

1 Nice to meet you!



The language of friendship is not words but meanings.

Henry David Thoreau

The phrase is used for greeting someone when you meet them for the first time, or for saying goodbye to them on that occasion.

The quote suggests that friendship goes deeper than shared words – the words that we use to have conversations and discussions, share stories or even argue. Friendship involves knowing each other on a deeper level, at a level of emotion, feelings and understanding. This deep knowledge is sometimes difficult to describe in actual words.

Henry David Thoreau (1817–1862) was an American writer, poet and philosopher. His most famous work is *Walden*. He is widely thought of as a cultural hero and a great example of the classic American writer.

Ask students to label the photo if you need time to set up the class.

OBJECTIVES

- talk about where you're from
- introduce a friend
- greet people
- fill in a form

Work with a partner. Discuss the questions.

- 1 Look at the picture. Which country is the man in?
- 2 What language(s) do you think he speaks?
- 3 What language(s) do you speak?

NICE TO MEET YOU! 1

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Focus the students on the picture of Venice and the gondolier. Encourage them to guess where the man is, using clues in the picture – the canals, the gondola, his clothes. Ask them to name all the things they can see and build up a list of vocabulary in a column at the side of the board. Leave this there for the whole lesson, referring to the words as and when they come up.

Then ask students to read Questions 2 and 3. Answer the questions as a whole class. Encourage lots of students to answer and share their ideas. Again, add vocabulary to the board for students to use throughout the class. Add sentence stems to the board to support students, or give examples yourself.

I think he speaks Italian. Maybe he speaks English for his job. I speak English and ...

WORKSHEETS

Lesson 1.1 Say hello

Vocabulary: Countries; Numbers 0–10 (W1)

Grammar: Present simple *be: I, you* (W2)

Lesson 1.2 What's your job?

Vocabulary: Jobs (W3)

Grammar: Present simple *be: he, she, it* (W3)

1.1 Say hello

— Talk about where you're from

V — countries

P — syllables and syllable stress

V — numbers 0–10

G — present simple *be: I, you*

VOCABULARY

Countries

A SPEAK Work in pairs. Say hello. Say your name.

A: Hi, I'm Victor.

B: Hello, Victor. I'm Anna. Nice to meet you.

A: Hi Anna! Nice to meet you, too!

B Complete the greetings with names of countries.

Argentina Australia Brazil Britain Canada Egypt
Italy Mexico Morocco Spain Turkey Japan

Let's chat! It's easy! It's fun! Click and say hello!

1 Hi! I'm Emine. I'm from Turkey.

2 Hello, everyone! I'm Camilla. I'm from Mexico.

3 Hello! I'm Alexa. I'm from Brazil.

4 Hi, everyone! I'm Laura. I'm from Argentina.

5 Hi! I'm Yasmin. I'm from Egypt.

6 Hi, everyone! I'm David. I'm from Spain.

7 Hi! I'm Matteo. I'm from Italy.

8 Hello, I'm Emily. I'm from Britain!

9 Hello, everyone. I'm Hiro. I'm from Japan.

10 Hi! I'm Charlotte. I'm from Australia.

11 Hello! I'm Mark. I'm from Canada.

12 Hi, everyone. I'm Hamid. I'm from Morocco.

C SPEAK Work in pairs. Ask about each picture.

A: Where is it?

B: It's in Egypt.



PRONUNCIATION

Syllables and syllable stress

In English, we stress a different part of different words. A stressed syllable is loud and strong.

Ar-gen-ti-na

A Listen. Underline the stressed syllable in each word.
1.1 Which word only has one syllable? Spain

- | | |
|-------------|------------|
| 1 Argentina | 7 Italy |
| 2 Australia | 8 Japan |
| 3 Brazil | 9 Mexico |
| 4 Canada | 10 Morocco |
| 5 China | 11 Spain |
| 6 Egypt | 12 Turkey |

B SPEAK Work in pairs. Ask your partner about these cities. Then underline the stressed syllable.

- | | |
|---------------------|----------------------|
| 1 Berlin, Germany | 4 Jakarta, Indonesia |
| 2 Budapest, Hungary | 5 Moscow, Russia |
| 3 Bogotá, Colombia | 6 Stockholm, Sweden |

A: Where's Berlin?

B: It's in Germany.

1.1 Say hello

LEAD-IN

As students come in, smile at individuals and say *Hi/Hello, I'm* (your name). *I'm from* (your country). *Nice to meet you!* After the first few, encourage them to reply in the same way.

VOCABULARY

Countries

- A** Focus students on the conversation. Read it out while they follow. Then read it line by line and get everyone to repeat, focusing on the contraction *I'm* with a natural tone and intonation. Then read part A and ask individual students to read part B. Put students into pairs and ask them to recall the conversation. Then ask them to stand up and mingle, having the conversation, using their own names. Join in with the students, helping and correcting as necessary.
- B** Read out the names of the countries and ask students to repeat as a class. Help with pronunciation. If you have a map in the class, get students to point out the countries. Point at yourself and say *Hi! I'm* (your name). *I'm from* (your country). Focus on the weak form of *from*, with a stress on *I* and the country name, not *from*. Ask individual students to do the same. Then students complete the exercise in pairs. Check answers as a whole class.
- C** Show a picture of somewhere students might know, e.g. the Eiffel Tower. Ask *Where is it?* and elicit the answer, e.g. *It's in France* (insist on the country, not Paris). Then ask students to do the exercise in pairs. Walk around helping and correcting pronunciation, especially the link between *where* and *is* /weəɪz/ and the contraction of *it is* linking to *in* creating /'ɪtsɪn/. Use the **Vocabulary Worksheet** on page W1 for extra practice.

PRONUNCIATION



- A** Write *Argentina* on the board and say it, with slightly exaggerated stress on the stressed syllable. Repeat, underlining the stressed syllable. Get the class to repeat after you, then ask individual students to say the word. Play the first word on the recording to show the example, then play the audio. Write the words on the board while students do the exercise. Repeat if necessary. To give feedback, play the recording word by word and underline the stressed syllables on the board. Alternatively, students could come to the board to underline the stressed syllables.
- B** Put students into pairs. Demonstrate the first example and write the words on the board. Get students to ask and answer; help with the stress if necessary. Then elicit the stressed syllables and underline them on the board. Drill the pronunciation as a whole class and individually. Encourage students to exaggerate the stressed syllable; show how it is more forceful and a higher pitch and that the unstressed syllables tend to be quieter and shorter.

Extra activity

Prepare a list of capital cities for each of the countries in Pronunciation Exercise A on page 2 (e.g. Ottawa – Canada). Students work in pairs or small groups. Say the capital city and the students write the country. Conduct this as a quiz. Give one point for the country and one point for correct spelling.

GRAMMAR HUB

1.1

Present simple *be*: *I, you*

	Positive	Negative
I	I am from Germany. I'm from Germany.	I am not from Germany. I'm not from Germany.
you	You are from Canada. You're from Canada.	You are not from Canada. You aren't from Canada. You're not from Canada.

	Yes/No questions	Short answers
you	Are you from Argentina?	Yes, I am. No, I'm not.

- For the verb *be*, we use *am* with *I* and *are* with *you*.
I am happy.
You are happy.
- We can use the long form (*I am / You are*) or the contraction (*I'm / You're*). We often use the contraction when we speak.
I am from London. OR I'm from London.
You are from France. OR You're from France.

Be careful!

- Remember: *I am = I'm, You are = You're.*
I'm from Peru. NOT I'm am from Peru.
You're from Brazil. NOT You're are from Brazil.

1.1 Say hello

LISTENING

- 1.2** **A-D** Students complete Exercises A–C, checking answers in pairs and then as a class. Then students work in pairs to ask and answer where they are from. Encourage them to use full sentences.

VOCABULARY

Numbers 0–10

- 1.3** **A** Write numbers 0–10 on the board. Play the audio while students listen and repeat. Then drill by pointing at the numbers on the board. Ask students to listen and complete the phone numbers. Students then work in groups to practise giving and noting phone numbers. They can use their own numbers or false ones if they prefer. Use the **Vocabulary Worksheet** on page W1 for extra practice.
- 1.4** **B** Play the audio and elicit *oh*. Highlight that in American English (and international English in general) it is more usual to say *zero*. British English tends to use *oh*.

- 1.5** **C-D** Play the audio while students listen and complete the numbers. Students work in groups of four or five to complete the task. Tell them they can give false numbers if they don't want to share their real one! Use the **Vocabulary Worksheet** on page W1 for extra practice.

GRAMMAR

- 1.6** **A-C** Play the recording while students listen and complete the task. Students complete Exercise B alone. Encourage them to check their answers in pairs and then check as a class. Direct students to the **Grammar Hub** (see below and TB2). Use the **Grammar Worksheet** on page W2 for extra practice.

SPEAKING

- A-D** You could ask two stronger students to demonstrate the conversation for the class. Students practise reading in pairs. For Exercise B, demonstrate with information about yourself, and then ask students to do the same for themselves. Students have the conversation and then they can repeat with new partners. Monitor and provide feedback.

AUDIOSCRIPT

1.2

Listening, Exercise B R = Receptionist L = Lisa

- R:** Good morning! Can I help you?
L: Hello! Yes, I'd like some English lessons, please.
R: Of course! What's your name?

- Ex C**
L: My first name is Lisa, **L-i-s-a**, and my last name is Fuentes, **F-u-e-n-t-e-s**.
R: Thank you. Where are you from?
Ex C
L: I'm from **Spain**.
R: Are you from Madrid?
Ex B
L: No, I'm not. I am from **Bilbao**.
R: What's your phone number?
L: 0764 729 3387.
R: OK ... Now, let's find a class for you ...

GRAMMAR HUB

1.1

Present simple *be*: I, you

A Choose the correct options.

- 1 **I am** / *are* from Madrid. 5 *You are* / **Are you** from New York?
2 **You're** / *You're are* from Sweden. 6 *I are* / **am** from Germany.
3 *I not* / **I'm not** from Berlin. 7 You **are** / *am* from America.
4 You *not* / **aren't** from Hungary. 8 *Am* / **Are** you from Indonesia?

B Write the negatives. Use contractions.

- 1 I'm from Italy.
I'm not from Italy.
- 2 You're from Brazil.
You aren't / You're not from Brazil.
- 3 I'm from China.
I'm not from China.
- 4 You're from Egypt.
You aren't / You're not from Egypt.
- 5 I'm from Japan.
I'm not from Japan.
- 6 You're from Turkey.
You aren't / You're not from Turkey.
- 7 I'm from Mexico.
I'm not from Mexico.
- 8 You're from Australia.
You aren't / You're not from Australia.

