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Speaking and listening (PAGE 6)

- 1a  **1.1** As an introduction, ask students questions about the pictures, e.g. *Who are they? Where are they? What are they doing?* Encourage students as much as possible and don't worry about mistakes at this stage. Students then order the conversation. Play the recording for students to check their answers.

ANSWERS:

2, 3, 1, 4

- b Focus students' attention on the conversation. Demonstrate the activity by performing the conversation with a volunteer from the class. Students work in pairs to practise the conversation.
- 2a Quickly check the pronunciation of the sentences in the box. Students then work in pairs to complete the conversations.
- b  **1.2** Play the recording to check the answers. Students practise the conversations in pairs. Circulate and offer help and encouragement as necessary. In feedback, ask a couple of pairs to perform their conversations for the class.

ANSWERS:

1 I'm fine, thanks. 2 Nice to meet you, May. 3 Are you from the USA? 4 Where are you from?

Grammar focus 1 (PAGE 7)

be: positive forms

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

GRAMMAR

be: positive forms

- 1 Write on the board: *I'm from (name of city)*. Elicit from students that *'m = am*. Draw a stick picture of a man and write: *He's from Rome*. Draw a stick picture of a woman and write: *She's from Rome*. Elicit that *'s = is*. Draw an arrow to both the man and the woman and write: *They're from Rome*. Elicit that *'re = are*. Students complete the gaps in the sentences using the board and the previous conversations to help them. During feedback, highlight:

- the change in word order, e.g. *you are* → *are you ... ?*
- the use of apostrophes for contracted forms.

ANSWERS:

1 am/'m 2 Are 3 is/'s 4 is/'s 5 are

Question words: *what/where*

- 2 Elicit the difference between *what*, used to ask for general information, and *where*, used to ask for information about places. Students complete the gaps. Highlight:

- the pronunciation of the *s* so students are not saying *Where he from?*
- the pronunciation of *Where are* /'weərə:/.

ANSWERS:

1 What 2 Where

You may want to ask students to read Study 1 on page 138 for a more detailed explanation of the positive forms of *be*.

PRACTICE

- 1a Students mingle, asking each other the questions.

Practice, exercise 1a: Alternative suggestion

If your students all come from the same country, encourage them to say which city they come from. If they come from the same city, then ask them to say which neighbourhood they are from.

- b Give an example in an open pair with one of the students. Students then work in pairs to talk about the people they spoke to in the previous exercise. Monitor to make sure students use *This is ...* instead of *He/She is ...* in the first sentence. In feedback, ask each student to tell the class about one of their classmates.
- 2 Quickly check the pronunciation of the countries, paying particular attention to word stress. Demonstrate the activity using a student as a partner. Students work in pairs to talk about the people in the photos.

ADDITIONAL PRACTICE

- ➔ **Study, practice & remember:** Practice 1

Workbook: Grammar focus 1: *be*: positive forms, page 4

Vocabulary (PAGE 8)

Countries and nationalities

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

1a Students match the countries to the nationalities.

b 1.3 Students listen and check.

ANSWERS:

Country	Nationality
Spain	Spanish
China	Chinese
the USA	American
Brazil	Brazilian
Italy	Italian
Great Britain	British
Poland	Polish
Australia	Australian
Japan	Japanese
Vietnam	Vietnamese
Ireland	Irish
Russia	Russian

PRONUNCIATION

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

1 1.4 Play the recording and check students can identify the stressed syllable by clapping or tapping.

2a Highlight the system used in the examples with the dots above the stressed syllable. Students mark the stress on the nationalities from Vocabulary, exercise 1a. Reassure students not to worry if they don't know.

b 1.5 Students listen and check. Drill the pronunciation, paying attention to correct use of word stress.

ANSWERS:

British, American, Japanese, Chinese, Polish, Italian, Vietnamese, Russian, Irish, Spanish, Brazilian, Australian

ADDITIONAL PRACTICE

Resource bank: Activity 1A *Nice to meet you!* (*be*: positive forms; Countries and nationalities)

Workbook: Vocabulary: *Countries and nationalities*, page 5; Pronunciation: *Word stress*, page 5

Reading and listening (PAGE 8)

1a When you set up the quiz, make sure you are enthusiastic and motivating as this will transmit itself to the students. Demonstrate the points system and put students into pairs or small groups to answer the questions. Check students understand *stamps* and *currencies*. You could do this by showing them realia or by drawing an envelope with a stamp on it and the symbols of different currencies on the board. Set a time limit of about five minutes, and circulate to see the groups are on-task.

b 1.6 When the time is up, stop the quiz and elicit students' answers to each question before you play the correct answers on the recording. Students keep their scores and see who the winner is on points.

ANSWERS:

1 a Brazil, b China, c Poland, d Egypt

2 rupee: India, rouble: Russia, lira: Turkey, peso: Argentina

3 a Chinese, b Italian, c Russian, d Spanish, e Arabic

4 Samsung: Korean, Google: American, Honda: Japanese, M&S: British

5 Andrea Bocelli: Italian, Delta Goodrem: Australian, Luis Miguel: Mexican

Culture notes

Honda is a Japanese multinational company that is best known for producing cars and motorbikes.

Samsung is a Korean multinational company involved in many areas including shipbuilding, food production and insurance. The company is perhaps best known for its electronics division, which produces televisions and mobile phones.

M&S, also known as Marks and Spencer, is a British retail company. The company was the market leader in the UK until a crisis in the late 1990s. The company is best known for its clothes and food products.

Google is an American technology giant. The company first became famous due to its internet search engine, but has since expanded into other areas of technology, including maps, email and mobile phones.

