

## GREETINGS

- 0.1 **A** Read and listen to three conversations. Match conversations (1–3) with pictures (a–c).



1 c

Marc: Hi, Luca.

Luca: Hi, Marc. How are you?

Marc: Fine, thanks.

2 a

Emily: Good morning.

David: Hello. Nice to meet you.

Emily: You, too.

3 b

Gudrun: Bye, Clara.

Clara: Bye, Gudrun. See you.

- B** Complete the table with the words and phrases in the box.

Bye. Fine, thanks. Good afternoon. How are you?  
 Good morning. Goodbye. Hi. Good night.  
 I'm very well, thank you. Good evening.  
 Not too bad. See you.

Say hello	Ask a question	Answer	Say goodbye
Good afternoon.	How are you?	Fine, thanks.	Bye.
Good morning.		I'm very well thank you.	Goodbye.
Hi.		Not too bad.	Good night.
Good evening.			See you.

- C** Complete the conversations with words from Exercise B.

- 1 A: How are you? B: Not too bad.  
 2 A: Goodbye. B: Good night.  
 3 A: How are you? B: I'm very well, thanks.  
 4 A: Bye. B: See you.

## NUMBERS 0–100

- 0.2 **A** Listen and repeat the numbers.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21  
 30 40 50 60 70 80 90 100

- 0.3 **B** Listen and write the numbers you hear.

a 9 c 77 e 24 g 60  
 b 16 d 53 f 81 h 11

## DAYS OF THE WEEK

- 0.4 **B** Write the days of the week in the correct order. Then listen and repeat.

Friday Monday Saturday Sunday  
 Thursday Tuesday Wednesday

- 1 Monday 5 Friday  
 2 Tuesday 6 Saturday  
 3 Wednesday 7 Sunday  
 4 Thursday

## THE ALPHABET

- 0.5 **A** Listen and repeat the letters of the alphabet.

a b c d e f g h i j k l m n o p q r s t u v w x y z

- 0.6 **B** Circle the letter in each group that has a different sound. Then listen and check.

1 b g (m) 2 a (k) 3 (j) i y 4 l m (r) 5 (i) e t

- 0.7 **C** Listen and write the colours.

1 Green 4 Blue  
 2 Red 5 White  
 3 Yellow 6 Purple

- D SPEAK** Work in pairs. Spell these things for your partner to write.

- your name
- your surname

## CLASSROOM INSTRUCTIONS

- 0.8 **B** Match questions (1–5) with replies (a–e). Then listen and check.

- 1 What does *book* mean? a That's OK. I'll explain it again.  
 2 What's *libro* in English? b Yes, sure.  
 3 I don't understand. c It means *libro*.  
 4 Could you repeat that, please? d It's *book*.  
 5 Could you write it down, please? e Of course – *book*.

# 1 Arrivals

**1** ARRIVALS

clouds

skyscraper

harbour

traveller

city

sky

hills

I am a citizen of the world.  
Socrates

A traveller watching the sun rise over a new city.

**OBJECTIVES**

- talk about countries and nationalities
- ask and answer questions about a place
- talk about everyday items
- greet people and make introductions
- fill in a form with personal details

Work with a partner. Discuss the questions.

- Where are you from?
- Look at the picture. Where is it?
- What's your favourite city?

ARRIVALS 1

Arrival (n) the time when someone arrives at a place from somewhere else  
Synonyms: entry (n), homecoming (n)

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

Hong Kong Island, overlooking Victoria Harbour

Socrates means no one is a stranger where there is the same sun, moon and stars.

Socrates (470–399 BC) was a classical Greek philosopher, one of the founders of Western philosophy.

## OBJECTIVES

Read the unit objectives to the class.

## UNIT OPENER QUESTIONS

Write *Hi! My name's [your name]. I'm from [your country]* on the board with the sentence stems in one colour and the name and country in another. Ask the class *Where am I from?* Write the answer on the board. Then put students into pairs to ask and answer *Where are you from?* For a big class, you could ask students to walk around the room and introduce themselves to everyone using the sentence stems on the board.

Then ask them to read Questions 2 and 3. Check students understand the vocabulary. Write useful sentence stems on the board, e.g. *I think it's ...*, *My favourite city is ...* Ask students to discuss the questions with their partner.

If you have time, bring the class back together to discuss Questions 2 and 3 as a group.

## WORKSHEETS

### Lesson 1.1 People and places

Countries and nationalities (W1)

Present simple *be*: positive and negative (W2)

### Lesson 1.2 Where are you?

Big numbers (W3)

Present simple *be*: questions (W4)

### Lesson 1.3 What's in your bag?

Everyday items (W5)

*a/an* and plural nouns; *this, that, these, those* (W6)

# 1.1 People and places

● – Talk about countries and nationalities

**V** – countries and nationalities

**P** – syllable stress

**G** – present simple *be*: positive and negative



AIRLINE

✈️ **BOARDING PASS**

<sup>1</sup>Helen/ Veronica Martinez      SEAT <sup>3</sup>15A/50A

FROM Toronto      DATE 19<sup>th</sup> Feb

TO Mexico City      DEPARTS 9.45 am

<sup>2</sup>Toronto/Mexico City



## LISTENING

- A LISTEN FOR GIST** Look at the picture and listen. Are the two women friends? **No – they're meeting for the first time.**
- B LISTEN FOR DETAIL** Choose the correct options to complete the boarding pass. Then listen again and check.
- C LISTEN FOR KEY WORDS** Listen again. Choose the correct words to complete the sentences.

Canadian Mexico Mexico City names

- 1 Helen likes Spanish names.
- 2 Veronica is from Mexico.
- 3 Helen is Canadian.
- 4 Helen's company is in Mexico City.

**D SPEAK** Work in pairs. Introduce yourself to your partner.

A: Hi. I'm Anton.

B: Nice to meet you, Anton. I'm Katie.

## VOCABULARY

Countries and nationalities

**A** Work in pairs. Look at the flight map. Match the numbers on the screen (1–4) with the countries in the box.

4 Brazil 1 Canada 3 Mexico 2 the USA

**B** Go to the **Vocabulary Hub** on page 146.

## PRONUNCIATION

Syllable stress

**A** A syllable is a word or a part of a word that has only one vowel sound. Listen and repeat the words.

One syllable words	Two-syllable words	Three-syllable words	Four-syllable words
France	Japan	Canada	Canadian
French	China	Mexico	Brazilian
Spain	Chinese	Mexican	
	Brazil	Japanese	
	Spanish	India	
		Indian	

**B** Add the words in the box to the table in Exercise A. Then listen, check and repeat.

Brazil Brazilian India Indian Spain Spanish

**C** Underline the stressed syllables in the table in Exercise A. Use the information box to help you.

Syllable stress

In words with multiple syllables, one syllable is stressed more than others.

●● Japan    ●●● China    ●●●● Indian

# 1.1 People and places

## LEAD-IN

Ask students to close their books. Write the names of these famous people on the board and ask students where they come from. The answers are in brackets.

Giorgio Armani (Italy)                      Lionel Messi (Argentina)  
Ryan Gosling (Canada)                      Steve Jobs (USA)  
Frida Kahlo (Mexico)                      Lewis Hamilton (UK)

## LISTENING

- 1.1** **A** Focus students on the picture of two women talking on a plane. Ask the class if the women are friends. *Do they know each other?* Then play the audio. Check the answer as a class.
- 1.1** **B** Focus students on the picture of the boarding pass. Ask questions to check understanding, e.g. *Where do you get a boarding pass?* (at an airport) *Why do you need a boarding pass?* (to get on a plane) Highlight the information that students need to choose (i.e. *first name, destination and seat number*). In pairs, students try to remember any answers. Play the audio again.
- 1.1** **C** Allow time for students to read the sentences and predict the answers. Play the audio again. Then check answers as a class.
- D** Write the conversation on the board. Model the conversation using appropriate stress, pauses and intonation. Then model the conversation with a strong student using your own names. Next, put students into pairs and give them time to introduce themselves to their partner. Ask for one or two pairs to demonstrate to the rest of the class. Provide feedback on stress, pauses and intonation as necessary.

## VOCABULARY

- A** Put students into pairs to match the numbers on the flight map to the countries in the box. As a class, check answers and model and drill the correct syllable stress for each country (*Brazil, Canada, Mexico, the USA*).
- B** Direct students to the **Vocabulary Hub** on page 146 (see TB page TB146 for answers). Give students time to complete exercises alone before checking with a partner. Give feedback as a class. Take the time to teach any additional countries/nationalities that are relevant to your class.

## PRONUNCIATION

- 1.2** **A** Books closed. Draw a table with four columns on the board. Write *France* in one column and *Japan* in the other. Drill the correct pronunciation of the words. Elicit the number of syllables in each. Add 'One-syllable words' and 'Two-syllable words' as headings to your table. Next, add *Canada* and *Canadian* to the third and fourth columns. Again, drill the correct pronunciation, elicit the number of syllables and add headings to your table. Ask students to open their books, then listen and repeat the words in the table.
- 1.3** **B** Use *Brazil* as an example with the class, drilling the correct pronunciation and adding it to the second column of your table. Then give students time to add the remaining words in the box to their own tables, before listening to check and repeat. As this is the first pronunciation section in the book, take the time to establish how you will drill new vocabulary. Remember to drill words both chorally and individually, and use gestures to clearly show what you expect of your students.
- 1.3** **C** Clear the board and write *Japan, China and Indian*. Drill the correct pronunciation for *Japan*, clearly indicating that the stress is on the second syllable. Mark the stressed and unstressed syllables using small and large circles (i.e. oO). Follow the same process for *China* (Oo) and *Indian* (Ooo). Then give students time to underline the stressed syllables in each word in the table in Exercise A, before giving feedback as a class. If necessary, play the audio again. Use the **Vocabulary Worksheet W1** for extra practice.

### Extra activity

To consolidate the countries vocabulary, set up a simple A-Z race. Put students into groups and give them 2-3 mins to brainstorm as many countries beginning with each letter of the alphabet as possible. When the time is up, give feedback as a class, awarding one point for each correct answer. Build up a list on the board, drilling the correct pronunciation of anything new. With particularly strong groups, you could also try to elicit sentences using the nationalities of the countries listed on the board (e.g. *Javier Bardem is a Spanish actor*).

## AUDIOSCRIPT

### 1.1

#### Listening, Exercise A, page 172

H = Helen V = Veronica P = Pilot

H: Excuse me, is this row 15?

Ex B Q3 V: Yes. I'm in seat 15A.

H: My seat is 15B. Hi, I'm Helen.

Ex A; Ex B Q1 V: Nice to meet you. I'm Veronica Martinez.

Ex C Q1 H: That's a nice name. I like Spanish names.

Ex C Q2 V: Thanks, but I'm not Spanish. I'm Mexican. I'm from Mexico. Where are you from?

Ex C Q3; H: I'm Canadian, but I live in Mexico. My company's

Ex C Q4 office is in Mexico City.

P: Good morning, ladies and gentlemen. This is the 9.45 flight to Mexico City ...

## TEACHING IDEA

by David Seymour  
and Maria Popova

Vocabulary: Knowledge race

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

Work in groups of four and appoint one person to be the secretary. I'm going to name a country. You have one minute to write as many notes as you can about the people and the geography before I name the next country, e.g. *China – big, over a billion people, Great Wall, capital city Beijing.*

*America, Sweden, India, Iceland, Spain, Russia, Brazil, Australia*

You have five minutes to turn your notes into complete sentences, e.g. *China – It's a big country. There are over a billion people. The Great Wall is visible from space. The capital city is Beijing.* (Go round and help during this stage.)

Read out your sentences. You score one point for every sentence. You can challenge the other group's sentences on factual accuracy and claim their point.

# 1.1 People and places

## GRAMMAR

**A** Get students to read the conversation and predict which contractions complete each gap. Give them time to compare answers with a partner, before playing the recording so they can listen and check. During class feedback, highlight the title of this section (*present simple be: positive and negative*), and tell them that the verbs in the conversation are all examples of the present simple of *be*.

**B** Give students time to complete the rules before checking answers as a class. To clarify understanding, elicit examples for each positive form of *be* and write them on the board. Use students' names and nationalities to provide personalised examples (e.g. *I'm from Germany. / Yuko's from Japan. / They're Italian.*). Elicit that these are positive sentences and write a '+' symbol above them. Next, follow the same process for the negative forms of *be*.

**C** Direct students to the **Grammar Hub** on page 122 (see below).

**D** Stronger students may benefit from reading the introduction and predicting the answers individually or in pairs. Play the audio and ask students to complete the introduction individually. Check answers as a whole class.