C Complete the conversations with the words in the box.

am are I I'm no not yes you

- 1 **A:** _____ **Are** _____ you from Italy?
B: Yes, I am.
- 2 **A:** Hello. Are you from Brazil?
B: Yes, I _____ **am** _____.
- 3 **A:** Are _____ **you** _____ from Australia?
B: Yes, I am.
- 4 **A:** Are you from Morocco?
B: _____ **Yes** _____, I am.
- 5 **A:** Are you from Canada?
B: _____ **No** _____, I'm not.
- 6 **A:** Good morning. Are you from Argentina?
B: Yes, _____ **I** _____ am.
- 7 **A:** Hello Lisa. Are you from China?
B: No, I'm _____ **not** _____.
- 8 **A:** Are you from Mexico?
B: No, _____ **I'm** _____ not.

➤ Go back to page 3.

LISTENING

A PREDICT Look at the photo. Read the information. Where are they? **They are in a language school.**

B LISTEN FOR SPECIFIC INFORMATION Listen to the conversation. Which city is the student from? **Bilbao**

C LISTEN FOR DETAIL Listen again. Find and correct three mistakes in the form.



Application for Language School

First name: **Luisa** Lisa

Last name: **Fuentez** Fuentes

Country: **Italy** Spain

Phone number: **07647 293387**

D SPEAK Work in pairs. Ask and answer.

A: Where are you from?

B: I'm from Turkey.

VOCABULARY

Numbers 0–10

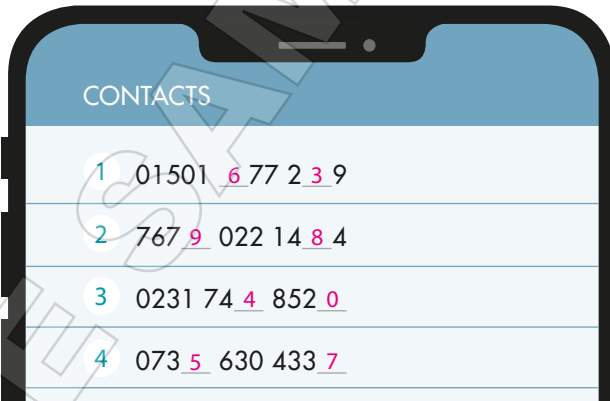
A Listen and repeat each number.

0 1 2 3 4 5
6 7 8 9 10

B Listen to Lisa's phone number. How does she say the numbers in bold?

07647 293387 **0 = oh**
33 = double three

C Listen and complete the phone numbers.



D SPEAK Work in a group. Ask each person for their phone number. Make a list.

A: What's your phone number?

B: It's 07790 521006.

GRAMMAR

Present simple *be*: I, you

A Listen to the examples. Underline the verbs.

1,6 I'm from Spain.

Are you from Madrid?

No, I'm not. I'm from Bilbao.

I am = I'm

B WORK IT OUT Circle the correct verb.

am/are		
I	<u>1</u> 'm / 're	from Spain.
You	<u>2</u> 'm / 're	from Turkey.
I	<u>3</u> 'm not / aren't	from New York.
You	<u>4</u> 'm not / aren't	from Toronto.
<u>5</u> Am / Are you from Brazil?	No, I <u>6</u> 'm not / aren't.	

C Go to the **Grammar Hub** on page 98.

SPEAKING

A PREPARE Read the conversation. Practise the conversation with a partner.

A: Hi! I'm Thomas. I'm from Argentina.

B: Nice to meet you, Thomas. I'm Anna. I'm from Germany.

A: Are you from Berlin?

B: No, I'm not. I'm from Hamburg.

A: Nice to meet you, too.

B PLAN Change the underlined words so the information is about you and your partner.

C PRACTISE Work in pairs. Practise your conversation.

D REPEAT Find a new partner. Practise the conversation again.

○ Talk about where you're from

V jobs

S identifying personal pronouns

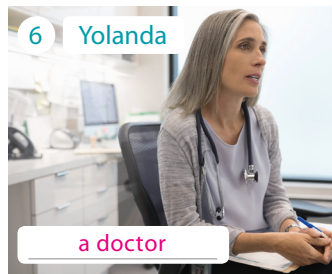
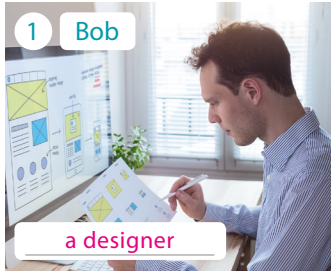
G present simple *be: he, she, it*

P contractions with *be*

VOCABULARY

Jobs

A SPEAK Work in pairs. Which jobs can you name?



B Match the words in the box with the pictures in Exercise A.

an architect a computer programmer a designer a doctor an engineer a manager a student a teacher

C Listen and check your answers.

1.7

D Go to the **Vocabulary Hub** on **page 122**.

READING

A READ FOR GIST Read the emails. What is Emma's job? **Emma is a designer.**

New job!
To: fashionista@mailhub.com
From: em173@design.nett
Hi Emma,
How's your new job? Is it fun? Is your manager nice? Please tell me all about it!
Keira

RE: New job!
To: em173@design.nett
From: fashionista@mailhub.com
Hi Keira,
Today is my first day in my new job! **Ex B Q1**
I'm on the design team. It's a small team **Ex B Q2**
with five people. My manager isn't very **Ex B Q3**
friendly, but she's OK. Her name is **Ex B Q4**
Amanda and she's from Brazil.
My colleague Anton is nice. He's new **Ex B Q5**
today, too. I'm not very busy because
it's my first day.
How are you?
Emma
PS Here's a photo of me in my new job **Ex A**
as a designer.



B READ FOR DETAIL Read the emails again. Circle the correct answer.

- Keira / **Emma** is in a new job.
- She's in a **small** / big team.
- Her manager **is** / isn't very friendly.
- Her manager is from **Brazil** / Canada.
- Anton **is** / isn't new.

Identifying personal pronouns

Pronouns talk about a noun.

My colleague Anton is nice. **He's** new today too.

C READ FOR DETAILED UNDERSTANDING What do the words in bold refer to? Circle the noun.

- How's your new **job**? Is it fun?
- I'm on the **design team**. It's a small team with five people.
- My **manager** isn't very friendly, but she's OK.
- Her name is **Amanda** and **she's** from Brazil.

1.2 What's your job?

LEAD-IN

To test prior knowledge, with books closed, write some of the job titles in halves on the board:

teach ger
 doc er
 mana er
 design tor

Invite students to come up and draw lines to match the halves. Check as a whole class. Elicit any other job titles known by students at this point and add them to a column at the side of the board. Refer to them if these words come up later in the lesson.

VOCABULARY

A–B In pairs, students look at the pictures and see if they can name the jobs. Students then match the job names to the pictures.

1.7 **C** Write the numbers 1–8 on the board. Play the audio and write the answers next to the numbers while students check their answers. Say the job titles one by one, emphasising the stress pattern, e.g. *a designer*. Drill students and repeat with all the jobs. Then circle the *a* in *architect* and *e* at the beginning of *engineer*, and write *an* in front. Clarify why we need *an* in front of a vowel by modelling the words with both *a* and *an* (the *n* enables us to link to the noun more easily). Write the other vowels on the board.

D Direct students to the **Vocabulary Hub** (see TB97). Students complete the exercise alone before comparing with a partner. Check the answers as a class. Teach any additional jobs that are relevant to the class. Use the **Vocabulary Worksheet** on page W3 for extra practice.

READING

A Focus students on the two emails. Ask *What is Emma's job?* Set a short time limit for students to find it.

B Students work individually to find the answers. Go through the answers together as a class, writing the correct sentences on the board. Circle *she* in sentence 2 and elicit that it refers to Emma in sentence 1 – circle *Emma* and connect the two words. Focus students on the *Identifying personal pronouns* box, and write the sentence from it on the board. Repeat the previous steps with *He/Anton*. Draw stick male and female figures and elicit which one needs *he* and which needs *she*: write the pronouns underneath. Then indicate students in the class and get the others to say *he* or *she* as appropriate.

C Students complete the exercise individually, then compare with another student before you give the answers. Add a stick picture of an animal and another of an object to your pictures on the board, e.g. a box, and write *it* next to both. Then drill the three pronouns by pointing at people and objects around the class. To extend learning for early finishers, students can create their own mini-quizzes by drawing five items (people, animals and objects). They can then test their classmates as to which is the correct pronoun.

GRAMMAR HUB

1.2

Present simple *be*: *he, she, it*

	Positive	Negative
he/she/it	He/She is a teacher. He's/She's a teacher.	He/She is not a teacher. He/She isn't a teacher. He's/She's not a teacher.
	It is small. It's small.	It is not small. It isn't small. It's not small.

	Yes/No questions	Short answers
he/she/it	Is he friendly? Is she the manager? Is it fun?	Yes, he is. / No, he isn't. Yes, she is. / No, she isn't. Yes, it is. / No, it isn't.

- For the verb *be*, we use *is* with *he, she* and *it*.
He is nice.
She is nice.
It is nice.
- We can use the long form (*He is / She is / It is*) or the contraction (*He's / She's / It's*). We often use the contraction when we speak.
He is busy. OR He's busy.
She is happy in her job. OR She's happy in her job.
It is a big company. OR It's a big company.

Be careful!

- For negative short answers, we usually use the contraction.
No, she isn't. NOT No, she is not.

1.2 What's your job?

GRAMMAR

- A** Do the first sentence on the board as an example. Students then do the exercise in pairs while you write the other sentences on the board. Give answers and feedback on the board, and elicit what the pronouns refer to; circle and draw lines connecting the pronouns with the noun phrases, e.g. *My manager / she*.
- B** Students work alone to complete the table. Walk around helping as required. Give feedback by writing the full table on the board after enough time has passed. Check students understand.
- C** Direct students to the **Grammar Hub** (see below and TB4).
- D** Write *It is a small team with five people* on the board. Say the sentence using the contraction *it's*. Erase the *i* in *is* and replace it with an apostrophe, and write it as one word. Then focus students back on Exercise A, and get them to write the verbs as full forms. Write the answers on the board.
- It's a small team with five people. = It is a small team with five people.*
- My manager isn't very friendly, but she's OK. = My manager is not very friendly, but she is OK.*
- E** Demonstrate the task with one or two students, then let students read the conversation. Put students into pairs and give them a few minutes to ask and answer. Help with job vocabulary if they need it. To extend the practice, students mingle, asking and answering. Use the **Grammar Worksheet** on page W3 for extra practice.