Andrea Bocelli (b. 1958) is an Italian tenor, who also plays many musical instruments. When he was a child he had an accident while playing football that left him blind. He has recorded fourteen solo albums and has sold over 80 million records. He has had seven albums in the top ten in the USA, has won Grammys and been nominated for an Oscar.

Delta Goodrem (b. 1984) is an Australian singer, pianist and actor. She sprang to fame in the soap opera *Neighbours* in 2002 and a year later her first album had sold over 4.5 million copies. Five singles from the album were number one hits in Australia, the first time a debut album has had five hits.

Luis Miguel (b. 1970) is a Mexican singer. He recorded his first album when he was only 11 and won his first Grammy at the age of 15. He is famous not only for his records but also for his outstanding live shows. On his 1999–2000 tour he performed 105 concerts that were seen by 1.5 million people.

Grammar focus 2 (PAGE 9)

be: positive and negative short forms

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

1a Focus students' attention on the photos. Check students understand *married*, *businesswoman* and *holiday* by pointing to a wedding ring, talking about famous businessmen and businesswomen, and eliciting popular places to go on holiday. Do the first couple of sentences as an example. Students then continue to match the sentences to the photos.

b 1.7 Students listen and check.

ANSWERS:

2 B 3 A 4 B 5 A 6 C 7 C 8 A 9 B 10 C
11 A 12 B 13 B 14 A 15 C

Grammar focus 2, exercise 1b: Additional activity

You might like to take this opportunity to show students the audio scripts at the back of the book. Direct students to audio script 1.7 on page 166. Ask students to listen again and underline all of the examples of the verb *to be*. If necessary, remind students of the different forms of the verb in the present. This activity will make students aware that they have the audio script at the back of the book and it will also help raise awareness of the verb *to be* for the next activity.

GRAMMAR

be: positive and negative short forms

- 1 Elicit the answer for the first gap, *I'm*. Students complete the other gaps individually using the previous exercise to help. Students check in pairs. Circulate to help and make sure students are putting the apostrophe in the correct place.

ANSWERS:

Positive short forms: *I'm, he's, she's, they're*

Negative short forms: *you aren't, he isn't, she isn't, it isn't, they aren't*

You may want to ask students to read Study 2 on page 138 for a more detailed explanation of positive and negative short forms of the verb *to be*.

PRONUNCIATION

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

- 1a Direct students to audio script 1.8 on page 166. Ask students to underline all of the short forms.
- b  1.8 Students listen and pay attention to the pronunciation of the short forms. Check students' pronunciation, particularly with the linking sounds in *you aren't* /ju:wɑ:nt/, *he isn't* /hi:jɪznt/ and *we aren't* /wi:jɑ:nt/.
- 2 Drill the sentences chorally and individually.

PRACTICE

- 1a Demonstrate by writing some true and false sentences on the board, e.g. *Her name's Hanna. She's from Argentina*. Read them aloud and ask students if they are true or false and to correct the sentences if false. Students work individually to write their own sentences.
- b Ask a student to read out a couple of sentences and have the class correct them where appropriate. Students continue in pairs. Circulate and help as necessary.
- 2a This activity helps students to personalise the language. Write the two examples on the board and do them with one of the students in front of the class. Before students do the exercise, check the following: *school, classroom, small, the evening, at work*. Give students a few minutes to go through the sentences and rewrite the false ones. Circulate and help as necessary.
- b Students work in pairs to compare their sentences. At the end, do some quick class feedback on each sentence.

ADDITIONAL PRACTICE

- ⇒ **Study, practice & remember:** Practice 2

Workbook: Grammar focus 2: *be: positive and negative short forms*, page 7

Vocabulary (PAGE 10)

Jobs

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

Potential problem with jobs

In the following exercises we have used *actor* for a man or a woman. While some people still use *actress* for a woman, it is becoming increasingly common to use *actor* for both sexes. Likewise, *police officer* is more common than *policeman/woman*.

- 1 Students match the pictures to the words in the box.

ANSWERS:

- A footballer B doctor C engineer D waiter
E police officer F businesswoman G shop assistant
H musician I actor J lawyer K businessman L singer

Vocabulary, exercise 1: Alternative suggestion

You could make this more competitive by putting students into pairs or small groups and asking them to race each other to complete the exercise.

PRONUNCIATION

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

- 1  1.9 Remind students how to mark the word stress with a dot above the stressed syllable. Students then listen and mark the stress.

ANSWERS:

a footballer, a musician, an engineer, a lawyer, a police officer, a singer, a shop assistant, a doctor, an actor, a waiter, a businessman, a businesswoman

- 2 Drill the pronunciation of the words, paying attention to the word stress and the schwa /ə/ ending of *footballer* /'fʊtbɔ:lə/, *lawyer* /'lɔ:jə/, *police officer* /pə'li:s ,ɒfɪsə/, *singer* /'sɪŋə/, *doctor* /'dɒktə/, *actor* /'æktə/, and *waiter* /'weɪtə/.

Vocabulary: Alternative suggestions

- a If you have a small class, put pictures of jobs on a table or the floor. Say a job and ask students to point to it. If no one knows the job, then teach it. After they've listened to you saying the jobs a few times, let them take it in turns to say a job and the others point to the correct picture. If you want to increase motivation, say a job and students try to pick up the picture before the others. The winner is the one with the most pictures at the end.
- b Students do exercise 1, have one minute to memorise the words and then close their books and try to write all the jobs. The winning student is the one who remembers the most.

ADDITIONAL PRACTICE

- ⇒ **Workbook:** Vocabulary: *Jobs*, page 7; Pronunciation: *Word stress*, page 7

Grammar focus 3 (PAGE 10)

Articles with jobs

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

- 1 Check with students which sentence is correct. Tell them that when we talk about jobs we use the articles *a/an*.

ANSWER:

Sentence 2 is correct.

