 pp120–121

The language bank introduces the negative form, i.e. *Let's not ...* which you may want to point out to *stronger classes*. If your Ss need a little more practice of the form of suggestions, they could do Ex 2.2A in class.

Answers: 1 A: I'm very tired. B: OK, let's stop now.
A: That's a good idea. B: And let's have a coffee.
A: No thanks, I'm not thirsty.
2 A: I'm hungry. B: Me too. A: Let's eat at the pizzeria.
B: Good idea.

4A Look at the example with the class, then Ss can complete the conversations in pairs or alone.

Answers: 2 too 3 Let 4 problem 5 's 6 break 7 Me 8 a

B Ss can start by reading the conversations aloud with their partners. Then they could choose one conversation to practise without reading from the book: tell them to write one-word prompts in their notebooks, to help them remember the lines, e.g. *problem? – cold – inside – OK*.

LEARN TO respond to suggestions

5A Before playing the recording, demonstrate saying *Good idea* with interest and without interest. Play the first part of the recording for Ss to hear the example, then play dialogues 2–4.

Answers: 2 – 3 – 4 +

Unit 2 Recording 10

1
A: Let's have a break.
B: Good idea.
2
A: Let's sit down.
B: OK.

3
A: Let's have a coffee.
B: OK.

4
A: Let's walk.
B: OK.

speakout TIP

Put the intonation arrow on the board and say *OK* in an interested way two or three times, for Ss to repeat. Then do the same with *Good idea*, showing Ss that the stress is on *idea* and that the intonation falls after that

B Draw the two circles with + and – on the board, and do an example with one or two strong students, showing them that if they don't use a high enough pitch to show interest, you'll point to the – symbol.

SPEAKING

6A Tell Ss to write the complete conversations in their notebooks, so that they leave just the prompts in the student's book, for practice later.

Answers: I'm hungry.
Me too.
Let's eat.
OK. Where?
Let's go to ...
Good idea.

B Ss could read the conversation aloud the first time, then close their notebooks and use the prompts in 6A, so that they sound more natural/spontaneous. Monitor and make a note of good use of grammar and intonation for praise in feedback, as well as any problems for correction.

C Before Ss start their conversations they may need a few minutes to think of places to suggest for each adjective. Then put them in pairs to practise, or ask them to walk around and talk to at least two other Ss in the class.

Optional extra activity

To provide *stronger classes* with more language for 6C, give them a list of adjectives and activities to match, e.g.

A	B
bored	go to the cinema
tired	sit down
hungry	have a coffee or tea
hot	go inside
thirsty	eat
cold	get a taxi
	play tennis
	have a sandwich
	go to the park
	have a cold drink
	have a rest
	go to the beach

Homework ideas

- Workbook Ex 1–3, p15

ROYAL WEDDING

Introduction

Ss watch a BBC programme about the wedding of Prince William and Kate Middleton, with a focus on the people who attended the wedding. Ss then learn and practise how speak and write about important people in their lives.

Warm up

Tell Ss to close their books. Teach *royal family* using a simple board picture of a king and queen wearing crowns, and two children. Ask Ss to think of countries that have a royal family. Then teach *wedding* (a special day when a man and woman are husband and wife) and ask Ss to think of examples of royal weddings. If they mention William and Kate's wedding, ask them what they know about the British royal family, the names of some guests at the wedding, etc.

DVD PREVIEW

1A Check that Ss know who Kate and William are, using their photos to help. Go through the example, then put Ss in pairs to discuss the rest. N.B. You may want to teach *grandparents* using a simple family tree on the board.

Answers: Prince Charles is his father.
Queen Elizabeth and Prince Philip are his grandparents.
Pippa Middleton is her sister.
Elton John is his friend.
David and Victoria Beckham are his friends.

Culture notes

Prince William (born in 1982) and **Prince Harry** (born in 1984) are the sons of Prince Charles and Diana, Princess of Wales (died in 1997).

Elton John (born in 1947) is an English singer-songwriter. He was a close friend of Diana Princess of Wales.

David Beckham (born in 1975) is an English footballer.
Victoria Beckham (born in 1974) is an English singer and fashion designer.

B Direct Ss to the two questions and give them a minute or two to find the answers in the text. Vocabulary to check: *thousands*, *billions* (both used to emphasise the large numbers of people watching the wedding).

Answers: Family and friends of William and Kate are at the royal wedding. It's at Westminster Abbey.

Culture note

Westminster Abbey is in the City of Westminster, in London. There have been sixteen royal weddings there. The funeral of Diana, Princess of Wales was also there.

DVD VIEW

2A Tell Ss to watch and write the number next to the correct photo.

Answers: 2 Elton John 3 Kate Middleton 4 Pippa Middleton 5 Prince William 6 Prince Harry 7 Queen Elizabeth and Prince Philip 8 Prince Charles

B Give Ss a minute or two to read through the sentences. They may already be able to find some of the mistakes. Check that Ss understand *ring* (point to an example in the class).