PRONUNCIATION

- A** Play the audio while students read and listen.
- B** Play the audio again sentence by sentence and get students to repeat as a whole class. Then repeat with individual students.

- C** Play the audio for students to do the task. Play it again and write the answers on the board.
- D** Demonstrate with the first sentence, changing the pronoun to *it*. Then put students into pairs to do the exercise.

SPEAKING HUB

- A** Draw a thought bubble on the board, then look at the picture and write a name, e.g. *Ollie*, in the bubble to show that it is just your imagination. Then put students into pairs A and B and direct Student B in the pair to the **Communication Hub** (see TB97) and Student A to use the current page to complete the information.
- B** Briefly demonstrate the activity, saying the sentences out loud. Then ask students to practise by themselves.
- C** Demonstrate with one student. The student introduces their 'friend' to you. Then let students work in their pairs to present their 'friends'. Make sure they use full sentences.
- D** Students reverse roles. Walk around listening and noting any errors. When they finish, write any common errors on the board and get students to correct them as a whole-class activity.

Extra activity

Ask students to bring in photos of friends or to find photos of friends on their digital devices. Students write a description of their friends using the same sentence structures as in the Speaking Hub. Students then introduce their friends to their partner. You can model the activity first with a photo of one of your friends. The introduction-giving could be extended into a mingling activity.

GRAMMAR HUB

1.2

Present simple *be: he, she, it*

A Choose the correct options.

- He ___ an architect.
a be **(b) is**
- My friend is ___ a doctor.
(a) not b isn't
- Maria is a manager. ___ very nice.
a It's **(b) She's**
- I like my job. ___ fun.
(a) It's b She's
- Paul isn't a teacher. ___ a student.
(a) He's b It's
- Her name ___ Karen and she's from Canada.
(a) is b are

B Complete the email with the words in the box.

he's is (x4) isn't it's she's

Hi Tina!

I'm at work but I'm not very busy. My manager ¹ isn't here today because she ² is in England. Her name ³ is Sandra and ⁴ she's very nice. The job ⁵ is fun and I'm very happy here. Henri ⁶ is my colleague. ⁷ He's very friendly. We're on the design team. ⁸ It's a small team with four people.

See you soon!

Love,

Annette

C Write the correct short answers.

- A:** Is Marco a manager?
B: No, he isn't. (-)
- A:** Is your job difficult?
B: No, it isn't. (-)
- A:** Is Peter a student?
B: Yes, he is. (+)
- A:** Is Tina a teacher?
B: No, she isn't. (-)
- A:** Is your job fun?
B: Yes, it is. (+)

➤ Go back to page 5.

GRAMMAR

Present simple *be*: *he, she, it*

A Read the examples from the emails. Underline the verbs.

It's a small team with five people.

My manager isn't very friendly, but she's OK.

My colleague Anton is nice.

How's your new job? Is it fun?

B WORK IT OUT Complete the table with *s, is* or *isn't*.

Present simple *be*: *he, she, it*

Positive	He/She/It <u>'s/is</u> nice.
Negative	He/She/It <u>isn't</u> nice.
Question	<u>Is</u> he/she/it fun?

C Go to the **Grammar Hub** on **page 98**.

D Look at the verbs in the first two sentences in Exercise A. What are the full forms of these verbs?

It's a small team with five people. = *It is a small team with five people.* **isn't = is not**

she's = she is

E SPEAK Work in pairs. Ask questions about your classmates.

A: *Is Anna from Italy?*

B: *Yes, she is. She's from Milan.*

A: *Is Raúl a doctor?*

B: *No, he isn't. He's an architect.*

PRONUNCIATION

Contractions with *be*

A Read and listen to the examples. Listen to the pronunciation of *he's, she's* and *it's*.

1.8

- 1 He's from Canada.
- 2 She's from Brazil.
- 3 He's new today, too.
- 4 She's really nice.
- 5 It's my first day.

B Listen and repeat the examples in Exercise A.

1.8

C Listen and **circle** the word you hear.

1.9

- 1 **He's** / **She's** from Vietnam.
- 2 **It's** / **She's** from Egypt.
- 3 **He's** / **She's** an engineer.
- 4 **He's** / **She's** a doctor.
- 5 **He's** / **It's** OK.

D SPEAK Work in pairs. Take turns to say sentences using *he's, she's* and *it's*. Listen to your partner. Do they say *he's, she's* or *it's*?

SPEAKING HUB

A PLAN Student A – Stay on this page. Student B – Go to the **Communication Hub** on **page 128**. Imagine the man in the picture below is your friend. Complete the information about him with your own ideas.

First name _____

Last name _____

Country _____

City _____

Job _____

B PREPARE Prepare to introduce your friend to your partner. Practise by yourself.

This is a picture of my friend. His name is Ollie. He's from ...

He's _____.

C PRESENT Work in pairs. Introduce your friend to your partner.

D REPEAT Change roles and listen to your partner's introduction.



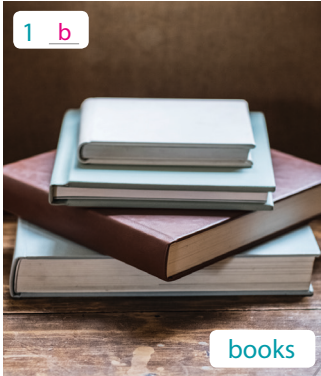
Introduce a friend

COMPREHENSION

A Watch the video. Number the pictures (a–d) in the order you see them (1–4).



B Match the objects (1–8) with the places (a–d) in Exercise A. Then watch the video again and check your answers.



C Match the numbers (1–5) with the letters (a–e) to make correct sentences.

- 1 Gaby is in a Gabriela García Martínez.
- 2 The café b is Sam's Café.
- 3 Gaby's coffee is c London.
- 4 Mark is d a cappuccino.
- 5 Gaby's full name is e Gaby's English teacher.

1.3 How are you?

LEAD-IN

With books closed, mime the following: ordering a coffee, paying for and then drinking the coffee. Elicit where you are and write *café* on the board. Do the same for sleeping (*bedroom*) and studying (*classroom*). To extend, students can mime other places they know the words for and have their partner or fellow students guess.

Extra activity

Ask students to look at the pictures in Exercise A and name any objects that they know. You could ask students to spell these for you, or invite them to come and write them on the board. You can then create a useful reference list on the board, adding the phonemic script and marking word stress.

COMPREHENSION

A ▶ Focus the students on the four images. Ask students to identify the places in each image. Then read through the task instructions with students. Students can predict the order of the pictures at this point. Play the video for students to watch and confirm the order. Check answers as a whole class.

VIDEOSCRIPT

G = Gaby S = Sam R = Receptionist M = Mark

G: Mum!
S: Good morning. Welcome to Sam's Café! Coffee?
G: Yes, a cappuccino, please.
S: Sure.
G: Ah, coffee! Thanks!
S: You're welcome.
G: Perfect! Hello!
R: Hello! Can I help you? Oh, yes. The new class starts tomorrow.
G: Great!
R: Ah! And here's your teacher.
M: Hi, I'm Mark.
G: Hi, I'm Gaby. How are you?
M: I'm fine, thanks. And you?
G: I'm fine, thanks.
M: Great. See you soon.
G: Bye!
R: OK, Gaby, what's your full name, please?
G: I'm Gabriela García Martínez.
R: Great, thank you. What's your phone number?
G: It's 07700 914865.
R: OK, thank you, Gaby. That's everything. The class starts tomorrow at nine o'clock in room seven.
G: Great, thanks. See you tomorrow at nine o'clock in room seven.
R: Yes. See you then.

- B** ▶ Ask students to study the images for a minute to try to memorise them and the words for them. Students then close their books as you elicit the words and spelling for each object and write these on the board. Do not correct at this point. Alternatively, students could come to the board and write their suggestions for the words and spelling. Students then open their books and check the words and the spelling. Make corrections to the words on the board. Students then work in pairs to recall which place each object was seen in the video. Play the video again for students to check.
- C** Read through the instructions with students and match the first parts of the sentence together. Students then work alone to complete the exercise. Allow time for students to compare in pairs before checking altogether as a group.

METHODOLOGY HUB by Jim Scrivener

Giving instructions: Complex instructions

How can I give clearer instructions?

I propose five steps towards better instructions:

- 1 Become aware of your own instruction-giving (listen to yourself; record yourself; ask others to watch you and give feedback).
- 2 For a while, pre-plan essential instructions. Analyse the instructions beforehand so as to include only the essential information in simple, clear language, and sequence it in a sensible order. Use short sentences – one sentence for each key piece of information. Don't say things that are visible or obvious (e.g. *I'm giving you a piece of paper*). Don't give instructions that they don't need to know at this point (e.g. what they'll do after this activity is finished).
- 3 In class, separate instructions clearly from the other chit-chat, telling off, joking, etc that goes on. Create a silence beforehand, make eye contact with as many students as possible, find an authoritative tone, make sure they are listening before you start. Use silence and gestures to pace the instructions and clarify their meaning.
- 4 Demonstrate rather than explain wherever possible.
- 5 Check that students have understood what to do. Don't assume that everyone will automatically understand what you have said. Get concrete evidence from the students that they know what is required. Getting one or two students to tell you what they are going to do is one very simple way of achieving this.

1.3 How are you?

- D** ▶ **01:32–02:28** Write the form on the board without the information completed. Ask students to tell you the information by reading from the book and to spell out Gabriela's name. Write the information on the form on the board. Ask students to identify any mistakes at this point if they can. Play the video for students to check the information. Check answers as a whole class.

The phone number is 07700 914865.

The classroom number is 7.

The class starts at nine o'clock.

Extra activity

For extra practice with numbers, ask students to make a grid with four squares (two rows of two squares) and to write one number from 0 to 10 in each square. Write *Bingo* on the board and your own grid to demonstrate. Say a number and cross through the number if you have it on your grid. If you don't have the number, do nothing. Continue until all your numbers are crossed out and then call *Bingo!* Play the game with students as a whole class or in smaller groups.

USEFUL PHRASES

- ▶ **00:40–01:28** Students work in pairs to recall who says what. Play the relevant part(s) of the video again to check. Ensure all students' understanding before moving on.

FUNCTIONAL LANGUAGE

- A** Focus the students on the box. Highlight the three headings and mime saying hello, greeting and saying goodbye to clarify. Students complete the phrases with the words in the box.
- B** ▶ Play the video again for students to compare their answers. Then check answers as a whole class.