GRAMMAR

Articles with jobs

- 1 Write on the board: *He's ___ musician.* and *She's ___ engineer.* Elicit the article to complete each gap. Teach the rule using the box in the book. Check students understand *vowel*.

You may want to ask students to read Study 3 on page 138 for a more detailed explanation of articles with jobs.

PRACTICE

- 1a Students complete the sentences with *a* or *an* then check in pairs.
 b 1.10 Students listen and check.

ANSWERS:

1 a 2 an 3 a 4 a 5 a 6 an 7 a 8 a

- 2a Demonstrate the activity by writing a couple of sentences on the board about the jobs of people in the class. Elicit corrections where appropriate. Give students a few minutes to write their own sentences. Circulate and help.
 b Students work in pairs to correct each other's sentences.

ADDITIONAL PRACTICE

- Study, practice & remember:** Practice 3
Workbook: Grammar focus 3: *Articles with jobs*, page 7

Grammar focus 4 (PAGE 11)

be: personal questions

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

- 1 Do the first question with the class as an example. Students continue to choose the correct answers then check in pairs. During feedback make sure students understand that @ is pronounced *at* and .com is pronounced *dot com*.

ANSWERS:

1 b 2 a 3 b 4 a 5 a 6 b

GRAMMAR

Questions and short answers with *be*

- 1 Work through the rules in the Grammar box. Make sure to highlight the following:
- the word order in the questions, using arrows to show the inversion of the subject and verb *you are* → *are you ... ?*
 - the negative short answers: *No, I'm not.* and *No, she isn't.* The students should be able to give you these.
 - that we use short forms rather than repeating the full information in the question, for example *Yes, I am.* NOT *Yes, I am married.*
 - that we don't contract the positive short forms, for example *Yes, she is.* NOT *Yes, she's.*

You may want to ask students to read Study 4 on page 138 for more information about questions and short answers with *be*.

- 2 Students work in pairs and practise the questions and answers in exercise 1. Monitor for pronunciation.

PRACTICE

- 1 Ask students to complete the questions and answers. Remind students to use the abbreviated forms.

ANSWERS:

1 A is/'s B is/'s 2 A job B is/'s 3 A Where B from

- 2 Focus students' attention on the photos and demonstrate the activity using one of the photos and a stronger student. Students work in pairs to ask and answer questions about the people in the other photos.
 3a Students choose the correct answers, check in pairs, and then as a class. Drill the sentences with your students and, in anticipation of the next exercise, make sure students use a rising intonation pattern.

ANSWERS:

1 Are 2 Is 3 Are 4 Are 5 Is 6 Are

- b Give students a few minutes to write their own answers to the questions.

PRONUNCIATION

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

- 1 1.11 Write *teacher* on the board and elicit the word stress. Then write *I'm a teacher.* and say the sentence. Elicit the sentence stress and mark it on the board with a dot above the stressed syllable.
 Direct students to audio script 1.11 on page 166. Students listen to the recording and mark the stressed words.
 Write on the board: *Are you from France?* Ask the question with a rising intonation and mark the pattern on the board. Play the recording again and ask students to mark the intonation patterns.
 2 Drill the questions and answers, paying particular attention to sentence stress and intonation patterns.

- 4 Students work in pairs to ask and answer the questions from exercise 3a. Circulate and monitor for correct intonation and sentence stress.

ADDITIONAL PRACTICE

- Resource bank:** Activity 1B *The English class* (*be*: personal questions); Activity 1C *Short answer snap* (*be*: short answers to Yes/No questions)
Study, practice & remember: Practice 4 and 5
Workbook: Grammar focus 4: *be: personal questions*, page 8

Task (PAGE 12–13)

Find information from documents

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

Preparation (PAGE 12)

Reading

- 1 Focus students' attention on the photo of Deepa and her Employee Personal Information card. Do the first question with the whole class, showing where to find the answer. Check *emergency* if necessary, but otherwise discourage students from trying to understand every word on the card. The aim here is to practise reading to extract specific information. In feedback, encourage students to give you the correct answers and to identify where they found the information.

ANSWERS:

1 T 2 T 3 F 4 T 5 F 6 F 7 T 8 T 9 F

- 2a 1.12 Focus students' attention on the Useful language box. Ask students to read the questions and quickly deal with any unknown vocabulary. Students listen to the conversation and tick the questions and answers they hear.
 b Students compare their answers in pairs and then listen to the recording again to check their answers. If you have weaker students, or students who are lacking confidence, allow them to listen and read the audio script on page 166.

ANSWERS:

- What's his/her (name/surname/full name)? ✓
 How do you spell that? ✓
 What's his/her (home/work/mobile) number? ✓
 What's his/her job? ✓
 Is he/she married or single? ✓
 I don't know. ✓

Task (PAGES 12–13)**Speaking**

- 1 Divide the class into two groups, A and B. As look at Tom's documents on page 13 and Bs look at Michiko's documents on page 132. Each group completes the relevant profile card on page 12. Students can work individually and then compare answers with another student in their group. Circulate and help as necessary. Help students with the pronunciation of *Brighton* /'braɪtən/ and the email addresses: *Thomas B at Yahoo dot co dot UK* and *sato at family law dot com*.

ANSWERS:**Tom**

Full name: Thomas J. Briggs
 Age: 22 (at time of going to print – he was born in 1991)
 Address: 44 Preston Road, Brighton, BN1 2PR
 Job: university student
 Where from?: Great Britain
 Email address: thomasb@yahoo.co.uk
 Telephone: 07744 345332

Michiko

Full name: Michiko Sato
 Age: 31 (at time of going to print – she was born in 1982)
 Address: 416 Water Street, New York, NY 10002
 Job: family lawyer
 Where from?: Japan
 Email address: sato@familylaw.com
 Telephone: 212 544 9887

- 2 Put students into A/B pairs. Check that they understand the task and remind them to look back at the Useful language box. Ask two stronger students to start asking and answering questions about Tom in front of the class. Tell the students to keep their written information 'secret' from their partner and to write down the new answers in the relevant profile card. Circulate, helping as necessary and collecting examples of any problems for error correction work later.
- 3 Students work in pairs to ask each other questions. This activity will help students to personalise the language and also change the pronouns from *his/her* to *your*.

