

# 01

# Person 2 person

**Read, listen and talk about** personal information; families, countries and nationalities.  
**Practise** *to be*, subject pronouns, possessive adjectives and possessive 's'.  
**Focus on** phone language; using capital letters in writing.  
**Matura topic** People; Family and social life

## PRZYGOTOWANIE DO MATURY

## Temat: Człowiek; Życie rodzinne i towarzyskie

**Mówienie** Rozmowa wstępna: SB str. 13/ćw. 9

**Rozumienie czytanego tekstu** Prawda/Falsz: SB str. 13/ćw. 4

### Unit 1 Materials

Matura *Success* Activator Unit 1

Photocopiable resources 1, 2, 3

Testing and Evaluation Programme tests

CD-ROM Unit 1

## GRAMMAR AND READING

This section looks at the verb *to be* in affirmative and negative forms using the topic of giving personal information.

**Special difficulties:** Contractions. Ss may find it easier to use the full form of the verb rather than contractions and therefore sound unnatural. Lots of drilling is essential to overcome this reluctance. There are two ways of making negative contractions. The book teaches *isn't* and *aren't* but Ss may come across examples of contractions such as *he's not/we're not* which are also correct.

### Culture notes

**Cambridge** lies in the east of England, north of London. It is a popular tourist destination, thanks to the attraction of the world-renowned university, its many beautiful buildings and the River Cam. The city itself is small, at just over 40 km<sup>2</sup>, and is home to around 100,000 people, an estimated fifth of whom are students. It is believed the city was founded by the Romans, who used the river for transport and trading. Later, Normans built a castle and churches in the area, and the Church of the Holy Sepulchre is one of just four remaining Norman churches in England that have a round shape.

The first Cambridge college, Peterhouse, was founded in 1284. Famous Cambridge University alumni include Charles Darwin, Prince Edward, William Wordsworth and Oliver Cromwell.

### Using the culture notes

You can use the culture notes to help you give a quiz to Ss. If you look at the information about Cambridge, this could lead to questions such as: *Where is Cambridge? What is it famous for? Is it a big city? How many people live there? Who founded Cambridge?* Even if Ss have no idea of the answers, they can have fun guessing and trying to show each other that their general knowledge is better than

anyone else's. Put Ss into groups and award points either for the correct answer or the closest answer. There are more suggestions for how to use the culture notes in Unit 5 on page 56 of this book.

**Warm-up What do you know?** *Boardrush*. As this is the first unit of the book, this is more of a test to see what Ss know. Put Ss into two groups and split the board into two halves. Write on one side A–M and on the other N–Z. One group has to think of countries starting with one set of letters and the other group with the other set of letters. One student from each group comes to the board and writes a country. They then pass the pen/chalk to the next student in their group who writes another country. Continue until everyone has had a turn or the groups have run out of ideas. Rub out any countries written in L1 and correct spelling of the other countries where necessary. Allow Ss to make a written record of the countries now written on the board which will ensure that all Ss are starting at a more even level of knowledge than they would have done without the activity.

**1** Ss work alone and check in pairs. Follow up by asking more questions, e.g. *Is Ana from Italy?* (no) *How old is she?* (twenty) *Is Carlos a teacher?* (yes). At this stage in the course, allow Ss to volunteer answers. This will put weaker Ss at ease as they realise they won't be put on the spot in front of their classmates. When monitoring, note when weaker Ss have got the correct answer, even if you have had to help them get it, and then use nomination to boost their confidence further.

**Answers** 1 Isabella 2 Antonio 3 Carlos 4 Ana 5 Ana 6 Paolo

**2** To check understanding, look at number 1 and ask: *Who could say: 'We're in the park with our children'?* (Carlos and Isabella).

**Answers** 1 Carlos and Isabella 2 Paolo 3 Carlos and Isabella 4 Ana and Paolo 5 Antonio 6 Ana and Antonio

### Work it out

**3** Follow up the activity by putting Ss into pairs and getting them to make true sentences about themselves using *am/is/are* or *am not/isn't/aren't*.