METHODOLOGY HUB by Jim Scrivener

Use conversations

When you work with printed conversations, don't just read them silently, but get students to spend time thinking about how to say them. A useful task is to ask them to go through the text, deciding and marking which syllables are stressed. After that, students can practise them, read them out and eventually perform them without scripts. The aim is to speak naturally – which is hard to do when you are reading from text, so it's important to include some textless work. Don't worry about students learning it word-perfectly; give feedback on whether they get the feeling right or not, rather than whether they get the grammar spot-on.

PRONUNCIATION

- A** Highlight the underlining in the conversation. Ask students to guess what this represents (*stressed syllables*). Play the conversation for students to listen and notice the stressed syllables.
- B** Play the audio again and drill students on each line, emphasising the stressed syllables.

Extra activity

Ask students to practise the conversation in pairs until you are confident they have memorised it word for word. Then ask students to stand up in a circle. Get the first student to say the first word of the conversation *Hello!* Then the next student says the next word, *Good*. The next student says the next word *morning*, then the next one says *How* and so on around the circle, with each student adding one word at a time. Keep going round the circle, with the students repeating the conversation one word at a time. If a student makes a mistake or hesitates, they are out of the game and have to sit down. Keep going until you have a winner. As an alternative, you could give each student three lives and the winner (or winners) is the one with the most lives left when you bring the game to an end. As the game goes on, encourage the students to get faster and faster.

SPEAKING

- A** Students work in pairs to practise the conversation. Monitor and remind students to stress the appropriate syllables. After one or two practices, encourage students to look up when saying their lines and highlight that they should aim to speak rather than read.
- B** Model the activity by moving around the class and introducing yourself to individual students. Use the students' names and key phrases from the conversation in the Pronunciation section. Students then mingle, introducing themselves to their classmates.

METHODOLOGY HUB by Jim Scrivener

Stress and meaning

Stress typically marks out the content-carrying words in the sentence; thus it mostly affects nouns, verbs and adjectives. The content word that carries the main meaning of the sentence is usually the one you are going to stress and so the following pattern seems most likely (although others are possible):

Caroline was going to leave for Africa on Tuesday.

We can demonstrate patterns of prominence either on the board or by using Cuisenaire rods or tapping, clapping, humming the rhythm, etc. By getting the students to work out the patterns themselves, we can help to make them more aware of the importance of stress. Poetry and songs are good for focusing on stress. Shadow reading (reading simultaneously with a recording, trying to keep up with the speed and follow the rhythm) is a useful language laboratory or classroom activity.



GABY



SAM



LUCY

- D** ▶ 01:32–02:28 Watch part of the video and correct the mistakes in the numbers on the form.

ENGLISH, ENGLISH, ENGLISH, AND ENGLISH Student Registration Form

Name: Gabriela García Martínez

Phone number: 07700 00707 914865

Classroom number: 7 6

Teacher: Mark

Time: 9 10 am

USEFUL PHRASES

- ▶ 00:40–01:28 Who says it? Sam (S), Gaby (G) or the receptionist (R)? Watch part of the video and check your answers.

- Welcome to Sam's Café! S
- A cappuccino, please. G
- Thanks! G
- You're welcome! S
- Perfect! G
- Can I help you? R

FUNCTIONAL LANGUAGE

Greeting people

- A** Complete the phrases in the table with the words in the box.

fine Hello morning See soon

Saying hello	Greeting people	Saying goodbye
1 <u>Hello</u> / Hi,	How are you?	Bye.
Good ² <u>morning</u> .	I'm ³ <u>fine</u> , thanks. And you?	See you ⁴ <u>soon</u> .
Good afternoon.		⁵ <u>See</u> you tomorrow.
Good evening.		

- B** ▶ Watch the video again and check your answers to Exercise A.

PRONUNCIATION

- A** Listen to the conversation. Notice how the underlined words are stressed.

1.10

Anna: Hello!

Stefani: Good morning. How are you?

Anna: Fine, thanks. And you?

Stefani: I'm fine, thanks. See you soon.

Anna: See you tomorrow.

Stefani: Bye!

- B** Listen again and repeat the conversation. Copy the stress.

1.10

SPEAKING

- A PREPARE** Work in pairs. Practise the conversation in Pronunciation Exercise A again.

- B PRACTISE** Walk around the class. Greet your classmates.

A: Hi Onur. How are you?

B: I'm fine, thanks. And you?

A: I'm fine, thanks.

B: Great, see you soon.



Greet people

Unit 1 Writing

1 Writing ● Fill in a form

W using capital letters

A Read the form. Where is Alex from? What is his job?

He is from Sweden. He is a computer programmer.
The Global Hub English School

Registration form

First name: Alex
Last name: Johansson
Home (city, country): Stockholm, Sweden
Job: computer programmer
Telephone number: 451 3398765
Email: ajohansson@hub.com

Using capital letters

We use capital letters for names of people and places.

WRITING

WRITE Complete the form with information about you.

The Global Hub English School

Registration form

First name: _____

Last name: _____

Home (city, country): _____

Job: _____

Telephone number: _____

Email: _____

○ Fill in a form

B Read the form again. Tick (✓) the words that need a capital letter.

<input checked="" type="checkbox"/> first names	<input checked="" type="checkbox"/> names of cities
<input checked="" type="checkbox"/> last names	<input type="checkbox"/> names of jobs
<input checked="" type="checkbox"/> names of countries	<input type="checkbox"/> email addresses

Refer students to the form as a model for the writing task.

To extend, prepare paper forms for students to complete. Then post the forms around the room for students to review. This could be further extended into a treasure hunt activity by preparing a list of questions, for example, *Find a number that ends with 8. Find a surname with 6 letters.*

1 Review

GRAMMAR

A Complete the sentences with the positive (+) or negative (-) form of *be*. Use contractions if possible.

- My name _____ Jason. (+)
- Carmen _____ from Greece. (-)
- I _____ an artist. (+)
- You _____ in my class. (-)
- My manager _____ friendly. (+)
- I _____ from Italy. (-)

B Write questions and answers in your notebook using the correct form of *be*.

1 you / from Paris (+) <u>Are you from Paris?</u> <u>Yes, I am.</u>	4 Tony / from Indonesia (-) <u>Is Tony from Indonesia?</u> <u>No, he isn't.</u>
2 Leila / from Mexico (-) <u>Is Leila from Mexico?</u> <u>No, she isn't.</u>	5 Anna / a student (+) <u>Is Anna a student?</u> <u>Yes, she is.</u>
3 you / a new student (+) <u>Are you a new student?</u> <u>Yes, I am.</u>	6 you / Japan (-) <u>Are you from Japan?</u> <u>No, I'm not.</u>

8 NICE TO MEET YOU!

VOCABULARY

A Reorder the letters to make the names of countries.

- izrBal Brazil
- yuTrek Turkey
- pytgE Egypt
- adanCa Canada
- tylal Italy
- oMixec Mexico
- nihaC China
- Sinap Spain
- apJan Japan
- natrAnige Argentina

B Complete the jobs with the missing letters.

- d o c t or
- computer p r og r a m m e r
- ar c h i t e c t
- e n g i n e e r
- fashi o n d e s i g n e r
- t e a c h e r

LEAD-IN

Write your personal information in bubbles randomly on the board: your first name, last name, home city, home country, job, phone number and email address (only include the last two if appropriate or use invented ones if preferred). Get students to call out questions, e.g. *Are you a teacher?* If the question is correct, cross out the information. Continue until all the answers are crossed out.

WRITING

A Focus the students on the form. Ask *What's his name?* Show that the name includes two parts – *Alex Johansson*. Write the full name on the board. Then point at the two questions *Where is Alex from?* and *What is his job?* and get students to read and tell you the answers.

B Do the first one together, then students tick the boxes individually. Get them to compare in pairs before giving the answers. Show them the *Using capital letters* box and give some further examples to check understanding.

WRITING TASK

On the board, write *first name:* (your name) *last name:* (your name). Circle the capital letters and ask *Why?* Elicit *names*. Check that students understand they need to write about themselves. Walk around helping if necessary, making sure students use capitals correctly.

2 Our music, our world



Musicians playing in a mariachi band, Guanajuato, Mexico.

Ask students to label the photo if you need time to set up the class.

The quote suggests that we do not need words to communicate. Music crosses boundaries – we do not have to speak the same language to be able to understand music and the feelings that it contains.

Henry Wadsworth Longfellow (1807–1882) was an American poet and professor. He spent time in Europe and studied French, Spanish and Italian. He translated poetry and wrote essays on French, Spanish and Italian literature. He brought European cultural traditions to American audiences.

OBJECTIVES

- talk about nationalities
- ask for and give personal information
- ask for clarification
- write an online introduction

Work with a partner. Discuss the questions.

- Look at the picture. What type of music is it?
- Choose two words to describe the picture.
boring happy interesting
modern sad traditional
- What do you think the quote means?

OUR MUSIC, OUR WORLD 9

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Focus the students on the picture of the mariachi band. Ask them what kind of music it is. Elicit ideas such as *traditional* if they don't know the term *mariachi*. Explain that it is a type of music in Mexico and it is often powerful and emotional, using many instruments and the musicians' voices. Focus students on the adjectives in the box and ask them to choose some words to describe the picture. Encourage students to use their own ideas if they want to. Discuss as a class and add any new vocabulary to the board, drilling pronunciation where appropriate. Ask students what they think the quote means. Ask them if they agree. Ask students if they know any quotes in their own languages about music.

WORKSHEETS

Lesson 2.1 Where are they from?

Vocabulary: Languages and nationalities (W4)

Grammar: Present simple *be*: *we, you, they*; Possessive adjectives (W5)

Lesson 2.2 When are you free?

Vocabulary: Days of the week; Numbers 11–100 (W6)

Grammar: *Wh*- questions with *be* (W6)

2.1 Where are they from?

● Talk about nationalities

V – languages and nationalities


P – syllable stress

G – present simple *be*: *we, you, they*; possessive adjectives

READING

A SCAN FOR INFORMATION Look at the pictures. Read the playlist. Where are the people from?
 Esperanza Spalding – Portland, USA
 Fatoumata Diawara – Mali
 Of Monsters and Men – Reykjavík, Iceland
 Monoswezi – Sweden, Norway, Mozambique, Zimbabwe

World Music fans!
 Are you ready for some great new music?
 On our playlist this week ...



Esperanza Spalding is a musician from Portland in the USA. She's 33 years old and she's a jazz musician. Her songs are in English, Spanish and Portuguese. We're big fans of her new album!

Fatoumata Diawara is a singer and musician from Mali. She's 36 years old and a big star in Africa. Her album *Fatou* is one of our favourites, and our new favourite song is *Fenfo* from the new album *Fenfo (Something to Say)*!