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.

World culture, Find out first:

To help your students prepare for the next class, go through the questions in exercise 1 on page 14. If necessary, discuss ideas for searching for this information on the internet, pointing out the search terms, and suggest other sources of information students could use. Encourage students to use English language websites as much as possible.

World culture (PAGES 14–15)**Life in the Arctic****Culture notes**

The Inuit are a group of different indigenous peoples who live in Canada, Alaska, Greenland and Russia. While there are some marked differences between each group, the similarities, especially in their languages, are more important.

The Inuit people face a number of challenges to their way of life. Global warming has led to changes in the weather patterns in the Arctic which have had dramatic effects on how and when they can hunt. A side effect of global warming has also been to open up the Arctic to resource development. This 'invasion' poses a threat to the Inuit as countries and companies race to be the first to extract precious metals and oil from the region.

Another potential problem is that young people are caught between a traditional lifestyle and the possibility of a more Western way of life with all the luxuries and problems that entails. One indicator of these problems is the rise of myopia, or short-sightedness, in young Inuit. Myopia was virtually unheard of in the Inuit community until fairly recently. A different diet or western education are seen as two of the possible reasons for its appearance.

Find out first (PAGE 14)

- 1a Students work in pairs to try to guess the answers to the quiz. If some students have not done the research, try to put them with a student who has done it.
- b If you have access to the internet and students haven't been able to find the answer to some of the questions, ask students to go online and do some further research. Highlight the search terms. Circulate and offer help with vocabulary and try to encourage people to use only English language websites. Otherwise, tell your students the answers.

ANSWERS:

1 b 2 a 3 b 4 b 5 c

View (PAGE 14)

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

- 2a Tell the students they are going to watch a DVD about life in the Arctic. Make sure students understand the key vocabulary by going through the words in the box, paying particular attention to the pronunciation of *igloo* /'ɪɡluː/ and the meaning and pronunciation of *mussels* /'mʌslz/, which are a small black shellfish.
- b ▶ Students watch the DVD and tick the things from the box that they see.

ANSWERS:

the sun, snow, ice, igloo, mussels, tea

- 3 Tell students that this is the audio script for the DVD, but with some gaps that they have to fill in with words from the box. Give them time to read through the script so they know what they have to listen for. Students compare their answers in pairs.

Students then watch the DVD again to check their answers. Check as a class to make sure everyone heard the answers.

ANSWERS:

1 food 2 is 3 from 4 friends 5 cold 6 it's 7 ice 8 eat

World view (PAGE 15)

- 4a Demonstrate the activity by ticking one or two statements that you think are true for your country. Students work individually to read through the rest of the sentences and tick the ones that apply to their country.

World view, exercise 4a: Alternative suggestion

If your students come from the same country, write these sentences on the board as an alternative and ask students to tick the ones that are true for them. You might need to use mime or draw pictures to help students understand.

I like the cold.

I hate eating fish.

I love plants and trees.

I never saw snow.

- b Students work in pairs to compare their answers.

Find out more (PAGE 15)

- 5a Ask if students have ever heard of any of the indigenous people. If they have, encourage them to make a note of anything they know and share their ideas with the class.
- b If you have access to the internet at school, students work in pairs to research the three groups of indigenous people. Focus students' attention on the search terms that they should use. Circulate and help with new vocabulary as necessary and encourage students to use English language websites.

ANSWERS:

the Degar: Live in Vietnam, where the weather is warm and wet. Eat meat and vegetables.

the Tuareg: Live in the Sahara, where the weather is hot and dry. Eat bread, milk, cheese and cereals.

the Yanomami: Live in the Amazon rainforest, where it is warm and wet. Eat fruit, meat and fish.

Find out more, exercise 5b: Alternative suggestion

Because this may be the first time your students have done an activity like this, you might like to ask them to research only one of the groups. Put students into pairs and tell them which group to research. When they have finished, reorganise students into bigger groups to exchange the information they found.

Write up your research

- 6 Show your students the example text about the Inuit. Encourage your students to use this as a model to write up the information they found in exercise 5b about the indigenous people. If you don't have time to do this in class, it can be done as homework.

Study, practice & remember

(PAGES 138–139)

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

Practice 1

ANSWERS:

1 am/'m 2 is/'s 3 are/'re 4 are/'re 5 is/'s 6 are/'re

Practice 2

ANSWERS:

- 1
1 He's a student. 2 I'm Marta. 3 You're on holiday. 4 I'm not married. 5 We aren't from Madrid. 6 We're from Rome.
- 2
1 I'm from Poland. 2 He's at work. 3 You aren't English. 4 They're Italian. 5 I'm not a student. 6 She's 19 years old.

Practice 3

ANSWERS:

a: footballer, lawyer, doctor, police officer, musician, businessman
an: engineer, actor

Practice 4

ANSWERS:

1 How 2 What 3 Where 4 How 5 What

Practice 5

ANSWERS:

1 you, I 2 His, He's, he's 3 We, Our 4 His, They
5 she, Her 6 They, their

Remember these words

ANSWERS:

- 1
2 Great Britain, British 3 Russia, Russian 4 Italy, Italian
5 Spain, Spanish 6 China, Chinese 7 Poland, Polish
8 Japan, Japanese
- 2
1 a businessman 2 a lawyer 3 a doctor 4 an engineer
5 a waiter 6 a shop assistant 7 a musician 8 a footballer

OVERVIEW

PAGES 16–17

Vocabulary: Everyday objects

Grammar: *this/that, these/those*; Possessive 's

Common European Framework: Students can communicate in simple and routine tasks using simple phrases to ask for and get things.

