1 Global

Overview

Lead-in	**Vocabulary:** International words
1.1	**Can do:** Greet someone **Grammar:** *to be*: *I* and *you* **Vocabulary:** Numbers 0–10 **Speaking and Pronunciation:** /aɪ/ **Listening:** Greetings
1.2	**Can do:** Ask where someone is from **Grammar:** *to be*: *he*, *she* and *it* **Vocabulary:** Countries **Speaking and Pronunciation:** Contractions **How to...** ask where someone is from **Listening:** A fashion quiz
1.3	**Can do:** Say your favourite things **Grammar:** Possessive adjectives: *my, your, his* and *her* **Vocabulary:** Nationalities **Speaking and Pronunciation:** Syllable stress A survey **Reading:** What's your favourite film?
Communication	Ask for and give phone numbers **How to...** ask for repetition
Writing bank	Complete simple sentences about your favourite things **How to...** spell consonant sounds in English
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives
1.1 Greet someone
1.2 Ask where someone is from
1.3 Say your favourite things
Communication Ask for and give phone numbers
Writing bank Complete simple sentences about your favourite things

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CEFR Portfolio ideas
a) Work in pairs. Make a video with different types of people arriving at different places – at the doctor, at school, at a hotel etc. One person arrives and one person greets him/her.
b) Who is your favourite famous person? Make a wallchart of different famous people. Show what country they come from and include a picture of them.
c) Write a 'top ten' list of your ten favourite things in the world – food, sport, music, films etc. Work in pairs and compare your lists.

Do you know…? Classroom language

In this lesson, Ss practise key classroom language that they will need throughout the course. This will help them feel more comfortable in their learning environment.

OPTIONAL WARMER

Before the class starts, write *Welcome to the English course* on the board or prepare an OHT. Greet the Ss by saying *Good morning/afternoon/evening*, and introduce yourself by saying *Hello, I'm…* . Arrange the class in a U-shape so that everyone can see each other and walk round the class introducing yourself to each student. They might just give their names, or even reply *Hello, I'm…* . Ss then introduce themselves to each other in a mingling activity. Some false beginner Ss may want to say more. Encourage this but do not correct mistakes. At this stage, use your full name (first and last name). Check pronunciation and intonation right from the start of the course, as it is very difficult for Ss to un-learn mistakes later. You can correct Ss' mistakes at the end.

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1 ▶ 🔘 1.01 Focus Ss' attention on the nine pictures. Play recording 1.01. After each word, Ss repeat; first as a class and then individually.

▶ Read out one of the words and mime it. Then ask individual Ss to mime each word to show that they have understood the meaning. If Ss are all of the same nationality, you could ask for the translation of each word.

2 ▶ 🔘 1.02 Play recording 1.02. After each phrase, Ss repeat; first as a class and then individually. Play the recording again and ask Ss to identify any phrases that contain the words from ex. 1 (e.g. 4 goes with the bottom right picture).

OPTIONAL EXTENSION

Elicit any responses Ss they might know to the phrases. If they cannot think of any, put one for each question on the board and ask Ss to match them, e.g. 1 – *Of course*; 2 – *Hello*; 3 – *OK I'll repeat it*; 4 – *Complete* means *finish*; 5 – *Of course*; 6 – *The answer is X*. Ss can then say and respond to the phrases in pairs.

▶ At the end of the lesson, teach *Goodbye, See you next week/lesson* by going round the class and addressing each student directly: *Goodbye, Toni. See you next week/lesson*. Ss will be impressed if you remember all their names!

Lead-in

1a ▶ Ss read the words and tick the words they know. Give Ss about two minutes for this. Ss then check their answers in pairs.

b ▶ ◑ 1.03 Play recording 1.03. After each word, Ss repeat; first as a whole class and then individually. Make sure Ss understand why parts of the words are underlined (to indicate word stress).

2 ▶ Focus Ss' attention on the photos. Model the task with a student in the class, e.g. point at the computer and elicit the word. Put Ss in pairs (A and B). A points at the pictures and B says the words.

Check the answers with the whole class and write any new words that are not in the box on the board. Ask Ss to discuss the photos with a partner and decide where they are or what they represent. Get feedback from the whole class.

> **Answers**
> A Internet
> B bus
> C taxi, coffee
> D restaurant, telephone

3 ▶ Check that Ss understand the categories in the table. Ss first work individually to add words to the table. Ss compare their lists with a partner. Encourage them to use the classroom language from page 8 and learn all the words that their partners know. Draw the table on the board and then ask Ss to come up and write words in the table. Then check the meaning and pronunciation of the words with the whole class.