**Answers** 1 is 2 are 3 isn't 4 aren't

**4** When getting feedback, ask extra questions, e.g. question 2: *Paolo isn't from Lyon. He's from Rome. What is his family like?* (It's big.) *What is his house in Rome like?* (It's big.).

**Answers** 1 are; am; is 2 isn't; is 3 aren't; are 4 is; is 5 am not; am

**5** Go through the examples with Ss. Check they understand that they need to correct any incorrect information in the sentences they hear. You may want to provide some additional practice by saying sentences of your own for students to check/correct, before you play the recording, e.g. *I'm a doctor.* (No, you're not/you aren't a doctor. You're a teacher.) *You are students.* (Yes, we're students.).

#### Tapescript CD1 Track 3

- 1 Paris is in France.
- 2 The Williams sisters are English.
- 3 The Vatican is in Rome.
- 4 Barack Obama and George Bush are from Mexico.
- 5 Pizza is from France.
- 6 The Eiffel Tower is in London.
- 7 New York and Chicago are in the United States of America.

#### Answers

- 3 Yes, the Vatican is in Rome.
- 4 No, Barack Obama and George Bush aren't from Mexico. They're from the United States (of America).
- 5 No, pizza isn't from France. It's from Italy.
- 6 No, the Eiffel Tower isn't in London. It's in Paris.
- 7 Yes, New York and Chicago are in the United States (of America).

### Work it out

**6** Some Ss may know these already while others may not. Look at text A with the whole class. Elicit examples of subject pronouns and related possessive adjectives and write them on the board, e.g. *I'm Ana. I'm twenty years old and I'm from Lyon in France. This is a photo of my family.* Ss now work in pairs to go through the rest of text A and text B. When Ss have finished, elicit all the examples they found and then look at the table with them.

**Answers** 1 My 2 His 3 Our 4 Their

**7** Look at number 1 with the class and elicit the matching subject pronoun (*she*). Elicit the possessive adjectives needed (*my; Her*) and tell Ss to do the same with the other sentences.

**Answers** 1 my; Her 2 Their 3 His 4 Our 5 your

**8** Ask Ss what the apostrophe is for (it shows where letters have been removed to make a contraction). Look at number 1 and ask what the missing letter is (*Her dad is*).

#### Tapescript CD1 Track 4

- 1 Her dad's Italian.
- 2 They aren't students.
- 3 His doctor's in London.
- 4 Her teacher's from Cambridge.
- 5 We're students.

#### Answers

- 1 a Her dad's Italian. ✓  
b Their dad's Italian.
- 2 a They're students.  
b They aren't students. ✓
- 3 a His doctor's in London. ✓  
b He's a doctor in London.
- 4 a Her teacher's from Cambridge. ✓  
b His teacher's from Cambridge.
- 5 a We're students. ✓  
b We aren't students.

## GRAMMAR AND SPEAKING

This section looks at the verb *to be* in question forms.

**Special difficulties:** Word order in questions often causes problems for Ss even at quite high levels. Make a point of emphasising the word order differences at the presentation stage and correct or elicit self-correction whenever necessary.

**Warm-up** Review of possessive adjectives. Find the similarities and differences. Put Ss into pairs. Tell them to try to find five things that they have in common using the structures: *I am ...* (*I am a boy. I am sixteen.*) and *My ... is/are* (*My mum is a teacher. My bag is black.*). Allow two minutes for Ss to try to find similarities, it doesn't matter if they can't think of five. Now join the pairs up into groups of four. Ss now have to repeat the process but this time using *We are ...* or *Our ... is/are*. Finally, elicit differences found in open class, e.g. *I am fifteen. He is sixteen. Our mothers are teachers. Their mothers work in a bank.*

**1** Tell Ss to work in pairs and set a strict deadline so they know how long to discuss the answers for. When eliciting feedback there are various choices you can make when deciding who to ask:

- Avoid asking weaker Ss so that they won't feel stressed if they don't know the answer. However, if you know that weaker Ss have the correct answer (from monitoring) or they volunteer an answer, always ask them to boost their confidence.
- Nominate the best Ss to acknowledge that you know they are good and to enable other Ss to learn from their peers.
- Occasionally, if there are Ss who are not concentrating, you can nominate them to show that you are aware that they haven't been on task and to encourage them to concentrate harder in the future.