C Play the DVD for Ss to check their answers.

Answers: 2 here 3 father 4 children 5 problem 6 day

DVD 2 Royal Wedding

Voice-over: It's London 2011. Today is the wedding of Prince William and Kate Middleton. Two billion people around the world watch it on TV. Thousands of people are in the streets of London. Victoria and David Beckham, friends of Prince William, are here. Prime Minister David Cameron and his wife Samantha arrive at Westminster Abbey. The rich and famous are here including the singer Elton John, a great friend of Princess Diana.

Kate and her father go to Westminster Abbey. Her sister, Pippa Middleton arrives with children of friends and family. The Royal family arrive, first Prince William and his brother Harry. Then their grandmother the Queen and grandfather Prince Philip. And their father Prince Charles and his wife Camilla. Kate arrives at the Abbey. Her sister Pippa meets her.

The big moment ... and a problem with the ring. Kate and William are now husband and wife. Thousands of people in the streets celebrate the Royal Wedding.

The end of a big day for Kate and William.

Optional extra activity

Ss imagine what some of the people at the wedding are saying to each other. Pause the DVD just as each of the following people speak and either elicit from Ss or ask them to discuss with a partner and write down what the people say:

- David Beckham to a friend as he arrives
 - David Cameron to his wife Samantha
 - Kate to her father in the car
 - William to the clergyman as they walk up the aisle
 - Camilla to the Queen
 - Pippa to Kate when she meets her at the car
 - William to Kate in the carriage
 - William to Kate on the balcony
- Ss could also act out some of their ideas for the class.

speaktout five people in your life

3A Focus Ss on the title and elicit some ideas about who those people could be, e.g. a friend, a husband/mother/sister, a boss, etc. Tell Ss to start thinking about five people in their lives. Direct Ss to Jo and the five names around her, and to the people 1–5, including the example, *Duncan*. Tell Ss to listen and match names with people 2–5.

Answers: 2 Wendy 3 Sarah 4 Rosa 5 Mark

B Give Ss a few moments to look at the keyphrases. You may want to check the following vocabulary: *my best friend* (teach this as a 'fixed phrase' meaning 'my number one friend': it's a high frequency item and there's no need to deal with it as a superlative at this stage); *on the phone* (talking on the phone); *together* (demonstrate: *We're together in this classroom*).

Then play the recording again for Ss to tick the phrases. N.B. demonstrate with an example on the board that Ss may only need to tick part of a phrase, or they may need to tick two alternatives within the same phrase.

Answers: OK, five people in my life ...
 Duncan's (my brother/a very good friend).
 We're on the phone a lot.
 I'm (a shop assistant/an office worker) and Mark's my manager.
 (She/He's) very nice, very friendly.
 Wendy is a (worker in my office/student in my class).
 We're in a Spanish class together.
 We're good friends.

Unit 2 Recording 1 I

OK, five people in my life. The first is Duncan. Duncan's my brother and he's my best friend. He's thirty-one and he's a businessman. And Sarah ... Sarah's a very good friend, my best friend really. She's from Scotland and she's a teacher. We are on the phone a lot! She's great. And this, this is Mark. I'm an office worker and Mark's my manager but he's very nice, very friendly. And Wendy is in my class. We're in a Spanish class together. Our teacher is Rosa. She's from Madrid in Spain and Wendy and I sit together in the class and now we're friends. The class is good ... but our Spanish isn't very good!

C Tell Ss to draw the diagram in their notebooks, so they can write notes next to the names, etc. Give Ss time to write notes about each of the five people, i.e. who they are, where they're from, their job, something about their personality, etc. Circulate and help with ideas, as well as words and phrases that Ss need, and check that everyone has written notes about five people. As Ss finish writing their notes, encourage them to practise talking to themselves about the people, to help build confidence.

D Put Ss in pairs and tell them to show each other their circles and ask/answer about the five people. For *stronger classes*, you could put Ss in small groups, so they have a bigger 'audience' to speak to. You could also tell the people listening to make notes about their classmates' five people and ask them to report back afterwards about some they found interesting, e.g. *Her best friend is her husband, but he's in the USA on business. They're on the phone a lot!*

writeback a description

4A Focus Ss on the three questions and give them a minute or two to find the answers in the text.

Answers: 1 Dennis, her brother and Ali, her mother
 2 Pasquale 3 Betsy

B Encourage Ss to use the text about Claudia as their model, with the following framework:

My name is _____. I'm (age) and I'm (job). Here are five people in my life:

(Name): She's/He's _____.

For each person they should mention some of the following:
 friend/family relation

age

job

where she/he is

his/her personality (e.g. *nice, friendly, funny, kind*)

Circulate and help while Ss write their descriptions. You could then put Ss in pairs or small groups to read out their descriptions to each other.

Homework ideas

- Ss write the text *Five people in my life* from the point of view of Kate Middleton or another famous person they know about.