Of Monsters and Men is a band of five people. They're from Reykjavík in Iceland. Their songs are really fun but they aren't in Icelandic – they're in English.

Monoswezi are an international band. Two of the band are Swedish, one is Norwegian, one is from Mozambique and one is from Zimbabwe. Their music is a mix of African and European music. These musicians are super cool!

B READ FOR DETAIL Read the playlist and tick (✓) the correct name.

	Esperanza Spalding	Fatoumata Diawara	Of Monsters and Men	Monoswezi
1 The people in this band are from one country.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Her songs are in three languages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 The people in this band are from different countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Their music is a mix of music from different countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 This singer is from the USA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 She's a big star in Africa.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C SPEAK Work in pairs. Which musicians in the playlist do you want to listen to?

VOCABULARY

Languages and nationalities

A Read the playlist again. Complete the languages and nationalities.

Country	Language/Nationality
1 Spain	Spanish
2 Portugal	Portuguese
3 Iceland	Icelandic
4 Sweden	Swedish
5 Norway	Norwegian

B Work in pairs. Write the nationalities of these musicians. Choose an ending from the box.

-ese -ian -ish

- Midori is from Japan. She's Japan ese.
- Marisa Monte is from Brazil. She's Brazil ian.
- Bono is from Ireland. He's ish.

C Go to the **Vocabulary Hub** on page 122.



2.1 Where are they from?

LEAD-IN

If possible, play a short section of music from one of your favourite musicians using a digital device. Tell the class about the musician, saying their name, where they are from and the type of music they make. Invite some students to do the same.

READING

- A** Write the question *Where are the people from?* on the board. Elicit that they will be reading for the names of countries or cities, etc. Make sure students understand that it is important to be fast and not to read every word. Then set a time limit, e.g. one minute, to show them that scanning is a speedy activity, and show them that they should circle the place where they find the information.
- B** Focus the students on the table, and make sure they understand that the column headings are the names of the musicians in the text. Ask students to read sentences 1–6 and check that they understand these sentences and the task. Then show that the students need to scan first, then read carefully to answer the questions.

- C** Say which one of the musicians you want to listen to, using very simple language and giving simple reasons, e.g. *I want to listen to Monoswezi – they're fun and they're international. I love cool music!* Then put students into pairs to do the task. Go round encouraging them to say as much as they can, helping as required. At the end, you could decide as a class which is the most popular choice.

VOCABULARY

- A** Focus students on the playlist. Students complete the exercise individually, then check in pairs. Write the answers on the board and drill the pronunciation, focusing on the stressed syllables. Don't erase the board.
- B** Circle the last three letters of *Spanish, Portuguese* and *Norwegian* on the board and show that they are the same as in the box. Students complete the exercise individually. Write the new nationalities under the ones on the board, to show that these are common patterns.
- C** Direct students to the **Vocabulary Hub** (see TB97). Use the **Vocabulary Worksheet** on page W4 for extra practice.

GRAMMAR HUB

2.1

Present simple *be: we, you, they*

	Positive	Negative
<i>we</i>	We are from London. We're from London.	We are not from Canada. We aren't from Canada. We're not from Canada.
<i>you</i>	You are from Italy. You're from Italy.	You are not Spanish. You aren't Spanish. You're not Spanish.
<i>they</i>	They are Norwegian. They're Norwegian.	They are not from Sweden. They aren't from Sweden. They're not from Sweden.

	Yes/No questions	Short answers
<i>we</i>	Are we a great band?	Yes, you are. / No, you aren't. / No, you're not.
<i>you</i>	Are you musicians?	Yes, we are. / No, we aren't. / No, we're not.
<i>they</i>	Are they fans of world music?	Yes, they are. / No, they aren't. / No, they're not.

Possessive adjectives

Subject pronoun	Possessive adjective
I am a fan of British music.	My playlist is very cool.
You are from Japan.	Your country is in Asia.
He is Malian.	His country is in Africa.
We are from France.	Our country is in Europe.
They are singers.	Their songs are really good.

- For the verb *be*, we use *are* after the pronouns *we, you* and *they*.
We are from Senegal. We're from Senegal. They aren't in a band.
- In *yes/no* questions, the verb *be* is first.
Are they good at music? Are we at the concert?
- The answer to a *yes/no* question is *yes* or *no*, followed by a pronoun and the verb *be*.
Are you from America? Yes, we are. / No, we aren't. / No, we're not. Are they singers? Yes, they are. / No, they aren't. / No, they're not.
- In *yes/no* questions with *no* answers, we can write the contraction in two ways.
Are they from Britain? No, they aren't. OR No, they're not.

Be careful!

- In *yes/no* questions with *yes* answers, we cannot write the contraction.
Are you fans of the band? Yes, we are. NOT Yes, we're.

- For possessive adjectives, we change the subject pronoun to the correct possessive adjective.
I'm in a band. My band's name is Full Energy. We are from Poland. Our country is quite big.

2.1 Where are they from?

PRONUNCIATION

A Write *Sweden* and *Swedish* on the board. Say the words, emphasising the stressed first syllable. Underline the first syllable in both words, and ask *the same or different?* Write *same*. Then play the audio while students choose. To give feedback, write the words on the board and underline the stressed syllables.

B-D Play the audio again and let students repeat. Make sure the students really emphasise the stressed syllables. Students then complete Exercise C, noticing any changes in syllable stress. Mark this on the board, and then ask students to listen again and repeat.

E Students complete the task in pairs. Walk around and help if needed, and check answers. Continue to group the nationalities on the board by their endings.

GRAMMAR

Present simple *be*: *we, you, they*

A Do the first sentence as an example, then students work individually to complete the exercise. Check answers as a class.

B Focus students on the table and show them that the answers are in the sentences from Exercise A. Ask students to work alone, then check answers in pairs. Elicit answers to complete the table on the board. If possible, use different coloured board pens for *am, is* and *are*.

C Direct students to the **Grammar Hub** (see below and TB10).

D Students choose the correct part of *be*, then speak in pairs. Then get them to memorise the questions and walk around the class asking and answering the other students.

Possessive adjectives

A Say *This is our classroom* and indicate the class. Write the first sentence on the board. Demonstrate that *our* refers to you and the students. Students underline the possessive adjectives in the other two sentences while you write up the sentences. Check that they understand, pointing at students and their possessions (*their*), and a female student (if possible) and one of her possessions (*her*).

B Do the first one together, then let students work in pairs to complete the table.

C Students choose the correct answers individually, then check answers in pairs, while you monitor and help if necessary. Check answers as a whole-class activity.

D Direct students to the **Grammar Hub** (see below and TB10). Use the **Grammar Worksheet** on page W5 for extra practice.

SPEAKING

A Write the form on the board and demonstrate the activity with your own favourite musician. Ask students to work alone to complete the form.

B Demonstrate the activity, using complete sentences to describe your musician. Students work in pairs to talk about their chosen musician. Encourage them to speak in complete sentences and ask and answer follow-up questions if possible, e.g. *Is she cool?*

C Ask students to tell the class about their partners' choices. Write the names of the musicians on the board and see who is most popular.

GRAMMAR HUB

2.1

Present simple *be*: *we, you, they*; possessive adjectives

A Choose the correct options.

- 1 Niko and John are Greek. **They** / **We** are from Greece.
- 2 My best friend and I are Icelandic. **You** / **We** are from Iceland.
- 3 **You are** / **Are you** from Portugal?
- 4 Are you fans of his music? Yes, **I** / **we** are.

B Put the words in the correct order to make sentences and questions.

- 1 from / your friends / are / Jamaica
Are your friends from Jamaica _____?
- 2 fans / we / of / her / music / aren't
We aren't fans of her music _____.
- 3 great / their / are / songs
Are their songs great _____?
- 4 from / are / they / Reykjavik
Are they from Reykjavik _____?
- 5 are / you / favourite / my / singer
You are my favourite singer _____!
- 6 big fans / new album / they're / their / of
They're big fans of their new album _____.
- 7 classmates / are / Italian / your
Are your classmates Italian _____?
- 8 from / they're / Turkey / not
They're not from Turkey _____.

- 5 Are your friends from Chile? Yes, **we** / **they** are.
- 6 Are they free tonight? **No, they're not.** / **Yes, they're.**
- 7 I'm a fan of music. **My** / **Your** playlist is full of songs.
- 8 We're from Italy. **Our** / **Their** country is in the south of Europe.

C Choose the correct options to complete the conversation.

Samantha: Hi, I'm Samantha. ¹ ___ in my music class?

Henry: Hi, Samantha. I'm Henry. Yes, ² ___ in the class together.

Samantha: Great! ³ ___ a big fan of music like me?

Henry: Oh, yes. ⁴ ___ playlist is full of great songs.

Samantha: That's nice. ⁵ ___ teacher is really nice, too.

Henry: Yes, I'm excited about ⁶ ___ lessons.

Samantha: Well, see you in class!

Henry: Bye!

- 1 **a** Are you **b** You are
- 2 **a** we're **b** are we
- 3 **a** You're **b** Are you
- 4 **a** Your **b** My
- 5 **a** Our **b** His
- 6 **a** your **b** my

► Go back to page 11.

PRONUNCIATION

Syllable stress

- A** Listen to the countries and nationalities. Underline the stressed syllables in the nationalities. Do the countries and nationalities have the same or different stress?

- 1 Sweden Swedish same / different
 2 Egypt Egyptian same / different
 3 Iceland Icelandic same / different

- B** Listen again and repeat.

2.1

- C** Listen and underline the stressed syllable in each country and nationality. Is the stress the same or different?

2.2

- 1 China – Chinese same / different
 2 Turkey – Turkish same / different
 3 Canada – Canadian same / different
 4 Poland – Polish same / different
 5 Italy – Italian same / different

- D** Listen again and repeat.

2.2

- E SPEAK** Work in pairs. Add another country and nationality for each ending.

Country	Nationality
1 _____	_____ese
2 _____	_____ish
3 _____	_____ (i)an

GRAMMAR

Present simple *be*: *we, you, they*

- A** Read the examples from the playlist. Underline the verbs.

Are you ready for some great new music?
 They re from Reykjavik in Iceland.
 ... but they aren't in Icelandic – they re in English.
 We re big fans of her new album.

- B WORK IT OUT** Complete the table with the positive and negative forms of the verb *be*.

Subject	Positive	Negative
I	'm / am	'm not
you	're / are	aren't
he/she/it	's / is	isn't
we	<u>are</u> / 're	<u>aren't</u>
you	<u>are</u> / 're	<u>aren't</u>
they	<u>are</u> / 're	<u>aren't</u>

- C** Go to the **Grammar Hub** on **page 100**.