> **Suggested Answers**
> Places – house, school, station
> Food – hamburger, toast, cake
> Sport – swimming, volleyball, basketball
> Other – teacher, book, car

> **EXTEND THE LEAD-IN**
> Ss mime or give the meanings of the words in the table and the rest of the class have to guess the answer.

1.1 Nice to meet you!

Speaking

In this lesson, Ss learn how to greet each other, use *to be: I* and *you* and practise the /aɪ/ sound and numbers *0–10*.

1a ▶ ◑ 1.04 Ss look at the pictures. Ask them if they know where the photos are from (Ss should be able to say *party, doctor/hospital, hotel*).

Play recording 1.04. Ss listen and read. Read out some important phrases from each dialogue and elicit which picture the phrases go with, e.g. 1: *I'm Kate*, 2: *Hello Mr Smith*, 3: *Welcome to Hotel Panorama*.

b ▶ Play the recording again. After each dialogue, get Ss to repeat them, first as a class and then individually.

2 ▶ Ask Ss to practise the three dialogues in pairs. Go round the class monitoring their dialogues, taking note of any errors for discussion in the class feedback.

> **OPTIONAL EXTENSION**
> Write some different locations on the board, e.g. *street, house, restaurant, hospital, business meeting, sports centre*. Choose two Ss and give them a location. The pair then acts out the most suitable dialogue from ex. 1, making any necessary changes. Alternatively, Ss can do this in pairs before doing it in front of the class.

3 ▶ Model the two phrases: *I'm...* and *My name's...* . Then, go round the whole class, allowing all of the Ss to say the phrases. Elicit any corrections from the class.

Pronunciation | /aɪ/

4a ▶ ◑ 1.05 Play recording 1.05. After each word, Ss repeat, first as a whole class and then individually. Write /aɪ/ on the board and get Ss to repeat the sound. Then elicit the words in the task again, without playing the recording.

b ▶ ◑ 1.06 Play recording 1.06 and get Ss to repeat each phrase, first as a class and then individually.

> **OPTIONAL EXTENSION**
> Elicit more words Ss may know with the /aɪ/ sound, e.g. *ice-cream, five, size, buy, guy* etc.

Grammar | *to be*: *I* and *you*

5 ▶ Focus Ss' attention on the dialogues on page 10. Ask them to find all examples of *I* and *you*. Then tell Ss to work individually to complete the sentences in the Active grammar box. Ss then check their answers in pairs. Check the answers with the whole class and write them on the board.

Active grammar

I'm = I am   You're = you are

OPTIONAL EXTENSION

Say: *I'm (your name)*. Choose a student and say: *You're (student's name)*. Then ask Ss to do the same thing with themselves and a partner. Continue until all Ss have made both sentences.

6a ▶ Ss work individually to complete the activity. They then check their answers with a partner by practising the dialogues. When checking as a whole class, choose pairs to practise the dialogues.

Answers
1 I'm, I'm
2 I'm, You're

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b ▶ Elicit from the whole class where each dialogue takes place (*in a café, in a hotel*) and elicit any words Ss know from the pictures (e.g. *café, motorbike, glass, chair* etc).

Ss then work individually to complete the activity. They then check their answers with a partner by practising the dialogues. When checking as a whole class, choose pairs to practise the dialogues.

Answers
1 A I'm
  B I'm
2 B I'm
  A You're

Vocabulary | *numbers 0–10*

7a ▶ 🔘 1.07 Begin by writing the numbers on the board as on page 11. Ss keep their books closed. Elicit the numbers from Ss but do not confirm any answers. Then, get students to open their books and play recording 1.07. After each number, Ss repeat; first as a whole class and then individually.

Ss close their books. Return to the numbers on the board and randomly pick the numbers for Ss to say. Finally, nominate Ss to come to the board and write the numbers.

b ▶ Model the activity with a student. Then, in pairs, Ss take it in turns to be Student A and Student B.

OPTIONAL VARIATION

Get Ss to write down the third number, rather than saying it.

Speaking

8 ▶ 🔘 1.08 Play recording 1.08 phrase by phrase. At the end of each phrase, elicit possible responses from the Ss. Then, put Ss into pairs to practise the mini-dialogues themselves.

9 ▶ Model the example with a student. Then remodel the example with another student, this time using real names. Then get Ss to mingle round the class, recreating the mini dialogue. Go round the class monitoring as Ss do this, taking note of any errors to check during the feedback session.

