

OVERVIEW

1.1 WHERE ARE YOU FROM?

LISTENING | listen to people say hello

GRAMMAR | *be: I/you*

PRONUNCIATION | sentence stress

VOCABULARY | countries

PRONUNCIATION | word stress

WRITING | learn to use capital letters

SPEAKING | introduce yourself

1.2 ARRIVALS

VOCABULARY | jobs

PRONUNCIATION | word stress

READING | read descriptions of people arriving at an airport

GRAMMAR | *be: he/she/it*

SPEAKING | ask questions about people

1.3 HOW DO YOU SPELL ...?

VOCABULARY | the alphabet

PRONUNCIATION | the alphabet

FUNCTION | giving personal information

PRONUNCIATION | sentence stress

LISTENING | listen to people give personal information

LEARN TO | check spelling

SPEAKING | give personal information

1.4 AROUND THE WORLD DVD

DVD | watch a BBC documentary about people from around the world

speakout | speak about you and your country

writeback | write a personal introduction

1.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

Where are you from?

In this video people introduce themselves, say where they are from and what their job is. It can provide a fun introduction to the unit, but it is also valuable as a revision tool at the end of the unit, consolidating Ss' knowledge of the verb *be* as well as vocabulary related to introducing yourself and jobs.

WHERE ARE YOU FROM?

Introduction

Ss practise introducing themselves, using *be* and the names of countries and towns/cities. They also practise listening, and learn to use sentence and word stress in speaking, and capital letters in writing.

SUPPLEMENTARY MATERIALS

Resource bank: p141

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

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

Warm up

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

LISTENING

1A Direct Ss to one of the photos (A–C) and encourage them to predict where the people could be from, by pointing to each one and asking *England? Spain?* etc. Establish that there are many possibilities. Gesture to show that Ss are going to listen to a recording, then write the numbers 1–3 on the board. Point to the three photos and demonstrate that you want Ss to write the letter A, B or C next to each number. Explain Ss should listen to the background noise to establish where the conversations are by using 'restaurant' as an example: people talking and laughing, background music, the sounds of glasses, plates, cutlery, etc. Play the recording and give Ss time to compare their answers before eliciting them.

Answers: 1 C 2 B 3 A

Teaching tip

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

B Before playing the recording again, spend a few minutes helping Ss to familiarise themselves with the names in the table (by writing or displaying a copy of it on the board). Point out/Elicit that Steve is male and Carmen and Katie are female. Read out the names of the countries and cities, so that Ss recognise them when they hear them on the recording. Demonstrate that Ss need to match the names, countries and cities by drawing arrows between them, as in the example. Play the recording, then give Ss time to compare answers. Replay the recording if necessary. Then check the answers with the class.

Answers: 2 Katie–Ireland–Dublin 3 Steve–Australia–Melbourne

Teaching tip

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

Unit 1 Recording 1**Conversation 1**

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

Conversation 2

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

Conversation 3

A: Hi, I'm James.
B: Hello, I'm Steve.
A: Nice to meet you.
B: You too.
A: Where are you from?
B: I'm from Australia.
A: Oh, are you from Sydney?
B: No, I'm not. I'm from Melbourne.

GRAMMAR BE: I/YOU

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

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

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

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

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

▶ LANGUAGEBANK 1.1 p118–119

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

Answers:

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

3A Go through the example with the class. You could also complete the second gap with the class as another example. Ss can then complete the conversations individually or work in pairs. If Ss ask about the meaning of *meet*, you could demonstrate this by acting out meeting a student for the first time. Point out that *You too* is a short way to say *Nice to meet you* when you reply.

Teaching tip

There are many phrases such as *Nice to meet you* and *You too* which are easier to deal with as a 'fixed' phrase, i.e. what we say when we meet someone new. Remind Ss to add these to their phrasebooks.

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

Answers:

2 'm 3 are 4 'm 5 'm 6 'm 7 are 8 'm 9 Are

C Put Ss in pairs to practise the conversations. Monitor and listen for examples of good use of the verb *be* and give the class praise for these in feedback.