**Answers** **1** Tony and Gaby Sanchez meeting the host family. **2** The girls are from Acapulco, Mexico. **3** They're in the UK.

**2** **Matura** Encourage Ss to make predictions, then play the CD to check. Note that the dialogues appear in Exercise 3.

**Answers** **1** T **2** T **3** F

**3** Go through the first two questions with the whole class as an example, e.g. ... *where are Tony and Gaby from? How old are they?* Elicit the punctuation mark that tells them it is a question (?). Put Ss into pairs and tell them to find and underline the rest of the questions in the dialogues.

**Answers** where are Tony and Gaby from? How old are they? What's his name? ... is that him? ... are you Mr Jones? Are you Tony and Gaby? Are you from Mexico City? ... is everything OK?

## Work it out

**4** Look at the underlined questions with Ss and ask what they start with (the verb *to be* in the correct form, or a question word). Ss work in pairs to write the underlined questions in the correct column.

**Answers** **A** ... are you Mr Jones? Are you Tony and Gaby? Are you from Mexico City? ... is everything OK? **B** How old are they? What's his name?

## Check it out

When looking at the table with Ss, put a great emphasis on the difference in word order between statements and questions. Use hand gestures to show this change and, when correcting from now on, use the same hand gestures, without words, to elicit self-correction from Ss. Ask Ss more *yes/no* questions to elicit the short answer form, e.g. *Are you Polish?* Then elicit questions from Ss to you so that they can practise the question forms.

**5** To help Ss, cover the answers and ask the same questions to them. Elicit answers to ensure that Ss understand the questions and can form short answers correctly and make changes to pronouns where necessary. When eliciting feedback, stop the CD after each question and elicit the answer. Then play the CD to check and repeat for the next question.

### Tapescript CD1 Track 6

- 1 A:** What's your name?  
**B:** My name's Andy.  
**2 A:** Are you English?  
**B:** No, we aren't.  
**3 A:** How old are you?  
**B:** I'm nineteen.  
**4 A:** Where are your parents from?  
**B:** They're from Mexico.  
**5 A:** Is your boyfriend Spanish?  
**B:** Yes, he is.  
**6 A:** Is your teacher married?  
**B:** No, she isn't. She's single.

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

**6** Allow Ss to work in pairs. As a general rule, unless time is very limited, it is suggested that Ss always write answers in full sentence form in their notebooks to get as much practice of the form as possible.

**Answers** **2** first name (*My first name's Peter.*) **3** How; are (*I'm eighteen.*) **4** single (*I'm single.*) **5** are you from (*I'm from England.*) **6** What's; address (*My address is 10 Market Street, London.*)

**7** For feedback, elicit the question, then play the CD to check. Stop the CD and elicit the answer.

**Tapescript** CD1 Track 7

- 1 A:** What's your surname?  
**B:** My surname is Cole.  
**2 A:** What's your first name?  
**B:** My first name is Peter.  
**3 A:** How old are you?  
**B:** I'm eighteen.  
**4 A:** Are you married or single?  
**B:** I'm single.  
**5 A:** Where are you from?  
**B:** I'm from England.  
**6 A:** What's your address?  
**B:** My address is 10 Market Street, London.

**8** Monitor closely during the activity and, again, carry out the activity in open class after the pairwork. This will give you a clear understanding of where remedial work is necessary.

## VOCABULARY | Countries and nationalities

This section looks at the pronunciation of countries and expands Ss' knowledge of countries and nationalities.

**Special difficulties:** Countries and nationalities are often similar in different languages. This often makes them more difficult for Ss to learn as L1 interferes with L2. Drilling and correction are vital to prevent fossilised errors.

### Culture notes

**The statue of Christ the Redeemer** is 40 m tall and stands at the top of a 700 m-high mountain overlooking Rio de Janeiro, Brazil. The statue was completed in 1931. Visitors can go as far as the pedestal at the base of the statue by lift or escalator.