PAGES 18–19

Grammar: *have got*

Reading and vocabulary: Family

Common European Framework: Students can ask and answer simple questions on familiar topics.

PAGES 20–21

Task: Talk about your five favourite people

Common European Framework: Students can exchange ideas and information on predictable topics.

PAGES 22–23

Writing: Completing a form

Speaking: Answering questions

Common European Framework: Students can provide personal information in written form.

Vocabulary (PAGE 16)

Everyday objects

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

WARM UP

If possible, bring in realia of some of the items in the photos, plus other items that you think your students would like to know or need to know. Ask students to identify what the items are and categorise them according to whether they have them, want them or don't need them.

- 1 Focus students' attention on the photos and the vocabulary in the box. Students match the words to the pictures individually then check in pairs. Encourage students to use articles in front of the singular nouns.
- 2 Demonstrate the activity with things from your bag. Students then show each other things in their bags. Circulate and offer help as necessary, always remembering to encourage students to use articles.

PRONUNCIATION

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

- 1  2.1 If necessary, remind students how to mark the stressed syllables. Students listen and mark the stress then check in pairs. Play the recording again if there are any doubts. In feedback, write the words on the board and mark the stress for later reference.

ANSWERS:

a bottle of water, a camera, a wallet, tissues, an identity card, a credit card, keys, glasses, a mobile phone, a dictionary, photos, a bag, a packet of chewing gum, a memory stick, coins, a watch

- 2 Drill the pronunciation chorally and individually. Pay particular attention to the silent syllables in *camera* /'kæmərə/ and *dictionary* /'dɪkʃənri/, as well as the sounds in *tissues* /'tɪʃu:z/, *mobile* /'məʊbaɪl/ and *coins* /kɔɪnz/.

- 3 Give students a minute to remember all of the items in the pictures. With books closed, students work in pairs to try to remember all of the items.

Vocabulary, exercise 3: Additional activities

- a Arrange students into two teams. Ask the first team to write the name of an item on the board. Then ask the second team to do the same. The activity continues until one team cannot remember any more items. The other team is then the winner.
- b If you have brought in some realia for the warm up activity, you can use it again to practise the vocabulary. Put all of the items on a tray and give students one minute to memorise everything and then cover it with a cloth or a towel. Take away one item without letting any of the students see what it is. Then show the tray again and ask students to write down which item is missing. Repeat until all the items have gone. In feedback, students read out their list in the order in which the items disappeared.

ADDITIONAL PRACTICE

-  **Workbook:** Vocabulary: *Everyday objects*, page 9; Pronunciation: *Word stress*, page 10

Grammar focus 1 (PAGE 17)

this/that, these/those; Possessive 's

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

- a Focus students' attention on the two cartoons. Elicit a description of some of the things in the pictures. Students work individually to choose the correct word then check in pairs.
- b  2.2 Students listen and check.

ANSWERS:

1 This 2 these 3 Tina's 4 that's 5 those 6 Bono's

GRAMMAR

this/that, these/those; Possessive 's

Write *here* and *there* in two columns on the board and ask students where to put *this (book)* and *that (book)*. Then elicit the plural forms in the correct columns:

	here	there
singular	this	that
plural	these	those

Read through the examples in the book with your students. Give some examples using realia from your bag, and from students' bags.

Potential problem with the possessive 's

Some students might have a problem with the pronunciation of the possessive 's. The examples in the Grammar box are *Tina's cat*. and *Bono's friends*. In these cases the last sound of both names is a vowel and so is voiced. When the last sound is voiced, the pronunciation of the possessive 's is usually /z/. When the last sound is unvoiced, it is usually /s/. The exceptions to this rule are words that end in the sounds /s/, /z/, /ʃ/, /ʒ/, /tʃ/ and /dʒ/. In these cases, the possessive 's is pronounced as /ɪz/. This is especially important if your students have names which end in these sounds.

You may want to ask students to read Study 1 on page 140 for a more detailed explanation of *this/that, these/those* and possessive 's.

Grammar: Alternative suggestion

While the drawings in the book will be clear to most people, it would be helpful if you provided an exaggerated demonstration. Use some realia, for example a book and some keys, and put them on a desk near you and say *this book* and *these keys*. Then move away from the desk so there is about a metre between you and the items. Say *that book* and *those keys*. Then move as far away as you can from the desk and repeat *that book* and *those keys*. If possible, ask some of your students to then copy you.

PRONUNCIATION

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

1  **2.3** Play the recording and drill the four phrases chorally and individually. Pay particular attention to the /ð/ sound and to the difference between the singular /ðɪs/ and the plural /ði:z/. Give some initial discrimination practice by saying *this, this, these, this, these*, etc. slowly and then more quickly. Then do the same in phrases (*this pen, these books*, etc.). Students have to indicate which they hear by holding up either their right or left hand. Then ask students to take your place and say the phrases.

2a  **2.4** Play the recording and students write the eight sentences.

ANSWERS:

1 What's this in English? 2 Is this your wallet? 3 Is that your bag? 4 This is my friend Ben. 5 These are my parents. 6 That's my teacher over there. 7 Who are those children? 8 Are these your glasses?

b Students repeat the sentences. Help them to pronounce the /s/ in *What's this? What's that?* by back-chaining, i.e. *this* → *sthis* → *What's this?*

Pronunciation: Helping students with the /ð/ and /θ/ sounds

The /ð/ and /θ/ sounds can cause problems for many English language students. There are a number of things you can do to help students:

- Show your students that to make the /ð/ sound their tongue should just come out between the lips and touch the top teeth slightly. You can model this by standing with your profile towards the students and putting your index finger on your lips and showing how your tongue just touches your finger.
- For the /θ/ sound, ask students to make the /s/ sound. Then ask them to move their tongue slightly forward to touch the back of their top teeth.