D Start by demonstrating this yourself with a **strong student**, or ask two **stronger Ss** to demonstrate. Then put Ss in pairs to practise. You could extend this by asking Ss to stand up and walk around, introducing themselves to the rest of the class. Demonstrate this by walking up to a student and introducing yourself, then gesture for everyone to stand up and do the same.

VOCABULARY COUNTRIES

4A Direct the class to the country outlines and ask them to call out the names of the countries. Don't worry about correcting pronunciation: this will be covered in the next two stages. Put Ss in pairs to write the names of the countries in the box next to the capital cities.

B Play the recording for Ss to check their answers.

Answers: 1 Russia 2 China 3 the UK 4 Brazil 5 the USA
 6 Germany 7 Turkey 8 Italy

C PRONUNCIATION word stress Demonstrate underlining the stressed syllable in *Russia* on the board, pointing out that Ss need to underline the vowel – *a, e, i, o* or *u*. Before Ss listen again, they should write out the countries in the order that they appear on the recording in their notebooks, to make the underlining task more manageable.

Answers: 2 China 3 the UK 4 Brazil 5 the USA 6 Germany
7 Trueky 8 Italy

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

D Demonstrate this yourself two or three times with **stronger Ss** and point out that the answers start *It's in ...* (Ss are likely to say *Is in ...*). Then put Ss into pairs to practise. You could extend this activity by telling Student A to say a country and Student B to reply with the name of its capital city.

speakout TIP

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

▶ PHOTOBANK p139

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

Answers:

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

B 1 the USA 2 Argentina 3 Colombia 4 Germany 5 Italy
6 Chile 7 Mexico 8 Russia 9 China 10 Japan 11 the UK
12 Poland 13 Spain 14 Turkey

WRITING CAPITAL LETTERS

5A To check that Ss understand *capital letter*, write *a b c d* on the board and ask *Where is the capital letter?* Then go through the example and give Ss a few minutes to do the rest of the exercise. They can compare their answers with a partner before class feedback.

Answers: b) Hi, I'm Tony Ferrari. c) Are you from Italy?
d) No, I'm American. I'm from Washington D.C.
e) Are you a student? f) Yes, I am.

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

Answers: 2 c), d) 3 d) 4 a), b), d), f) 5 a)–f) 6 d)

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

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

Answers:

- 1 Hi, I'm Bao, and I'm a teacher in China.
- 2 Hi, I'm Sylvia. I'm Russian. Are you from Beijing?
- 3 No, I'm from Shanghai. Are you from Moscow?
- 4 Yes, I am. I'm a student.

6A Give each student four slips of paper to write on. Ask them to write a message to their partner like the model in messages 1 and 2 in Ex 5C.

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

SPEAKING

7A Demonstrate that Ss should write the country and city in their notebooks and keep them secret. Circulate and help with spelling and pronunciation as necessary. To extend the practice Ss could write more than one country and city.

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

Homework ideas

- Ss exchange email addresses with someone they didn't work with during the lesson, then email messages to each other like the ones in Ex 5C.
- Ss find (e.g. three) small pictures of famous people to bring to the next lesson and write the countries the people are from on the front of the pictures.
- **Workbook:** Ex 1–5, p6–7

ARRIVALS

Introduction

Ss practise reading and talking about jobs, using the verb *be* and jobs vocabulary. They also learn to use word stress on jobs vocabulary.

SUPPLEMENTARY MATERIALS

Resource bank: p142

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

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

Warm up

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

VOCABULARY JOBS

1A Ask the class for the name of the first job, then give Ss a few minutes to write the rest. They can work in pairs, or work individually and compare answers with a partner. If Ss ask about the use of *a/an* in front of the job names, reassure them that they will study this in the next part of the lesson.

B Play the recording for Ss to check their answers.

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

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

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

Watch out!