**Chloe:** Hi, I'm Chloe. I'm from France. I often go to Germany to see my friend, Camille. We're old friends. Camille lives in Berlin, but she isn't German. She's French like me. Her boyfriend, Luc, is German, but his mother and father aren't. They're French.

**E** Read through the task instructions and the example with students. Then write sentences about yourself on the board (one should not be true). Ask them to guess which sentence isn't true. Add any useful language produced by the students to the board (e.g. *I don't think you're ... , You're not ...*) to support the discussion exercise. Students then write three similar sentences about themselves. Model and assist as required.

**F** Put students into pairs to read their sentences and guess which isn't true. For whole-class feedback, ask individual students to say their sentences and invite other students to guess which sentences aren't true. Use the **Grammar Worksheet** on W2 for extra practice.

## SPEAKING

**A** Explain that students are going to imagine they are on a plane, and write a conversation. Ask them to also imagine they are from a different country. Ask them not to say anything at this point to other students.

**B** Ask two stronger students to read out the conversation. Elicit from students which parts of the conversation can be changed (for example, *14B, 14A, Frederic*, etc). Ask students to decide what information they will change.

**C** Give students time to practise their conversation. If time allows, challenge students to look up from the page to say their parts, until they have memorised each section. Students swap partners and practise their conversations with others.

## GRAMMAR HUB

### 1.1 Present simple *be*: positive and negative

	Positive	Negative
I	<b>I am</b> in this class. <b>I'm</b> in this class.	<b>I am not</b> in this class. <b>I'm not</b> in this class.
he/she/it	<b>She is</b> South Korean. <b>She's</b> South Korean.	<b>He is not</b> South Korean. <b>He isn't</b> South Korean.
you/we/they	<b>They are</b> from Japan. <b>They're</b> from Japan.	<b>We are not</b> from Japan. <b>We aren't</b> from Japan.

- We use *be* to talk about states, facts and personal details, e.g. name, nationality, age or status.
- We use a noun or subject pronoun (*I, you*, etc) before the verb *be*.

*He's South Korean. NOT Is South Korean.*

- We often use contractions when we speak.  
*I am 20 years old. → I'm 20 years old.*
- In the negative contraction, we can also say: *You're not, He's not, She's not*, etc.  
*She isn't 24 years old. OR She's not 24 years old.*

#### Be careful!

- We use *you* for one person and more than one person.  
*Tony, you're in this class.*  
*Tony and Paola, you're in this class.*

### 1.1 Present simple *be*: positive and negative

**A** Choose the correct form of *be* for each subject.

- 1 I am / is / are      4 they am / is / are  
2 you am / is / are      5 she am / is / are  
3 it am / is / are      6 we am / is / are

**B** Choose the correct form of *be* for each subject.

- 1 I am Italian.  
2 We are / 're married.  
3 She is / 's my friend.  
4 It is / 's 20 years old.  
5 You are / 're in class 4A.  
6 Asim and Akil are Egyptian.

**C** Rewrite the sentences in the positive and negative. Use contractions.

	POSITIVE (+)	NEGATIVE (-)
1 He is sorry.	<u>He's sorry.</u>	<u>He isn't sorry.</u>
2 They are friends.	<u>They're friends.</u>	<u>They aren't friends.</u>
3 We are from Turkey.	<u>We're from Turkey.</u>	<u>We aren't from Turkey.</u>
4 You are famous!	<u>You're famous!</u>	<u>You aren't famous!</u>
5 It is Spanish.	<u>It's Spanish.</u>	<u>It isn't Spanish.</u>
6 She is in this class.	<u>She's in this class.</u>	<u>She isn't in this class.</u>

► Go back to page 3.

## GRAMMAR

Present simple *be*: positive and negative



- A** Listen to the conversation between Helen and Veronica again. Complete the conversation with *'m*, *'s* or *'m not*.

Helen: Excuse me, is this row 15?  
 Veronica: Yes. I'm in seat 15A.  
 Helen: My seat is 15B. Hi, I<sup>1</sup> \_\_\_\_\_ *'m* \_\_\_\_\_ Helen.  
 Veronica: Nice to meet you. I'm Veronica Martinez.  
 Helen: That<sup>2</sup> \_\_\_\_\_ *'s* \_\_\_\_\_ a nice name. I like Spanish names.  
 Veronica: Thanks, but I<sup>3</sup> \_\_\_\_\_ *'m not* \_\_\_\_\_ Spanish. I'm Mexican. I'm from Mexico. Where are you from?  
 Helen: I<sup>4</sup> \_\_\_\_\_ *'m* \_\_\_\_\_ Canadian, but I live in Mexico. My company's office is in Mexico City.  
 Pilot: Good morning, ladies and gentlemen. This is the 9.45 flight to Mexico City ...

- B WORK IT OUT** Choose the correct options to complete the rules. Use the conversation in Exercise A to help you.

### Present simple *be*

- We use *'m*, *'s* and *'re* to make **positive** / **negative** sentences with *be*.
- We use *'m not*, *isn't* and *aren't* to make **positive** / **negative** sentences with *be*.

- C** Go to the **Grammar Hub** on page 122.



- D** Listen to Chloe introducing herself. Complete the introduction with the correct forms of *be*.



Hi, I<sup>1</sup> \_\_\_\_\_ *'m* \_\_\_\_\_ Chloe.  
 I<sup>2</sup> \_\_\_\_\_ *'m* \_\_\_\_\_ from France.  
 I often go to Germany to see my friend, Camille. We<sup>3</sup> \_\_\_\_\_ *'re* \_\_\_\_\_ old friends.  
 Camille lives in Berlin, but she<sup>4</sup> \_\_\_\_\_ *isn't* \_\_\_\_\_ German.  
 She<sup>5</sup> \_\_\_\_\_ *'s* \_\_\_\_\_ French like me. Her boyfriend,  
 Luc<sup>6</sup> \_\_\_\_\_ *is* \_\_\_\_\_ German, but his mother and father<sup>7</sup> \_\_\_\_\_ *aren't* \_\_\_\_\_.  
 They<sup>8</sup> \_\_\_\_\_ *'re* \_\_\_\_\_ French.

- E** Write three sentences about nationality – two true, and one false.

*I'm Japanese. I'm not Chinese. My mother is Japanese.*

- F SPEAK** Work in pairs. Read your sentences from Exercise E. Guess which sentence is false.

*A: I'm Japanese. I'm not Chinese. My mother is Japanese.*

*B: You're Japanese. That's true. But your mother isn't Japanese. She's French!*

## SPEAKING

- A THINK** Imagine you are on an aeroplane. Choose the country you are from.

- B PLAN** You are going to introduce yourself to another passenger. Look at the model conversation and make notes on what you are going to say.

*A: Hello, is this seat 14B?*

*B: Yes, it is. I'm in seat 14A. Hi, I'm Frederic by the way.*

*A: Nice to meet you, Frederic. I'm Sonia. I'm from Italy.*

*B: Nice to meet you, too, Sonia! I live in Italy, too. But I'm French. My wife is Italian.*

*A: Oh, great! I'm Italian, but my family isn't. They're Spanish.*

- C SPEAK** Work in pairs. Practise your conversation.

# 1.2 Where are you?

Ask and answer questions about a place

**V** big numbers

**P** similar numbers

**G** present simple *be*: questions

## READING

**A** Work with a partner. Look at the picture in the text message below. Where is it?

Carlos  
Typing ...



Hi Carlos! Where am I?

Hi Lee. I don't know. Where are you?

**Ex C Q1** I'm 6028 miles from home – that's 13 hours by plane.

**Ex B** I'm in Japan! It's amazing 😊. The picture is from my hotel window. There are thousands of people everywhere. It's always busy.

Wow! Where are you in Japan? Is the food good? Is it hot there? Tell me more!!

**Ex B;** I'm in Tokyo. Yes, the food is really good. There are hundreds of great restaurants 😊 Is it hot here? 😊 It's very HOT 🔥. It's 30 degrees every day 😞. How are you? Is work busy?

**Ex C Q5** I'm fine. Work isn't busy – everyone is on holiday 😞. Except me!

**B READ FOR GIST** Read the messages between Carlos and Lee. Where is Lee? **Tokyo, Japan**

**C READ FOR DETAIL** Read again. Are the sentences true (T) or false (F)? Correct the false sentences.

- Japan is far from where Carlos and Lee live. **T** **F**
- The picture is from Carlos's work. **T** **F**
- It isn't hot where Lee is. **It's very hot.** **T** **F**
- Lee likes Japanese food. **T** **F**
- Carlos is very busy at work. **Work isn't busy.** **T** **F**

## VOCABULARY

Big numbers

**A** Match numbers (1–5) with the words (a–e).

- |             |                        |
|-------------|------------------------|
| 1 100       | a one million          |
| 2 1000      | b ten thousand         |
| 3 10,000    | c one hundred thousand |
| 4 100,000   | d one thousand         |
| 5 1,000,000 | e one hundred          |

**B** Listen and write the numbers you hear.

- 1.5
- 6028 / six thousand and twenty-eight
  - 628 / six hundred and twenty-eight
  - 60,288 / sixty thousand, two hundred and eighty-eight

**C SPEAK** Work in pairs. How far is Lee from home? **6028 miles**

**D SPEAK** Work in pairs. Student A – say how far a city is from Paris. Student B – name the city. Then swap.

Paris → New York	3625 miles
Paris → Melbourne	10,427 miles
Paris → Seoul	5568 miles
Paris → Milan	529 miles
Paris → Cape Town	7965 miles

A: This city is 5568 miles from Paris.

B: It's Seoul. This city is ...

## PRONUNCIATION

Similar numbers

**A** Listen to part of a phone call between Carlos and Lee. Which number does Lee say?

- 1.6
- thirteen (13)
  - thirty (30)

**B** Listen and repeat. Underline the stressed syllables in the numbers in Exercise A.

- 1.7
- C** Listen and tick (✓) the number you hear.
- 1.8
- |      |                                     |    |                                     |      |                                     |    |                                     |
|------|-------------------------------------|----|-------------------------------------|------|-------------------------------------|----|-------------------------------------|
| a 17 | <input type="checkbox"/>            | 70 | <input checked="" type="checkbox"/> | e 16 | <input checked="" type="checkbox"/> | 60 | <input type="checkbox"/>            |
| b 19 | <input type="checkbox"/>            | 90 | <input checked="" type="checkbox"/> | f 14 | <input type="checkbox"/>            | 40 | <input checked="" type="checkbox"/> |
| c 15 | <input checked="" type="checkbox"/> | 50 | <input type="checkbox"/>            | g 18 | <input checked="" type="checkbox"/> | 80 | <input type="checkbox"/>            |
| d 12 | <input type="checkbox"/>            | 20 | <input checked="" type="checkbox"/> | h 13 | <input checked="" type="checkbox"/> | 30 | <input type="checkbox"/>            |

**D** Listen again and repeat the numbers.

1.8



# 1.2 Where are you?

## LEAD-IN

Ask students to close their books. Write five numbers on the board that have significance to your life. For example, your apartment number, how many brothers or sisters you have, the year of your birth, an important date you need to remember, etc. Ask students to guess why the numbers are important to you. Then write the answers in a different order and ask students to match them. Then put students into pairs and ask them to replay the activity using their own five numbers. Has any student guessed all five numbers correctly?

## READING

- A** Put students into pairs to discuss the picture, guessing where it is. Check answers with the whole class, and ask students to justify answers they give.
- B** Focus students on the text and ask students where they might see it (i.e. *a text messaging service or an application on a smartphone*). Give a time limit of one minute for students to read the text quickly. Check where Lee is (*Japan*), and ask students to give more information from the text, without looking back. Ask questions to prompt them (e.g. *What city is Lee in? How hot is it?*)
- C** Ask students to read the messages again in detail. Give them time to complete the exercise alone before checking their answers with a partner. Check answers as a class, asking students to explain their answers. If you have time, you could ask if anyone was in Japan. Ask which city they visited, how hot/cold it was and their opinion of the food.

## VOCABULARY

- A** Give students time to complete the exercise alone before they compare answers in pairs. In class feedback, drill pronunciation of the numbers.
- B** Play the recording and ask students to write the numbers that they hear. Encourage them to write numbers rather than words. Check answers, drilling the pronunciation of each number.

- C** Put students into pairs to answer the question. In class feedback, ask students to explain where in the text they found the answer (Lee's second text message – *I'm 6028 miles from home ...*).
- D** Explain that the table shows how far different cities are from Paris. Tell students that they are going to play a guessing game. Choose one of the cities from the table and say the following: *This city is [number] miles from Paris*. Elicit which city you're describing. Repeat a few times, before putting students into pairs to play the game themselves. Monitor and give feedback on students' pronunciation of big numbers. Use the **Vocabulary Worksheet** on W3 for extra practice.