Don't expect students to be able to produce the sounds perfectly at the first attempt. Reassure students that you will work on this in future classes and that they will eventually achieve it.

PRACTICE

1 Students work individually to choose the appropriate answer then check in pairs before checking answers as a class.

ANSWERS:

1 this 2 Paola's 3 that 4 John 5 these 6 friend's
7 those 8 sister's

Practice, exercise 1: Additional activity

Ask your students to read the sentences aloud to focus on their pronunciation. Make sure students have read and understood the sentences and then give them a moment to prepare to read them aloud. Keep a brisk pace and don't let the activity go on for too long.

- 2 Demonstrate the activity by pointing to an object across the room and asking *What's that?* and seeing if students know the word in English. Then get them to ask you, to see if they can accurately reproduce the question. Check the plural form in the same way. Students work in pairs. Likely objects could include *a CD player, a DVD player, an overhead projector, a white/blackboard, pens, chalk, a computer, a light, coats, scarves, chairs, a noticeboard, a picture, a register, a door, a ceiling, a wall, windows* and anything that can be seen outside the windows. Circulate and provide the word if the students don't know it. Collect a list of the words, which you or the students could write on the board.

Practice, exercise 2: Alternative suggestion

If you have students who are lower elementary, they might be intimidated by all of the potential vocabulary in and around the classroom. To help with this, prepare some flashcards with the names of objects in the classroom on them. Distribute the flashcards randomly to students and ask them to put them on or next to the appropriate objects in the classroom. If students are not sure, encourage them to ask other students to help. Once all of the flashcards have been matched to the objects, check the pronunciation and then get students to ask and answer questions about the objects in pairs.

ADDITIONAL PRACTICE

 **Resource bank:** Activity 2A *What's this?* (*this/that, these/those*)

Study, practice & remember: Practice 1

Workbook: Grammar focus 1: *this/that, these/those*; Possessive 's', page 10; Pronunciation: *this/that, these/those*, page 10

Grammar focus 2 (PAGE 18)

have got

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

WARM UP

Revise the language covered in the last class by pointing to things around the classroom and asking the questions *What's that?* and *What are those?* Then put students into pairs and encourage them to ask each other. Allow them to get up and move around the class if they want to.

- 1  **2.5** Focus students' attention on the photo and the conversation. Students listen and complete the conversation.

ANSWERS:

1 I haven't got 2 Have you got 3 I've got

Grammar focus 2, exercise 1: Alternative suggestions

- a Introduce the structure by showing students what you have in your bag. Take out the items one by one and say *I've got ...*. Make sure you have included some examples of the vocabulary from the last class, but don't be afraid to include new things as well.
- b If you have a strong class, you could ask students to complete the conversation before they listen to the recording. This will help to challenge them more and you can check to see what they already know.

GRAMMAR

have got

- Write the examples on the board or ask students to look at the exercise in the book. Ask students to complete the gaps. Encourage them to look back at the previous exercise to find the answers.
-  **2.6** Students listen and check. During feedback, highlight:
 - the use of 's or has for the he/she forms.
 - the short forms of *have* ('ve) and *have not* (haven't).
 - the word order in the questions.

ANSWERS:

- + got, got, got
- got, got, haven't got
- ? got, Has ... got, Have ... got

- Write on the board: *He's Japanese.* and *He's got a Japanese car.* and ask students what 's means in each case.

You may also want to check short answer forms at this point. Elicit the short answer to the question *Have you got a dictionary?* Write up the short answers *Yes, I have.* and *No, I haven't.* and check the third person short answer forms *Yes, he/she has.* and *No, he/she hasn't.*

You may want to ask students to read Study 2 on page 140 for a more detailed explanation of *have got*.

PRONUNCIATION

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

- Focus students' attention on the sentences in the Grammar box again. Tell students to listen to the recording again and pay attention to the pronunciation of 's *got* and 've *got*.
- Drill the sentences chorally and individually. Make sure students are using the short forms as well as using appropriate sentence stress and intonation patterns for the questions.

PRACTICE

- Do the first one as an example. Students work individually to complete the sentences and then check in pairs. During feedback, make sure students have used the short forms.

ANSWERS:

- 1 've got 2 haven't got 3 's got 4 've got 5 Have, got
6 's got 7 've got 8 Has, got

Practice, exercise 1: Alternative suggestion

If your students seem to be handling this language point with ease, ask them to complete this activity orally instead of in writing. Put students into pairs to say the sentences to each other, then check as a class. This procedure will change the focus of the activity to make it more authentic, as well as challenging the students more by giving them less time to think about their answers.

- Match the first question to the answer as a class. Students work to match the other questions to the answers. If some students finish quicker than others, encourage them to practise the conversation in pairs. In feedback, nominate pairs to say questions and answers for the class.

ANSWERS:

- 1 c 2 b 3 d 4 a

- Demonstrate the activity with a stronger student. Students work in pairs to ask and answer questions about the things in the box.