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

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

Answers: 1 an 2 a

B Check that Ss understand that the rule about *a/an* applies to nationalities: focus Ss on *an English student* in the conversation in Ex 2A and ask which other nationalities start with a vowel (e.g. *American, Argentinian, Italian*). Write *singer, American* and *actor, German* on the board (as in the example) and ask Ss if you should write *a* or *an* in front of them. Demonstrate the activity yourself with a **strong student**, then put Ss in pairs to practise. You could extend the practice by asking Ss to include any other jobs from the list they made in the Warm up.

C Demonstrate by miming a job first, for Ss to ask questions. Put Ss in pairs or small groups to practise. Monitor the activity and listen for good examples of *a/an* and pronunciation of jobs and praise the class for these in feedback, as well as dealing with any confusion or pronunciation problems.

PHOTOBANK p139

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

Answers:

A 2 I 3 D 4 B 5 A 6 H 7 C 8 E 9 J 10 G

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

READING

3A Start by teaching *tourist, on holiday* and *happy*. You could do this by acting out a scenario where you are on holiday, sitting smiling and relaxing in a café with a cold drink, walking round taking photos and admiring the city, etc. Check that Ss understand *conference*, e.g. with a simple definition such as 'a big meeting for two or three days'. Then focus Ss on the photos (tell them not to read the texts yet) and establish that the people are in an airport: ask Ss the name of important airports in their country/countries. Give Ss a minute or two to look at the people and decide who is a tourist. Conduct brief feedback to see which person most Ss chose.

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

Answer: Wei Zhang

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

Answers:

Name	Sonia Conti	Wei Zhang	Maria Silva	Jack Brown
Job	business student	computer engineer	English teacher	actor/waiter
Country	Italy	China	Brazil	Australia
First time in New York?	no	yes	yes	no

(NB: For Sonia and Jack it is not their first time in New York because they study or work there.)

Culture note

Columbia University is in New York City. Many famous people have studied there, including Barack Obama, Franklin D. Roosevelt, Amelia Earhart, Jake and Maggie Gyllenhaal.

GRAMMAR BE: HE/SHE/IT

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

Answers:

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

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

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

C Tell Ss to write the numbers 1–6 in their notebooks and explain that they need to write each sentence as they hear it. (NB: Each sentence is said twice, the second time at normal speed.) Play the first example, pausing the recording to write the sentence on the board. For **weaker classes**, you may want to continue playing one sentence at a time and writing up the answer with the whole class; otherwise, play the rest of the sentences then give Ss time to compare what they've written with a partner.

Answers: 1 He's an actor. 2 She's a student. 3 Is he from India?
4 Is it your first time here? 5 Yes, it is. 6 Where's she from?

Play the recording again. Each sentence is said slowly first, for Ss to hear how the words are linked together, then at natural speed, for Ss to repeat. You could ask Ss to repeat the sentence in chorus, then pause the recording and ask individuals to repeat. Help Ss to link words, e.g.

He's an actor,

She's a, Is he (NB: the *h* in *he* is not pronounced)

Is it, it is.

Where's she ...

▶ **LANGUAGEBANK 1.2** p118–119

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

Answers:

- A** 2 It's in Libya. 3 She's from Colombia. 4 Yes, she is.
5 No, it isn't. It's from Japan. 6 It's in Turkey.
7 No, she isn't. She's from the UK. 8 No, it isn't. It's in Argentina.
B 2 Where's, from 3 Is, in 4 Where's 5 Is he a 6 Is she a
7 Is it 8 Where's

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

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

Answers:

- 1 Ellie Turner's from Liverpool in the UK. She's a teacher at UCL. It's a big university in London. She's in New York for a conference.
- 2 Yong-Joon's from Korea. He's a taxi driver in Seoul, the capital. He's in New York on holiday. He's happy to be here.
- 3 Monika's a businesswoman from Ottawa in Canada. She's in New York on business.

Optional extra activity

Tell Ss to imagine that they are at JFK airport and to think of a reason why they are in New York. Put them in pairs and ask them to tell their partner why they are in New York. Then tell them to write two or three sentences about their partner, like the examples in Ex 5A.