## PRONUNCIATION

- A** Play the audio. Students decide which number Lee says. Allow time for students to compare answers and play the audio again. Give feedback as a class.
- Carlos:** Is it hot?  
**Lee:** Yes, it is! It's 30 degrees today!
- B** Play the audio again and give students time to underline the stressed syllable in each word. Give feedback, drilling the correct pronunciation of each word.
- C** Write the numbers 13 and 30 on the board. Say one of the numbers (repeating if necessary) and elicit which of the two numbers you said. Tell students that they're going to do the same thing for letters a–h, then play the audio. Give students time to compare answers, then play the audio again. In class feedback, write the pairs of numbers on the board. Play the audio one last time and ask students to identify the correct number. Circle the correct numbers on the board.
- D** Point out that a stressed syllable has a louder, longer, clearer vowel sound. Play the audio again and ask students to repeat the numbers.
- |   |         |   |         |   |          |
|---|---------|---|---------|---|----------|
| a | seventy | d | twenty  | g | eighteen |
| b | ninety  | e | sixteen | h | thirteen |
| c | fifteen | f | forty   |   |          |

## TEACHING IDEA

by David Seymour  
and Maria Popova

### Vocabulary: Numbers quiz

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

Here are the answers to some questions. (Write the answers in random order on the board.) Copy them as a list and practise saying them with a partner.

Join another pair and play as a team. I'll ask the questions and the first team to shout out the right answer gets a point.

- 1 How far is London from Tokyo? (9562 km)
- 2 How far is New York from Buenos Aires? (8454 km)
- 3 What temperature does water boil at? (100°C)
- 4 How many bones are there in the human body? (206)
- 5 What is 477 + 345? (822)
- 6 What is 1568 – 744? (824)
- 7 How much of the world's electricity is used by America? (33%)
- 8 How big is the Pacific Ocean? (179,679,000 km<sup>2</sup>)
- 9 How high is Mount Kilimanjaro? (5895 m)
- 10 What is the population of Australia? (19,888,000)

## AUDIOSCRIPT

### 1.9

#### Listening, Exercise A, page 172

L = Lee C = Carlos

- L:** Hello?  
**C:** Hi Lee, it's Carlos. Where are you? Are you still in Tokyo?  
**L:** Oh, hi Carlos! No, I'm not. I'm 1300 miles from Tokyo.
- Ex A; Ex C 1+2** **L:** I'm in China now.  
**C:** Wow! Where are you in China?
- Ex A; Ex C 3** **L:** I'm in Beijing.  
**C:** Cool. What's it like there?
- Ex A; Ex C 4** **L:** It's very busy in the centre. There are lots of new buildings and long streets. It's a big city.  
**C:** Is the food good?  
**Ex C 5** **L:** Yes, it is. I really like Chinese food.  
**C:** What's your next destination?
- Ex B 6** **L:** I don't know. Maybe Shanghai, or maybe the countryside.  
**C:** Sounds fun! Send me more photos!  
**L:** I will!



# 1.2 Where are you?

## GRAMMAR

- A** Work together to complete the first question in the table, asking students to tell you where they found the answer in the text. Then give students time to complete the table alone before comparing their answers with a partner. Check answers as a class. Elicit that all of the words they added to the table are different forms of the verb *be*.
- B** Give students time to complete the rules alone, before giving feedback. Use the examples in Exercise A to help clarify and explain each rule. Write new examples for each rule if necessary.
- C** Direct students to the **Grammar Hub** on page 122 (see below). Read the examples and go through the rules with the class.
- D** Work together to match the first question with an answer. Highlight that *where* asks about a place, so *e* is the only possible answer. Give students time to complete the exercise alone before checking their answers with a partner. Check answers as a class.
- E** Write *Where/from?* on the board and elicit how to write a question from this (*Where are you from?*). Put students into pairs to complete the remaining questions with the correct form of *be*. Check answers as a class. Then put students into new pairs to ask and answer the questions. Monitor and assist as necessary. Use the **Grammar Worksheet** on W4 for extra practice.

## LISTENING

- A** Focus students on the three photos, eliciting some of the differences between the images. Ask students where Lee is now, then play the audio. Check the answer.
- B** Explain that the questions are from the conversation but are in the wrong order.
- C** Put students into pairs to answer the questions in Exercise B. Give feedback encouraging students to tell you as much as they can remember from the recording.

## SPEAKING

- A** Model the activity for students. Tell the class you are thinking of your home (or somewhere different, if they know your home). Elicit questions, based on the prompts given. Students ask you the questions. Give answers and ask students to guess which place you are thinking of.
- B** Students write questions based on the prompts in Exercise A. Monitor and assist as necessary.
- C** Students work in pairs to ask and answer the questions. They should guess where their partner is thinking of. Monitor and give positive feedback. Ask one or two pairs to ask and answer questions in front of the whole class, for everyone to guess where the place is.

## GRAMMAR HUB

### 1.2 Present simple *be*: questions

Question	Positive short answer	Negative short answer
Am I in this class?	Yes, <b>you are</b> .	No, <b>you aren't</b> .
Are you married?	Yes, <b>I am</b> .	No, <b>I'm not</b> .
Is he/she/it French?	Yes, <b>he/she/it is</b> .	No, <b>he/she/it isn't</b> .
Are we in this class?	Yes, <b>you/we are</b> .	No, <b>you/we aren't</b> .
Are you married?	Yes, <b>we are</b> .	No, <b>we aren't</b> .
Are they friends?	Yes, <b>they are</b> .	No, <b>they aren't</b> .

- In questions, the subject pronoun (*I, you, etc*) comes after the verb *be*.

*Am I in this class?* NOT ~~*I am in this class?*~~

- In negative short answers we can also say: *No, you're not, No, he's not, No, she's not, etc.*

#### Be careful!

- In positive short answers, we don't use contractions.  
*Yes, she is. NOT Yes, she's.*

#### Question word + *be* + subject + ?

Age	<b>How old are</b> you?
Place	<b>Where are</b> you from?
Thing	<b>What's</b> your name?

### 1.2 Present simple *be*: questions

- A** Use the prompts to write questions and short answers.

- you / married  
*Are you married?* (?) *No, I'm not.* (-)
- your hometown / nice  
*Is your hometown nice?* (?) *Yes, it is.* (+)
- they / your new shoes  
*Are they your new shoes?* (?) *Yes, they are.* (+)
- he / in a relationship  
*Is he in a relationship?* (?) *No, he isn't.* (-)
- you / Turkish  
*Are you Turkish?* (?) *No, I'm not.* (-)
- you / a student  
*Are you a student?* (?) *Yes, I am.* (+)

- B** Write *be* in the present simple in each gap.

- What is your favourite food?
- Where are you from?
- How old are you?
- What is your flight number?
- Where is Max from?
- How old is Cara?

➤ Go back to page 5.

## GRAMMAR

### Present simple *be*: questions

**A WORK IT OUT** Look at the text conversation between Lee and Carlos again. Complete the table with words from the text.

Wh- questions	Yes/No questions
A: Where <sup>1</sup> <u>are</u> you? B: I <sup>2</sup> <u>'m</u> in Tokyo.	A: <sup>5</sup> <u>Is</u> the food good? B: Yes, the food <sup>6</sup> <u>is</u> really good.
A: How <sup>3</sup> <u>are</u> you? B: I <sup>4</sup> <u>'m</u> fine.	A: <sup>7</sup> <u>Is</u> it hot there? B: It <sup>8</sup> <u>'s</u> very hot.

**B** Look at the table in Exercise A and complete the rules.

#### Present simple *be*: questions

- We put question words before / after *be*.
- We put the subject before / after *be*.
- When we answer *yes/no* questions, we put the subject before / after *be*.

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

**D PRACTISE** Match the questions (1–5) with the answers (a–e).

- |                                 |                           |
|---------------------------------|---------------------------|
| 1 Where are you?                | a It's 10 hours by plane. |
| 2 How far is Mumbai from there? | b It's J230.              |
| 3 Is your city big?             | c No, I'm not.            |
| 4 Are you Egyptian?             | d Yes, it is.             |
| 5 What's your flight number?    | e I'm at the hotel.       |

**E SPEAK** Work in pairs. Write questions, adding the correct form of *be*. Take turns to ask and answer questions.

- Where / from? Where are you from?
- food good / your country? Is the food good in your country?
- your hometown / big? Is your hometown big?
- your hometown / hot or cold? Is your hometown hot or cold?
- How far / your home / from here? How far is your home from here?

## LISTENING

**A LISTEN FOR GIST** Listen to Carlos and Lee talking on the phone. Where is Lee now? Choose the correct picture below. **Beijing**

**B LISTEN FOR DETAIL** Listen again. Number Carlos' questions in the order you hear them (1–6).

- |                                  |  |
|----------------------------------|--|
| <u>2</u> Are you still in Tokyo? | <u>6</u> What's your next destination? |
| <u>5</u> Is the food good?       | <u>3</u> Where are you in China?       |
| <u>4</u> What's it like there?   | <u>1</u> Where are you?                |

**C** Work in pairs. Answer the questions in Exercise B for Lee.

## SPEAKING

**A PREPARE** Choose a place. It could be your home or another place that you know. Imagine you are in that place. What is it like? Think about:

- far from here?
- hot/cold at the moment?
- busy/quiet?
- what kind of food?

**B PLAN** Use the prompts in Exercise A to make questions to ask your partner about the place he/she is in.

**C SPEAK** Work in pairs. Take turns to ask and answer questions about your places. Guess where the place is.

**Ex A - This is the correct picture.**



○ Ask and answer questions about a place

# 1.3 What's in your bag?

— Talk about everyday items

**V**— everyday items

**G**— a/an and plural nouns; *this, that, these, those*

**P**— vowel sounds: /ɪ/ /æ/ /i:/ /əʊ/

**S**— reading for gist

## What's in your hand luggage?



**Ex A** Three travel experts talk about the things in their hand luggage when they go on a plane.

**Bruce** I don't carry a lot of luggage when I go on a plane.

**Ex B Q1+2** My bag is very small. I have a bottle of water and tissues. That's it. I usually sleep when I'm on a plane.

**Wei** I never use a suitcase. I put everything in my hand luggage, so there's no need to wait at baggage reclaim.

**Ex B Q3** My hand luggage is very heavy, but that's OK. I have **Ex B Q4** two watches. I wear one and I put one in my bag, so I always know what time it is at home. I travel to lots of countries. I just want to get off the plane and leave the airport as soon as I can.

**Elif** I always have a laptop and my phone in my hand

**Ex B Q5** luggage when I go on a plane. I usually have an

**Ex B Q6** umbrella and my keys. Flying is a good time to do my work. I can relax at home.



### VOCABULARY

Everyday items

**A** Work in pairs. Look at the picture. Match the items in the picture (1–12) with the words in the box.

- 10 a bottle of water    1 a credit card  
4 headphones    12 keys    9 a laptop  
3 a magazine    8 a mobile phone  
5 a bag    7 tissues    6 an umbrella  
2 a wallet    11 a watch

**B SPEAK** Work in pairs. Tell your partner what is in your bag.

*A: What's in your bag?*

*B: My keys, a bottle of water and an umbrella.*

### READING

**A READ FOR GIST** Read *What's in your hand luggage?* What is the text about? Things people ...

- a take to work.  
b take to a party.  
c take on a plane.

#### Reading for gist

When you read a text for the first time, it is important to get a general idea of what it is about. To help you, think about:

- the title of the text and the pictures
- the general topic
- key words

**B READ FOR DETAIL** Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Bruce's bag is very big. **Bruce's bag is very small.** T/F  
2 Bruce takes a bottle of water and tissues on the plane. T/F  
3 Wei never uses a suitcase. T/F  
4 Wei always has his watch and a wallet in his bag. **Wei has a watch in his bag.** T/F  
5 Elif usually has an umbrella and her keys in her hand luggage. T/F  
6 Elif likes to relax on the plane. **Elif likes to work when she is flying. She relaxes at home.** T/F

### GRAMMAR

a/an and plural nouns

**A WORK IT OUT** Look at the bold sentences in *What's in your hand luggage?* Underline the nouns in each sentence.

**B** Look at the nouns you highlighted in Exercise A and complete the rules.

#### a/an and plural nouns

- 1 We use *a/an* with plural / singular nouns.
- 2 We use *a* with singular nouns that begin with a consonant sound / vowel sound.
- 3 We use *an* with singular nouns that begin with a consonant sound / vowel sound.
- 4 We add -s / -es to most nouns to make a plural.
- 5 We add -s / -es to nouns that end in -s or -ch to make a plural.
- 6 For nouns that end in consonant + -y, we cut the -y and add -es / -ies.