Practice, exercise 2b: Additional activity

Put students into groups and ask them to carry out a survey about some of the items from the box. In feedback, each group could present their findings to the class e.g. *Two people have got a cat.* or *One person's got a dictionary.*

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 2B *Who's got a Ferrari?* (*have got*)

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *have got*, page 11

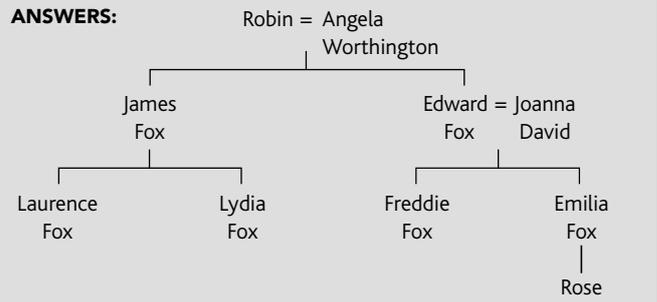
Reading and vocabulary (PAGE 19)

Family

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

- Focus students' attention on the photo. Ask these questions: *Do you recognise her? What job do you think she does?* Focus on the family tree and make sure students are aware that there are a number of gaps in the tree. Then ask your students to read the article to complete the missing information. There is some unknown language in this text, but try not to pre-teach it. Instead, encourage students to complete as much of the task as possible despite not knowing some of the vocabulary. Most of the new words will be covered in exercise 2.

ANSWERS:



- Give students a very limited amount of time to count the number of actors. This will encourage them to read quickly.

ANSWER:

Seven other people in her family are also actors.

- Do the first one or two as an example. Students complete the rest of the table.

ANSWERS:

Male: father, son, uncle, husband

Female: niece, sister, granddaughter, grandmother, girlfriend

Male and female: children, grandparents, cousin

PRONUNCIATION

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

-  **2.7** Students listen to the recording and identify the family words used in each sentence. Play the recording again and focus on the pronunciation of each word.

- Drill the pronunciation of the words and then the sentences chorally and individually. Pay attention to the sounds in *nephew* /'nefju:z/, *son* /sʌn/, *daughter* /'dɔ:tə/, *niece* /ni:s/ and *cousin* /'kʌzən/.

- 3 Students answer the questions referring to the family tree and the article.

ANSWERS:

- 1 1 2 2 3 Angela Worthington 4 James Fox 5 He's an actor.
6 Laurence Fox 7 Lydia Fox 8 Joanna David and Edward Fox

- 4 Students work in pairs to ask and answer questions about their families.

Reading and vocabulary, exercise 4: Additional activities

- a If your students have photos of their family and friends, for example on their phones, encourage them to show other students and describe them. Start by showing pictures of your family and friends and describing them as an example. Put students into pairs and ask them to do the same.
- b Ask your students to write a paragraph describing their own family. You could ask them to use the text from exercise 1a as a model or, alternatively, you could provide them with a model of your own. The advantage of providing your own model is that students often like to learn something about their teacher and you can tailor it to meet the specific needs of your students. If possible, print out your description so students can take it home. This writing could be done in class or as homework.

Model answer:

My name's *Thomas*. I come from *Birmingham* in *England*. My father's name is *Stan* and he's a *bus driver*. My mother's name is *Kath* and she's a *nurse*. I've got *one brother and one sister*. My brother's name is *Noel* and he's a *doctor*. My sister's name is *Elizabeth* and she's a *maths teacher*. My wife's name is *Helena* and she's a *lawyer*.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 2C *The family* (Family; Possessive 's)

Workbook: Vocabulary: *Family*, page 11

Task (PAGES 20–21)

Talk about your five favourite people

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

Preparation (PAGE 20)

Listening

WARM UP

To set a context for this class and to revise the language from the previous one, ask students to talk about Emilia Fox and her family. Start by asking your students what they can remember without reading the text again. If necessary, give them a minute to read about her again, and then elicit more information. Pay attention to the pronunciation of the vocabulary for family members.

- 1a Focus students' attention on the photos. Ask students in pairs to guess which photo represents which favourite person.

Culture notes

George Clooney (b. 1961) is an American actor, director and screenwriter. He first came to fame when he was in the TV series *ER*, where he played a doctor on an emergency ward. Since then he has gone on to appear in numerous films and has won an Oscar and several Golden Globes. He has also been included in various lists of the sexiest men ever.

In recent years George Clooney has devoted himself to political activism and humanitarian work. He is most closely associated with trying to find a solution to the Darfur conflict as well as working for the survivors of the 2010 Haiti earthquake.

Sherlock Holmes is a fictional detective created by the Scottish writer Sir Arthur Conan Doyle. The books were written around the turn of the 20th century and describe how Sherlock Holmes, with the help of his assistant Dr Watson, was able to solve crimes that baffled the police by using his superior intellect.

The series of books is arguably one of the most famous collections of detective stories ever written and has led many people to believe that Sherlock Holmes was a real person. There is a museum at his fictional address, 221b Baker Street, devoted to all things associated with Sherlock Holmes.

- b  2.8 Students listen and check.

ANSWERS:

- 1 Elaine 2 Emily 3 Sherlock Holmes 4 Anthony
5 George Clooney

- c Students complete column A in the table then check in pairs. Check as a class.

ANSWERS:

- Emily:** Liz's niece
Elaine: Liz's friend
George Clooney: Liz's favourite actor
Sherlock Holmes: Liz's favourite fictional character

- 2a Give students a minute to read through the information in the box. They then listen again and fill in column B. Students then check in pairs. If necessary, play the recording again. Check as a class.

ANSWERS:

- Anthony:** is 26 years old, has got two children
Emily: is lovely
Elaine: is a really good friend, has got a new job
George Clooney: is fantastic, is from the USA
Sherlock Holmes: is not a real person

Listening, exercise 2a: Additional activity

If your students have had problems processing all of the information, or haven't understood everything in the listening, ask them to look at audio script 2.8 on page 167. Play the recording again and ask them to underline all of the parts of the script that refer to the answers. Point out the phrases *Ah ...* and *Yeah ...* and ask if students use similar things in their language. You might also like to highlight the pauses that the speaker uses and show students that it is acceptable to pause sometimes to think about what you want to say.