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

Answers: 2 Is she a doctor? 3 Is UCL in New York?
4 Is Yong-Joon from Japan? 5 Is he in New York on holiday?
6 Is Ottawa in Canada?

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

Answers: a) 3 b) 5 d) 4 e) 6 f) 2

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

SPEAKING

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

Optional extra activity

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

Homework/Project ideas

- **Project:** if your Ss are from different countries, they write their names on sticky labels and stick them onto the correct part of the country on the world map poster. If your Ss are from the same country, they write the names of famous people on the sticky labels, and stick them onto the appropriate part of the world map. They can then add to the poster as the course goes on.
- **Workbook:** Ex 1–5, p8–9

HOW DO YOU SPELL ...?

Introduction

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

SUPPLEMENTARY MATERIALS

Resource bank: p143 and p144

Warm up: a ball or soft object to throw.

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

Warm up

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

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

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

VOCABULARY THE ALPHABET

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

B PRONUNCIATION sounds: the alphabet You could demonstrate that the activity is about the sounds of the letters by reading out the first group and asking Ss for the missing letter. Encourage Ss to work in pairs and help each other with this.

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

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

Optional extra activity

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

2A Start by demonstrating the activity: tell Ss to listen and write the letters you say, then say *H-I* and *B-Y-E*. Ask a **strong student** to dictate back what they wrote down, then to spell a short word for you to write on the board. Then put Ss in pairs and direct them to their activities.

B Tell Student B to read out their letters for Student A to write. Then tell them to check each other's writing.

FUNCTION GIVING PERSONAL INFORMATION

3A Focus Ss on the photos and elicit some ideas about where the places are, e.g. A school, B conference (centre), C gym. You could also elicit some ideas about what the people in each of the photos are saying (e.g. *Good morning, What's your name? Where are you from?*). Play the first conversation and pause to check that Ss understand which photo it matches, before playing the other two conversations.

Answers: 1 C 2 B 3 A

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

Answers:

	First name	Surname	Room number
1	Mike	Thompson	10
2	Allen	Byrne	379
3	Anabella	Almeida	124

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Conversation 1

A: OK, what's your surname?
B: Thompson, T-H-O-M-P-S-O-N.
A: Ah-huh. And what's your first name?
B: Michael.
A: How do you spell that?
B: M-I-C-H-A-E-L.
A: Ah yes, for the fitness class in room 10.
B: That's right.
A: What's your phone number?
B: Er ... it's oh five three two, four one nine.
A: And what's your email address?
B: It's mike at bmail dot com.
A: OK, thank you.

Conversation 2

A: Good morning. Can I help you?
B: Yes. My name's Byrne. Allen Byrne.
A: How do you spell that?
B: B-Y-R-N-E.
A: B-Y-R-N-E.
B: Yes.
A: And your first name?
B: It's Allen.
A: A-L-L ... is it a-n?
B: No, e. E as in England. A-L-L-E-N.
A: Thanks. OK, here's your visitor's name badge. The conference is in room 379.
B: Thank you.
A: You're welcome.

Conversation 3

A: Can I help you?
B: Yes, I'm a student, a new student.
A: Welcome to the school. What's your surname?
B: Almeida.
A: How do you spell Almeida?
B: A-L-M-E-I-D-A.
A: And what's your first name?
B: Anabella.
A: OK, Anabella. Here's your student card.

- B:** Thank you. Oh, my first name's wrong.
A: Oh, sorry. How do you spell it?
B: It's Anabella, A-N-A-B-E-L-L-A.
A: A-N-A-B-E-L-L-A.
B: That's right.
A: OK, Anabella. You're in room 124.
B: 124?
A: Yes.

4A Establish with Ss that this is an example of the type of form they might complete to join a club, a library, a class, etc. Then give Ss a minute or two to complete the form.