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

**D SPEAK** Work in pairs. Point to items in the picture in Vocabulary Exercise A. Your partner says what it is.

# 1.3 What's in your bag?

## LEAD-IN

Before the class prepare your own bag with as many of the items as you can find that appear in the illustration. Perhaps include a child's soft toy and give it a cute name to add an element of fun to help students remember the activity. To start the lesson, silently pull out each item and elicit a response from the class. Drill the students on each item. Repeat and see if the class can remember each item.

## VOCABULARY

- A** Put students into pairs to match the items in the picture to the words in the box. Give feedback, drilling the correct pronunciation of each word. Encourage students to connect the words in *a\_bottle\_of\_water*, rather than saying each word individually. Ensure Spanish-speaking students pronounce *mobile* as /məʊbaɪl/, not /mɒbɪl/. To revise the items, you could (now or later in the lesson) produce these items from your own bag and ask students to say the word. This will help students to learn and remember the vocabulary.
- B** Model the conversation with a strong student. Prompt the student to ask you *What's in your bag?* Reply and show some items. Then ask the student *What's in your bag?* Support and assist the student as necessary. Then put students into pairs to talk about their own bags. Monitor and add any useful new vocabulary to the board. Use the **Vocabulary Worksheet** on W5 for extra practice.

## READING

- A** Read through the *Reading for gist* box with the class. Elicit the title of the text (*What's in your hand luggage?*) and ask for suggestions for key words (repeated important words), e.g. *hand luggage, plane, bag*. Then give students time to read the text and complete the exercise before checking their answers in pairs. Check answers as a class, asking students to explain what information in the text helps them choose the correct option.

- B** Set a longer time limit for students to read through the text in detail and decide if the sentences are true or false. Students compare answers in pairs and correct the false sentences. Check answers as a class, asking students to explain where in the text they found the answers.

## GRAMMAR

- A** Write the first bold sentence from the text on the board: *I have a bottle of water and tissues*. Elicit which words are nouns (*bottle, water, tissues*) and underline them. If necessary, explain that nouns are 'things' that we can name. Next, give students time to underline the nouns in the other sentences before checking answers as a class.
- B** Give students time to complete the rules before checking in pairs. In class feedback, ask students to identify the noun in the bold sentences which helped them to decide on the correct answer. Give new examples of each rule if necessary.
- C** Direct students to the **Grammar Hub** on page 122 (see below and TB7). Read the examples and go through the rules with the class. Elicit that we use *an* before a vowel sound.
- D** Put students into pairs to practise saying the words. Monitor and encourage students to use complete sentences, rather than individual words (e.g. *It's a bottle of water*). Use the **Grammar Worksheet** on W6 for extra practice.

### Extra activity

For a flexible stage in your lesson, focus on the phrases 'a bottle of', 'a bag of' and 'a box of'. Put students into groups to brainstorm ideas. Monitor and help with any vocabulary. Give feedback as a class, building up a mind map on the board. Give students new vocabulary for other containers if necessary.

## GRAMMAR HUB


### 1.3 a/an and plural nouns; this, that, these, those

- We use *a/an* with singular nouns.
- We use *a* with nouns that begin with a consonant sound (e.g. *s, w*) and *an* with nouns with a vowel sound (*a, e, i, o, u*).

a	a sandwich a wallet
an	an email an airport

- We don't use *a* or *an* with plural nouns.

	Singular	Plural
Add -s.	pen	pens
Add -es to nouns that end -s or -ch.	address watch	addresses watches
Change -y after a consonant to -ies.	country nationality	countries nationalities
Some nouns are irregular.	man child person	men children people

	this	With a singular noun that's near	<b>This</b> is my bag here.
	that	With a singular noun that's far	<b>That</b> is Paola's bag over there.
	these	With a plural noun that's near	<b>These</b> are our bags here.
	those	With a plural noun that's far	<b>Those</b> are your bags over there.

- In questions, the verb *be* comes before *this, that, these* or *those*.  
*Is that your bag over there?* NOT *That is your bag over there?*

# 1.3 What's in your bag?

## LISTENING

**A** Check that students understand the meaning of *hand luggage* (a small bag that you can carry onto a plane when you travel), and elicit ideas. Elicit the names for each item in Exercise A and write them on the board. Then put students into pairs to discuss which of the items can be taken on a plane.

**1.10** **B** Read through the task and the questions. Play the audio and allow time for students to compare their ideas before checking answers as a class.

**1.10** **C** Give students time to read through the conversations and try to remember or guess the missing words. Play the audio for students to confirm and complete the sentences.

## PRONUNCIATION

**1.11** **A** Play the audio and ask students to repeat the words. Highlight the different vowel sounds in each group of words.

**B** Put students into pairs to practise the conversations in the Listening section.

## GRAMMAR

**A** Give students time to complete the exercise, before checking with a partner.

**B** Give students time to complete the rules before checking with a partner. Check answers as a class.

**C** Direct students to the **Grammar Hub** on page 122 (see below and TB6). Read the examples and go through the rules.

## SPEAKING HUB

**A** Model the activity by drawing six everyday items on the board. Ask students to guess what they are, before working in pairs to draw six of their own items.

**B** Students work alone to make a list of three items.

**C** Students play the game in pairs. Monitor, helping students with any new vocabulary if necessary. Focus on the accuracy of the students' grammar here, ensuring they're using *this/that* and *these/those* correctly.

## AUDIOSCRIPT

### 1.10

Listening, Exercise B, page 172

**N** = Narrator **G** = Guard **W** = Woman **M** = Man

**N: 1**

**Ex C Q1 G:** Excuse me, madam. Is this your bag?

**W:** Yes, it is.

**Ex B Q1 G:** I need to look inside. Oh, is this a bottle of water?

**W:** Yes, it is.

**G:** Sorry – bottles aren't allowed.

**W:** Oh, of course. I'm sorry.

**G:** Is there a laptop or a phone in this bag?

**Ex B Q1; W:** No, there isn't.

**Ex C Q2 G:** OK. You can go. Oh, wait! Are these your keys?

**W:** Oh, yes, they are. Thank you so much!

**N: 2**

**Ex C Q3 G:** Excuse me, sir. Is that your bag?

**M:** Yes, it is.

**G:** Can you bring it here, please?

**M:** Sure.

**Ex B Q2 G:** Is your phone in this bag?

**M:** Yes, it is.

**G:** You need to take it out, please.

**M:** Oh, OK.

**G:** Thank you ... One more thing ...

**M:** Yes?

**Ex C Q4 G:** Are those your bags?

**M:** No, they aren't. I think they belong to that family over there.

**G:** I see. You can go.

## GRAMMAR HUB

### 1.3 a/an and plural nouns; *this, that, these, those*

**A** Complete the sentences with *a* or *an*.

- MSU is a university in Moscow.
- Take an umbrella – it's raining!
- Tonya is a French student.
- Send me an email later.
- Mexico is a country in South America.
- This is an example.

**B** Complete the sentences with the plural form of the nouns in bold.

- Are these your keys? key
- There are two sandwiches for you. sandwich
- Where are my headphones? headphone
- Harvard and Stanford are universities in the USA. university
- He has six different watches! watch
- Poland and Sweden are countries in Europe. country

**C** Look at pictures (1–6) and choose the correct words to complete the sentences.



1 Is this / that / those your wallet?



4 Are these / those / that bags yours?



2 Those / These / This are my sunglasses.



5 This / These / Those suitcase is really heavy!



3 This / Those / These are my sandwiches.



6 Is those / that / this your pen?

➤ Go back to page 7.

## LISTENING

**A SPEAK** Work in pairs. Which of these items can you take in your hand luggage?



**B LISTEN FOR GIST** Listen to two conversations at airport security. Which items from Exercise A does:

- 1 the woman have in her bag? **a bottle of water; keys**
- 2 the man have in his bag? **a phone**

**C LISTEN FOR KEY WORDS** Listen again. Complete the sentences with the correct words.

- 1 **A:** Excuse me, madam. Is this your **bag** ?  
**B:** Yes, it is.
- 2 **A:** OK. You can go. Oh, wait! Are these your **keys** ?  
**B:** Oh, yes, they are! Thank you so much!
- 3 **A:** Excuse me, sir. Is that your **bag** ?  
**B:** Yes, it is.
- 4 **A:** Are those your **bags** ?  
**B:** No, they aren't. I think they belong to that family over there.

## PRONUNCIATION

Vowel sounds: /ɪ/ /æ/ /i:/ /əʊ/

**A** Listen carefully and notice the vowel sounds. Then listen again and repeat.

- /ɪ/ this, kiss, sit                      /i:/ these, key, tree  
/æ/ that, hat, cat                      /əʊ/ those, toes, nose

**B SPEAK** Work in pairs. Practise the conversations in Listening Exercise C.

## GRAMMAR

*this, that, these, those*

**A WORK IT OUT** Look at the pictures. Match the situations (1–4) from Listening Exercise C with the pictures (a–d).



**B** Choose the correct words to complete the rules.

*this, that, these, those*

- 1 We use **this / that** to talk about a singular noun that's near.
- 2 We use **this / that** to talk about a singular noun that isn't near.
- 3 We use **these / those** to talk about a plural noun that is near.
- 4 We use **these / those** to talk about a plural noun that isn't near.

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

## SPEAKING HUB

**A** Work in pairs. Imagine you are going on holiday. Draw six everyday items to take with you.


**B PLAN** Work alone. Choose three of the items in Exercise A to take in your hand luggage.

**C DISCUSS** Imagine you are at airport security. Try to find out what is in your partner's hand luggage. Follow these steps:

**Student A** – Point to a picture in Exercise A and ask a question with *Is this / Are these your ...?*

**Student B** – Answer Student A's question.

**Student A** – Keep asking questions until you know which three items are in your partner's bag.

**○ Talk about everyday items**

### COMPREHENSION

**A** Watch the video. Complete the information about each person in the photo captions below.

**B** Write a question about each person in Exercise A.

1 *How old is Sam?*

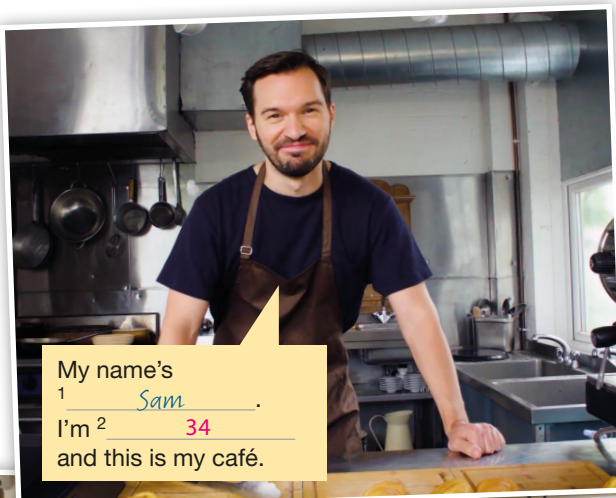
2 *Where is Gaby from?*

3 *Is Milly married?*

**C SPEAK** Work in pairs. Close your books and ask each other your question from Exercise B.

A: *How old is Sam?*

B: *He's 34.*



My name's  
1 Sam.  
I'm 2 34  
and this is my café.



My name's  
3 Neena.  
I'm a lawyer. There  
are 4 two  
free rooms in my flat.



I'm Gabriela, but my  
friends call me Gaby.  
I love 7 London,  
but I'm not from here. I'm  
8 Spanish. I'm from  
a small town near Madrid.

### FUNCTIONAL LANGUAGE

Greeting people and making introductions

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

bad fine Hi meet morning See too you

Say hello

Hello.

1 Hi.

Hey!

Good 2 morning.

Good afternoon.

Good evening.

Greet people + reply

How are you?

Not too 3 bad.

I'm 4 fine, thanks.

Very well, thanks.

Introduce people + reply

This is ...

This is my friend ...

It's nice to 5 meet you.

Nice to meet you, 6 too. 8 See you later.