- D SPEAK** Complete the questions. Then ask and answer them with your partner.

- 1 Are / Is you a fan of world music?
 2 Are / Is your favourite musicians from America?

Possessive adjectives

- A** Read the examples. Underline the possessive adjectives.

On our playlist this week ...

Their songs are really fun.

We're big fans of her new album!

- B WORK IT OUT** Complete the table with possessive adjectives from the box.

Her His Its My Our Their Your

Subject pronoun	Possessive adjective
I am a world music fan.	1 <u>My</u> name is Luciana.
You are from Brazil.	2 <u>Your</u> songs are in Portuguese.
She is a singer from Mali.	3 <u>Her</u> songs are sad.
He is from Sweden.	4 <u>His</u> songs are in Swedish.
This is the new album.	5 <u>Its</u> name is <i>Fenfo</i> .
We are world music fans.	6 <u>Our</u> playlist is cool.
They are from Iceland.	7 <u>Their</u> music is full of energy.

- C PRACTISE** Circle the correct possessive adjective.

- 1 They're in a band. Her / Their new album is great.
 2 We're fans of great music. Our / Their favourite music is from Brazil.
 3 She's a musician. His / Her name is Ariane.
 4 He's a singer. Her / His name is Michael.

- D** Go to the **Grammar Hub** on **page 100**.

SPEAKING

- A PREPARE** Write information about your favourite musician or band.

Name: _____
 Country: _____
 Age: _____
 Name of album or song: _____

- B DISCUSS** Work in pairs. Tell your partner about your favourite musician or band.

- C REPORT** Tell the class about your partner's favourite musician or band.

Talk about nationalities



V — days of the week; numbers 11–100

S — identifying context

G — *wh*- questions with *be*

P — contractions in questions

VOCABULARY

Days of the week

A Read the flyer. Which class looks fun?

INTERNATIONAL CENTRE

ADULT EVENING CLASSES

Learn something new!
Learn about other cultures and meet people!

All classes start at 7pm Ex C answers



MONDAY

Spanish guitar classes

🕒 60 mins Room 8



TUESDAY

African drums workshop

🕒 75 mins Room 24



WEDNESDAY

Arabic language class

🕒 90 mins Room 12

THURSDAY no classes



FRIDAY

Yoga for everyone

🕒 45 mins Room 18

SATURDAY AND SUNDAY no classes

B Listen and repeat the days of the week.

2.3

C SPEAK Work in pairs. Ask your partner questions about the classes.

A: *What day is yoga?*

B: *Friday!*

Numbers 11–100

A Listen and repeat the numbers. Notice the stressed syllable.

2.4

11 eleven	20 twenty
12 twelve	30 thirty
13 thirteen	40 forty
14 fourteen	50 fifty
15 fifteen	60 sixty
16 sixteen	70 seventy
17 seventeen	80 eighty
18 eighteen	90 ninety
19 nineteen	100 one hundred

B Go to the **Vocabulary Hub** on **page 122**.

C SPEAK Work in pairs. Circle all the numbers in the flyer and say them with your partner. Then listen and check.

2.5

LISTENING

A LISTEN FOR GIST Listen to three conversations. Write the number of the conversation.

2.6

Who are they?

- a teachers Conversation 3
- b students Conversation 2
- c friends Conversation 1



Identifying context

Greetings such as *Good morning* or *Good afternoon* are more formal.

Hi! and *Hello!* are less formal.

B LISTEN FOR DETAIL Match the greetings in the box with the conversations (1–3).

2.6

Conversation 1: Hi!
Conversation 2: Hi!, Hello!, Nice to meet you!

Good afternoon! Hello! Hi! How's everything?
Nice to meet you!

Conversation 3: Good afternoon!, Nice to meet you!

C LISTEN FOR DETAIL Listen again. Choose the correct answers to complete the sentences.

2.6

- 1 Kara's teacher is ...
a Spanish. (b) Argentinian.
- 2 Maria and Angelo are in classroom ...
(a) 12B. b 12C.
- 3 Maria and Angelo are in ...
a a Spanish class. (b) an Arabic class.
- 4 Leila is ...
(a) the Arabic teacher. b the yoga teacher.

2.2 When are you free?

VOCABULARY

Days of the week

A Say *I want to learn something new*. Look at the poster. Choose one and say, e.g. *Yoga looks fun!* Then ask students to choose one of the classes. Students report their choices back and you write them on the board; let them see which is the most and least popular.

B Play the audio. Repeat and have students repeat after each day. Help with pronunciation; make sure they can hear that the first *d* in *Wednesday* is silent and the *o* in *Monday* sounds like a (/ʌ/) sound. Listen and repeat again.

C Demonstrate using the example. Then students work in pairs to ask and answer questions about the classes.

Numbers 11–100

A Write *13 thirteen* and *30 thirty* on the board. Say each one, stressing the second syllable of *thirteen* and the first syllable of *thirty*. Underline the stressed syllables. Play the audio while students listen and repeat after each number.

B Direct students to the **Vocabulary Hub** (see TB97).

C Students circle all the numbers individually, then complete the activity in pairs. Use the **Vocabulary Worksheet** on page W6 for extra practice.

LISTENING

A Give students time to read options a–c. Students listen and complete the activity. Students can check in pairs, talking about which information helped them decide. Check the answers as a class.

B Give students time to read the greetings in the box. Check the answers as a class and elicit ideas for why the different greetings are used (*the context – formal or informal*).

C Ask students to read the questions and see if they can answer any questions from memory, but don't confirm or correct them yet. Play the audio again while students listen and answer. Then play it again stopping where the answers are given. Ask students to repeat the relevant words and check answers as a class.

AUDIOSCRIPT

2.6

Listening, Exercise A

P = Pete K = Kara A = Angelo M = Maria L = Leila H = Hana

Conversation 1

Ex A Qc P: Hi, Kara. How are you?

Ex B K: Hi, Pete! Fine, thanks.

P: Are you free this evening?

K: No, I'm not. It's my Spanish guitar class this evening.

P: Oh, OK! Who's your teacher?

K: Our teacher is Ms Sanchez.

P: Really? Where's she from?

Ex C Q1 K: She's from Argentina.

Conversation 2

Ex C Q2 A: Hi! Is this classroom 12B? **Ex B**

Ex C Q3 M: Yes, it is. Are you here for the Arabic class, too?

Ex A Qb A: Yes, I am. I'm a new student.

M: Great! What's your name?

A: My name's Angelo!

Ex B M: Hello, Angelo. I'm Maria. Nice to meet you.

A: Nice to meet you, too.

Conversation 3

Ex B L: Good afternoon! Are you a teacher here, too?

Ex A Qa H: Yes, I am! My name's Hana. I'm the yoga teacher.

Ex C Q4 L: Nice to meet you! My name's Leila. I'm the Arabic class teacher.

Ex B H: Nice to meet you! When's your class?

L: Now! Bye!

H: OK, bye!

GRAMMAR HUB

2.2

Wh- questions with be

Question word	be	Rest of question	Answer
What	is	your name?	My name is Lee.
Where	are	you from?	I am from China.
Who	is	your teacher?	Our teacher is Ms Daniels.
When	is	your lesson?	It's at 10 am.
How old	are	your friends?	They are 14 years old.

- In *wh-* questions, the question word is first.

What are their jobs?

Where am I right now?

- In *wh-* questions, the verb is second.

Who is your classmate?

Where are Jason and Alex?

Be careful!

- In *wh-* questions, the verb matches the noun after it. The noun is the subject of the *wh-* question.

Where is their house? NOT *Where are their house?*




What are your names? NOT *What is your names?*

2.2 When are you free?

GRAMMAR

- A** Write the first question on the board and ask a few students. Underline *What* and write *question word* above it. Circle the *Wh-* and write *Wh-* in front of *question word*. Then focus students on the other questions and ask them to underline the *Wh-* question words.
- B** Ask students to choose words individually, then compare with a partner.
- C** Encourage students to use the examples in the previous exercises to help them choose the answers.
- D** Direct students to the **Grammar Hub** (see below and TB12).
- E** Read the first question with students and focus their attention on *their names*. Ask if this is singular or plural (*plural*). Then ask which form of *be* is needed for a plural (*are*). Students then complete the other questions, then match the correct answers. Check answers as a class.
- F** Demonstrate the first question with a student. Then students work in pairs to ask and answer the questions. Use the **Grammar Worksheet** on page W6 for extra practice.

PRONUNCIATION

-  **A** Write *Who is your teacher?* on the board and read it with the contraction. Erase *i* in *is* and replace it with an apostrophe; make sure students understand that the contraction is the common spoken form. Play the audio while students listen; drill the pronunciation of *who* and *how*.
2.7
-  **B** Play the audio again while students listen and repeat.
-  **C** Give students time to read the options. Encourage them to think what the questions would be that produce those responses. Ask them to discuss their ideas with a partner.
2.8

Play the audio while students answer individually. Repeat the audio and stop after each question; give the correct answer and ask students to repeat, making sure they use the contractions.

- D** Write *Who's* on the board and elicit possible ways to finish the question, e.g. *your friend / your teacher*. Then put students into pairs to write the questions. Monitor and help with pronunciation. Ask them to memorise their questions and then to walk around asking other members of the class. Join in, asking the questions to students.

SPEAKING HUB

- A** For this information gap activity, it is vital that students don't see each other's information. Put students into pairs A and B. Direct Student Bs to the **Communication Hub** (see TB97) while Student As stay on the page. You could put all Student As and Bs together to complete the questions, or they could work alone. Students read the information cards and decide which questions they need to ask to find the missing information.
- B** Seat Students A and B in pairs, making sure they don't read their partner's information but speak, listen and write instead. Monitor and make a note of common mistakes and examples of good language to give feedback on when students finish.

Extra activity

Play 'Three Questions'. Tell students you are thinking of someone they know. This could be a famous person or someone you all know locally. Students can ask you three questions, e.g. *Where is the person from? How old is the person? What is his/her job?* You provide the answers. The student that guesses the name of the person then takes a turn. Students can continue to play the game in small groups.

GRAMMAR HUB

2.2

Wh- questions with be

A Choose the correct options.