**The Trevi Fountain** is located in Trevi square in central Rome, Italy. It was built in 1762 on the orders of Pope Clement XII, and is supplied by water from 20 km away. Many tourists throw coins into the fountain. It is said that if you toss a coin into the fountain, one day you will return to Rome. As much as €3,000 is thrown into the fountain each day. The money is collected and used for charitable purposes.

**Warm-up** Review of verb *to be* questions and short answers. *Throw the question.* Ss write two questions using the verb *to be* which they could ask to other Ss in the class. One should be an open question and one a *yes/no* question. If possible, arrange Ss in a circle or at least have them sitting so that they are facing as many other Ss as possible. Nominate one student to start. They throw a ball or piece of screwed up paper to a second student, who has to catch the ball and answer the question correctly. They then ask one of their questions to a different student. Continue the activity until all Ss have asked and answered at least one question.

**1 Think Back!** Put Ss into groups of three or four and allow two minutes for them to write as many countries as they can. The group with the least reads out their list and then other groups add any different countries that they thought of.

**2** Go through the countries with the whole class and model pronunciation. Ss work in pairs to complete the 'Countries' column in the table. Then play the CD to check.

**Answers/Tapescript** **1** Barcelona; Spain **2** Paris; France **3** Istanbul; Turkey **4** Tokyo; Japan **5** Berlin; Germany **6** Warsaw; Poland **7** London; England **8** Budapest; Hungary **9** Beijing; China **10** Cairo; Egypt **11** Rome; Italy **12** Moscow; Russia **13** Rio de Janeiro; Brazil

**3** Ask Ss for an example of a country which fits each of the four stress patterns. Ss then work in pairs to complete the table. Play the CD to check. When drilling from the CD, emphasise the stressed syllable to reinforce the stress even more.

**Answers/Tapescript** **o** Spain, France **Oo** Poland, England, Russia, Egypt, Turkey, China **oO** Brazil, Japan **Ooo** Italy, Hungary, Germany

**4** Go through the first two words with the whole class. Elicit the pronunciation of the remaining nationalities and correct as necessary. Ss complete the table in pairs. Ask Ss to volunteer their answers. Revise any pronunciation difficulties.

**Answers** **1** Spanish **2** French **3** Turkish **4** Japanese **5** German **6** Polish **7** English **8** Hungarian **9** Chinese **10** Egyptian **11** Italian **12** Russian **13** Brazilian

**5** Once Ss have done the activity in pairs, open it up into a whole class activity so that you can check the pronunciation of countries.

**ADDITIONAL PRACTICE:** Photocopiable resources. Resource 1: *I'm from Ooo*

## GRAMMAR AND VOCABULARY

This section looks at family relationships and introduces the possessive 's.

**Special difficulties:** Ss may get confused that the apostrophe has different functions. Make sure Ss have plenty of opportunity to learn how to understand the meaning from context. The possessive 's may be a new concept and Ss may tend to use the same structure as they would use in L1, e.g. *the mother of my father* instead of *my father's mother*. Although this is not grammatically wrong, if Ss do try to use it, it should be pointed out how strange this sounds in English.

**Warm-up Review of countries and nationalities.** *Tennis.* Put Ss into two groups or, in a large class, into an even number of groups. One group starts by saying a city, the next must return with the country that city is in and the first group must finish the rally by saying the nationality. If there are any errors or hesitations, the point is lost.

**1** Pre-teach *male* and *female*. Tell Ss to write these two words as headings in their notebooks with a third heading: *male and female*. They then write the words from the exercise in pairs under the correct heading, e.g. *brother* under *male* and *sister* under *female*, *parents/children* under *male and female*. Elicit which word doesn't have a pair (*cousin*). Follow up by drilling all the words in the exercise, concentrating on those which you feel are new or present most difficulties.