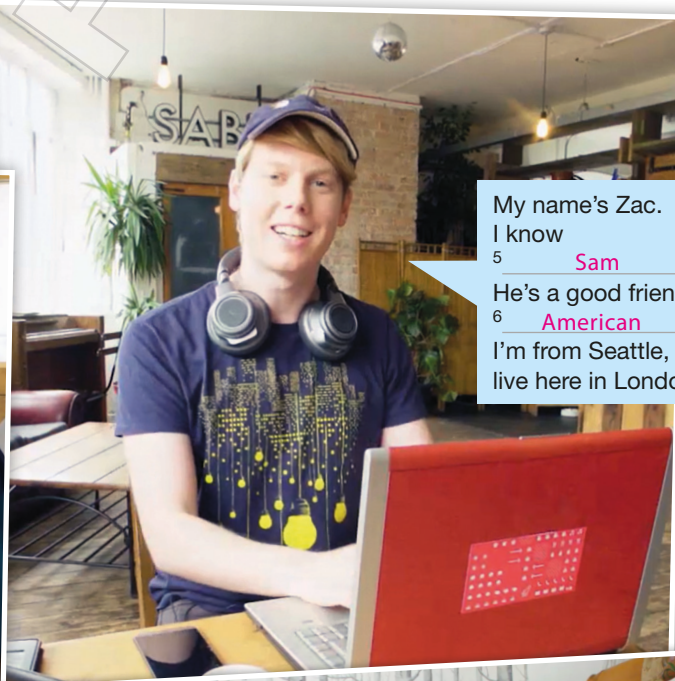
Say goodbye

Bye.

See 7 you.

See you soon.

**B** Watch the first part of the video again. Check your answers to Exercise A.



My name's Zac.  
I know  
5 Sam.  
He's a good friend. I'm  
6 American -  
I'm from Seattle, but I  
live here in London.



I'm Milly. I'm 25. I'm  
9 single.  
I'm American. I love  
clothes and I love  
10 music.



MILLY



SAM



NEENA



ZAC



GABY

## USEFUL PHRASES

**A** Match the useful phrases (1–3) with the replies (a–c).

- |                        |   |
|------------------------|---|
| 1 What would you like? | a Thanks.                               |
| 2 That's £2, please.   | b Can I have a croissant to go, please? |
| 3 Take a seat.         | c Here you go.                          |

**B** ▶ 00:24–01:14 Watch part of the video again and check your answers to Exercise A.

## PRONUNCIATION

Word stress

**A** ▶ 00:24–01:14 Watch part of the video again and read the conversation. Notice that the underlined words are stressed.

**Neena:** Good morning. How are you Sam?

**Sam:** Not too bad. How are you?

**Neena:** I'm fine, thanks. This is my friend, Milly.

**Sam:** Hi Milly. Nice to meet you.

**Milly:** Nice to meet you, too.

**B** ▶ 00:24–01:14 Watch again and repeat the conversation. Copy the word stress.

**C SPEAK** Work in groups of three. Practise the conversation in Exercise A. Remember to use the correct stress.

## SPEAKING

**A PREPARE** Walk around the class. Introduce yourself to your classmates.

*A: Hello, I'm Andreas. It's nice to meet you.*

*B: It's nice to meet you, too.*

**B DISCUSS** Work in pairs. Walk around the class. Greet the people you know and introduce your partner.

*A: Hello, I'm Andreas. It's nice to meet you.*

*B: It's nice to meet you, too.*

*A: This is Nadia.*

**C PLAN** You're going to record a 'selfie' presentation. Make notes about what you want to say. Then record it.

### Introducing

Hi! My name's ...	I'm ...
My friends call me ...	I'm from ...
I'm single/married ...	I'm a ...

**D PRESENT** Work in groups. Compare your presentations.



○ Greet people and make introductions

▶ Turn to **page 160** to learn how to fill in a form with personal details.



# 1.4 Good morning

## COMPREHENSION

- A** ▶ Read through the text and focus students on the photos. Ask students to predict which words or which kinds of words (e.g. a noun, a number, etc) are missing from each person's information. Play the video and allow time for students to compare and confirm answers.
- B** Look at the example questions with students. Highlight the form of *be* in each question and the word order. Students then work alone to write a question about each person in Exercise A. Monitor and assist as necessary.
- C** Put students into new pairs. Ask them to close their books and use their questions to test each other about the characters in the video. Monitor and assist as necessary.

## FUNCTIONAL LANGUAGE

- A** ▶ Students work alone to complete the phrases. Allow time for students to compare answers in small groups.
- B** ▶ 00:00-01:14 Play the first part of the video again for students to check their answers to Exercise A. Give feedback, drilling the correct stress and intonation for any of the longer phrases.

## USEFUL PHRASES

- A** Students match the useful phrases with the replies. Encourage them to think about the situations they could use each phrase in.
- B** ▶ 00:24-01:14 Play the next part of the video again for students to check their answers. Check answers as a class.

## PRONUNCIATION

- A** ▶ 00:24-01:14 Go through the conversation with students. Elicit why some of the words are underlined (*they are stressed when we say them*). Ask why only the first part of *morning* is underlined (*it has two syllables and the first one is stressed*). Ask students to identify another similar word (*Milly*). Then play part of the video again so students can hear the stressed words in context.
- B** ▶ 00:24-01:14 Play the video and ask students to repeat the conversation, copying the word stress.
- C** Put students into groups of three to practise the conversation.

## SPEAKING

- A** Model the conversation for students. Ask students to identify the word stress before drilling the correct intonation. Ask one or two pairs to model the conversation in front of the whole class. Then set a time limit and ask students to mingle and greet everyone in the class, including you.
- B** Ask students to identify the stressed syllables the word stress, before drilling the correct intonation. Model the conversation with another student, using natural clear stress, pauses and intonation. Then put students into pairs and ask them to mingle, introducing themselves and their partner to all of the other pairs in the class.
- C** Tell students that they're going to give a short presentation about themselves. Give them time to make notes about what they want to say, using the Useful language box for help.
- D** Students give their presentations in groups. Monitor and assist as necessary.

## METHODOLOGY HUB by Jim Scrivener

### Running a fluency activity

If the main aim is to get the students to speak, then one way to achieve that would be for you to reduce your own contributions. Probably the less you speak, the more space it will allow the students. It could be useful to aim to say nothing while the activity is underway, and save any contributions for before and after. In an activity mainly geared towards encouraging fluency, you are likely to monitor discreetly or vanish.

Ideas for correction work after a fluency activity:

- Write up a number of sentences used during the activity and discuss them with the students.
- Write a number of sentences on the board. Ask the students to come up to the board and correct the sentences.
- Invent and write out a story that includes a number of errors you overheard during the activity. Hand out the story the next day, and the students, in pairs or as a whole group, find the errors and correct them.

## ▶ VIDEOSCRIPT

**S = Sam N = Neena G = Gaby Z = Zac**

- S:** Hi! Good morning! My name's Sam. I'm 34 and this is my café. Ah! customers!
- N:** Good morning. How are you, Sam?
- S:** Not too bad. How are you?
- N:** I'm fine, thanks. This is my friend, Milly.
- S:** Hi Milly. Nice to meet you.
- M:** Nice to meet you, too.
- S:** What would you like?
- M:** Can I have a croissant to go, please?
- S:** Sure. That's £2, please.
- M:** Here you go.
- S:** Thanks Milly.
- M:** Thanks. See you later, Neena.
- N:** Bye, Milly. See you soon!
- M:** Bye, Sam.
- S:** Bye, Milly. What would you like Neena?
- N:** Can I have a black coffee, please?
- S:** No problem. Take a seat.
- N:** Thanks. So ... My name's Neena, that's N-E-E-N-A. I'm a lawyer. I live in a flat and there are two free rooms. This is my ad. See you later.
- Z:** Hey! My name's Zac. I know Sam. He's a good friend. I love that guy. I'm American – I'm from Seattle, but I live here in London.
- G:** Hi! I'm Gabriela, but my friends call me Gaby. It's nice to meet you! I love London, but I'm not from here. I'm Spanish. I'm from a small town near Madrid.
- M:** Hello. I'm Milly, I'm 25 and I'm single. And this is my clothes store! I'm American. I love clothes and ... I love music. Well ... See you!

## 1 Writing

● Fill in a form with personal details

W capital letters

**A** Look at the visitor card. Where would you fill in a card like this?

- a At a university
- b On a plane**
- c At work

**B** Complete the visitor card with the words in the box.

07713 8765543 1997 10 months  
Poland Polish student

### Visitor card

**Family name:** Kowalska  
**Given name(s):** Marta Irena  
**Nationality:** Polish  
**Date of birth:** day 10 month 03  
 year 1997  
**Country of birth:** Poland  
**Occupation:** student  
**Passport number:** ZS 0067389  
**Address in the UK:** 24 Bridge Street, Leeds, LS5 7RT  
**Email:** mkowalska23@polemail.com  
**Phone number:** 07713 8765543  
**What is the main reason for your visit?**  
 business / tourism / other  
I am here to do a course at a university in Leeds.  
**Duration of visit:** 10 months

**C** Complete the rules in the box with words from the visitor card in Exercise B.

#### Capital letters

You use capital letters for:

- the names of countries Poland
- the names of towns and cities Leeds
- nationalities Polish
- people's names Marta Irena Kowalska
- the personal pronoun 'I' I am here to do a course at Leeds University.

**D** Look at the student registration form. Find and correct five mistakes with capital letters.

### Student registration

**Family name:** puentes **Puentes**  
**Given name(s):** Ricardo  
**Nationality:** mexican **Mexican**  
**Date of birth:** day 17 month 02  
 year 1997  
**Country of birth:** usa **USA**  
**Occupation:** student **London**  
**Address in the UK:** 11 Lark Close, london, SW5 9JT  
**Email:** m.puentes@hotmail.com  
**Phone number:** 07665 456829  
**What is the main reason for studying English?**  
 business / tourism / other  
I want to study at university in the UK.  
**Duration of visit:** 2 weeks

### WRITING

Imagine you are on a plane. Complete the visitor card. Remember to use capital letters correctly.

### Visitor card

**Family name:** \_\_\_\_\_  
**Given name(s):** \_\_\_\_\_  
**Nationality:** \_\_\_\_\_  
**Date of birth:** day   month    
 year      
**Country of birth:** \_\_\_\_\_  
**Occupation:** \_\_\_\_\_  
**Passport number:**            
**Address in the UK:** \_\_\_\_\_  
**Email:** \_\_\_\_\_  
**Phone number:**              
**What is the main reason for your visit?**  
 business / tourism / other  
I am here to do a course at Leeds University.  
**Duration of visit:** \_\_\_\_\_

Students can complete this card or write it out in their notebooks.

Refer students to this card as a model for the writing task.

Other rules you could mention are abbreviations like BBC or UN, languages like English and Spanish or the titles of books or films.

## WRITING

In this writing lesson, students will learn how to fill in a form with personal details and learn how to use capital letters for proper nouns and to begin a sentence.

- A** Focus students on the blue visitor's card that has already been filled in. Use this as a model for students to follow when they come to the final writing task. Ask students where they would see a card like this. Say it is given out on the plane or at a place of arrival like an airport, port or border crossing point. Elicit what data people need to use to complete the forms.
- B** Ask students to look at the numbers and words in the box. Ask students to read them out. Remind them that a '0' in a telephone number is pronounced 'oh' in British English and 'zero' in US English. Then ask them to say what each word or number might be. Finally ask students to match the words to the gaps in the card.

- C** In pairs, students match the rules to the examples in the two model answers. You might need to point out that 'university' does not take a capital letter but as part of 'Leeds University', it is a proper noun and so it needs a capital letter.
- D** Students work alone to identify the five mistakes with capital letters before comparing answers in pairs. Ask them to look at the Capital letters rule box as required. Check answers as a class.

## WRITING TASK

Ask students to write their own card either in the class or at home. If students are not sure how to do the task, point out that they should use the models on the page to copy. Otherwise, you could model one example as a whole class on the board using your own information first and elicit responses from the class. If students are unwilling to use their own data, say that they can invent data to fill in the form.

## VOCABULARY

**A** Complete the table with the correct countries and nationalities.

Country	Nationality
Brazil	1 <u>Brazilian</u>
2 <u>China</u>	Chinese
3 <u>Egypt</u>	Egyptian
India	4 <u>Indian</u>
Japan	5 <u>Japanese</u>
6 <u>Portugal</u>	Portuguese
Sweden	7 <u>Swedish</u>
The UK	8 <u>British</u>

**B** Correct the mistakes in each sentence.

- Tokyo is the capital of Japanese. **Tokyo is the capital of Japan.**
- IKEA is a Sweden company. **IKEA is a Swedish company.**
- My father's from Hanoi in Vietnamese. **My father's from Hanoi in Vietnam.**
- I'm from New York, in USA. **I'm from New York, in the USA.**
- I love Switzerland chocolate! **I love Swiss chocolate!**

**C** Match the words (1–8) with the numbers (a–h).

- |                            |             |
|----------------------------|-------------|
| 1 one million              | a 500,000   |
| 2 five hundred and ten     | b 510       |
| 3 fifty-five thousand      | c 5002      |
| 4 one thousand two hundred | d 1,000,000 |
| 5 five hundred thousand    | e 1200      |
| 6 one hundred thousand     | f 55,000    |
| 7 five thousand and two    | g 250       |
| 8 two hundred and fifty    | h 100,000   |

**D** Complete the everyday items with *a, e, i, o* or *u*.

- he adphones
- a credit card
- money
- a mobile phone
- a bottle of water
- a watch
- a box of tissues
- a laptop
- a magazine
- a wallet

**E SPEAK** Work in pairs. Discuss the questions.

- Where are you from?
- How old are you?
- What nationality are your parents?
- What's the capital of your country?
- What's in your bag?