Answers: Surname Nationality Phone number Email address

Optional extra activity

Use the Riverside gym form from Ex 4A to prepare Ss for the language work in Ex 4B. Put Ss in pairs to practise spelling the names and nationality, and reading out the phone number and email address.

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

C Play the recording again for Ss to check their answers.

Answers: 2 spell 3 oh 4 at, dot
 (NB: *Oh* is used in British and American English. *Zero* is also possible, particularly in American English.)

D PRONUNCIATION sentence stress Before playing the recording, write the two questions on the board and ask Ss which is the most important word in each question (*phone* and *email*, the 'information' words). Play the recording, then underline the stressed words on the board. Play the recording again for Ss to repeat in chorus.

Answers:
 1 What's your phone number? 2 What's your email address?

Teaching tip

To help Ss with the stress patterns on questions, build the questions up from one word, asking Ss to repeat after you each time, e.g.:
phone? – *phone number?* – *what's phone number?* – *what's your phone number?*
email? – *email address?* – *what's email address?* – *what's your email address?*

This helps Ss to see that *your* is 'squashed' between the other words, because it isn't stressed.

▶ LANGUAGEBANK 1.3 p118–119

The Language bank has a summary of the questions and answers covered in Exs 3 and 4. Ss can do Ex 1.3 in class or for homework: if they do it in class, you could ask one or two pairs to act out the corrected conversation.

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

5A Ss either write their own phone number and email address or invent them. To extend the practice, ask Ss to write two or three phone numbers and email addresses. Tell Ss not to show their partner what they've written, so they have to listen carefully for the information.

B You could ask two **stronger Ss** to demonstrate this first. (NB: Choose two Ss who are not sitting near each other, so they have to speak up and everyone can hear.) Tell Ss to practise asking and answering, and to write down the information so their partners can check that it's accurate afterwards.

LEARN TO CHECK SPELLING

6A Give Ss a moment to familiarise themselves with the four lines of conversation and establish that they need to underline the individual letters that are stressed, not the words. You could demonstrate this by spelling the name of one of your Ss, stressing one or two of the letters, and asking the class which letter(s) were stressed.

- Answers:**
A: A-l-l ... is it a-n?
B: No, e. E as in England. A-l-l-e-n.

speakOUT TIP

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

B Demonstrate the example with a **strong student**. Then give Ss time to prepare for the activity by going through the pairs of names and underlining the letter that needs correcting.

SPEAKING

? Give Ss a minute or two to look through the table and remind them that the question for *Nationality* is *Where are you from?* Ss can sit in groups of four to complete the table, if possible with Ss they don't usually sit next to. Alternatively, they could stand up and walk round the room, finding three different Ss to talk to. Monitor the activity closely and note down examples of good language use and any problems with grammar, pronunciation, etc. to deal with in feedback.

Teaching tip

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

Homework ideas

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

AROUND THE WORLD

Introduction

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

SUPPLEMENTARY MATERIALS

Warm up: a map of the world, e.g. on a globe, a poster or on the internet.

Warm up

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

DVD PREVIEW

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

mountain village building
/ɪ/ /ɪ//ɪ/ /ɪ//ɪ/

Suggested answers:

- A Santiago, Chile: a city, a building
 - B Finland: the countryside, a mountain
 - C Oman: a village, a mountain
 - D Kuala Lumpur, Malaysia: a city, a building
 - E Malaysia: a beach, the sea
 - F Canada: a mountain, a river, the countryside
- Background photo: a beach, the sea/a river, a mountain

B You could use *old* as an example, e.g. point to the buildings in the photo of Oman, and ask Ss for the opposite, pointing at the buildings in the photo of Santiago. Then put Ss in pairs to find two more pairs, and to decide which word does not have an opposite (*beautiful*). Check that Ss understand *beautiful* by pointing to the photo of Malaysia, and also by asking them to name a beautiful place in their city/country.

Answers: old – new small – big cold – hot

C You could demonstrate this with the class first, giving an example for one of the photos for Ss to guess. Then put Ss in pairs to practise.