1.2 Faces and names

The people in the fashion quiz all work in the fashion industry. In the UK alone, the fashion industry is worth more than 21 billion dollars and covers all types of fashion from haute couture (the most expensive and traditional) to retail fashion, which you see on every High Street. Top fashion houses include Chanel, Yves Saint Laurent, Armani, Valentino, Versace, Ralph Lauren, Calvin Klein, Halston and Christian Dior. The top fashion centres are New York, Hong Kong, London, Paris and Los Angeles.

In this lesson, Ss do a fashion quiz and listen to other people's answers. They learn how to ask where someone is from, look at the grammar of the third person singular form of *to be* and practise contractions.

OPTIONAL WARMER

This is the best time to use Hangman as the Ss have very little vocabulary that needs to be consolidated. Divide the class into six teams (as few as two Ss per team if necessary). Each team chooses five words from lesson 1 (this can include numbers). Give out paper and pair up the teams so that one team plays against another. Teams then play each other at Hangman by one team writing the blanks to represent the letters of a word and the other team guessing the letters that make up the word. Each time a team gets a word right, they get two points. Each time they get it wrong, they lose a point. At the end, the team with the most points is the winner. Finally, check with the whole class which words were used and confirm their meanings.

Listening

1 ▶ Put the Ss in pairs and ask them to take it in turns to read out the questions and attempt to answer them. Get feedback from the whole class but do not confirm the answers.

2a ▶ ⊙ 1.09 Play recording 1.09 for Ss to check their answers. Then get feedback from the whole class.

Answers
1   b, b
2   a, a
3   a, b

b ▶ ⊙ 1.09 Play the recording again and ask Ss how many questions Nora got right.

Answer
5 out of 6

Vocabulary | Countries

3a ▶ ⊙ 1.10 Play recording 1.10 and after each country, Ss repeat the name of the country; first as a whole class and then individually.

b ▶ Put Ss in pairs (A and B). A covers the country words and then points to a flag for B to guess. Ss then swap roles and repeat the activity. Go round the class monitoring as Ss do this, taking note of any errors to go over during feedback.

OPTIONAL VARIATION

Instead of Ss saying the name of the country, they could write it down. This would practise spelling as well as pronunciation.

OPTIONAL EXTENSION

In pairs, Ss try to think of a famous person for each country. They should have a total of fourteen names. Then put the pairs into groups of four. Each pair reads out their names and the other pair guesses the name of the country they are from. The pair that gets the most right is the winner.

4a ▶ ⊙ 1.11 Before listening, read through the *How to...* box and see if Ss can complete the gaps themselves. Then play recording 1.11 and get feedback from the whole class.

Answers
1   the USA
2   the USA
3   New York

b ▶ ⊙ 1.11 Play the recording again. After each phrase, Ss repeat; first as a whole class and then individually. You may want to drill the phrases with the whole class.

5 ▶ Get Ss to mingle round the class, recreating the dialogue. Go round the class monitoring, taking note of any errors to go over during feedback.

OPTIONAL VARIATION

Rather than using their own names, Ss may choose one of the famous people they used in the earlier optional activity.

Grammar | *to be: he, she and it*

OPTIONAL GRAMMAR LEAD-IN

Write the name *Giorgio Armani* on the board and the question words *Who...?* and *Where...?* Elicit *Who's he?* and *Where's he from?* and write the questions on the board. Then write *Lady Ga-Ga* and repeat the activity. Elicit the questions and then write them on the board, explaining that *'s = is*.

6a ▶ Ss first read the dialogue and underline *'s, is* and *isn't*. They then check their answers in pairs. Get feedback from the whole class.

b ▶ Ss use the dialogue to complete the Active grammar box with *is* or *isn't*. They then check their answers in pairs. Get feedback from the whole class. Then, keeping Ss in pairs, ask Ss to practise the dialogue, using Calvin Klein and Giorgio Armani. Monitor for any errors or mistakes to cover in feedback.

Tell Ss to turn to the Reference on page 17 and look at the box in blue. Ask different Ss to read out each part. You may like to drill some of these. Make sure Ss pay special attention to the difference between full forms and contractions and also the information in the Remember box.

Get Ss to read the information about *Wh*-questions. Go through this section as a listen and repeat. You can then ask Ss individual questions about themselves, using the model in the Reference.