## GRAMMAR

**A** Choose the correct words to complete the sentences.

- I 'm / 's from the USA.
- We 's / 're Russian.
- They isn't / aren't married.
- You 's / 're my friend.
- She isn't / aren't American.
- He 'm / 's 36 years old.
- I isn't / 'm not from Sweden.

**B** Write questions and short answers.

- you / Japanese  
Are you Japanese (?) Yes, I am. (+)
- they / students  
Are they students (?) Yes, they are. (+)
- he / German  
Is he German (?) No, he isn't. (-)
- she / 18 years old  
Is she 18 years old (?) Yes, she is. (+)
- you / married  
Are you married (?) No, I'm not. (-)

**C** Match the questions (1–4) with the answers (a–d).

- |                       |                    |
|-----------------------|--------------------|
| 1 What's your name?   | a Oakland.         |
| 2 How old are you?    | b It's in the USA. |
| 3 Where are you from? | c Susan.           |
| 4 Where's that?       | d 26.              |

**D** Complete the text with *a, an* or *–* (no article).

This is my bag. I usually carry <sup>1</sup> an apple, <sup>2</sup> a mobile phone and <sup>3</sup> – keys. Oh, and <sup>4</sup> a credit card!

**E** Choose the correct words to complete the sentences.

- Is this / these your phone?
- That / Those aren't my keys.
- That / Those's my book.
- Are this / these your sunglasses?

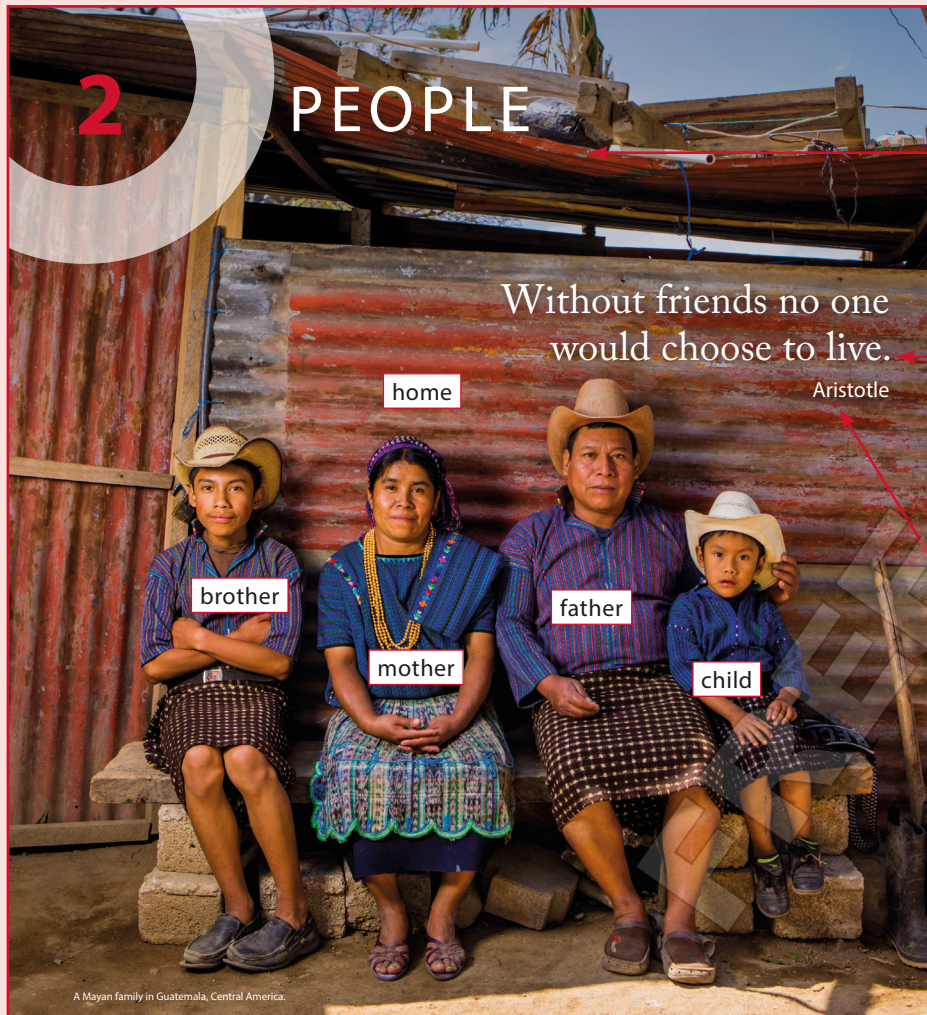
## FUNCTIONAL LANGUAGE

**A** Complete the conversation with the words in the box.

from Good Hi meet small Where

- A: <sup>1</sup> Hi. I'm Andreas.  
 B: Nice to <sup>2</sup> meet you, Andreas. I'm Tia.  
 A: <sup>3</sup> Good to meet you, too, Tia.  
 B: <sup>4</sup> Where are you from, Andreas?  
 A: Switzerland. I live in a <sup>5</sup> small village near Zurich.  
 B: Really? I'm <sup>6</sup> from Chicago, but I live in Paris.

**B** Work in pairs. Practise the conversation in Exercise A. Use your own information.



## OBJECTIVES

- talk about your family
- talk about appearance
- describe family members and friends
- make and respond to requests
- write an email to a friend

Work with a partner. Discuss the questions.

- 1 Do you have a big family?
- 2 Do you have any brothers or sisters?
- 3 What do you like doing with your friends?

PEOPLE 11

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

Aristotle means that having friendships is what is really important, rather than owning things, even if we are rich enough to own everything or anything in the world.

Aristotle (384–322 BC) was a Greek philosopher and scientist. He wrote on many subjects including physics, biology, poetry, music, psychology and linguistics.

## OBJECTIVES

Read the unit objectives to the class.

## UNIT OPENER QUESTIONS

Ask students to look at the photo and describe the family. Use this as an opportunity to assess how well students can talk about family and appearances. Write *He's got* and *She's got* on the board. Point out that students can use these sentence stems to talk about the people's hair, clothes and skin colour.

Write *Do you have a big family?* on the board. Tell students how many people are in your family and if you have any brothers and sisters. Put students into pairs to say how many people are in their families.

Then ask them to read Questions 2 and 3. Check students understand the questions and write these sentence stems on the board: *I've got [number] brother(s) and [number] sister(s)*. Point out that students can use *no brothers* or *no sisters* if they don't have any.

Students then discuss the questions in pairs. Monitor students and help with grammar and vocabulary when necessary.

If you have time, bring the class together and ask two or three students to share their answers with the class. Encourage students to listen to each other and to extend the discussion with further questions and ideas.

## WORKSHEETS

### Lesson 2.1 Family

Family (W7)

Possessive adjectives and apostrophes (W8)

### Lesson 2.2 The same, but different

Describing appearance (W9)

*have/has got* (W10)

### Lesson 2.3 Friends

Personality adjectives (W11)

Using adjectives (W12)

V family

P /ə/ 'schwa'

G possessive adjectives and apostrophes

## READING

**A** Work in pairs. Look at the pictures in *Famous families*. Why are these people famous?

**B READ FOR GIST** Read *Famous families* and check your answers to Exercise A.

**C** Work in pairs. How many of the people do you know?

**D READ FOR DETAIL** Read *Famous families* again. Are the sentences true (T) or false (F)? Correct the false sentences.

- Sofia is a famous actress. **She's a famous film director.** T/F
- Sofia's grandparents were Italian. T/F
- Sofia's brother is called Francis Ford Coppola. **Sofia's brother is called Roman.** T/F
- Sofia's aunt was in the film *Rocky*. T/F
- Sofia and her husband, Thomas, live in Italy. **They live in New York City.** T/F

**E SPEAK** Work in pairs. What other famous families do you know?

# FAMOUS FAMILIES

This week, we continue our series on Hollywood families with a look at the Coppolas.

Sofia Coppola is an American film director. She's famous for directing the films *Marie Antoinette* and *Somewhere*. Sofia's family is famous, too. There are famous film directors, actors and musicians in her family.

Her grandparents, Carmine Coppola and Italia Pennino, were musicians from Italy. Sofia's father is the film director Francis Ford Coppola. He is the director of the three *Godfather* films. Sofia's brother, Roman Coppola, is also a film director.

Sofia's aunt is Talia Shire. She's an actress, and she was in the *Godfather* and the *Rocky* films. Talia's son is the actor Jason Schwartzman. Jason is Sofia's cousin. The actor Nicolas Cage is her cousin, too. Nicolas' father was August Coppola. He was Francis Ford Coppola's brother.

Sofia's husband is Thomas Mars, the singer of the rock band Phoenix. Sofia and Thomas live in New York City, and they have two daughters. Their daughters' names are Romy Mars and Cosima Mars.



Thomas Mars



Francis Ford Coppola

Talia Shire



Sofia Coppola



Jason Schwartzman

# 2.1 Family

## LEAD-IN

Play 'Who am I?' with the class. Think of a famous person your students will be familiar with. Students ask you *yes/no* questions to discover your identity (e.g. *Are you a movie actor?*). If students can't guess, give them some clues. These can include the target language of the unit (describing appearances) as a way to test students' knowledge (e.g. *He's got black hair.*). When students guess your famous person, ask them to play the game in small groups.

## READING

- A** Focus students on the photos of the famous people. In pairs, they say who the people are and why they are famous. Check answers as a class. If you have time, you could ask the class to say how the people's appearances are similar. Again, this will give you some idea of students' knowledge of this unit's target language.
- B** Before students do this task, make sure they understand the following words: *film director* (the person who controls how a film is made) and *musician* (someone who plays music for money, often in a band). Allow students one or two minutes to read through *Famous families*. Point out that they should only try to check their answers to Exercise A. Check answers as a class.

- C** Allow students longer to read *Famous families* again and decide if the sentences are true or false. Remind them to correct the false sentences. Then, allow more time for students to compare answers in pairs before checking answers as a class.
- D** Model the exercise by sharing your knowledge of a famous family. Show images, if possible, of the people. Try to use words for family relationships and adjectives for describing the people's appearance. In pairs, students then describe famous families they know. If they do not know any, you could ask them to think of families from films, TV shows or other stories.

### Extra activity

Put students into groups. Give them time to research other famous families (real or fictional). Monitor and encourage each group to choose one family. Then, ask groups to prepare a short presentation on the family they chose, using the *Famous families* text to help them. Finally, have groups give their presentations to the class. Focus on fluency here, rather than accuracy. Help with any challenging or new vocabulary.

## GRAMMAR HUB

### 2.1 Possessive adjectives and apostrophes

Subject pronouns	Possessive adjectives
I	my
he	his
she	her
it	its
we	our
you	your
they	their

#### Be careful!

- We only add 's to the last name.  
*Ivan and Hannah's family* NOT *Ivan's and Hannah's family*
- We don't put an apostrophe in *its* when it is a possessive adjective.  
*France is famous for its cheese.* NOT *France is famous for it's cheese.*

- We use possessive adjectives to show that something belongs to someone.  
*Ali lives with her parents.*  
*I live with Tom and his sister.*
- We use the same possessive adjectives for singular and plural nouns.  
*They're her friends.* NOT *They're hers friends.*
- We use possessive apostrophes to show that something belongs to someone.  
*She's married to Dave's brother.*
- We use 's with singular nouns.  
*My sister's children are called Tanya and Kyle.*
- We use s' with plural nouns.  
*My grandparents' names are Ed and Jilly.*
- We use 's with irregular plural nouns.  
*The children's names are Maya and Daryl.*

### 2.1 Possessive adjectives and apostrophes

**A** Complete the sentences with a possessive adjective.

- 1 My cousin and his wife live in Paris. Their house is very big.
- 2 Sofia Coppola is a director. Her films are famous.
- 3 Switzerland is famous for its chocolate.
- 4 We're French, but our children speak English at home.
- 5 Ken, is your surname 'Clark' or 'Clerk'?
- 6 That's Michael with his wife, Laura.
- 7 I'm British, but my parents are German.