Suggested answers:

- a beautiful/big mountain – Canada/Finland
- a cold/beautiful river – Canada/Finland
- an old/beautiful building – Kuala Lumpur, Malaysia
- a new/big building – Santiago, Chile
- a big/beautiful/hot beach/sea – Malaysia
- a small/hot/old/beautiful village – Oman

2 Explain that Ss are going to watch some people talking from different countries around the world. Ss could predict which countries by looking at the photos, then read the text to check.

Answers: Finland, Oman, Chile, Malaysia, Canada

DVD VIEW

3A Demonstrate that Ss need to write a number from 1–5 next to each country when they see or hear about it on the DVD. You could also tell Ss to note down any of the things from Ex 1A that they see on the DVD. Play the DVD.

Answers: a) 2 b) 1 c) 4 d) 5 e) 3

B Put Ss in pairs to discuss which of the things from Ex 1A they saw on the DVD, and which of the words from Ex 1B they heard.

C Play the DVD again. Give Ss time to compare answers in pairs and help each other before checking with the whole class.

Answers:

Canada: rivers, mountains, beautiful
Oman: beautiful city, big buildings, small village, countryside, hot
Finland: city, cold, countryside, beautiful
Malaysia: big city, new buildings, countryside, beautiful, beaches, sea, rivers, hot

D Before putting Ss in pairs, teach *winter/summer sport* (e.g. mime skiing and playing golf) and *shop/office assistant* (mime someone on a till and someone doing filing). Give Ss 1–2 minutes to compare answers, then play the DVD again.

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

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

Optional extra activity

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

- (X) ... is a beautiful beach in ... (Y)
- ... is a new building in ...
- ... is an old city in ...
- ... is a small village in ...
- ... is a big river/mountain in ...

Ss compare their sentences in pairs or small groups.

DVD 1 Around the World

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

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

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

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

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

speakout you and your country

4A Start by teaching the words *very* (e.g. by comparing something in the classroom that's small with something very small), and *centre* (e.g. ask for the name of a building/shop in the centre of the city where they're studying). Also demonstrate the difference between *I like it* and *I love it*, e.g. by using stress and intonation to show that *I love it* is stronger. Then tell Ss they're going to listen to a woman called Catarina answering questions 1–7 and give them time to read through the questions, so they know what information they're listening for. Establish that they only need to write short answers, e.g. two or three words, as in the example, not full sentences. Play the recording, then give Ss a few minutes in pairs to check their answers. Check the spelling of *hotel receptionist* and that Ss understand the job (someone who answers the phone and helps guests when they arrive).

Answers: 2 no 3 yes 4 hotel receptionist 5 centre of Dublin
6 yes 7 the countryside is beautiful, the villages are old and beautiful

B Give Ss a few moments to look at the key phrases. Check that Ss understand *town* (between a village and a city in terms of size). You may want to pause the recording after every couple of sentences, to give Ss time to tick the phrases.

Optional extra activity

To help Ss with the pronunciation of the key phrases, elicit some different combinations from the options given and ask Ss to repeat them both in chorus and individually, e.g.

It's an Irish name.

I'm a teacher at the university.

I'm an engineer at (name of company).

Dublin is a city in Ireland.

It's very small.

It isn't very big.

The countryside here is beautiful.

I really love it here.

Answers:

It's a(n) [Irish/Italian ✓ ...] name.

I'm a/an [teacher/hotel receptionist ✓/engineer/...] at ...
[Dublin/Positano/It] is [a city/a town/a village] in ...

It's/It isn't very [small ✓/big/beautiful/hot/...].

The countryside [here ✓/in Ireland/in ...] is very beautiful.

I really love it here. ✓

Unit 1 Recording 12

A: So, your name's Catherine?

B: No, it's Catarina.

A: Catarina?

B: Yes, it's an Italian name. I'm from Italy.

A: Yeah? Where in Italy?

B: I'm from Positano.

A: Positano! I don't know it. Is it big?

B: No, it isn't. It's very small. Very small and very old. Look. Here's a photo.

