

OVERVIEW

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Pronunciation: 's

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Speaking: Saying hello and goodbye

Writing: Sentences and questions

Common European Framework: Students can start and end brief conversations.

Notes on teaching starter learners

See *Teaching tips: Teaching Starter learners*, page 26.

- Encourage students to use as much English as possible and give praise whenever a student makes an attempt.
- Provide corrections with care.
- Show students that they probably already know some English (see the warm up activity).
- Depending on your teaching institution's policy, you might like to consider using the students' first language to introduce yourself and explain what you are going to be doing.
- It can be very frustrating for students who feel the need to say something but just don't have the English to express themselves. If you are comfortable with using the students' first language, and if the institution you are working at allows it, let your students use their first language and, if possible, answer in English.

Grammar focus 1 (PAGES 6–7)

Names and introductions: *I* and *you*; *my* and *your*

See *Teaching tips: Working with grammar*, page 20.

WARM UP

This is your first class with students who think they know little or nothing about English. Your students are going to be very nervous and probably lacking in confidence, so do everything you can to reassure them and provide a comfortable learning environment.

Get to the class early so you are able to meet and greet your students as they arrive.

Write your name on the board and then ask each student to write their name on a sticker or piece of paper. Students either put the sticker on them or place the piece of paper in front of them so you can see it easily. Greet each student by name and say hello.

Even at this Starter level, many students will know lots of English words perhaps without even realising it. There are many words that English uses that are international, for example *taxi*, *hamburger*, *football*, *hotel*, *pizza*. If you are teaching a monolingual class, there may also be some words that are cognates between English and the students' first language.

Write *teacher* on the board and point to yourself. Say the word and encourage students to repeat it. Elicit about 20 more words in English and write them on the board (if possible, draw them to make sure all students understand what each one means). Model the correct pronunciation and encourage students to try to say them appropriately, but don't spend too much time on correcting students at this point.

You could go on to suggest some categories, for example *sport*, *food*, *transport*, and then ask students in pairs or small groups to categorise the words on the board. For feedback, ask groups to compare their categories.

- 1  **1.1** Write *Hello, my name's ___* on the board. Focus students on the photos of people saying hello, and then play the conversations. Draw students' attention to the written conversations. Play the recording again and ask students to read as they listen.

Demonstrate the activity by reading the first conversation yourself. Ask two students to read the same two lines in an open pair in front of the class. Then ask students to practise all three conversations in pairs. Circulate and help with pronunciation.

Make sure students realise that we have a choice when introducing ourselves. We can either say *My name's ___* or we can say *I'm ___*.

- 2a Write Conversation 1 on the board with the blanks and elicit either *I* or *my* to complete the sentences. Students do the same for the other conversations and then check their answers in pairs.

- b  **1.2** Play the recording to check the answers. Ask your students if they would like to hear any of the conversations again. This will help to encourage them to take control in the future and feel better about asking for clarification.

ANSWERS:

1 I 2 My 3 my 4 I 5 my 6 My

- 3  **1.3** Focus students on the pictures. Ask students to listen and read the conversations.

GRAMMAR

I and *you*, *my* and *your*

Write on the board: *'m Fernando*; *___ name's Yumi*; *Are ___ Jane?* and *What's ___ name?* Ask students to complete the gaps, referring back to the conversations as necessary. Read through the Grammar box with your students to confirm their answers. Make sure to highlight the following:

- the difference between *I* and *you*.
- the difference between *my name* and *your name*.
- the use of full stops, question marks, capital letters and apostrophes for contractions if your students have a different system to English.

Students might be interested in the meaning of *'m*, *'s* and *are* in these sentences. Tell them that they are part of the verb *be*, but encourage students to treat the new language as set phrases rather than worrying about grammar at this moment. The verb *be* is dealt with systematically in Units 2 and 3.

You may want to ask students to read Study 1 on page 98 for more detailed information on positive forms of *I* and *you*; *my* and *your*; and contraction of *be*.

- 4a Do the first sentence as an example with the class. Students then work individually to complete the rest of the sentences. Monitor and offer help as necessary. Students check in pairs.
- b  1.4 Students listen to check their answers. Refer students to the Grammar box if there are any doubts.

ANSWERS:

1 I 2 you 3 you 4 I 5 my 6 your 7 My 8 your

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording of sentences 5–8 from exercise 4 again, or model them yourself, and help students to hear the main stress in each sentence.
- 2 Play the recording again, stopping after each sentence and asking the students to repeat it. It can be useful for students if you write the sentences on the board and underline the stressed words to act as a visual aid. Ensure that students say the contracted form of *be* when repeating the sentences.

Potential problem: Sentence stress

It can sometimes be hard for students to notice the stressed words in a sentence. To help draw their attention to this, you might like to do one of the following.

- As you say the sentence clap on the stressed words.
- Use some other physical sign to show the stressed words, for example beat the stressed words like a conductor, raise your hand on the stressed words or nod your head.
- Exaggerate the stressed words to make them more noticeable.

- 5a Do the first sentence as an example with the class. Students then work individually to complete the rest of the sentences. Monitor and offer help as necessary. They check their answers in pairs.
- b  1.5 Play the recording for students to listen and check their answers. Be ready to play any difficult sentences more than once if you think students would benefit from it.

ANSWERS:

1 my, I 2 you 3 your, My 4 I, My 5 you, I 6 your, My

- 6 Model the example conversation with one of the students, making sure to substitute your names for the ones in the book. Ask students to move around the class practising different conversations with different students. Take this opportunity to observe the students, noting their names and also their communicative levels and personalities.

Grammar focus 1, exercise 6: Alternative suggestions

- a Write *My name's* ___ . and *I'm* ___ . on one side of the board. Go around the class asking students to say their names in turn. Write the students' names on the other side of the board. Practise the pronunciation of these names if you have students from different countries.
- b If your students already know each other, ask them to imagine they are famous people.
- c If you have a large class, students work at their desks in groups of six to eight. This is especially useful if your classroom doesn't offer the space to move around.

Grammar focus 1, exercise 6: Additional activity

If you have a class of false beginners, you might want to challenge your students more by eliciting and revising other expressions which are useful when meeting new people, for example *Hello, Hi, Are you ___ ? Yes, that's right. No, I'm ___ . Nice to meet you.* Write these on the board as necessary. Students then move around the room and meet as many students as possible, using the language from the lesson.

ADDITIONAL PRACTICE

➔ **Resource bank:** 1A *Classroom language* (Questions in the classroom)

Study, practice & remember: Practice 1

Workbook: Grammar focus 1: *Names and introductions: I and you; my and your*, page 4; Pronunciation: *Names and introductions: I and you; my and your*, page 5

Vocabulary PAGE 8

Jobs

See *Teaching tips: Working with lexical phrases*, page 21.

- 1  1.6 Write *jobs* on the board and then say *Hi, I'm (Janey) and I'm a teacher.* Ask students to find the photo of the teacher in the Students' Book. Elicit the names of any other jobs that students know in the photos. Play the recording and ask students to listen, read and repeat.

Vocabulary, exercise 1: Additional activities

- a If you have a strong class, you may want to challenge them by asking them to match the photos to the jobs before they listen.
- b If this is easy for your class, you may want to introduce some more jobs vocabulary, especially words for the students' own jobs.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording and allow students to listen to the words. Focus students on the main stress of each word by clapping your hands on the stressed syllable, and/or marking the stress on the board, or by getting the students to mark the stress on the board.

ANSWERS:

1 waiter/waitress 2 businessman/businesswoman
3 engineer 4 actor 5 teacher 6 police officer
7 accountant 8 shop assistant

- 2 Play the recording again (or model the pronunciation yourself), pausing after each word and asking the class to repeat chorally and individually. Check the pronunciation of *businessman* /'bɪznɪsmən/ and *businesswoman* /'bɪznɪswʊmən/. Also focus students on the /ə/ sound at the end of many of the words, for example *actor* /'æktə/. Remember that if you have previously given students other vocabulary for their own jobs, mark the stress and add them to the list, too.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 1C *Vocabulary extension* (Jobs)

Workbook: Vocabulary: *Jobs*, page 5; Pronunciation: *Jobs*, page 5

Grammar focus 2 (PAGE 8)

a/an with jobs

See *Teaching tips: Working with grammar*, page 20.