**Answers/Tapescript** aunt – uncle, brother – sister, children – parents, cousin, daughter – son, father/dad – mother/mum, grandchildren – grandparents, grandfather – grandmother, husband – wife, niece – nephew, stepfather – stepmother

**2** Draw Ss' attention to the family tree and elicit answers to some questions, e.g. *Is Michael a grandmother?* (no) *How many generations are there?* (three). Read number 1 with the whole class as an example, then look at number 2 and elicit where the name *Peter* should be written (H/J). Ss do the rest in pairs.

**Answers** **B** Angela **C** Liz **D** John **E** Patrick **G** Billy **H** Peter/Susan **J** Peter/Susan

### Work it out

**3** Write on the board: *One dad: My dad. My dad's name. Two grandparents: My grandparents. My grandparents' names.* Now Ss look at the questions in their books.

**Answers** singular – before -s; plural – after -s

### Check it out

Ask Ss why sometimes we add an apostrophe, and why sometimes we add an apostrophe + -s. Explain that it depends on whether the noun is singular or plural, i.e. plural nouns have -s inherent in their form, hence the apostrophe after -s. Then ask Ss why it isn't *childrens'* (*children* is already plural so doesn't need an -s to make it plural).

**4** Make sure Ss understand that there is one missing apostrophe in each sentence.

**Answers** **1** brother's **2** Peter's **3** friends' **4** father's **5** children's

### Mind the trap!

Tell Ss that they should know if 's refers to *is* or a possessive from the context. Put more examples on the board and ask Ss to say what 's refers to in each case, e.g. *John's from England. John's cousin's from Germany. John's mother's a teacher.*

**5** Go through the example with Ss. Write on the board: *Patrick is Billy's father.* Tell Ss to identify all the possessives before working out whether the sentences are correct or not. Elicit the answers and then tell Ss to find out which sentences are wrong and correct them. Make sure that Ss get practice in forming negative sentences by writing out corrections in full.

**Answers Possessive 's** **2** Billy's **3** Patrick's **4** Billy's; grandfather's **5** Angela's; children's **6** Peter's  
**Corrected sentences** **1** Patrick's Billy's uncle. **2** John's Billy's father/dad. **3** Susan's Patrick's daughter. **5** Angela's children's names are Patrick and Liz. **6** Liz's Peter's aunt.

**6** Ss work individually to draw their family trees, then write sentences about them. Remind them to use possessive 's. Ask Ss to volunteer some of their sentences, and write them on the board as examples.

**7** Follow up this activity by putting Ss in pairs and telling them to compare their family trees. Ss ask follow-up questions wherever possible.

**ADDITIONAL PRACTICE:** Photocopiable resources. Resource 2: *Family tree*

## SPEAKING AND LISTENING

This section focuses on understanding and being able to say telephone numbers and to carry out simple phone conversations in English.

**Special difficulties:** The specific way of saying phone numbers in English may cause more problems than the actual numbers themselves as Ss may use English numbers but say them in the same way as they would say a phone number in L1. Drill and correct wherever necessary.

### Warm-up Review of family members. Anagram race.

Ss close their books and write on a piece of scrap paper. Dictate family members but as anagrams and Ss, working alone, write down the letters as you dictate them, e.g. ioucsn (*cousin*), tgaurdhe (*daughter*), peenhw (*nephew*), ceine (*niece*). As soon as Ss think they know the word, they put their hand up. Make sure that Ss can't refer back to their notes for this activity or it will be too easy.

**1** Read through the advertisements with the whole class. Elicit how the phone numbers might be said. Then play the CD to check.

#### Tapescript CD1 Track 11

oh nine five, double four five, two three nine

**Answer** Chinese food

**2** Have Ss read the three options aloud, and ask them which they think sounds more natural. Play the CD again to check. Point out that in English, the number 0 is often said as *oh*, and sometimes as *zero*.

**Answer 2**

**3** Drill all numbers carefully after going through the answers.

**Answers/Tapescript 1** 421 94 40 **2** 01 676 849  
**3** 00 44 987 332 **4** 00 13 551 165

## Matura Speak out

**4** Allow Ss time to read through all the phrases before the listening.

#### Tapescript CD1 Track 13

**1 A:** Good afternoon. Bike World.  
**B:** Hello, is Julie Black there, please?  
**A:** Just a minute, please. Julie! Telephone!