Active grammar

isn't

Is

is

isn't

7 ▶ Ss first complete the dialogues individually. Then put Ss into pairs (A and B) and ask them to act out the dialogues to check the answers. Then get feedback from the whole class.

Answers
1   c
2   b
3   c
4   b
5   b, c
6   c

8 ▶ Model the dialogue with one other student. Then put Ss into pairs to ask and answer questions about other Ss in the class. Go round and monitor and take note of any errors for the feedback session.

OPTIONAL VARIATION

This can be made more fun by Ss receiving slips of paper with the names of famous people and their nationalities on. First, Ss mingle and find out about as many people as possible. Then they get back together in pairs and, using the dialogue, identify as many famous people (and their nationality) as they can.

Pronunciation | contractions

9a ▶ 🔘 1.12 Play recording 1.12 and after each contraction, Ss repeat; first as a whole class and then individually. Then repeat the pronoun without the contraction, and elicit the contraction, e.g. *I, I'm. You, you're*.

b ▶ 🔘 1.13 Play recording 1.13 and after each sentence, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Once 9b is completed, drill the sentences, e.g. *I'm from Spain and she's from China...* etc.

Speaking

10a ▶ Put Ss in pairs (A and B). Give Ss two or three minutes to ask each other questions to find out about the people in the pictures.

b ▶ A turns to page 109 and checks their answers. B turns to page 112 and does the same. Give Ss about a minute to do this. Then get feedback from the whole class.

OPTIONAL EXTENSION

Ss continue this activity with pictures of other famous people you have or ones that Ss have brought in. Alternatively, this could be the warmer for the following lesson.

1.3 Favourite films

Sholay is an Indian action adventure film made in 1975. It has made more money than any other Indian film. *Inception* is an American science fiction film made in 2010. It was directed by Christopher Nolan and starred Leonardo Di Caprio. It had 8 Oscar nominations. *Amores Perros* is a Mexican film made in 2000. It was nominated for the Best Foreign Language Film Oscar. *Central Station* is a Brazilian film made in 1998. It was nominated for Best Foreign Language Film and Best Actress Oscars.

In this lesson, Ss read about and then talk about famous films, analyse possessive adjectives, learn nationalities and are introduced to syllable stress.

OPTIONAL WARMER

Write the following on the board:

1	naymgre (Germany)	7	najap (Japan)
2	latyi (Italy)	8	zarbli (Brazil)
3	asusri (Russia)	9	achin (China)
4	naldop (Poland)	10	naisp (Spain)
5	coxime (Mexico)	11	efcarn (France)
6	anidi (India)		

In pairs, Ss unscramble the letters to make the countries and then think of someone from each country. When getting feedback from the class, Ss call out a name and the rest of the class must answer by saying *He/she is from...*

Reading

1 ▶ Model the sentence *My favourite film is (Avatar)*. Ss listen and repeat the phrase. Ss then tell each other what their favourite film is in pairs. Get feedback from the whole class.

2a ▶ Ss read the texts and match the film posters to the people. They then check their answers with a partner. Get feedback from the whole class.

Answers
Simon = *Inception*
Hiro = *Amores Perros*
Flavia = *Central Station*

b ▶ Ss individually read through the texts again and complete the table. Check the answers with the whole class.

Answers

	From	Favourite film from
Ashna	India	India
Simon	the UK	the USA
Hiro	Japan	Mexico
Flavia	Brazil	Brazil

Vocabulary | nationalities

3 ▶ Refer Ss back to the completed table from ex. 2. Say *Ashna is...* and write *India* on the board. Elicit the correction from Ss and underline *–an* at the end. Then do the same for *British*. Put Ss in pairs to complete the table. Get feedback from the rest of the class. Elicit any other nationalities that Ss might know.

Answers
2 Indian
3 Mexican
4 American
5 Spanish
6 Japanese

OPTIONAL EXTENSION

Refer back to the pictures of famous people on pages 12–13 and elicit statements about their nationality.

Pronunciation | syllable stress

4a ▶ 🔘 1.14 Play recording 1.14. After each pair of countries and nationalities, Ss repeat the pair; first as a whole class and then individually.

b ▶ 🔘 1.14 Focus Ss' attention on the model. Check they understand the meaning of *syllable*. Give other words as examples and elicit the number of syllables in each word. Focus back on the examples. Emphasise the underlined syllables as you say them. Check understanding of *stress* and give other words as examples and elicit the stressed syllables. Ss then listen again for the number of syllables. Get feedback from the whole class and then elicit the stressed syllable in each case.