- 1 1.7 Play the recording and complete the first sentence as an example, then ask students to listen and complete the rest of the sentences with a job. Students check their answers in pairs or small groups. Play the recording again, stopping after each person to check the answers with the whole class.

ANSWERS:

1 businesswoman 2 teacher 3 waiter 4 actor
5 police officer 6 engineer 7 shop assistant 8 accountant

GRAMMAR

a/an with jobs

Focus students on the answers in Grammar focus 2, exercise 1. Ask them what word comes before each job and elicit *a/an*. Give your students the opportunity to guess when we use *a* and when we use *an*.

Teach the words *vowel* and *consonant*, and then go through the rule, emphasising that in English we nearly always use *a/an* when talking about jobs. This is particularly important if this is not the case in your students' first language, or if their language does not use articles at all.

You may want to ask students to read Study 2 on page 98 for more detailed information on *a/an* with jobs.

- 2 Draw the two word webs from the Students' Book on the board and elicit another word to complete one of the branches on each. Students then work in pairs to complete the two word webs. For feedback, elicit the correct answers to complete the word webs, or invite students to come to the board to complete the word webs there.
- You might like to point out that we say a shop assistant but an assistant.

ANSWERS:

a: waiter/waitress, businessman/businesswoman, teacher, police officer, shop assistant
an: engineer, actor, accountant

- 3a Do the first sentence as an example. Students complete the sentences individually and then check in pairs or small groups.
- b 1.8 Play the recording to check the answers. In the future, always try to put *a/an* in front of countable nouns when you are writing new vocabulary on the board as this will help to reinforce this language point.

ANSWERS:

1 a 2 an, an 3 a 4 a, an

- 4 Model the example conversation, making sure your intonation rises at the end of the question. Students work in pairs or small groups to practise the conversations. Circulate and be ready to offer help with different jobs vocabulary as needed.

Grammar focus 2: Additional activity

Prepare slips of paper with the names of different jobs on them. Put students into two teams. Invite a student from Team A to come to the front and hand him/her one of the papers.

The student either draws a picture or does a mime to elicit the job and the correct article from his/her team. Set a time limit of 30 seconds. Then ask a person from the second team to come up and draw or mime a different job from the papers for their team.

Continue until everybody has had the chance to elicit a job or you have run out of slips of paper, or one of the teams reaches five correct answers and is declared the winner.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 1B *What's your job?* (Names and jobs: *I* and *you*; *my* and *your*)

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *a/an* with jobs, page 6

Vocabulary (PAGE 9)

The alphabet and *How do you spell ... ?*

See *Teaching tips: Working with lexical phrases*, page 21.

Potential problems with the alphabet

Students who have a similar script to English often have problems with specific letters that are similar to their own but sound different. This will change according to the language, but some common problems that present themselves include confusion between the letters *a* and *i*. Some students confuse *g* and *j*, and *q* and *k*. Many languages with a similar alphabet don't have the letters *w*, *x* and *y*. Try to identify letter problems specific to your learners and make sure you constantly check the pronunciation. Also, try to think of words that include the letters which have the problematic pronunciation, for example *email*, *internet*, *OK*.

Students who have a totally different script to English have different problems because they have to learn all of the alphabet from scratch. These students will need a lot more time and practice so try to integrate lots of spelling activities into class. Whenever you write a new word on the board, ask students to spell it for you. Whenever you do any revision or recycling of vocabulary, make sure to include a question about spelling.

- 1 1.9 Play the recording and ask students to repeat each letter. Drill the letters chorally and individually. Check if students remember the meaning of *vowel* and *consonant* from the Grammar box on page 8, and ask them to name the vowels.
- 2a 1.10 Focus students on the list. Play the recording of the first code and ask students which one they heard. Play the rest of the recording. Students note which codes they hear. Students check their answers in pairs. Play the recording again and stop after each one to check the answer.

ANSWERS:

1 LAX 2 YVR 3 IST 4 DXB 5 NRT 6 PEK 7 ZRH
8 LGW 9 JFK 10 GIG

- b 1.11 Focus students on the table and explain or elicit that the missing information is each airport code. Demonstrate to students that they need to write one of the codes from exercise 2a in each box in the first column. Students listen to complete the table. Play the recording again to check the answers.

ANSWERS:

1 DBX 2 JFK 3 ZRH 4 NRT 5 LAX 6 YVR 7 LGW
8 IST 9 GIG 10 PEK

Culture notes

Airport codes are short abbreviations that are used to identify most of the airports around the world. The system started in the 1930s and originally used just two letters for each airport. Today, most people recognise the most common codes from airline tickets and they are usually three letters long. Air traffic controllers, however, have a slightly different system that is four letters long.

- c Students work in pairs to say the codes to each other. Circulate and monitor pronunciation.

Vocabulary, exercise 2c: Alternative suggestion

Student A says the name of one of the international airports from the table and student B has to give the code. Once students have each had several turns they can try this with their books closed.

- 3a  **1.12** Ask students to close their books so they avoid reading the names. Play the recording and do the first one with the class as an example. Play the rest of the recording, pausing after each word for students to write out the correct spelling. Use the table to check answers.

ANSWERS:

1 Dubai 2 New York 3 Tokyo 4 London 5 Istanbul

- b Ask students to spell the name of the town or city you are in as an example. Students then work in pairs to ask each other how to spell other towns and cities from around the world.
- 4 Check the meaning of *surname* and *workplace*. Ask some students some of the questions to demonstrate the activity and write their answers on the board. If students don't know or need reminding of your surname, write it on the board. Students work in pairs to ask and answer the questions. If you have a class of real beginners, you might want to give them the opportunity to write their answers before they start speaking. This will give them time to prepare and added confidence because they will be able to refer to their notes.

Vocabulary: Additional activities

- a *Bingo*: draw a 4 x 4 grid on the board and ask students to copy it. Students then fill in letters at random, but without repeating any, on their own bingo card. Call out letters in random order. (It is useful to make a list of the letters you self and tick them off as you call them out.) The student who completes a line – or the whole card – first is the winner.
- b *Guess the word*: think of a word students know and write it on the board as a series of dashes, with one dash for each letter (e.g. *actor* would be _ _ _ _ _). Students say a letter they think will be in the word. If they are correct, write it in the appropriate space. If the letter doesn't appear in the word, write it in a box on one side of the board. If the class guesses the word before there are eight letters in the box, they win the game. After demonstrating this a few times with the class, students can continue to play in pairs or small groups.

ADDITIONAL PRACTICE

- ➔ **Study, practice & remember:** Practice 3

Workbook: Vocabulary: *The alphabet and How do you spell ... ?*, page 6

Vocabulary (PAGE 10)**Numbers 0–20**

See *Teaching tips: Working with lexical phrases*, page 21.

- 1a  **1.13** Play the recording and ask students to repeat the numbers. Drill the numbers chorally and individually. Make sure you include 0 (zero) as students will need this for exercise b.
- b  **1.14** Play the recording and ask students to write down the numbers they hear using numerals. Elicit the answers and write them on the board.

ANSWERS:

5, 12, 7, 3, 11, 9, 4, 0, 6, 1, 10, 2, 8

- c Give students a few minutes to write the numbers from exercise 1b in words. For feedback, elicit the spelling of each word and write it under the appropriate number on the board.

ANSWERS:

five, twelve, seven, three, eleven, nine, four, zero, six, one, ten, two, eight

- 2 Students work in pairs to take it in turns to write a number in numerals and for their partner to say the number.

Vocabulary, exercise 2: Alternative suggestion

Students work in pairs and take it in turns to dictate numbers to each other.

- 3a  **1.15** Play the recording and ask students to repeat the numbers. Drill the numbers chorally and individually.
- b  **1.16** Play the recording and ask students to write down the numbers they hear. Check in pairs and then repeat. Finally, elicit the numbers and write them on the board.

ANSWERS:

14, 19, 16, 13, 20, 18, 15, 17

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  **1.17** Remind students of how to mark the stressed syllable in a word. Play the recording for students to decide which syllable is stressed.

ANSWERS:

two three four five six seven eight nine
ten eleven twelve thirteen fourteen fifteen
sixteen seventeen eighteen nineteen twenty

- 2 Play the recording again, or model the pronunciation yourself, for students to copy.

- 4a  **1.18** Play the recording with a pause between each conversation to allow students time to write the phone numbers.

ANSWERS:

1 01343 456 228 2 07752 909 547 3 07212 887 308

- b Show students how the intonation goes up after each set of numbers, until the last set of numbers is completed. Students then work in pairs to practise the conversations.