**2 A:** Hi Sue, how are you?  
**B:** Great, thanks. And you?

**3 A:** Hello. Four four two, seven six three four.  
**B:** Hi, this is Andy. Is that Jane?  
**A:** Sorry?  
**B:** Hi, this is Andy. Is that Jane?  
**A:** Hi Andy. How are you?

**Answers Saying hello** Good afternoon. Hello, is Julie Black there, please? Hello. 442 7634. Hi. This is Andy. Is that Jane? **Greetings** Hi Sue, how are you? Great, thanks. And you? **Other expressions** Just a minute, please. Sorry?

**5** Elicit ideas before listening to check. Some ideas may be correct even if they are not exactly what is on the tapescript, e.g. *Good morning/afternoon*. That could be clarified after the listening, but eliciting beforehand prepares Ss better for the actual task.

**Answers 1** afternoon **2** there **3** Just **4** how are  
**5** thanks **6** this is **7** Sorry? **8** Hi

**6** Ss practise the dialogues in Exercise 5 in pairs. Monitor and help the weaker pairs where necessary. Choose a few of these weaker pairs to act out the dialogues in front of the whole class in order to boost their confidence.

**7** Tell Ss that more than one answer is possible. Ss complete in pairs and then act out. Monitor and correct where necessary.

**Answers 1B** Great/Fine/Not bad, thanks. And you?  
**2** Hi. This is Andy. Is that Jane? / Hello, is Julie Black there, please? **3** Hello, is Julie Black there, please?  
**4** Bye./Bye bye./Goodbye. / See you soon/later/tomorrow/on Friday/at 7.

**8** Use the cartoon to lead on to a discussion of telephone behaviour in the Ss' families. Put Ss into groups of four and dictate questions for them to discuss. Allow about a minute for each and elicit ideas in open class before asking the next question, e.g. *Who answers the phone in your family? Do you ever pretend that you are out when someone phones? Why? Do you ever have to talk to someone on the phone who you would prefer not to talk to?*

**Answer b**

**Optional activity:** Finish up the lesson by getting Ss to script a complete telephone conversation in pairs and then nominate Ss to act out their conversations in open class.

## READING AND SPEAKING

This section revises the grammar and vocabulary of the unit. It also introduces prepositional phrases.

**Special difficulties:** Differences in prepositional coverage between L1 and L2 can cause problems as Ss naturally 'translate' from their own language. These errors can easily become fossilised and even advanced Ss in some countries sometimes say *on* instead of *in the photo*. It is important to correct effectively and try to avoid fossilised errors.

**Warm-up Review of phone numbers.** *Whose is it?* All Ss write down a telephone number on two pieces of paper (the same number on each). They keep one copy and you collect the other. Re-distribute the numbers and make sure no one has their own. Ss have to find out whose number they have by mingling and asking: *Is your number ...?* The other student either answers: *Yes, it is.* or says: *No, my number is ...* As the game goes on, Ss may remember numbers and be able to say: *No, that's ...'s number.*

**1** Look at the photos with Ss and elicit what they can see. Then draw Ss' attention to the words in the boxes. Go over any unfamiliar vocabulary as necessary. Encourage Ss to describe the photos in as much detail as possible.

**Possible answers** The little boy is in the garden. The family are at a barbecue. The friends are in a café.

**2** Read through the blog entries with students and answer any queries they may have about vocabulary. Ss then match the blog entries to the photos. Tell Ss to give reasons for their answers by referring to people and things in the photos, e.g. *a barbecue, two young men.*

**Answers** Entry 6 = A Entry 7 = B

**3** Elicit the answers and get Ss to point to who each person is in the photos. You may want to extend the activity by asking Ss to identify the other people in the photos who are not named in this exercise.

**Answers** 1 A 2 B 3 A 4 B 5 A 6 A

**4 Matura** When Ss have completed the exercise, ask them to correct the wrong sentences, either in their notebooks or orally.