- | | | |
|--|--|--|
| 1 What <u> </u> your name?
<input type="radio"/> a is <input type="radio"/> b are | 3 Where <u> </u> your teacher from?
<input type="radio"/> a is <input type="radio"/> b are | 5 <u> </u> your favourite artist?
<input type="radio"/> a What's <input type="radio"/> b Who's |
| 2 Who <u> </u> your best friends?
<input type="radio"/> a is <input type="radio"/> b are | 4 How old <u> </u> your parents?
<input type="radio"/> a is <input type="radio"/> b are | 6 <u> </u> your favourite song?
<input type="radio"/> a Where's <input type="radio"/> b What's |

B Write the correct form of the verb *be* to complete the questions.

- | | |
|--|---|
| 1 Where <u> are </u> Tom and Joseph? | 5 What <u> are </u> his favourite apps? |
| 2 What <u> is </u> her nationality? | 6 Who <u> is </u> Ariana Grande? |
| 3 Who <u> are </u> your favourite musicians? | 7 How old <u> is </u> this film? |
| 4 How old <u> are </u> Shannon and Michael? | 8 When <u> is </u> your lesson? |

C Match the questions (1–8) and the answers (a–h).

- | | | |
|-----------------------------------|--------------|-------------------------------|
| 1 Where are Zara and Aliyah from? | <u> g </u> | a It's on Wednesday. |
| 2 Who's your Japanese teacher? | <u> f </u> | b He's 14. |
| 3 What's your favourite language? | <u> e </u> | c They're Mr and Mrs Neilson. |
| 4 How old is your new classmate? | <u> b </u> | d She's from Sweden. |
| 5 Where's Karen from? | <u> d </u> | e It's Chinese. |
| 6 How old are your sisters? | <u> h </u> | f Mr Watanabe. |
| 7 Who are your neighbours? | <u> c </u> | g They're from Egypt. |
| 8 When's your class? | <u> a </u> | h They're 24 and 28. |

➤ Go back to page 13.

GRAMMAR

Wh- questions with *be*

A Read the examples. Underline the question words.

- What's your name? When are you free?
 Who's your teacher? How old are you?
 Where's she from?

B WORK IT OUT Choose the correct word to complete the questions.

- What / Who are their jobs?
- When / How old are Kara and Pete?
- What / Where are they from?
- What / Who is your teacher?
- When / What is your Spanish class?

C WORK IT OUT Choose the correct options to complete the rules.

wh- questions with *be*

- In *wh-* questions, the **verb** / **question word** is first.
- In *wh-* questions, the **verb** / **question word** is second.

D Go to the **Grammar Hub** on page 100.

E PRACTISE Complete the questions with the correct form of the verb *be*. Then match the questions (1–5) with the answers (a–e).

- What are their names? **b**
- Where is she from? **e**
- When are your yoga classes? **c**
- How old are your children? **a**
- Who are your favourite musicians? **d**

- 5 and 8
- Lucia and Stefan
- On Fridays
- Of Monsters and Men and Coldplay
- Australia

F SPEAK Work in pairs. Use the prompts to ask and answer the questions.

- When / your (English) lessons? **When are your (English) lessons?**
- Who / your teacher? **Who is your teacher?**
- Where / your teacher from? **Where is your teacher from?**

PRONUNCIATION

Contractions in questions

A Read and listen to these questions. Notice how *who* and *how* are pronounced.

- Who's your teacher? **Who is pronounced /hu:/
How is pronounced /haʊ/**
- How's your teacher? **3 Who are you?**
- Who are you? **4 How are you?**

B Listen and repeat the examples in Exercise A.

C Listen and choose the correct answer to the questions you hear.

- a** He's Mr Parker. **b** He's really nice.
- a** I'm a new student. **b** I'm fine, thank you.
- a** She's OK, thank you. **b** Her name's Anna.
- a** This is Pedro and this is Yuki. **b** They're great!

D SPEAK Work in pairs. Write four questions using *Who's*, *How's*, *Who are* and *How are*. Then ask your partner.

SPEAKING HUB

A PREPARE Work in pairs. Student A – Stay on this page. Student B – Go to the **Communication Hub** on page 132.

Read the information. What questions can you ask to find the missing information? **Student A:**

- What's his name? 5 What's his name ?
- How old is he ? 6 How old is he ?
- Where is Tomoko Kogawa from ? 7 What's her name ?
- What is Tomoko's job ? 8 What's her job ?


B PRACTISE Ask your partner your questions from Exercise A to complete the information about each person.

a



Name	1 <u>Victor Moretti</u>
Country	Argentina
Age	2 <u>28</u>
Job	Designer

b




Name	Tomoko Kogawa
Country	3 <u>Japan</u>
Age	35
Job	4 <u>Doctor</u>

c



Name	5 <u>Dev Gupta</u>
Country	India
Age	6 <u>42</u>
Job	Engineer

d

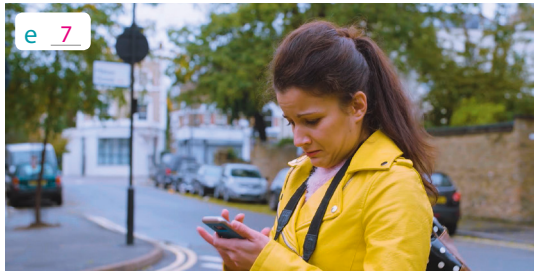
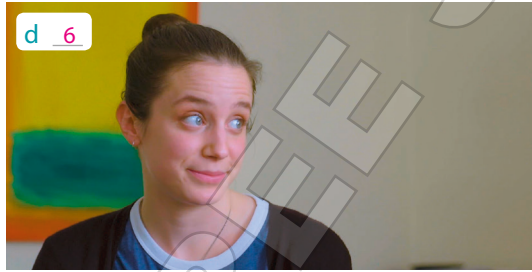


Name	7 <u>Zehra Yilmaz</u>
Country	Turkey
Age	25
Job	8 <u>Computer programmer</u>

Ask for and give personal information

COMPREHENSION

A Watch the video. Number the pictures (a–h) in the order you see them (1–8).



B Complete the information in the table. Watch the video again and check your answers.

Name	Gaby	³ <u>Mark</u>	⁴ <u>Carolina</u>	Onur	⁷ <u>Marta</u>
Nationality	¹ <u>Spanish</u>	English	⁵ <u>Brazilian</u>	⁶ <u>Turkish</u>	Italian
Job	² <u>photographer</u>	English teacher	primary school teacher	student	⁸ <u>nurse</u>

USEFUL PHRASES

A Who says it? Gaby (G), Mark (M) or Carolina (C)? Watch the video again and check your answers.

- | | |
|------------------------------------|--------------------------------------|
| 1 Please sit down. _____ <u>M</u> | 4 Hi, guys. _____ <u>G</u> |
| 2 Yes, that's it. _____ <u>C</u> | 5 Now it's your turn. _____ <u>M</u> |
| 3 Nice to meet you. _____ <u>M</u> | 6 I'm late! _____ <u>G</u> |

B Student A – Mime a phrase in Exercise A. Student B – Say the phrase. Then change roles.

2.3 I'm late

LEAD-IN

Review introductions by introducing yourself to the class. (*Hi, I'm (name), I'm a teacher and I'm (nationality)*). Then say to a student, recalling their information, *Hi, you're (name), you're a (job/student) and you're (nationality)*. Students then mingle and, rather than introducing themselves first, try to recall the information about the person they are talking to.

COMPREHENSION

A ▶ Review the pictures and ask students to describe what they can see. What do they think happens in the episode? Ask students to predict the order of the scenes. Students then watch the video and number the pictures in the correct order. Allow time for students to compare answers in pairs before checking as a whole class.

B ▶ Students work in pairs to recall as many answers as possible. Then play the video for students to watch again to check answers. Complete the table on the board, asking students to come up and add answers, checking spelling for each item is correct when students add them.

USEFUL PHRASES

A ▶ Review the sentences in pairs. Students may be able to recall all of the answers at this point. Play the video again for students to check.

B Model the exercise for the students by miming one of the phrases from Exercise A. Ask students what you are doing. Students then work in pairs to mime and guess.

▶ VIDEOSCRIPT

**G = Gaby M = Mark C = Carolina O = Onur
Ma = Marta**

G: Oh no! I'm late for my English class!
Argh! My hair! Hello ... Hi, everyone ... Hi, guys ... Hi, friends! They are not my friends. OK ... Good morning, I'm Gabriela. No, no, no, no, no, no, no ... I'm Gaby.
Hi, I'm Gaby. I'm Spanish and I'm a photographer. Perfect! I'm very, very late!

M: Good morning, everyone. My name's Mark. Nice to meet you. Please, sit down.
So, that's me. Now it's your turn. Carolina?

C: Yes. Hello, I'm Carolina. I'm Brazilian and I'm a school teacher ... *primário*. How do you say *primário* in English?

M: 'Primary', I think.

C: Yes, that's it! I'm a primary school teacher.

M: Hi, Carolina.

O: Yes, OK. Hi, my name's Onur. I'm Turkish and I'm a student.

M: Hi, Onur. Nice to meet you.

Ma: Hi, I'm Marta. I'm from Italy and I'm a nurse.

G: No taxis!

C: I'm sorry, I don't understand.

O: Yes. What does 'nurse' mean?

G: Hi! Hi, I'm Gaby. I'm Spanish and I'm a photographer. Perfect.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Languages

Use this activity to revise countries, nationalities and languages. Say this to your students:

Listen to the countries and write the nationality and the language of each one.

In small groups, compare your lists and write down any words that are new to you.

Germany (German – German)	Senegal (Senegalese – French, Pulaar, Wolof)
Peru (Peruvian – Spanish, Quechua)	Wales (Welsh – English, Welsh)
France (French – French)	Canada (Canadian – English, French, Indian)
Iran (Iranian – Farsi, Azerbaijani)	Kenya (Kenyan – English, Gikuyu, Swahili, etc)
Holland (Dutch – Dutch)	Israel (Israeli – Hebrew, Arabic)
Japan (Japanese – Japanese)	Sweden (Swedish – Swedish)
Brazil (Brazilian – Portuguese)	Ethiopia (Ethiopian – Amharic, Tigrigna)
Turkey (Turkish – Turkish, Kurdish)	Ireland (Irish – English, Gaelic)
Switzerland (Swiss – German, French, Italian, Romance)	

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Job clap

Use this activity to revise the Vocabulary section. Say this to your students:

Stand in a circle. Take turns to name a job, then the workplace for that job, and then another job, and so on, e.g. *A – pilot. B – plane. C – baker*. Clap your hands to this rhythm (demonstrate) and give your answer on every fourth beat. If you miss the beat, you are out.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Picture board

Use this activity to revise the Vocabulary section. Say this to your students:

Work in two teams. Take turns to come to the board. I'm going to give you a job. (Write it on a piece of paper or whisper it.) You have 60 seconds to draw pictures to help your team guess the job. You mustn't write any letters, or speak.

waiter, doctor, gardener, bricklayer, policeman, carpenter, soldier, artist, receptionist, chef, surgeon, farmer, vet, miner, nurse, secretary

2.3 I'm late

FUNCTIONAL LANGUAGE

- A** Students work alone to complete the phrases with the verbs in the box.
- B** ▶ 02:01–02:50 Once answers are checked by watching sections of the video again, focus the students on the title of the section (*Asking for clarification*) and elicit explanations of what this means (*what we do when we don't understand completely and need more information*).
- C** Students reorder the words to make phrases. Build up the correct phrases on the board for students to check.