Vocabulary: Additional activities

- If you have a strong class, you might want to introduce the word *oh* as an alternative for *zero* and show how we can say *double* for two of the same number, e.g. *double five*.
- Counting activities:** put students into pairs and ask them to count alternately from 0 to 20. Students can also count backwards from 20 to 0, or count using only odd (1, 3, 5 ...) or even (2, 4, 6 ...) numbers. These counting activities can also be played around the class and as a warmer in future classes.
- Mutual dictation:** students write down ten of the numbers in any order. Students then work in pairs and take it in turns to dictate the numbers to their partner.

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Numbers 0–20*, page 7

Task (PAGES 10–11)**Ask for and give personal information**

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGE 10)**Listening**

-  **1.19** Play the recording for students to tick the appropriate information. Check in pairs and then as a class. During feedback, introduce the words *at* and *dot* for saying email addresses.

ANSWERS:

first name, surname, phone number, email address

- Give students a minute or two to read through the boxes so they know what information they need to listen for. Play the recording again for students to complete the gaps. Check in pairs and then as a class.

ANSWERS:

1 Tarasova 2 07856 011 256 3 Leon 4 b.leoni@mobile.com
5 Iqbal 6 07456 141 698

- Focus students on the Useful language box. Give students enough time to read through the sentences and deal with any questions. Play the recording again for students to tick the phrases they hear. Check answers in pairs and then as a class.

ANSWERS:

What's your name? ✓
What's your surname/name? ✓
How do you spell it? ✓
What's your phone number? ✓
What's your email address? ✓
Are you (Yasir)? ✓
My first name's (Irina). ✓
My surname's (Tarasova). ✓
Yes, that's right. I'm (Yasir). ✓
My phone number is (07456 141 698). ✓

Task (PAGE 11)**Speaking**

- Students read through the Useful language box to find different ways to give the information for each heading.

ANSWERS:

First name: What's your name? What's your first name? How do you spell it? Are you (Yasir)?

Surname: What's your surname/name? How do you spell it?

Phone number: What's your phone number?

Email address: What's your email address?

- Give students a few minutes to write their answers. Be aware that some students might not feel comfortable giving out personal information like this. If so, encourage them to invent details.
- Students work in groups of four to ask and answer the questions. Circulate and monitor to ensure students are actually asking and answering the questions.
 - Demonstrate the activity by giving your own personal information. Students work in pairs to do the same.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

Some additional ideas could include:

- Strong students record themselves asking and answering questions as well as just delivering their own personal information.
- Upload the recordings to a class blog so students can listen to each other in their own time and show it to their friends and family.

ADDITIONAL PRACTICE

➔ **Workbook:** Listen and read: *Personal information*, page 7

Language live (PAGES 12–13)**Speaking (PAGE 12)****Saying hello and goodbye**

See *Teaching tips: Using the video material in the classroom*, page 24.

-  Give your students a moment to read through the phrases. Play the DVD for students to identify the sentences they hear.

ANSWERS:

All the phrases are used.

- Play the DVD again for students to match 1–7 with a–g.

ANSWERS:

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

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  Play the DVD and ask students to pay attention to the pronunciation, paying particular attention to the contractions.
- 2 Drill the phrases chorally and individually.

- 3 Students work individually to answer the questions. Check in pairs and then as a class.

ANSWERS:

1 a 2 b 3 a

- 4a Complete the first conversation with the class as an example. Students then complete the rest of the conversations individually. Check as a class.

ANSWERS:

1 fine 2 Hi, Nice 3 name, spell 4 This 5 See

- b Give students a few minutes to practise the conversations in pairs. Invite some of the pairs to say their conversations aloud to the rest of the class.

Writing (PAGE 13)**Sentences and questions**

- 1 Put students into pairs and ask them to identify the full stops and the question marks. Don't confirm or deny their answers.
- 2a Read through the information with the students and then check their answers to exercise 1.

Writing, exercise 2a: Alternative suggestion

If your students are complete beginners or speak a language that doesn't use question marks and full stops, you might want to ask them to do exercise 2a before exercise 1.

- b Remind students of the difference in word order between questions and statements. Explain that one of each pair of sentences is correct and one is wrong because of the punctuation. Students work in pairs to identify the correct ones.

ANSWERS:

1 a ✓ b X 2 a X b ✓ 3 a ✓ b X 4 a ✓ b X

- 3 Students work individually to complete the conversations. Check in pairs and then as a class.

ANSWERS:

1 ? / . / . / . / . 2 ? / . / ? / . 3 . / ? / . / ?

- 4a Read through the information about capital letters. Ask students to quickly identify some capital letters from exercises 1 and 3.
- b Do the first one as an example with the class. Students then work in pairs to add capital letters as necessary. Check with the class by writing, or inviting students to write, the correct sentences on the board.

ANSWERS:

- 1 My name's Andrew.
- 2 Are you a teacher?
- 3 My name is Tom Woods. I'm an actor.
- 4 Hello, Tom. Nice to meet you.
- 5 How do you spell your first name?
- 6 I'm Anna. I'm a student.
- 7 Are you David?
- 8 What's your name?

- 5a Students work individually to complete the paragraph. Check in pairs and then as a class.

ANSWERS:

1 name 2 my 3 is 4 a 5 email address 6 phone number

- b Complete the information about Ewa as a class with information from exercise 5a. Give students a couple of minutes to complete the second column with their own information.
- 6 Explain to students that they should use the paragraph about Ewa as a model for their own paragraph, as well as their notes from exercise 5b. Give students a few minutes to write their information. When you read the students' personal information, the way you mark it is very important. Try to use ink other than red as this can have negative connotations. Make sure you write a short response to the students to give them a reason to read through their text again, e.g. *Very good Ewa, you have used capital letters and full stops well.*

ADDITIONAL PRACTICE

- ➔ **Workbook:** Language live: *Hello and goodbye*, page 7;
Pronunciation: /aɪ/, page 7; Writing: *Sentences and questions*, page 7

Study, practice & remember

(PAGES 98–99)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1**ANSWERS:**

1
1 your, My 2 you, I 3 My, I 4 your, My
2
1 your 2 My 3 you 4 your 5 I 6 you 7 your 8 I
9 your 10 My

Practice 2**ANSWERS:**

1
1 a 2 an 3 an 4 a 5 an 6 a 7 a 8 an
2
1 You're a student.
2 I'm an architect.
3 Are you a shop assistant?
4 I'm a businessman.
5 You're an engineer.
6 Are you an actor?
7 I'm an accountant.
8 You're a businesswoman.

Remember these words**ANSWERS:**

1
1 teacher 2 eight 3 engineer 4 eleven 5 businessman
6 fifteen 7 architect 8 twenty
3
1 first 2 spell 3 meet 4 address 5 How 6 fine
7 surname 8 again
4
two, three, seven, eleven, nineteen, four, twenty, twelve, eight,
fifteen, thirteen

OVERVIEW

PAGES 20–21

Vocabulary: Plural nouns

Pronunciation: Plural nouns; *th-*

Grammar: *this/that, these/those*

Common European Framework: Students can ask for information about vocabulary in English.

PAGES 22–23

Reading and vocabulary: Common adjectives

Pronunciation: Word stress in adjectives

Grammar: *be* with *we* and *they*

Common European Framework: Students can give basic descriptions of feelings; can describe others in simple sentences.

PAGES 24–25

Listening and vocabulary: Food and drink

Task: Talk about your favourite food

Common European Framework: Students can talk about food they like to eat.

PAGES 26–27

Speaking: In a café

Writing: Holiday messages

Common European Framework: Students can order food from a simple menu; can write simple holiday messages.

Vocabulary (PAGE 20)

Plural nouns

See *Teaching tips: Working with lexical phrases*, page 2.

WARM UP

Teach the words *plus*, *minus* and *equals*. Either prepare a worksheet before the class or read out some simple maths problems using words instead of numbers, e.g. *three cars plus fifteen cars equals?* Make sure you use plural nouns, and you might like to limit the vocabulary to that in exercises 1 and 2. Put students into pairs and have a competition to see which pair can complete the questions first. Don't worry if students don't produce the plurals correctly at this stage because this activity will help them be prepared for it when you introduce the language point.

- 1 Focus students on the photos. Students work in pairs and try to guess which countries the photos show. Elicit ideas from the whole class, and encourage justifications where possible. Students then work in pairs or small groups to find the vocabulary items in the photos. Drill the new vocabulary chorally and individually.