**Answers** 1 F (Mary is Ben's girlfriend.) 2 T 3 F (Walt's Amelia's son./Walt's Alice's nephew.) 4 T 5 T 6 T

**5** Tell Ss to scan the blog entries for the phrases and to complete the answers. Elicit that these small words are called *prepositions*. Explain that prepositional phrases can be tricky to get right and encourage Ss to learn them by heart. Encourage students to start a 'preposition page' in their vocabulary notebooks, which they can add to as they come across more prepositional phrases in later units.

In more able classes, ask Ss to use the phrases 1–10 in sentences of their own.

**Answers** 1 on 2 on 3 on 4 on 5 in 6 in 7 in 8 in 9 in 10 to

**6** Ss again scan the blog entries for the correct answers. Point out that the plural forms of these words are irregular. Ask Ss where they would place the 's in order to form the possessive form of these words (*men's, women's, people's*).

**Answers** 1 men 2 women 3 people

**7** As an alternative, Ss could cover the sentence endings and try to complete the sentence stems from what they can see and have read. This could lead to a wider variety of ideas and more practice of the expressions in Exercise 5, e.g. *In photo B, I'm with ... my cousins/some friends/five people. I'm not in ... photo A/the garden/France.* Elicit ideas and then allow Ss to uncover the endings and do the exercise.

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

**8** Tell Ss to work in pairs. Encourage them to use all the phrases from Exercise 7 and to make sentences that are as factually accurate as possible. Offer support as necessary. Nominate strong pairs, or weaker pairs who are performing well, to repeat their sentences to the class, in order to boost confidence.

**9** To increase the realism of the task, get Ss to draw very basic outlines of the family members they are going to talk about (simple matchstick men and women will suffice) on a piece of paper which is roughly the same size as a photograph. They can then use this as if it were a real photograph, pointing to different people in the picture and saying: *This is my mother.* Their partner then asks as many questions as possible to find out about one person in their partner's family in open class.

**ADDITIONAL PRACTICE:** Photocopiable resources. Resource 3: *Find out!*

## WRITING | Capital letters

This section introduces the idea of capitalisation in English and compares the rules to those found in the student's L1. It also gives Ss the chance to practise the language of the unit in a writing task.

**Warm-up Prepositional phrases.** *Board race.* Put Ss into two groups. Choose one person from each group and read out a phrase from the previous lesson. Ss must decide whether it should take *in, on, at* or *to*. The first person to write the correct word on the board wins a point. The two Ss then change places with another student from their group for the next turn. Examples:

(at) *a party, school, home, a barbecue*

(on) *holiday, my left, my right*

(in) *the garden, the middle, the photo, a classroom*

(to) *next ...*

**1** Elicit or check *capital letter*. Look at number 1 with Ss and elicit the corrections they need to make. Tell them to do the same for the other sentences. Tell Ss there may be more than one mistake in each line. Do not check answers yet as Ss will go through Train Your Brain next.

As an extension or in stronger classes, ask students to rewrite the sentences to make them true for themselves, making sure to use the correct capitalisation, e.g. *My birthday is in May. I am Spanish. I'm a student. My first name is Laura and my surname is Hicks.*

**Answers** **1** September **2** Irish; teacher **3** Stephen; my; Carter **4** weekend; Saturday; Sunday **5** I; Buenos Aires; I; English; Spanish **6** Market Street

## MATURA TRAIN YOUR BRAIN

**2** First tell Ss to tick the boxes which are true for their own language. Then elicit the rules for English. Now tell Ss to look back at Exercise 1 and check their answers. For each mistake, they should justify their answer by referring to one of the rules in Exercise 2. Feedback by first asking how many mistakes there are in each sentence, then finding out which words are wrong and then by asking for the rule which refers to each error, e.g. 1 September – rule 5.

**3** Set a strict time limit to ensure that Ss don't spend too much time over this. Call on stronger Ss or ask Ss to volunteer to share some of their sentences with the class. Correct as necessary and offer praise for fluency and pronunciation.

**4** You may want to test Ss more by making them ask questions to find out their partner's information rather than swapping books. With large classes, put Ss into groups of six to eight Ss to tell each other about their partner, otherwise the activity could go on for a long time.