- b Students work in pairs to say two things about each person. Circulate and offer help. Encourage students to use the possessive 's. Elicit some of the ideas in feedback.
- 3 Focus on the Useful language box. Give students a moment to read through the sentences. Students then listen and tick the phrases they hear.

ANSWERS:

- These are my (five) favourite people. ✓
 This is my (brother, niece, ...). ✓
 He's/She's (three) years old. ✓
 He's/She's (lovely, fantastic). ✓
 He's/She's got (a new job, two children). ✓
 He's/She's from (the USA). ✓
 He's/She's not a real person. ✓
 He's/She's my favourite (fictional character / actor). ✓

Task (PAGE 21)**Speaking**

- 1a** Give students a few minutes to decide who their favourite people are. Be flexible and allow students to choose more than one person from each category if they wish.
- b** Give students plenty of time to prepare this part and don't demand that they talk about all five people. It is better if they talk about two or three people well, rather than five people badly. Circulate and offer help and encouragement. Remind students to use the language from the Useful language box.
- 2** Students work in pairs to practise talking about their favourite people. Circulate and offer help. Encourage students to show photographs of the people they talk about if they have them.
- 3a** Put students into small groups to talk about their favourite people.
- b** Encourage students to ask questions about their classmates' favourite people.

Task: Speaking: Additional activity

Write the names of your five favourite people on the board and show photographs of them if you have them available. Ask students which one they would like to hear about. Tell the students they have to listen to you and answer the questions from exercise 1b. This will give students something to focus on when they listen to you and provide an extra model for their speaking practice. Elicit the answers, and then ask if students have any questions about the person you spoke about. Tell students they are going to do the same thing and then follow the steps in the book.

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:

- Students talk about just one of their favourite people if they don't feel very confident or if they have a lot to say.
- Find out if the class as a whole has any favourite people in common and ask students to record a piece about each of those people. These recordings could be uploaded to a class blog or a social networking site for other classes or people to comment on.

Language live (PAGES 22–23)**Writing** (PAGE 22)**Completing a form**

- 1 Focus students' attention on the photo by asking questions about who is in it, where they are and what they are doing.
- 2 Students match the words/phrases to the examples. Some of this vocabulary will be new for students, but try to avoid giving definitions at this point. Instead, encourage students to do the ones they know and then try to guess the others. During feedback, check the pronunciation of *signature* /'sɪɡnətʃə/ and the email address: *Richard Adison at your world dot com*.

ANSWERS:

1 b 2 g 3 i 4 e 5 f 6 a 7 c 8 j 9 k 10 d 11 h

Culture notes

Postcodes in the UK (and zip codes in the USA) are used to make the post office more efficient, because it allows computers to read the address more quickly.

In the UK, the postcode is split into two parts. The first part is made up of one or two letters followed by one or two numbers. The second part is made up of one number followed by two letters. The first letter or letters refer to the city, and then the numbers refer to the part of the city. The second half of the postcode refers to the specific road and a small group of houses.

The postcode is always written at the end of the address and the letters should be in capitals.

- 3 Complete the first couple of gaps about yourself as an example. Students continue on their own then check in pairs. Circulate and offer help as necessary.

Speaking (PAGE 23)**Answering questions**

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

- 1 Check that students understand the words *receptionist* (the person who works in a doctor's surgery and makes appointments and welcomes people), *doctor* and *patient* (the person who visits a doctor because he or she is ill). Students watch the DVD and number the people in the order they hear them speak.

ANSWERS:

1 the receptionist 2 the male patient 3 the doctor
4 the female patient

- 2 Give students a minute to read through the information so they know what they have to pay attention for. Play the DVD for students to choose the correct answers then check in pairs. Play the DVD again if students are not sure. These questions are based on specific information, so pause the DVD at the appropriate point and repeat it if necessary.

ANSWERS:

1 c 2 b 3 a 4 c 5 a

- 3a Students decide who asked each question then check in pairs.
- b Play the DVD to check the answers.

ANSWERS:

1 R 2 R 3 R 4 R 5 R 6 D 7 J 8 D

PRONUNCIATION

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

- 1 Students watch and listen to the key phrases. Focus on sentence stress and the intonation of the questions.
- 2 Drill the questions chorally and individually.

- 4 Students work in pairs to ask and answer questions. They can decide whether to use their own information or the information from the book.

ADDITIONAL PRACTICE

➡ **Workbook:** Writing: *Completing a form*, page 13; Language live: *Answering questions*, page 13

Students can now do Progress test 1 on the Teacher's Resource Disc.

Study, practice & remember

(PAGES 140–141)

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

Practice 1**ANSWERS:**

- 1
1 this 2 that 3 those 4 these 5 This 6 Those
- 2
1 no apostrophe
2 That's Anna's bag.
3 She's got two sisters.
4 What's the matter?
5 He's Laura's cousin.
6 My father's name is Sam.
7 He's got three dogs.
8 What's your brother's name?

Practice 2**ANSWERS:**

- 1
1 's got 2 have got 3 haven't got 4 hasn't got
5 haven't got 6 's got
- 2
1 Are you 2 Have you got 3 are you 4 Have you got
5 Are you 6 Have you got 7 have you got 8 Have you got
9 Have you got 10 Are you

Remember these words**ANSWERS:**

- 1
1 a brother, a nephew, a grandfather
2 an aunt, a mother, a niece
3 grandchildren, parents, cousins
4 a camera, a mobile phone, a DVD player
- 2
Money: coins, a credit card, a wallet
Food and drink: a bottle of water, a packet of chewing gum
Books: a dictionary
- 3
1 sister 2 father 3 wife 4 son 5 nephew 6 grandchildren
7 daughter 8 niece 9 parents 10 cousin