ANSWERS:

All the words in the box apart from *bus/buses* are in the photos.

- 2 Do the first one as an example with the class. Remember to use the indefinite article in front of the singular nouns to reinforce this language point from Unit 1. Students then work individually to match the singular nouns to the plural nouns. Check in pairs and then as a class. As you check the answers highlight the following:
 - the most common form of plural in English is to simply add an *-s* to the end of the singular noun.
 - nouns ending in *-s* (e.g. *bus*) form the plural by adding *-es*.
 - with nouns ending in *-y* (e.g. *city*), the *-y* changes to *-ies*.
 - the existence of irregular plurals in English such as *men* or *people*.

ANSWERS:

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

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  3.1 Play the recording and allow students to hear the pronunciation of the plural forms. Highlight the fact that with nouns ending in */s/* (e.g. *address*), the plural forms have an extra syllable that is pronounced */ɪz/*. Pay particular attention to the pronunciation of *woman* */'wʊmən/*, *women* */'wɪmɪn/* and *people* */'pi:pl/*.
- 2 Play the recording again, or model the pronunciation yourself, for students to repeat the words chorally and individually.

Potential problem: Plurals

For nouns that end in a voiced phoneme, for example *car* */kɑː/* or *city* */'sɪtɪ/* the plural form is usually pronounced with a voiced */z/*. Nouns that end in an unvoiced phoneme, for example *shop* */ʃɒp/* or *student* */'stju:dənt/*, on the other hand, have a plural form that is pronounced */s/*. For most people this is not a problem and in normal connected speech it is difficult to distinguish between the two, and for this reason we have chosen not to focus on this and risk confusing things. Some students, however, may try to use an unvoiced */s/* sound for all plurals so be aware of this.

- 3 Give some examples by saying some singular nouns to students and eliciting the plural nouns with a number before them. You could write a series of numbers (1–100) on the board for students to choose from and explain that each number may only be used once. Students then work in pairs to practise the singular and plural nouns.

Vocabulary: Additional activity

This exercise works particularly well with false beginners. Collect a number of different objects and place them on a table or tray at the front of the class. Ask students to count how many there are of each item, for example *five pencils*. Hide the items behind a cloth, or ask the students to close their eyes, and remove some of the items, for example two of the pencils. Ask students to say which items are missing (e.g. *two pencils*). Continue until all of the items have been removed.

ADDITIONAL PRACTICE

- ➔ **Workbook:** Vocabulary: *Plural nouns*, page 12; Pronunciation: *Plural nouns*, page 12.

Grammar focus 1 (PAGE 21)

this/that, these/those

See *Teaching tips: Working with grammar*, page 20.

- 1  **3.2** Focus students on the pictures and ask them to identify what they can see, e.g. *a sandwich*. Highlight the alternatives in the conversations. Play the recording for students to choose the correct alternative in each conversation. Check in pairs and then as a class. Play the recording again as necessary.

ANSWERS:

1 this 2 that 3 those 4 These

Grammar focus 1, exercise 1: Alternative suggestion

If you have a strong class, you might like to ask students to select an answer first and then listen to check.

GRAMMAR

this/that, these/those

Hold up a pencil and say *this pencil*. Then put the pencil down and walk away and say *that pencil*. Do the same with other objects, for example a pen or a book. Give one of the objects to a student and elicit *this pencil*. Give the same object to another person and elicit *that pencil* from the original student. Do the same again with more than one pencil using *these* and *those*.

Draw two columns on the board with the headings *singular* and *plural*. Write *this pencil* and *that book* in the first column, and *these pencils* and *those books* in the second column. Using hand gestures, ask students which words refer to 'here' and which words refer to 'there'. Guide students to form questions with *What's ___ ?* or *What are ___ ?* for each word, and write these on the board.

Highlight the following:

- *this* and *these* refer to things that are close to the speaker.
- *that* and *those* refer to things that are at a distance from the speaker.
- *is* is used for singular nouns and *are* is used for plural nouns.

You may want to ask students to read Study 1 on page 102 for more detailed information on *this/that, these/those*.

- 2a Do the first one in open class. Then students work individually to choose the correct answers, referring to the Grammar box as necessary. Check in pairs.
- b  **3.3** Play the recording for students to check their answers.

ANSWERS:

1 that 2 These 3 those 4 this 5 that 6 These
7 those 8 This

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording for students to focus on the pronunciation of /ð/. Model the pronunciation yourself, making sure your students can see the position of your tongue and your lips. If they are having difficulties, put your index finger on your lips and make the sound, showing how the tongue needs to appear between the lips and slightly touch the finger. Reassure students that it is common to have problems with this sound but, with lots of practice over the next few classes, they will succeed.
- 2 Play the recording again, or model the pronunciation yourself, for students to repeat the words chorally and individually.

- 3  **3.4** Focus students on the four pictures and elicit some vocabulary to describe them. Students then work individually to complete the sentences. Check in pairs and then play the recording to check as a class.

ANSWERS:

1 that 2 this 3 those 4 These

- 4 Students work in pairs to practise the conversations in exercises 1 and 3. Circulate and monitor for appropriate pronunciation.

Grammar focus 1: Additional activity

Teach some more vocabulary for objects in the classroom, e.g. *smart/white/blackboard, window, door, desk, table, chair, coat, bag, picture, poster, DVD player, noticeboard, wall, floor*, and anything that can be seen outside the windows. Teach the students the question *What's this/that/these/those in English?* Students work in pairs or small groups and ask each other the questions. Circulate and offer help with new vocabulary and pronunciation. During feedback, find out if there was any vocabulary students didn't know and encourage them to ask you using the target language: *What's this/that/these/those in English?*

ADDITIONAL PRACTICE

-  **Resource bank.** Activity 3A *What's this?* (Vocabulary revision: *this/that, these/those*)

Study, practice & remember: Practice 1

Workbook: Grammar focus 1: *this/that, these/those*, page 12

Reading and vocabulary (PAGE 22)

Common adjectives

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Show a photo or draw a picture of a football match on the board. Elicit the word: *football (match)*. Ask students to show you by giving either the thumbs up or thumbs down sign whether they like or don't like football. Write the results on the board under a smiley face and a sad face. If you have strong beginners, elicit the words *happy/sad* and write these on the board. Say that these are adjectives or 'describing words'. Explain that this lesson is about adjectives.

- 1 Focus students on the photos and see if anyone recognises the city. Guide students to read the two questions. Students then read the text and find the answers. Check in pairs and then as a class.

ANSWERS:

1 New York 2 holiday

- 2a  **3.5** Focus students on the adjectives and on the pictures used with them. Play the recording, or model the pronunciation yourself, for students to copy. Quickly check students have understood which adjectives are positive and which ones negative by using thumbs up or thumbs down signs again. Remember, though, that *cheap* and *expensive* are not necessarily either positive or negative, but depend on the context.

Vocabulary, exercise 2a: Additional activity

You might like to check that students have understood the adjectives by asking more questions. Choose examples relevant to your context, for example a famous soap opera character, and ask *Is he/she friendly?* Think of a car or a local restaurant and ask *Is it expensive?* Choose a sports team or a band and ask *Are they fantastic?* This last question might generate a lot of interest depending on what you choose.

- b Ask students to read the text again to choose the correct answers. Check in pairs.
- c  **3.6** Play the recording to check the answers. For feedback, ask various students to read out the lines from the text where they found the answers.

ANSWERS:

1 friendly 2 cheap 3 happy 4 fantastic

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  **3.7** Remind students how to mark word stress and then play the recording.

ANSWERS:

friendly unfriendly cheap expensive happy sad
fantastic awful

- 2 Drill the words chorally and individually and then put students into pairs to practise together.

- 3 Do the first sentence with the class as an example. Students then work in pairs to decide which adjective is most appropriate. Check as a class.

ANSWERS:

1 friendly 2 cheap 3 fantastic 4 expensive 5 unfriendly
6 sad

- 4a Give students a few minutes to think of their answers. Make sure they understand that they should answer truthfully for themselves.
- b Students work in pairs to exchange their ideas. If possible, pair students from different countries together. For feedback, elicit some answers and try to encourage stronger students to justify their answers.