Answers

Bra<u>zil</u>(2)	Bra<u>zil</u>ian (4)
<u>Ger</u>many (3)	<u>Ger</u>man (2)
<u>In</u>dia (3)	<u>In</u>dian (3)
<u>It</u>aly (3)	I<u>tal</u>ian (4)
<u>Mex</u>ico (3)	<u>Mex</u>ican (3)
<u>Rus</u>sia (2)	<u>Rus</u>sian (2)
the US<u>A</u> (4)	A<u>mer</u>ican (4)
<u>Pol</u>and (2)	<u>Pol</u>ish (2)
<u>Spain</u> (1)	<u>Span</u>ish (2)
the <u>UK</u> (3)	<u>Brit</u>ish (2)
<u>Chi</u>na (2)	<u>Chi</u>nese (2)
<u>Jap</u>an (2)	<u>Jap</u>anese (3)

5 ▶ Put the Ss in pairs (A and B). A chooses a country and B replies with the nationality. Once completed, Ss then swap roles and repeat the activity. Go round the class monitoring as Ss do this, taking note of any errors to go over during the feedback session.

6 ▶ Read through the Lifelong learning box with the whole class. Then get Ss to look at the countries in ex. 3 on page 12 and write the countries and nationalities. Check these as a whole class.

Grammar | possessive adjectives: *my*, *your*, *his* and *her*

7 ▶ Read through the three example sentences with the whole class. Get Ss to complete the Active Grammar box and then check their answers with a partner. Get feedback from the whole class. Tell Ss to turn to the Reference on page 17 and look at the Possessive adjectives section. Read out the examples and get Ss to repeat as a whole class and then individually.

Active grammar

he – his
you – your
she – her

8 ▶ Ss do the task individually and then check their answers with a partner. Get feedback from the whole class. Then encourage Ss to make sentences of their own, similar to each of the sentences in the exercise, e.g. *Her name is Ela. Her favourite food is cheese.*

Answers
1   He's, His
2   Her, Her
3   your, you
4   My, My

9 ▶ Ss first complete the dialogue individually. Then put Ss into pairs (A and B) and ask them to act out the dialogue to check the answers. Then get feedback from the whole class, with Ss playing the parts of A and B.

Answers
1   your
2   My
3   His
4   his
5   his
6   Her

Speaking

10a ▶ Get Ss to look at the survey on page 116. Give Ss some time to read and answer the questions for themselves.

b ▶ Model the two questions to check that Ss understand them. Put Ss into groups of three. Get Ss to finish the survey in their groups by asking and answering each other questions. Give Ss about three or four minutes to do this.

Go round the class monitoring, taking note of any errors to go over during feedback.

c ▶ Ask Ss at random to give feedback on one of the other Ss in their group. Elicit any corrections required from the rest of the class.

OPTIONAL EXTENSION

Tell the Ss that they have to find out about three more people's answers in the class. Then allow Ss to mingle and tell each other about another person, following the model given. As they mingle, monitor the Ss and take note of any errors for the feedback session. Finally, get feedback from different Ss.

1 Communication

In this lesson, Ss listen to people asking for and giving phone numbers. Ss read and exchange information about people, learn how to say phone numbers and how to ask for repetition.

OPTIONAL WARMER

Play number whispers. Put Ss into two lines of at least four Ss. Give the Ss at the head of the line a piece of paper with a sequence of 6 numbers on it, e.g. 246765. Give them about ten seconds to memorise the numbers and then take it away. Ss then whisper the sequence down the line. The final student then comes to the front and recites the sequence that they were told. Repeat this activity with other numbers. The team that gets the most numbers right are the winners.

1a ▶ 🔵 1.15 Get Ss to look at the numbers given in ex. 1. Elicit the phone numbers from the class. As phone numbers are given in different ways, you may get variations of how this is done. Do not confirm the answers at this stage. Play recording 1.15 and after each phone number, Ss repeat; first as a whole class and then individually.

b ▶ 🔵 1.15 Elicit answers from the whole class for the two questions but do not confirm the answers. Listen to the recording again and then check as a whole class.

Answers
0 – 'Oh'
55 – double five

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2 ▶ 🔵 1.16 Play recording 1.16. Ss listen and correct the phone numbers and then check the answers with a partner. Get feedback from the whole class and play the recording again as a final check. Pay special attention to the 'o' and double numbers.

Answers
1   0583 121 558.
2   422 81009.
3   01472 698471.