**B** Choose the correct options to complete the sentences.

- 1 My husband's / husbands' family lives in Brazil.
- 2 Their daughter's / daughters' name is Lillie.
- 3 The children's / childrens' grandfather is an artist.
- 4 My grandparent's / grandparents' names are Mel and Bob.
- 5 What are the women's / womens' names?

**C** Choose the correct words to complete the text.

- <sup>1</sup>I / My am an actor, and so is my father. <sup>2</sup>He / His name is Juan. <sup>3</sup>He's / His famous in South America. <sup>4</sup>I / My mother is famous too. <sup>5</sup>She's / Her a singer. I also have two brothers. <sup>6</sup>Their / They names are Miguel and Esteban. <sup>7</sup>Their / They're singers like <sup>8</sup>we / our mother.

➤ Go back to page 13.

# 2.1 Family

## VOCABULARY

- A** Read through the sentence with students and ask them to find it in *Famous families*. Then ask students to find seven more words for family members. Allow students time to compare answers in pairs and then check answers as a class.
- B** Focus students on the family tree. Point out that there are some names missing. Tell students to complete the family tree with names from *Famous families*.
- C** Focus students on the table and ask them why *grandparents* is in the third column, under *Female or male*. Point out that a *grandparent* can be a man (a grandfather) or a woman (a grandmother). Students then complete the table with words from Exercise A. Check answers as a class, and write the table on the board.
- D** In pairs, students add the words to the table. Check answers by asking different students to come to the board to complete the table.
- E** Put students into pairs. Tell them that they are going to read about a famous person and ask and answer questions about their families. Direct students to the **Communication Hub**. Tell Student A to read about Bebel Gilberto on page 156. Tell Student B to read about Matthew Centrowitz Jr on page 158 and point out that *Jr* is short for *Junior*. This means that his father has the same name but is called Matthew Centrowitz Sr (short for *Senior*). Allow students up to two minutes to read about their person. Then tell them to ask each other their questions and make notes on the answers. Monitor and assist as required. Use the **Vocabulary Worksheet** on W7 for extra practice.

## PRONUNCIATION

- 2.1** **A** Write *mother*, *brother* and *actor* on the board and say them naturally. Ask students how many syllables are in each word (*two*) and which one is stressed (*the first*). Then play the recording and ask students to repeat the words. Point out that the 'schwa' sound is very common in unstressed syllables (it is never heard in stressed syllables).

- 2.2** **B** Focus students on the words in the box. Ask them how many syllables are in each word (*two*, except for *director*, which has *three*). Then ask them which syllable is stressed in each word (*the first syllable*, except for *director* which has *the middle syllable stressed*). Tell students to underline where they think the 'schwa' sound is in each word. Check answers as a class by playing the recording and asking students to practise saying the words.

## GRAMMAR

- A** Read through the task instructions with students. Point out that they need to focus on the word in **bold** (not the underlined phrase). Check answer for Question 1 before students move on to Question 2.
- B** Focus students on the table and point out that the possessive adjectives from Exercise A (*their*, *her*) are already in the correct place in the table. Put students into pairs to complete the table with the words in the box. Check answers as a class by writing the table on the board.
- C** Read through the task instructions with students, highlighting that they need to review the sentences in Exercise A. Then allow time for students to complete the rules and compare answers in pairs, before checking as a class.
- D** Direct students to the **Grammar Hub** on page 124 (see TB12). Read the examples and go through the rules with the class. Use the **Grammar Worksheet** on W8 for extra practice.

## SPEAKING

- A** Draw your own family tree on the board. Keep it simple, showing only your parents, grandparents, children and brothers or sisters. Use it to tell the class about your family. Tell students to draw their own family tree. Monitor and assist as required.
- B** Put students into pairs and ask them to show each other their family trees. Students use them to tell their partner about their families. Monitor and make a note of effective language and phrases which can be reformulated. Give whole-class feedback on the language used.

### TEACHING IDEA by David Seymour and Maria Popova

#### Grammar: Dictation

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

I'm going to dictate a note for you to write down. I'll read the text twice.

Hi, how's it going? There's a party at Steve's place. Tom's going and his flatmate, Tracey. She's a guitarist and she's got a great voice. It's always good to go to Steve's house. It's always fun. He's cooking a curry and he's got lots of drinks, but let's take some drinks, too. There's a shop near Steve's house. Let's meet there at seven. OK, see you later.

Compare your text with a partner. How many times did you write *s*? There should be 14. Decide whether each *s* is (a) an abbreviation of *is*, (b) an abbreviation of *has*, (c) an abbreviation of *us* or (d) a possessive *'s*.

### TEACHING IDEA by David Seymour and Maria Popova

#### Vocabulary: My relatives

**Use this activity to revise family vocabulary. Say this to your students:**

In small groups, tell each other the names of your relatives (e.g. *My dad's name is Alfred.*).

niece, father, sister, brother, aunt, mother, nephew, uncle, son, grandfather, daughter, grandmother, cousin

Tell each other what you think your relatives are doing at this moment (e.g. *My brother Dan is sitting at his office desk. My aunt Mary is doing the gardening.*).

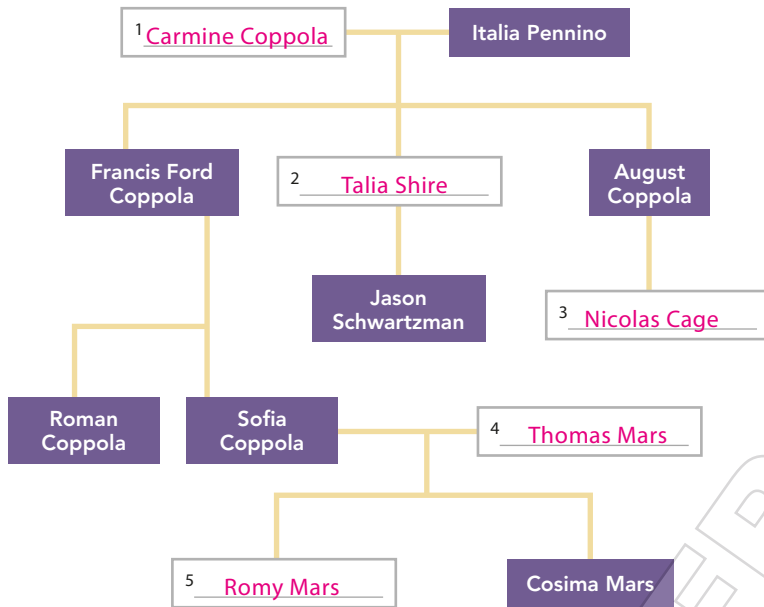
## VOCABULARY

### Family

**A** Look at the word in **bold** in the sentence below. Find and underline seven other words for family members in *Famous families*.

Her **grandparents**, Carmine Coppola and Italia Pennino, were musicians.

**B** Read the text again. Complete the family tree.



**C** Complete the table with the words you found in Exercise A.

Female	Male	Female or male
aunt	brother	<i>grandparents</i>
daughter	father	cousin
grandmother	husband	children
mother	son	parents
sister	grandfather	
wife	uncle	

**D** Add the words in the box to the table in Exercise C.

children grandfather grandmother mother  
parents sister uncle wife

**E SPEAK** Work in pairs. Student A – go to the **Communication Hub** on page 156. Student B – go to the **Communication Hub** on page 158.

## PRONUNCIATION

/ə/ 'schwa'

**A** Listen and repeat. Notice how we say the underlined sounds.

2.1 /ə/ mother, brother, actor

**B** Say these words with a partner. Underline the /ə/ sound in each word. Then listen, check and repeat.

2.2 cousin daughter director famous father husband parents sister

## GRAMMAR

### Possessive adjectives and apostrophes

**A** Look at the sentences from *Famous families*. Which name matches the word in **bold**? Choose a, b or c.

1 Jason is Sofia's cousin. The actor Nicolas Cage is **her** cousin, too.

a Jason      b Sofia      c Nicolas

2 Sofia and Thomas live in New York City, and they have two daughters. **Their** daughters' names are Romy Mars and Cosima Mars.

a Sofia and Thomas      b Sofia      c Thomas

**B WORK IT OUT** Complete the table with the words in the box.

his    its    my    our    your

Subject pronouns	Possessive adjectives
I	1 <u>my</u>
you	2 <u>your</u>
we	3 <u>our</u>
they	their
he	4 <u>his</u>
she	her
it	5 <u>its</u>

**C WORK IT OUT** Look at the underlined words in Exercise A. Then complete the rules.

### Possessive apostrophe

- We add 's to regular singular nouns.
- We add 's to regular plural nouns.
- We use the possessive apostrophe to show that something **belongs to** / **doesn't belong to** someone.

**D** Go to the **Grammar Hub** on page 124.

## SPEAKING

**A PREPARE** Draw your family tree. Include any grandparents, uncles, aunts or cousins.

**B SPEAK** Work with a partner. Take it in turns to tell each other about the people in your family tree.

*My grandfather's name is Hiroyuki. He's 98 years old. My grandmother's name is Saya. She's ...*

Talk about your family



# 2.2 The same, but different

● Talk about appearance

**V** - describing appearance

**G** - have/has got

**P** - contracted have

blonde hair; curly hair   grey hair   short hair   curly hair, brown eyes



## VOCABULARY

Describing appearance

**A** Work in pairs. Match the people in the pictures (1–2) with the words in the box.

beard   blonde hair   blue eyes   brown eyes   curly hair  
grey hair   light skin   long hair   short hair   straight hair

**B** Go to the **Vocabulary Hub** on page 146.

## READING

**A** Look at picture a in *Two in a million*. Choose three sentences that describe the babies.

- 1 They are the same age.
- 2 They look different.
- 3 They look like each other.
- 4 They've got the same parents.
- 5 They've got different parents.

**B READ FOR GIST** Read *Two in a million*. Check your answers to Exercise A. What is the name of the child on the left in picture b?

**C READ FOR DETAIL** Read again. Choose the correct words to complete the sentences.

- 1 Bobby and Riley's birthdays are on the same day / different days.
- 2 Bobby and Riley look the same / different three years later.
- 3 Bobby and the twins' mother have got the same / different skin colour.
- 4 Riley and Bobby have got the same / different personalities.

### look like

The phrase *look like* means have the same appearance.

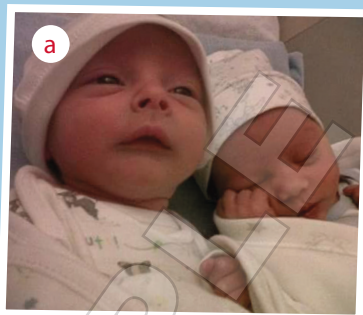
- I/You/We/They + *look like* + noun  
*I look like my mother. I don't look like my father.*
- He/She/It + *looks like* + noun  
*My sister doesn't look like me. She looks like our mum.*

**D SPEAK** Work in pairs. Describe someone in your class to your partner. Can they guess who it is?

- A:** *He's tall. He's got long, brown hair and brown eyes.  
He looks a bit like Johnny Depp ...*
- B:** *Is it Matteo?*

# TWO in a million

This is a picture of Bobby and Riley George on the day they were born. They're twins. They've got curly hair, brown eyes and light skin.



Ex C Q1

**Ex C** This is Bobby and Riley three years later, and they look really different! Bobby looks like his mother. He's got light skin, blonde hair and blue eyes. Riley

**Ex B** looks like his father. He's got dark skin and brown eyes, and short, brown hair. The boys don't look the same, but have they got the same personality? **Ex C Q4** No, they haven't. Bobby is very noisy and Riley is quiet. They really are one in a million!

b



## 2.2 The same, but different

### LEAD-IN

Show a picture containing a group of people. Describe one of them without saying who it is. Try to use some of the target words that students will be learning (*He's got ... , She's got ...* and words like *beard, blonde hair, blue eyes, light skin*, etc). When a student guesses who you are describing, they should come to the front of the class to point to the person. If the student is right, he or she then has a go at describing one of the people. Help students by reformulating their vocabulary or grammar, if necessary.

### VOCABULARY

- A** Put students into pairs to match the words in the box to Pictures 1 and 2. Point out that some words can be used more than once. Check answers as a class. Model the pronunciation of the words and phrases, and ask students to repeat.
- B** Direct students to the **Vocabulary Hub** on page 146. Do Exercise A as a class. Point out that *height* refers to how tall or short someone is. You could tell students your own height. Explain that *build* refers to the size and shape of a person's body. Model and drill the pronunciation of *moustache* and *bald*. Give them time to complete Exercise B alone before checking answers in pairs. Use the **Vocabulary Worksheet** on W9 for extra practice.