Vocabulary: Additional activity

It can be useful for students to have a record of the vocabulary they have learnt available to them to see in class. You can provide this by putting new vocabulary up on the walls or by creating a digital dictionary of all new words you introduce that students can access online or share on their phones.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 3B *Adjective dominoes* (Adjectives and nouns)

Workbook: Vocabulary: *Common adjectives*, page 13; Listen and read: *Places to eat in Newcastle*, page 13

Grammar focus 2 (PAGE 23)

be with we and they

See *Teaching tips: Working with grammar*, page 20.

- 1 Focus students on sentences 1–4 and the word choices in bold italics. Students work individually to choose the correct answers. Encourage them to refer to the reading text on page 22 if they are not sure. Write the correct complete sentences on the board to help with the next activity.

ANSWERS:

1 are 2 are 3 isn't 4 aren't

GRAMMAR

be with we and they

Draw three columns on the board and label the first +, the second – and the third ?. Write *We ___ in New York.* and *They ___ expensive.* in the first column and elicit the verb *are* to complete each sentence. Write the verb in the gaps using the contracted form. Write *We ___ in Los Angeles.* and *They ___ cheap.* in the second column and elicit the negative form *aren't* to complete the sentences. In the final column write *___ we in New York?* and *___ they expensive?* and elicit the word *Are* to complete both questions. If you have a strong class, you might also like to show the short answers *Yes, they are.* and *No, they aren't.*

Highlight the following:

- the meaning of *we* and *they*.
- the use of *are/aren't* with *we* and *they*.
- the contractions *we're*, *they're* and *aren't*.
- the use of *aren't* in negative sentences.
- the word order in questions: *you are* → *are you?*
contrast this with the verb *be* with *I* and *you* and *he*, *she* and *it* from pages 14–15 of the Students' Book.

You may want to ask students to read Study 2 on page 102 for more detailed information on *be* with *we* and *they*.

- 2a Ask students to quickly describe what they can see in the photo and then ask them to read the text and ignore the options. Check students have understood the basic information by asking *What nationality are they? Where do they live? Do they like Boston?* Students then work individually to complete the text with the correct form of the verb *be*. Check in pairs.

- b  **3.8** Play the recording to check answers as a class.

ANSWERS:

1 are 2 aren't 3 are 4 are 5 are 6 is 7 aren't
8 are 9 is

- 3a Ask students for a quick description of the photo, for example *How many people can you see? Where do you think they are?* and then check the meaning of the word *conference*. Check understanding of the basic information by asking *What are their jobs? Are they from Brazil? Are they in Australia?* Students work individually to fill in the gaps using *is*, *isn't*, *are* or *aren't*. Check answers in pairs.
- b  **3.9** Play the recording to check answers as a class.

ANSWERS:

1 are 2 are 3 aren't 4 are 5 are 6 aren't 7 are
8 is 9 is 10 isn't 11 is 12 are

- 4a Go through the example sentences with the class and check students can make them negative before students start to write. Students choose one group of people from pages 22 and 23 and write four sentences about them using *They're* or *They aren't*. Circulate helping weaker students.

- b Ask two students to read the example conversation aloud. Students then work in pairs. One person reads their sentences and the other person guesses which group they are talking about. Finish the activity by inviting some people to read their sentences to the class for everyone else to guess.

Grammar focus 2, exercise 4: Alternative suggestion

Students work in pairs and write down ten sentences about the people on pages 22 and 23 including their names in the sentence, e.g. *Joana is from Poland*. Of these ten sentences they should write five true ones and five false ones. Put the pairs together to form groups of four. Each pair reads their sentences and the other pair has to decide which are true and which are false. You could run this activity as a competition with the pair that guesses the most true or false sentences being the winner. If necessary, demonstrate this activity with the whole class before they begin.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 3C *What are their names?* (be with we, our, they and their)

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *be with we and they*, page 14

Listening and vocabulary (PAGE 24)

Food and drink

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Draw two columns on the board. On the left-hand side write the following nationalities: Japanese, Chinese, Italian, Polish, English. On the right-hand side stick up photos, draw pictures, or show images on your screen, of the following foods/dishes: English breakfast – see Culture notes below (English); tiramisu (Italian); sushi (Japanese); horscht (Polish beetroot soup); knedle (Polish dumplings); Peking duck (Chinese); tempura (Japanese); fish and chips and mushy peas (English); spaghetti bolognese (Italian); spring rolls (Chinese). Ask students to match the foods with the nationalities. Tell them there are two per nationality. Ask them to put their hands up if they have tasted any of the foods on the board. Ask several students if the food they have tasted was awful or fantastic. Be aware that, depending on the cultural mix of your class, this may be a sensitive issue, in which case omit the descriptions.

- 1a  **3.10** Focus students on the food pictures and play the recording for students to label the pictures. You should also be ready to give the names of any food or drink that is particularly popular among your students. Drill the pronunciation chorally and individually.

ANSWERS:

A apples B bread C tea D rice E eggs F water
G potatoes H milk I pasta J chicken K coffee L cheese

Vocabulary, exercise 1a: Alternative suggestion

If you have a strong class, you might like to ask them to label as many of the items as they can before they listen to the recording.

- b Check the meaning of *drink, meat and fish, fruit and vegetables*. You can do this with simple pictures. Students then work in pairs or small groups to categorise the food items in the box.
- c  **3.11** Play the recording to check the answers and then check the pronunciation once more by drilling chorally and individually.

ANSWERS:

1 coffee, milk, water 2 chicken 3 apples 4 potatoes
5 rice, pasta, eggs, cheese

- 2a Check the meaning of the words *horrible* and *delicious*. This can be done very quickly through gestures and facial expressions. Students then label each of the food items from exercise 1a with a 1 if they think it is horrible, 2 if they think it is OK or a 3 if they think it is delicious.
- b Model the example conversation. Students work in pairs to compare their answers. For feedback, find out which items each pair agreed on.
- 3a  **3.12** Check students understand *breakfast* by drawing a clock on the board with an appropriate time. You could also draw a picture of somebody in bed and then sitting at a breakfast table. Focus students on the table in the Students' Book and make sure students know what information is missing. Play the recording for students to complete the table. Check in pairs and play again as necessary. Check as a class.

ANSWERS:

Jim: two eggs and fruit, maybe an apple

Kumiko: black tea, no milk

Tomas: bread and cheese, white coffee (with milk)

Culture notes

An English breakfast is traditionally served with some or all of the following: fried bacon, fried sausage, fried mushrooms, fried tomatoes, beans, toast or bread and butter and a mug of tea. This was never eaten by everyone, as it would have been very expensive, and nowadays with people being more health conscious, most people will only eat it at weekends, if at all. The main food for breakfast today in the UK is cereal or toast and tea or coffee.

Lunch in the UK is not usually a big meal. Most people will have a sandwich or another small meal such as soup. It is usually served cold and doesn't take more than half an hour to eat.

Dinner is the main meal for most British people. It can be served at any time between 5.00 and 8.00 p.m., depending on people's work habits. It is usually a hot meal and nowadays can be almost any type of meal from around the world.

- b If possible, take a photo of your typical breakfast and then show and describe it as an example. If you can't show your students a photo, then you could draw a picture or just describe it. Students then work in pairs or small groups to talk about their own breakfasts. Circulate and offer help with new vocabulary as necessary. If students require new vocabulary, write it on the board for all students to see. When students have finished the activity, check if other students like the food items you have written on the board by drawing pictures or finding examples from the internet. See if other students eat these food items as well.

Vocabulary, exercise 3: Additional activity

If students have shown interest in this activity, and if your students have the technology, you could ask them to take a photo of their next breakfast and then ask them to show and describe it in the next class. This would be a good opportunity to recycle the language from this class.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 3D *Vocabulary extension* (Food and drink)

Workbook: Vocabulary: *Food and drink*, page 14

Task (PAGES 24–25)

Talk about your favourite food

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGES 24–25)

Listening

- 1 Focus students on the photos and look at the question and the examples. Students then work in pairs and circle the food vocabulary in the list that they can see. Check the meaning and the pronunciation of any new words, especially the pronunciation of *vegetables* /'vedʒtəblz/.

ANSWERS:

The following can be seen in the photos: apple, banana, coffee, fish, ice cream, orange, pasta, potatoes, rice, vegetables

Listening, exercise 1: Alternative suggestion

If you have a strong class, you might want to ask them to name as much food as they can before they look at the list.

- 2a  **3.13** Give students a moment to look at the table to see what information is missing. Play the recording and ask students to complete the table. Check in pairs and play again as necessary. Check as a class.