A: Oh, it's beautiful!

B: Yes ... I love it.

A: And ... what's your job?

B: In Dublin?

A: Yes, here in Dublin.

B: I'm a hotel receptionist here in the centre of the city.

A: Oh really? So English is important for you.

B: Yes, of course. In my job I speak English, and I also speak German and Italian of course. Italian people visit Dublin a lot. They love it.

A: And you? Do you like Dublin?

B: Oh, yes. I really love it here.

A: Why? What's good about it?

B: Well, the countryside here is very beautiful, with mountains, rivers and the sea. And the villages are old and beautiful. I really love it here. And you ... are you Irish?

A: Yes, but not from Dublin. I'm from a small town in County Wexford.

5A Tell Ss to write the numbers 1–7 in their notebooks, and to write full sentences for their answers. If your Ss are all from the same country, encourage them to comment on different parts of the country when talking about the countryside. Circulate and help, reminding Ss to use the key phrases. You could also encourage them to practise saying the answers, so they don't need to read them aloud from their notebooks.

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

writeback a personal introduction

6A Introduce the idea of a class blog and ask Ss what information they think will be in it. Direct Ss to the blog and the list of information 1–8. Give Ss time to read the blog and tick the information, then ask the class which information is not in the blog (email address and *Goodbye*). Focus on the use of *with* in the text: ask Ss to underline the examples of *with* (three in total) and elicit/demonstrate how they are used, i.e. when you say the name of your company (*I'm a businesswoman with Volkswagen*), for adding information about your city (*Berlin is a city with ...*) and for adding information about what makes the countryside beautiful (*the countryside is beautiful, with mountains and ...*).

Answers: 2, 4, 5, 6, 8

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

Homework ideas

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

LOOKBACK

SUPPLEMENTARY MATERIALS

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

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

Ex 6A: blank pieces of paper/card about the size of a business card (enough for all the Ss in the class).

BE: I/YOU

1A Point out that the questions and answers are referring to sentences 1–6 in Ex 1B below. Go through the example, then give Ss 1–2 minutes to complete the sentences, working alone.

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

B Either go through the example or demonstrate the activity with the class: tell Ss you're thinking of one of sentences 1–6 and invite them to ask you questions until they guess the right one. Put Ss in pairs to continue.

COUNTRIES

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

Answers: 2 Germany 3 Russia 4 Italy 5 China 6 Turkey

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

C Demonstrate the example with the class taking the role of Student A, and you responding as Student B. You could do one or two more examples like this, then put Ss into pairs. Monitor the activity to check Ss' pronunciation of the countries and deal with any problems in feedback.

JOBS

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

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

B Demonstrate this first with you taking the role of Student A and the Ss asking questions to guess the job. Point out that you can only answer *Yes* or *No*. Ss could choose any job from 1–8 or anywhere in the unit (including the Photo bank if they have studied it).

Alternative approach

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

BE: HE/SHE/IT

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

Answers: 2 Russia 3 Turkey 4 Germany 5 China 6 Japan
7 Spain 8 India 9 the USA 10 the UK

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

C For this stage, you could put three pairs of Ss together into groups of six, or separate the pairs and put the Ss into new groups of 4–6. Monitor the activity and check that Ss are using *he*, *she* and *it* correctly, so you can provide feedback and correction afterwards.

Project idea

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

THE ALPHABET

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

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

B Choose two **stronger Ss** to demonstrate the activity, then put Ss in pairs and suggest that they ask about the spelling of words at random, rather than working through the words in numerical order. Monitor and be prepared to deal with any problems with the pronunciation of letters in feedback.

GIVING PERSONAL INFORMATION

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

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

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

C Demonstrate the activity with a **stronger student**, showing that Ss circle the three things on the card that their partner changes.

Homework ideas

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

BBC interviews and worksheet

Where are you from?

In this video people introduce themselves, say where they are from and what their job is. The material consolidates Ss' knowledge of the verb *be*, as well as vocabulary related to introducing yourself and jobs.