3a ▶ 🔵 1.17 Tell Ss to look at the three photos. Elicit any information that Ss can give about the pictures, e.g. *In picture A, there is a boy and a girl*. Play recording 1.17. Ss match the pictures to the dialogues. Get feedback from the whole class.

Answers
Dialogue 2: Photo B
Dialogue 3: Photo A

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b ▶ 🔵 1.17 Get Ss to write down what they remember of each of the numbers and compare answers with a partner. Don't confirm any answers yet. Play the recording again for Ss to check their answers. Get feedback from the whole class, getting as many Ss to say at least one phone number as possible.

Answers
Dialogue 1: 0747   499109
Dialogue 2: 0208   1149032
Dialogue 3: 0118   8873374

4a ▶ 🔵 1.18 Give Ss time to read the How to… box dialogue and elicit any possible answers for the blanks. Don't confirm any answers yet. Play recording 1.18. Get Ss to complete the gaps and then get feedback from the whole class. Check the spelling and the meaning of the words.

Answers
1   say
2   repeat

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b ▶ Get Ss to work in pairs (A and B). Ss practise the dialogue, taking it in turns to be A and B.

OPTIONAL EXTENSION

Using their own phone numbers, Ss mingle round the class exchanging numbers, using the How to… dialogue as a model. If students feel uncomfortable giving their real numbers, they can make up an imaginary number instead. As they do this, go round the classroom monitoring and taking note of any errors for the feedback.

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5 ▶ Put Ss into groups of three (A, B and C). Tell A to turn to page 118, B to turn to page 114 and C to turn to page 116. Give Ss a minute to read the information and think about the questions they are going to ask. Make sure Ss have taken note of the model dialogue below the table on page 16. Ss then question each other and complete their tables. As they do this, go round the class monitoring and take notes of any issues for feedback.

Answers

	Leonardo	Sofia	Marta
From (country)	Mexico	the USA	Spain
From (city)	Mexico City	New York	Madrid
Mobile phone number	556 893 2085	646 390 150	691 439 0023
Home number	556 933 2107	212 809 226	914 710 430

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1 Review and practice

1 ▶

Answers
1. A: What's your name?
   B: My name's Rick.
   A: Nice to meet you, Rick.
2. A: Welcome to Hotel Lux.
   B: Thank you. My name's Mr Hardy.
   A: You're in room 4–1–7, Mr Hardy.

2 ▶

Answers
1. It isn't / It's from   5. It isn't / It's
2. Is she / she is   6. Is it / it is
3. She isn't / She's   7. He isn't / He's
4. Is he / he isn't / He's   8. Is it / it isn't / It's

3 ▶

Answers
1. You're a student.   5. Who's she?
2. She isn't German.   6. It isn't a cafe. It's a restaurant.
3. What's his name?   7. Where's he from? Is he American?
4. I'm not Lee. I'm Leo.   8. You aren't Italian. You're French.

4 ▶

Answers
1. your   4. Her   7. his
2. My   5. her   8. his
3. her   6. your   9. My

5a ▶

Answers
1. his   3. he   5. he
2. His   4. He's   6. He's

b ▶

Answers   3. she
1. she   4. She's
2. She's   5. her

6 ▶

Answers
1. café   doctor   football   passport   salad
2. police
3. cinema   Internet   telephone
4. computer

7 ▶

Answers
1. My favourite food is Chinese.
2. Is she Spanish?
3. My car isn't German.
4. My favourite music is British.
5. Is Al Pacino American?
6. Is Lady Gaga Polish?
7. Is his television Japanese?
8. My favourite films are Mexican.

Writing bank

1 ▶ Model the example. Ss read the poem and match the words to the photos. Ss then check their answers with a partner.

Answers
2. = city
3. = food
4. = car

2a ▶ Ss read the poems and tick the lines that are true for them. Get feedback from the whole class.

b ▶ Model the example with a student. Then put Ss in pairs to ask and answer similar questions about things from the poem, using the information from ex. 2a.

3a ▶ Ss read the How to… box. Drill the words and sounds; first as a whole class and then individually.

b ▶ Ss practise saying the words with a partner. Then get feedback from the whole class.

Answers
1. /k/
2. /s/
3. /k/
4. /s/
5. /s/
6. /dʒ/
7. /dʒ/
8. /f/
9. /f/

4 ▶ Model the example with the whole class. Ss then work individually to write their own poems, using the poem text as a template.

5 ▶ Put Ss in pairs. They now read their poems out to each other. Go round the class monitoring and then pick some of the best to be read out to the whole class.