ANSWERS:

Rob: sushi, apples, tea with milk

Barbara: pasta (spaghetti with tomatoes), oranges, coffee (cappuccino)

- b Focus on the Useful language box and give students a minute to read through all of the phrases. Answer any questions that students might have. Play the recording again for students to tick the phrases they hear.

ANSWERS:

What's your favourite food? ✓

What's your favourite fruit or vegetable? ✓

What's your favourite drink? ✓

What about you? ✓

My favourite food is (Japanese food). ✓

My favourite food isn't (English). ✓

Pasta is very popular in Italy. ✓

My favourite drink is coffee, I think. ✓

Task (PAGE 25)

Speaking

- 1a Draw the table on the board and complete the first column according to your preferences. Ask students to do the same for themselves in their books.
- b Demonstrate the activity by asking one student a couple of questions and filling in the second column on the board with his/her answers. Students then work in pairs to ask and answer the questions and complete the table. Circulate and offer help as necessary.
- 2 Demonstrate the activity by using the information you found in exercise 1b. Invite students to report to the class on their partner. If you have a big class, you might want to put students into groups and ask them to tell the group.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

For this activity, you could play the role of an interviewer and ask students about their partner's favourite food and drink. Walk around the class with one student holding the camera. Ask different students the questions and encourage them to talk to the camera.

Language live (PAGES 26–27)

Speaking (PAGE 26)

In a café

See: *Teaching tips: Using the video material in the classroom*, page 24.

- 1  Focus students on the photo by asking questions such as *Where are they? Who is holding the cup? What is in the cup?* Ask students if they go to cafés and what they eat or drink there. Give students a moment to read sentences 1–4 and make sure they understand the meanings, especially *lunchtime*. You can check this by referring to *breakfast* and then drawing a clock with a later time. Play the DVD for students to select the correct answers.

ANSWERS:

- 1 on holiday 2 breakfast time 3 the same thing
4 something different

- 2 Give students a moment to read through the list and tick any of the items they can remember from watching the DVD the first time. Check the meaning of *juice* by giving some other examples, like *apple juice* or by showing a picture. Play the DVD again for students to check their answers and tick any other items Peter and Mary order and decide who ordered what.

ANSWERS:

eggs P, M coffee (black) M orange juice P tea (with milk) P
water M

- 3a Students work individually to mark each sentence with a *P* if Peter said it, *M* if Mary said it or *W* if the waiter said it. Check in pairs.
- b Play the DVD again for students to check their answers.

ANSWERS:

1 W 2 M 3 M 4 P 5 W 6 M 7 P 8 W 9 M
10 P

Potential problem with *Can I have ... ?*

We have chosen to introduce *Can I have* as a lexical chunk rather than explaining the grammar of it. If your students ask you a question about this structure, tell them it is a polite way to ask for something and that they will deal with it in more detail in the future. You should also see *Teaching tips: Working with lexical phrases*, page 21.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- ▶ Play the DVD and ask students to pay attention to the pronunciation of the phrases.
- Drill the phrases chorally and individually. Students then work in pairs to say the phrases to each other.

- 4a Students work in pairs to complete the conversation using the words in the box. Check as a class.

ANSWERS:

1 chicken 2 sir 3 Nothing 4 water 5 Coffee

- b Students work in groups of three to practise the conversation. Encourage them to practise more than once with everybody swapping roles.

Potential problems with group work

If you don't have the right number of students to have groups of three, you can use one of the following strategies:

- have one or two groups of four. The fourth person should pay attention to pronunciation and offer feedback at the end of the conversation. Make sure the group swaps roles so that everybody gets the chance to practise.
- join a group yourself to make up the numbers. While this can be appealing and is easy to organise, it does have the disadvantage of meaning you cannot monitor the other groups to see if they are having problems and are keeping on task.

- 5 Give students some time to create their own conversations using the words in the box or their own ideas. Circulate and offer help and encouragement as necessary. Ask the groups to practise their conversations and then invite one or two groups to act them out for the rest of the class.

Writing (PAGE 27)**Holiday messages**

- 1 Check the meaning of *holiday* and *postcard*. Set the context by quickly asking about favourite holiday destinations. Focus students on the photo and ask if they like this type of holiday. Make sure students read the questions before they read the postcard. Check in pairs and then as a class.

ANSWERS:

1 Jo 2 Carolyn 3 Turkey

- 2 Students complete the email with the words from the box and using the postcard as a reference. Check in pairs and then as a class.

ANSWERS:

1 on holiday 2 friendly 3 expensive 4 fantastic 5 We're
6 See you

- 3 Ask students if they normally write postcards or emails to friends and family while they are on holiday. Ask them to imagine they are on holiday; you could suggest the last holiday they went on, a perfect holiday, or show some photos of holiday destinations. Students then write either a postcard or an email from one of the holiday destinations, using the examples in the book as a reference. Give students plenty of time to do this in class or, alternatively, you could set it as homework.

ADDITIONAL PRACTICE

- ➔ **Workbook:** Language live: *In a café*, page 15; Writing: *Holiday messages*, page 15

Study, practice & remember

(PAGES 102–103)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1**ANSWERS:**

1

1 This 2 those 3 these 4 that 5 This 6 These 7 Those
8 that

2

1 This 2 those 3 those 4 This 5 These 6 that 7 That
8 These

Practice 2**ANSWERS:**

1

1 We are from Spain.
2 They aren't happy.
3 Are they from Brazil?
4 They are teachers.
5 We aren't students.
6 Are they expensive?
7 They aren't from the UK.
8 We are in Italy.

2 Student A

1 We aren't students.
2 They aren't from China.
3 Linda and Kim aren't accountants.
4 We aren't happy.
5 We aren't in Italy.
6 Those potatoes aren't cheap.

2 Student B

1 Are they Australian?
2 Are we in a Japanese restaurant?
3 Are those sandwiches awful?
4 Are they expensive?
5 Are we in London?
6 Are David and Nicky on holiday?

Remember these words**ANSWERS:**

1

1 taxis 2 sandwiches 3 countries 4 women 5 buses
6 cities 7 people 8 children

2

1 cheese, apples, chicken 2 coffee, tea, milk
3 man, child, woman 4 white, black, yellow

3

1 vegetables 2 expensive 3 yellow 4 meat 5 milk
6 friendly 7 delicious 8 holiday

OVERVIEW

PAGES 36–37

Vocabulary: Family

Pronunciation: Word stress in family words

Grammar: Possessive 's

Pronunciation: Possessive 's

Common European Framework: Students can describe family relationships.

PAGES 38–39

Reading: Life in another country

Grammar: Present simple (*I, you, we, they*)

Vocabulary: Verbs with noun phrases

Pronunciation: Intonation in positive and negative sentences

Common European Framework: Students can extract personal information from short texts.

PAGES 40–41

Grammar: Present simple questions (*I, you, we, they*)

Pronunciation: Weak form of *do*

Task: Present your personal profile

Common European Framework: Students can present basic facts about their lives.

ANSWERS:

Male: brother, father, son, husband, grandson, grandfather

Female: sister, mother, daughter, wife, grandmother, granddaughter

Male or female: parents, children, grandparents, grandchildren

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording, pausing after each word or phrase for students to mark the stress. When students have finished, ask them if they notice anything about the stress patterns of these words: *the stress is on the first syllable.*
- 2 Drill the pronunciation chorally and individually.

- 2a Check students understand *odd one out* by drawing three stick men and one stick woman on the board. Show how the stick woman is different from the rest of the group and then look at the example in the book. Students work individually to complete the rest of the exercise.
- b Students check in pairs and then as a class.

ANSWERS:

2 child 3 grandparent 4 wife 5 children 6 sister

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: Family, page 20

Vocabulary (PAGE 36)

Family

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Find some photos of famous families, and, if possible, a photo of your own family. Some real famous families might include Wil. Smith and his son, the Jacksons, the Royal Family, Brad Pitt and Angelina Jolie, the Sheen family. If your students come from the same country, there might be some famous families from there that they all know of.

Put the photos up around the room or show them on the board. Ask students to look at the families and try to identify as many as possible. Elicit the names of the families and the family members if possible and why they are famous. Name some family relationships, for example *brother, sister, father, daughter, wife*, and ask students to identify which photos have examples of these relationships.