LOOKBACK

SUPPLEMENTARY MATERIALS

Ex 1A: be prepared to draw your family tree and ask Ss questions about it.

FAMILY

1A Start by checking that Ss understand how a family tree works. You could draw a simple version of your family tree on the board, then ask Ss about two or three people's relationship to you. Point to yourself and the person on the tree and ask Ss *Who's (X)?* and Ss answer *He's/She's your brother/father/daughter/wife*, etc. Look at the example with the class, then Ss can work in pairs or alone to write the other names.

Answers: 2 Jim 3 Billy 4 Sue 5 Nas 6 Anne

B Demonstrate to Ss that it's possible to write more than one sentence about the same person, e.g. for Al: *My wife is Nas and my mother is Anne*. Circulate and help as Ss work alone on their sentences.

C Ask two stronger Ss to demonstrate this for the class, then put Ss in pairs to continue.

Optional extra activity

Ss draw their own family tree and write sentences as in Ex 1A. Then they swap notebooks with a partner, who writes the names of the people next to the sentences.

BE: YOU/WE/THEY

2A Tell Ss that A and B are looking at a photo of two people and talking about them. Ss complete the conversation alone, then check their answers in pairs. N.B. Remind Ss that if any of the missing words are at the beginning of a sentence, they must have a capital letter. Ask two Ss to read out the dialogue for the class to check their answers.

Answers: 2 they 3 are they 4 They, re 5 Are 6 we 7 Are 8 is (x2)

B Tell Ss to write two names and to think about where they're from, how they know them (school/university/work/gym), if they're married or not, where they are now, etc.

C Demonstrate the activity by writing the names of two of your friends on the board and inviting Ss to ask you questions about them. As they do this, write up some prompts, to help them remember the questions without having to refer to their student's books:

Where ... from?
... friends from ... ?
... married?
Where ... now?

Put Ss in pairs and give them a few minutes to ask and answer. In feedback, you could ask one or two Ss to report back about their partner's friends, e.g. *His/Her friends are ... and ... , they're from ... , etc.*

NUMBERS 11–100

3A Go through the example with the class, checking the pronunciation of *minus* and *plus* (and *equals*, if you decide to teach it, otherwise Ss can just say *is*). Ss write the other numbers, then read out their answers to the class.

Answers: 2 eighty eight 3 ninety seven 4 twenty seven 5 sixty eight

B Give Ss a minute or two to write in the numbers, and to think of how to say the answer to the sum in each case.

C Demonstrate number 1 with an example of your own, e.g. *What's 62 minus 20?* then put Ss in pairs to continue.

POSSESSIVE ADJECTIVES

4A Tell Ss there is one mistake in each sentence. They can work alone or in pairs to correct the mistakes.

Answers: 1 I'm Chinese and my name's Jun.
2 You're in Room 108 and Mr Watts is your teacher.
3 He's John. His family name's Wayford.
4 Her name's Vera and she's a singer.
5 We're students and our class is Room Ten.
6 Their names are Ahmed and Ali and they're from Egypt.

B Before Ss start the activity, you may want to give them the opportunity to check the spelling of each others' names and/or family names: encourage them to ask each other across the class, so other Ss can hear and make a note, e.g. *Excuse me, Pia, how do you spell your family name?* Tell Ss to try to use different content from the sentences in 4A, as long as it fits the pattern, e.g. *Mikel's from ... and his best friend's ...* Also make sure that Ss understand the idea of the false sentence by giving two examples about yourself, one true and one false, and asking Ss which one is false, e.g. *My name's ... and I'm from ...*

C Point out that Student B should wait until Student A has read out all their sentences before deciding which one is false. Monitor the pair work and note down any good examples of language use as well as any problems for feedback.

FEELINGS

5A Start by eliciting the five vowels from the class and check that Ss can pronounce them accurately. Give them a minute or two to add the vowels to the words, then in feedback, ask Ss to tell you just the missing vowel(s) for each feeling.

Answers: 2 hungry 3 tired 4 cold 5 thirsty 6 bored

B If Ss have studied the feelings from the Photo bank p.140, they could include some of these in the mime activity.

MAKING SUGGESTIONS

6A You could do the first line as an example with the class, then tell Ss to write out the lines of the conversation in their notebooks.

Answers: A: Let's go now. B: No, I'm tired let's sit down.
A: OK, let's stop and have a break. B: Are you thirsty?
A: Yes, I am. B: Let's go to a café. A: Good idea.

B Ss choose any key word that will help them remember the line. You could give them slips of paper to write the key words on, so they don't refer to their notebooks.

C Monitor the pair work and in feedback be prepared to give Ss praise for good language use and to deal with any problems.

Optional extra activity

Tell Ss to write the key words on a slip of paper with some changes, so that the development of the conversation is different (e.g. *break / bored / cold? / yes / inside / hungry? / yes / sandwich*). Then they pass the slip of paper to another pair, who reconstruct the conversation from the key words, either in writing first and then orally, or just orally (for stronger students).