PRONUNCIATION

- A** Focus the students on the conversation. Elicit what the underline means (*stressed syllables*). Play the audio for the students to listen to and notice the stress.
- B** Model the conversation with a confident student. Then model each line one by one, drilling the whole class. Finally, play the audio and have students listen and repeat.

Extra activity

Write the conversation on the board. Divide the class into three, and have each group be one of the three people in the conversation. Have the class say the conversation, each student in their role. Then erase a word from each line. Students say the conversation together again, recalling the missing word. Keep erasing words from the lines and having the students repeat the conversation until all or nearly all of the conversation is erased and students can remember their lines.

SPEAKING

- A** Students work alone to make notes of what they will say in their conversation. Monitor and help students with pronunciation, particularly word stress, for the job and nationality. Encourage students to practise the full phrases in which they will include this information. They could record themselves on their digital devices.
- B** Students practise their conversations in their groups. Again monitor and assist with pronunciation as required, and encourage students to record themselves on their digital devices.
- C** Groups present their conversations to the rest of the class. Praise and encourage, highlighting examples of effective pronunciation.

Extra activity

Write the following words on the board: *happy, sad, tired, scared* and *bored*. Use mime and pictures to explain what these words mean. Demonstrate the task by pointing to the word *sad* on the board and pointing to yourself while doing an exaggerated sad face. Point to the word *happy* and point to one of the stronger students. Point to yourself again and say *Angela* and point to the student again and say *Roberto*. Read Angela's first line of the conversation in a sad voice and encourage the student to read Roberto's line in a happy voice. Continue performing the conversation with you doing a sad voice for Angela's lines and the student doing a happy voice for Roberto's lines. Then put the students into pairs to do the same. You can allocate an adjective to each student or let them choose. As an extension, some of the students could perform their conversation in front of the class and the others have to guess which emotion each of them is demonstrating.

METHODOLOGY HUB by Jim Scrivener

Word stress

Stress and its opposite – unstress – are very important aspects of English pronunciation. Getting the stress wrong can seriously damage your chances of being understood.

Words have their own stress pattern; for example, *water, cricket* and *justice* are stressed on the first syllable, whereas *abroad, enough* and *today* are stressed on the second. A stressed syllable in a word is usually noticeable by being slightly louder, longer and higher in pitch than the syllables next to it.

Stress and unstress

Unstressed syllables tend to be pronounced less loudly and with a more 'relaxed' manner; vowel sounds are typically 'weak'. Check this out: try saying the words *water* and *justice* with the stress on the wrong syllable. What happens to the previously stressed syllables?

The unstressed syllables become weaker, i.e. shorter, spoken more quickly and with less well-defined (or even altered) sounds, e.g. /wə'tɜː/, /dʒəs'tiːs/.

Word stress is important because when it is wrong, words sound very strange or even incomprehensible. Would anyone understand you saying *secretary*? Sometimes wrong stress changes one word into another: *desert* – *dessert*. Or it can change the class of a word: *import* (v) – *import* (n).

Marking stress

There are a variety of ways of marking stress in a written text and it's important to do this for students. Which of the following do you personally find clearest?

formation 'window unhappy impostor
 magaZINE cassette **water**fall delightful



GABY



SAM



LUCY

FUNCTIONAL LANGUAGE

Asking for clarification

A Complete the phrases with the verbs in the box.

mean say understand

1 **Carolina:** How do you ¹ say *primário* in English?

Mark: 'Primary', I think.

2 **Marta:** I'm a nurse.

Carolina: I'm sorry, I don't ² understand.

3 **Onur:** What does 'nurse'³ mean?

Mark: *Enfermeira*

B **02:01–02:50** Watch part of the video and check your answers to Exercise A.

C Reorder the words to make the phrases.

1 mean? / What / 'student' / does

What does 'student' mean?

2 you / say / in English? / How / do / obrigado

How do you say obrigado in English?

3 understand. / I'm sorry, / I / don't

I'm sorry, I don't understand.

PRONUNCIATION

A Listen to the conversation. Notice how the underlined words are stressed.
2.9

Angela: Good morning, everyone. My name's Angela. I'm your English teacher.

Roberto: I'm Roberto. I'm from Italy. How do you say medico in English?

Angela: Doctor.

Roberto: Oh yes, that's it. I'm a doctor.

Monika: Hi, My name's Monika. I'm Polish and I'm an architect.

Roberto: I'm sorry, I don't understand. What does 'architect' mean?

B Listen again and repeat the conversation. Copy the stress.
2.9

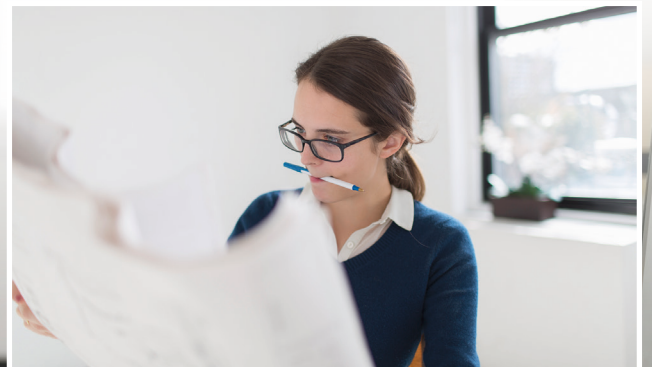
SPEAKING

A PREPARE You are going to introduce yourself to a group. Think about what you want to say.

- name
- nationality
- job

B PRACTISE Work in groups. Imagine you are in a new class. Practise your conversation.

C PRESENT Perform your conversation for the rest of the class.



Ask for clarification

2 Writing ● Write an online introduction

W using *and* to join sentences

A Read the title and introduction of the blog post. What do you think Tina writes about?

address age birthday country job name
nationality phone number teacher's name

GLOBAL HUB LANGUAGE SCHOOL

Home Forum About Login Sign up

Say hello to your classmates.
Post your introductions on this page.

Posted by: Tina Gonzalez

Hi, everyone! My name's Tina and I'm from Mexico. I'm 28 years old and I'm a photographer. My English classes are on Tuesdays and Thursdays. My teacher is Mr Sampson. He's from Ottawa in Canada. I'm a big fan of British music. My favourite bands are Coldplay and Arctic Monkeys. Their music is really cool!

Using *and* to join sentences

We use *and* to link ideas. *And* gives extra information.
I'm 28 years old *and* I'm a new student.

B Read Tina's self-introduction again. Answer the questions.

- 1 Where's Tina from? Mexico
- 2 How old is she? 28 years old
- 3 What's her job? She's a photographer.
- 4 Who's Mr Sampson? Her teacher
- 5 Who are her favourite bands? Coldplay and Arctic Monkeys

WRITING

A PLAN Imagine you are at a new school. Complete the information.

What's your name?	
Where are you from?	
What's your job?	
When are your English lessons?	
Who's your teacher?	
Who are your favourite musicians?	

B WRITE Write an introduction for your school web forum. Use Tina's introduction to help you. Use *and* to join sentences.

○ Write an online introduction

- Refer students to the post as a model for the writing task.
- Encourage students to take time to plan their writing.
- Remind students to use *and* in their writing.

Unit 2 Review

GRAMMAR

A Choose the correct verb to complete the sentences.

- 1 We am / is / are from Morocco.
- 2 My friend am / is / are Portuguese.
- 3 Am / Is / Are you a fan of world music?
- 4 Their names am / is / are Paolo and Pawel.

B Write the questions for these answers.

- 1 He's a teacher. What's his job?
- 2 They're from Brazil. Where are they from?
- 3 Her name is Elise. What is her name?
- 4 My class is on Thursday. When is your class?
- 5 I'm 34 years old. How old are you?
- 6 My teacher is Mr Stevens. Who is your teacher?

C Circle the correct possessive adjectives.

- 1 She's from Brazil and his / her songs are in Portuguese.
- 2 We're from Iceland, but our / their songs are in English.
- 3 They're from Senegal and our / their music is traditional.
- 4 You're from Mexico, but my / your name is German.

VOCABULARY

A Write the nationalities for these countries.

- 1 Brazil Brazilian
- 2 Canada Canadian
- 3 Iceland Icelandic
- 4 Turkey Turkish
- 5 Egypt Egyptian
- 6 Poland Polish
- 7 Japan Japanese
- 8 Argentina Argentinian

B Complete the days of the week.

- 1 M o n d a y
- 2 T u e s d a y
- 3 W e d n e s d a y
- 4 T h u r s d a y
- 5 F r i d a y
- 6 S a t u r d a y
- 7 S u n d a y

16 OUR MUSIC, OUR WORLD

LEAD-IN

Write the names of some famous people that the class are likely to know on pieces of paper. Give them out randomly. Students stand up and walk around introducing themselves to each other. At the end, ask students who is in the room.

WRITING

- A** Books closed, write the words in the box on the board, checking understanding by asking students questions as you do so, e.g. *What's your teacher's name?* Books open, focus students on the title (make sure they don't start reading the text) and ask which words on the board they think it will be about. Then set a time limit, e.g. two minutes, for students to read the text to see if they were right.
- B** Write *My name's* (your name), and *I'm from* (your country), on the board. Focus students on the sentence *My name's Tina and I'm from Mexico*. Elicit the fact that you can join your two sentences by erasing the full stop and writing *and*. Ask students to find the

other example (*I'm 28 and I'm a photographer*). Write it on the board, erase *and* and put a full stop. Focus students on the rule box and the function of *and* in the sentence. Students answer individually, then check answers in pairs. Write the answers on the board and focus students on the words which gave the answers.

WRITING TASK

- A** Students complete the table with their information individually. Walk around helping as necessary.
- B** Focus students on Tina's blog post again, and ask them to write a similar blog post using their information. Tell them to connect some sentences using *and*. Walk around helping while they complete the task individually, then ask them to share their posts with other students; you could pin these on the board or share them on a social media platform if appropriate.