If you have included a photo of your own family, you can round off this warm up by showing just this photo to your students and describing who is shown. Students often like to learn about their teacher and it will act as a great way to introduce the vocabulary from this unit.

- 1a  **5.1** Focus students on the photos and elicit any family relationships that students already know. Play the recording and ask students to read the vocabulary list at the same time. Ask students to identify people in the photos who correspond to the family vocabulary.
- b Students work in pairs to categorise the words under the headings given. Draw three columns on the board with the headings *male, female* and *male or female* and either you or the students add the words to the columns.
- Some students might be interested in other relationships, for example *step-brother, half-sister, cousin, father-in-law*. If they ask, provide the vocabulary but don't dwell on it too long as it could take up a lot of time.

Grammar focus 1 (PAGE 37)

Possessive 's

See *Teaching tips: Working with grammar*, page 20.

- 1 Focus students on the family tree. Check that they understand the colour-coding (green means male and orange means female). Students read the sentences and decide if they are true or false. Do the first one with the class as an example.

ANSWERS:

1 T 2 F 3 T 4 F 5 F 6 F 7 T 8 F

GRAMMAR

Possessive 's

Write *Dylan is Sonia brother.* and *Tom father name is George.* on the board, then ask the class what is missing (the possessive 's).

Alternatively, write *Alice is the wife of Tony.* on the board, then put a line through it and ask students the correct way to say it. This is a particularly useful way of introducing the language point if the students' language uses this particular structure.

Refer students to the Grammar box and highlight the following:

- we use 's for family relationships.
- using *of* is incorrect (e.g. *the wife of Tony*).

If you have strong students, you might want to show them how we say *Tom and Anna's daughter*, not *Tom's and Anna's daughter*.

You may want to ask students to read Study 1 on page 106 for more detailed information on possessive 's.

- 2a Students rewrite the false sentences from exercise 1. Check in pairs.
 b  5.2 Play the recording for students to check their answers.

ANSWERS:

- 1 Dylan is Sonia's brother.
- 2 Tom is Anna's husband.
- 3 Sonia and Laura are Dylan's sisters.
- 4 Sonia's mother's name is Anna.
- 5 Alice is Tony's wife.
- 6 Helena is Sonia's grandmother.
- 7 Tom's father's name is George.
- 8 Tony and Alice are Sonia's grandparents.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording again for students to focus on the pronunciation. Highlight the fact that if a person's name ends in an -s (/s/ or /z/ sound), we add an extra syllable /ɪz/.
- 2 Drill the sentences chorally and individually. If students are having difficulties, remember to use backchaining.
- 3 Look at the example with the class. Students then work individually to add an 's in the appropriate place in each sentence. Check in pairs and then as a class by writing the sentences on the board or by asking students to write the sentences on the board.

ANSWERS:

- 2 sister's 3 brother's 4 Kate's 5 father's 6 Sarah's
 7 teacher's 8 Maria's

- 4 If you used a photo of your family, or of a famous family, for the warm up exercise, then show this again and give a brief description as an example. Students then talk about some of their family members in pairs. Encourage them to show any photos they might have on their mobile phones if this is appropriate.

Grammar, exercise 4: Additional activity

To round off this class, put students into new pairs and ask them to report on their previous partner's family. This will provide an opportunity to practise language like *This is Feng's sister. She's 13.*

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 5A *Bob's family* (Family; possessive 's)
Study, practice & remember: Practice 1
Workbook: Grammar focus 1: *Possessive 's*, page 20

Reading (PAGE 38)**Life in another country****WARM UP**

Either draw a face on the board or display a photo of a man or a woman and make up a name for him/her. Introduce him/her to the class. Draw the outline of a country on one side of the board and a different country on the other side of the board. Choose countries your students will know. Say that your character comes from one of the countries but now lives in the other country. Try to elicit ideas for why this might be, for example, he/she might be studying, working, travelling, staying with family, etc. Elicit ideas of what your character might notice is different about the new country he/she lives in, for example food, habits, weather, etc. Ask students about their own experiences of living in another country if relevant. Explain that the text they are about to read is about people who live in other countries.

- 1 Focus on the photos and ask students to quickly describe what they can see and to guess where the people are from and which countries the photos are of. Students then read the texts to match the names with the people. To encourage students to do this as quickly as possible, you might want to set a time limit and reassure them that they will be able to read it in more detail later.

ANSWERS:

Chinese girl on page 38: Ellie
 Family on page 39 (from left to right): Harry, Sophie, Holly, David

- 2 Check the meaning of *live*, *study*, *work* and *have* by giving some examples if you haven't already done so in the warm up exercise. Ask students to read the sentences first and then read the texts again to decide which ones are true and which ones are false. Check in pairs and then as a class. As a class, correct the false sentences and then draw attention to sentence 2 and ask if the 's is a possessive or a contraction for a quick review.
 You might like to point out to students that *apartment* is the American English version of *flat*. This will be especially useful if the students' language has a similar word or they are exposed to American English regularly.

ANSWERS:

1 T 2 F 3 T 4 T 5 T 6 F 7 F 8 F

ADDITIONAL PRACTICE

- ➔ **Workbook:** Listen and read: *Carla's family*, page 21

Grammar focus 2 (PAGES 38–39)**Present simple (I, you, we, they)**

See *Teaching tips: Working with grammar*, page 20.

- 1 Students read the texts again to decide who said the sentences. Check in pairs and then as a class.

ANSWERS:

1 Ellie 2 Sophie 3 Harry and Holly 4 Harry
 5 Sophie and David 6 Ellie

- 2a Do the first sentence with the class as an example. Students then work individually to complete the sentences with words from the box. Check in pairs.

Grammar focus 2, exercise 2a: Alternative suggestion

If you have a class of real beginners, or students who are lacking confidence, you might want to give them some support before they attempt this exercise. Write an example of a positive and a negative sentence on the board accompanied by a tick and a cross respectively, so students can start to see how *don't* is used to form the negative.

b  **5.3** Play the recording to check the answers as a class.

ANSWERS:

1 live 2 don't live 3 teach 4 work 5 speak
6 don't go 7 study 8 don't have

GRAMMAR**Present simple (*I, you, we, they*)**

Draw two columns on the board headed *positive* and *negative*. Write two examples from the Grammar box on the board, and ask your students to give you one or two more examples from exercise 2a for each column.

Direct students to the Grammar box and highlight the following:

- the name of the tense.
- we use the Present simple to talk about facts and situations that are permanent.
- to form the negative we use *don't* or *do not* before the verb.
- the *you, we* and *they* forms are grammatically the same as the *I* form.

You may want to ask students to read Study 2 on page 106 for more detailed information on the Present simple (*I, you, we, they*).

- 3a Give a demonstration of this activity by writing four sentences about yourself on the board, using the verb phrases in the box. Invite students to decide which two are true and which two are false. Students then write their own four sentences, making sure two are true and the other two are false.
- b Model the example conversation. Then repeat with one of your own sentences from exercise 3a. Use a student to make a new conversation using this sentence. Students work in pairs to guess which of each other's sentences are true and false. Try to pair students who do not usually sit together for this activity to make it more challenging.

Grammar focus 2: Additional activity

Before the class, prepare six sentences about one of your students that you think might be true but you are not sure about, for example *I think you live in a house.* and *I think you study at university.* Read these to the student and see if you are right or not.

Put students into pairs, if possible with students they don't know very well or don't usually work with. Students write between six and eight sentences about their partner that they think are true, but they are not allowed to ask their partner any questions. Students then say their sentences to their partner, who must say whether they are true or false.

ADDITIONAL PRACTICE

➔ **Study, practice & remember:** Practice 2

Workbook: Grammar focus 2: *Present simple (I, you, we, they)*, page 21

Vocabulary (PAGE 39)**Verbs with noun phrases**

See *Teaching tips: Working with lexical phrases*, page 21.

1a Write the verbs on the left of the board and the noun phrases on the right. Give students a minute or two to work in pairs and decide which verbs match which noun phrases. Invite students to come to the board and draw lines to match the verbs and the noun phrases. Focus on the word webs and ask students to complete them so that they have a record of the phrases.

b  **5.4** Play the recording to check the answers as a class.

ANSWERS:

go: home for lunch, to work by bus

have: two brothers, a car

live: in a house, with your family

study: at university, languages

work: for a big company, long hours

Vocabulary, exercise 1b: Alternative suggestion

If you have a strong class, you might try to elicit more noun phrases that go with the verbs. You could also set this as a task for homework.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

1  **5.5** Read a couple of sentences from Grammar focus 2, exercise 3a to make sure students can hear the positive and negative forms. Then play the recording for students to decide if the sentences are positive or negative.

ANSWERS:

1 P 2 N 3 N 4 P 5 P 6 N 7 N 8 P
9 N 10 N

2 Play the recording again, or model the sentences yourself, for students to repeat. Drill the sentences chorally and individually.

- 2a Write the first two or three sentences on the board with both options. Erase the option that does not apply to you as an example. Students then do the same individually.
- b Students work in pairs to compare their sentences.

ANSWERS:

Students' own answers

- 3a Choose two famous people that everyone in your class will recognise, for example members of the royal family, political leaders or the American president and his wife. Ask for suggestions from the class and write five sentences about them (these should be a mix of positive and negative statements). Students then work individually to write five sentences about two people that they know.
- b Students work in pairs to compare their sentences. If possible, try to put students into different pairs than in exercise 2b.

Vocabulary, exercise 3b: Alternative suggestion

To help students remember the verb–noun collocations, put them into pairs. Student A says one of the expressions, e.g. *in a house* and student B says the verb *and* the expression, e.g. *live in a house*.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 5B *Present simple dominoes* (Present simple (*I, you*); Verbs with noun phrases); Activity 5C *Vocabulary extension* (Rooms in a house)

Workbook: Vocabulary: *Verbs with noun phrases*, page 22;
Pronunciation: *Negatives*, page 22

Grammar focus 3 (PAGE 40)

Present simple questions (*I, you, we, they*)

See *Teaching tips: Working with grammar*, page 20.

WARM UP

Put students into pairs or small groups. Write the verb *go* on the board and give them two minutes to find or remember as many phrases as possible that use this verb, for example *go to school*. Elicit the phrases and put them on the board or invite students to put them on the board. You can introduce a competitive element by awarding one point for each correct phrase.

Do the same with the other verbs from exercise 1: *have, live, study, work*. You can either choose to have students do this from memory or allow them to look through their books to find examples.

- 1  **5.6** Focus students on the questions and the verbs in the box. Complete the first question with the class as an example. Students then complete the rest of the questions. Check in pairs and then play the recording to check the answers.

ANSWERS:

2 live 5 have 6 work 7 go 8 study

- 2  **5.7** Tell students they are going to listen to Mario answering questions 1–5 from exercise 1. Students then listen and underline Mario's answers. Check in pairs and play the recording again as necessary. Check answers as a class.

ANSWERS:

1 b 2 a 3 b 4 a 5 a

GRAMMAR

Present simple questions (*I, you, we, they*)

Write *Where ___ you live?* and *___ you live in a house?* on the board and ask the students to complete the questions. Ask students for other questions from exercise 1 and write them on the board.

To help students notice the structure, it can be useful to write the corresponding words directly below each other, i.e. all the *dos* under each other, all the *yous* under each other, etc. Put a tick and a cross next to *Do you live in a flat?* and ask students for the answers. Write *Yes, I do.* and *No, I don't.* next to the tick and cross respectively.

Focus attention on the Grammar box and highlight the following:

- *do* is used to make Present simple questions with *I, you, we, they*.
- the word order: (question word) + *do* + *you* + verb.
- if there is no question word, then the answer is usually either *Yes, I do.* or *No, I don't.*
- if there is a question word, then the answer can be almost anything.
- the answers *Yes, I like.* and *No, I don't like.* are incorrect.

You may want to ask students to read Study 3 on page 106 for more detailed information on Present simple questions (*I, you, we, they*).

- 3 Students work individually to write questions using *you*. Circulate and offer help as necessary. Check answers in pairs and then as a class.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  **5.8** Play the recording for the first question and ask students to focus on the pronunciation of the word *do*. Highlight the weak form of *Do you* /dəju:/ in the questions. Tell students it is important that they use the weak form to be understood and it is important to be able to recognise it when other people use it.
- 2 Drill the pronunciation of the questions chorally and individually. Focus on natural rhythm when drilling, and encourage students to stress the verbs, adjectives and nouns and not the auxiliary *do*.

Potential problem: Weak forms

Weak forms often present a problem for students when speaking but also when listening to people. For this reason we have chosen to introduce the concept very early so as to avoid any bad habits setting in. In future lessons try to focus on weak forms and sentence stress as much as possible.

- 4 Ask random students some of the questions from exercises 1 and 3 to provide an example. Give students a minute to choose eight questions from exercises 1 and 3 that they want to ask. Students then work in pairs to ask and answer the questions. For feedback, ask several students to tell the class what they learnt about their partners.

ADDITIONAL PRACTICE

-  **Study, practice & remember:** Practice 3

Workbook: Grammar focus 3: *Present simple questions (I, you, we, they)*, pages 22–23; *Pronunciation: Weak forms*, page 23

Task (PAGES 40–41)

Present your personal profile

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGES 40–41)

Listening

- 1  **5.9** Check students understand *personal profile*. Focus students on the photos and ask for a description of the things they can see. Ask students to read through the list of topics before listening to the recording and ticking the items Talya mentions. Check in pairs and then as a class.

ANSWERS:

country, city, flat, job, brother, parents

- 2a Students read through the table and fill in any information they can remember from the first listening.
- b Play the recording again for students to check their ideas and to complete the rest of the table. Check answers as a class.

ANSWERS:

2 Turkey 3 Marmaris 5 parents, brother
6 artist and photographer 7 four 8 teachers, student

- 3 Focus students on the Useful language box and give them a minute to read through all of the phrases. Deal with any problem vocabulary and then play the recording for students to tick the phrases they hear. Check in pairs and play again as necessary before checking as a class.

ANSWERS:

My name is ... and I'm (26/33 ...). ✓
 I'm from (Turkey/Japan ...). ✓
 My parents are from (a small town / the capital city ...). ✓
 I live (with my family/alone). ✓
 I'm (an artist/a student/an engineer ...). ✓
 I work (for a magazine / in a school / in an office ...). ✓
 My (brother's/sister's/father's/mother's) name is ... ✓
 He's/She's (a student). ✓
 They're (teachers). ✓

Task (PAGE 41)**Speaking**

- 1a Students use the information from Listening, exercises 1 and 2a to make notes about themselves. Give students enough time to do this as the preparation stage is key. Circulate and offer advice and encouragement as necessary.
- b Remind students of the Useful language box to help them divide their profile into three distinct parts. Give students time to prepare their personal profiles and offer help with any language that they might need.

Speaking, exercise 1b: Alternative suggestions

- a You might like to ask students to prepare their notes for homework and then present their personal profiles at the start of the next class.
- b You could extend this activity and ask students to make either a virtual or a wall poster with visual elements to represent what they are talking about. These visuals could include flags, maps, photos, drawings, etc. Present your own personal profile to students using your own poster and then ask students to do the same for homework.
- 2 Students work in small groups to present their personal profiles. Circulate and make notes about your students to help get to know them a bit more. You can also use this information to introduce Unit 6 (see warm up on page 56). Ensure other group members are listening respectfully. With stronger learners you could introduce some appropriate responses, for example *How interesting! I didn't know that! Really?*

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

ADDITIONAL PRACTICE

- ➔ **Workbook:** Writing: *A personal profile*, page 23

Study, practice & remember

(PAGES 106–107)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.**Practice 1****ANSWERS:**

1

1 Ben's 2 sister's 3 – 4 company's 5 Diana's 6 –
7 brother's 8 teacher's

2

1 Marian's 2 brother's 3 Kim's 4 teacher's 5 Carmen's
6 friend's 7 sister's 8 Sandra's**Practice 2****ANSWERS:**

1

1 live 2 study 3 go 4 don't work 5 speak 6 don't have
7 work 8 live

2

1 have 2 don't live 3 teach 4 don't have 5 study 6 go
7 don't work 8 don't speak**Practice 3****ANSWERS:**

1

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

2

1 do you live 2 do they speak 3 Do you go 4 Do they live
5 do we work 6 Do you have 7 do they work 8 Do you study**Remember these words****ANSWERS:**

1

Men: father, brother, husband, son**Women:** wife, mother, daughter, sister**Men and women:** children, parents, grandparents, grandchildren

2

Students' own answers

3

1 work 2 live 3 study 4 have 5 go 6 work 7 go 8 study

4

1 for 2 by 3 in 4 at 5 for 6 at 7 with 8 to