### READING

- A** Focus students on the picture of the two babies in *Two in a million*. Then put them in pairs to complete the exercise. Don't give feedback yet.
- B** Give students time to read the text and answer the question. Give feedback as a class.
- C** Students read the text in detail and complete the sentences. Give them time to check their answers in pairs, before giving feedback as a class. If you have time, read through the *look like* box as a class and give examples (ideally using pictures on your phone). Then elicit examples from students. Read through the *look like* box with students. If you have time, you could show your own family photos. Write *Does [name] look like [name]?* on the board, and ask students for their opinions. Ask students to talk about their own family or people they know, using *look like* or *looks like*.
- D** Put students in pairs to describe people in the class. Monitor and assist as necessary.

#### Extra activity

Put students into groups. Ask them to write short descriptions of three famous people without mentioning their name. Then, ask groups to read their sentences to the class and try to guess who they're talking about.

### METHODOLOGY HUB by Jim Scrivener

#### Presentation techniques for lexis

If you just want to quickly convey the meaning of one or more lexical items, there are a number of ways you could do that. The most common technique probably involves a presentation-practice route:

- **Present:** you first offer some cues, pictures or information about the target items and elicit the words from students or model them yourself. You will need to check that learners have understood how they are formed, what they mean and how they are used.
- **Practise:** you then get the students to practise, e.g. by repeating items, using them in short dialogues, etc.

Alternatively, there are many other ways to convey meaning. For each lexical item in the following random list, I've suggested a different way that you could help students begin to learn the meaning.

*gloves* Mime putting them on.

*disgusting* Mime (e.g. smelling old food) and make a facial expression.

*café* Draw a quick sketch on the board or show a flashcard or picture in a book.

*often* Draw a line. Mark *never* at one end and *always* at the other. Mark points along it: *usually, rarely*, etc.

*chase* Get two or three students to act it out.

*frightened* Tell a personal anecdote.

*window sill* Point to the object.

*put up with* Tell a short story that includes it.

*put your foot down* Act out a short conversation.

*contact lens* Students who know explain to those who don't.

*reduction* Draw a diagram or graph.

### TEACHING IDEA by David Seymour and Maria Popova

#### Grammar: Celebrity 's

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

Here are some words for describing people. In small groups, write pairs of sentences about famous people using the possessive 's and contractions of *be/have*, e.g. *Leonardo di Caprio's eyes are blue – Leonardo di Caprio's got blue eyes.* (You may like to add a few features to this list for describing celebrities that are well known to your students.)

*blue eyes, red hair, big teeth, long legs, curly hair, green eyes, big muscles, nice voice, bushy eyebrows*

### TEACHING IDEA by David Seymour and Maria Popova

#### Grammar: *Have got*

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

In pairs, ask and answer questions using *have got* and these words, e.g.

**A:** Have you got any CDs?

**B:** Yes, I have. / No, I haven't.

**A:** What CDs have you got?

**B:** I've got ...

*sisters, brothers, pets, children, books, toys, house plants, middle names, friends in London, relatives in the USA, English books*

(Allocate one thing to each student to mingle and find out who in class has got the most qualifications, pets, etc.)



In pairs, tell each other about the rooms and features your house has got, e.g. *My place has got a large, sunny kitchen.* Do the same for your country, e.g. *My country has got some of the most beautiful mountains in the world.*

# 2.2 The same, but different


## GRAMMAR

- A** Focus students on the three sentences and ask them to go back to *Two in a million* to complete them. Highlight that they should use no more than three words for each sentence. Check answers as a class and write them on the board.
- B** In pairs, students complete the table. Check answers as a class by building up the table on the board.
- C** Direct students to the **Grammar Hub** on page 124 (see below). Read the examples and go through the rules and exercises with the class.
- D** Focus the students on the picture and elicit a description of the woman. Then ask students to read the conversation and work together to complete it. Highlight that they should use contractions (*she's got* or *she hasn't got*). Allow time for students to practise the conversation. Encourage them to look up and say each line and not just read it from the page.
- E** Students ask their partners which family members they look like. Tell them to listen carefully to their partner. Students then change partners and report what their first partner said (e.g. *She looks like her ... They've both got ...*). Use the **Grammar Worksheet** on W10 for extra practice.

## PRONUNCIATION

-  **A** Play the recording for students to listen and repeat.  
2.3 /v/ I've got                      /z/ he's got                      /s/ it's got
-  **B** Play the recording for students to listen and choose the correct sound. Give feedback as a class.  
2.4
- C** Students work in pairs to complete the sentences. Monitor and drill natural pronunciation as necessary.

## LISTENING

- A** In pairs, students describe the man in the picture. Check answers as a class by asking for descriptions from two or three students.
-  **B** Students listen and decide if they had the same ideas.  
2.5 **A:** *My brother doesn't look like me. We've both got long red hair, but everything else is different. He's short, and I'm not. I'm very slim, but he isn't. He's got glasses. I haven't. And he's got a beard. I definitely haven't got a beard.*
- C** Students work in pairs to describe family members. Monitor and assist as necessary.

## SPEAKING

Students turn to the **Communication Hub** on page 154.

## GRAMMAR HUB

### 2.2 have/has got

	Positive	Negative
I/you/we/they	I've got a flatmate.	I haven't got a flatmate.
he/she/it	He's got a big family.	She hasn't got a big family.

- We use *have/has got* to talk about someone's appearance, family or possessions.  
*I have got a new phone.*
- We use *Have/Has* + subject + *got* to make questions.  
*Has she got any children?*
- We often use *any* before plural nouns in the question form.

	Question	Short answers	
I/you/we/they	Have you got any brothers or sisters?	Yes, I have.	No, I haven't.
he/she/it	Has she got long hair?	Yes, she has.	No, she hasn't.

### Be careful!

*Has she got any children? Yes, she has. NOT Yes, she has got.*

### 2.2 have/has got

**A** Complete the sentences using *have* or *has got*. Use contractions where possible.

- 1 They 've got a house in the countryside.
- 2 Georgiana and Stefania have got long, blonde hair.
- 3 Diane 's got a twin sister called Erin.
- 4 My sister 's got brown eyes, but I haven't.
- 5 They 've got three children.

**B** Rewrite the sentences in Exercise A to make them negative.

- 1 They haven't got a house in the countryside.
- 2 Georgiana and Stefania haven't got long, blonde hair.
- 3 Diane hasn't got a twin sister called Erin.
- 4 My sister hasn't got brown eyes, but I have.
- 5 They haven't got three children.

**C** Use the prompts to write questions and short answers.

- 1 your dad / a beard  
Has your dad got a beard? (?) No, he hasn't. (-)
- 2 you / any lipstick  
Have you got any lipstick? (?) Yes, I have. (+)
- 3 they / a car  
Have they got a car? (?) Yes, they have. (+)
- 4 Maria / short hair  
Has Maria got short hair? (?) Yes, she has. (+)
- 5 we / any shampoo  
Have we got any shampoo? (?) Yes, we have. (+)
- 6 you / your glasses  
Have you got your glasses? (?) No, I haven't. (-)

➤ Go back to page 15.

## GRAMMAR

have/has got

**A WORK IT OUT** Look at *Two in a million* again. Complete the sentences with no more than three words from the text.

- Riley's got brown hair, brown eyes and dark skin.
- Bobby's got blonde hair and blue eyes.
- The boys don't look the same, but have they got the same personality? No, they haven't.

**B WORK IT OUT** Complete the table with the words from the box.

haven't 've hasn't

Positive (+) / Negative (-)				
1	I	<u>'ve</u> / haven't	got	blue eyes.
2	He/She/It	's / <u>hasn't</u>		
3	You/They/We	have / <u>haven't</u>		

**C** Go to the **Grammar Hub** on page 124.

**D PRACTISE** Look at the picture. Complete the conversation about the woman with the correct form of *have/has got*. Use contractions.

A: Who do you look like?

B: My aunt. She's my dad's sister.

A: Has your aunt  
1 got long hair?

B: No, she  
2 hasn't.  
She 3 's got short, grey hair.

A: 4 Has she 5 got glasses?

B: Yes, she 6 has.

A: What colour eyes 7 has she got?

B: She 8 's got blue eyes. We've also got the same nose.



**E SPEAK** Find out who your partner looks like in their family.

*I look like my mother. She's got brown eyes, like me. And we've both got curly hair.*

## PRONUNCIATION

Contracted *have*

**A** Listen and repeat the contracted forms of *have* and *has*. Notice the /v/, /z/ and /s/ sounds.

**B** Listen choose the correct sound /v/, /z/ or /s/.

- he's got /v/ /z/ /s/
- it's got /v/ /z/ /s/
- I've got /v/ /z/ /s/
- she's got /v/ /z/ /s/
- they've got /v/ /z/ /s/
- you've got /v/ /z/ /s/

**C SPEAK** Work in pairs. Complete the sentences about people in your class.

- I've got ...
- You've got ...
- He's/She's got ...
- We've got ...
- They've got ...

## LISTENING

**A** Work in pairs. Describe the man in the picture.



**B LISTEN FOR KEY WORDS** Listen to a description of the man in Exercise A. Does it match yours?

**C SPEAK** Work in pairs. Think of someone in your family. Tell your partner how you and this person are the same, and how you are different.

*A: My dad doesn't look like me. He's got grey hair and a beard. I've got brown hair. I've got glasses, but he hasn't.*

*B: My sister looks the same as me. We're twins!*

## SPEAKING

Work in pairs. Go to the **Communication Hub** on page 154.

 Talk about appearance

**V** personality adjectives

**P** syllable stress: adjectives

**G** using adjectives

**S** reading for organisation

## VOCABULARY

### Personality adjectives

**A** Complete the descriptions with the adjectives in the box.

friendly funny quiet sad tidy

- She's really funny – she always makes me laugh.
- My uncle is a quiet person. He doesn't talk much; he just listens.
- Hakim always puts things away after he uses them – he's very tidy.
- My father's often sad. He doesn't laugh or smile a lot anymore.
- Reema is a very nice person – she's friendly to everyone.

**B** Match the adjectives (1–5) with their opposites (a–e).

- |            |   |              |
|------------|---|--------------|
| 1 friendly | ↔ | a messy      |
| 2 funny    | ↔ | b unfriendly |
| 3 quiet    | ↔ | c happy      |
| 4 sad      | ↔ | d noisy      |
| 5 tidy     | ↔ | e serious    |

## PRONUNCIATION

### Syllable stress: adjectives

**2.6** **Work with a partner. Say the adjectives, and then add them to the table. Listen and check your answers.**

friendly funny happy messy noisy  
quiet sad serious tidy unfriendly

●	●●	●●●	●●●●
sad	friendly	serious	unfriendly
	funny messy		
	noisy quiet		
	happy tidy		

## LISTENING

**2.7** **A LISTEN FOR GIST** Listen to the conversation. Match people (1–3) to the names below.

Zoe 1 Alice 2 Jody 3

**2.7** **B LISTEN FOR DETAIL** Look at the questions and tick (✓) the correct person or people. Listen again and check your answers.

	Speaker	Zoe	Alice	Jody
1 Who's in the same study group?	✓	✓	✓	✓
2 Who's funny?		✓		
3 Who's tidy?				✓
4 Who's quiet?			✓	
5 Who's serious?				✓
6 Who's not tidy?	✓			

**C SPEAK** Work in pairs. Are you like Zoe, Alice or Jody? Give examples.

## GRAMMAR

### Using adjectives

**A WORK IT OUT** Look at the sentences from the conversation. Underline the adjectives.

- They're all really friendly.
- She's a very funny person.
- She's quite quiet, but I like her.

**B** Choose the correct words to complete the rules. Use the sentences in Exercise A to help you.

### Using adjectives

- We put adjectives before / after the verb *be*.
- We put adjectives before / after nouns.

**C** Go to the **Grammar Hub** on **page 124**.

**D SPEAK** Work with a partner. Tell them about someone you know. Use *really*, *very* or *quite* in your descriptions.



# 2.3 Friends

## LEAD-IN

Write five adjectives on the board, three which describe you well and two that don't. Include some adjectives which describe physical appearance (e.g. *tall, short, blonde*, etc) and one or two of the personality adjectives from this lesson (e.g. *serious, funny, tidy*, etc). Ask students to work in pairs to decide which three adjectives describe you. Give feedback as a class, encouraging pairs to make statements using the adjectives they chose (e.g. *You're tall*). Answer each statement with either *Yes, I am* or *No, I'm not*. Continue until the class has guessed all three adjectives correctly. If you have time, put students into groups to repeat the activity for themselves.

## VOCABULARY

- A** In pairs, students complete the sentences using the adjectives in the box. Give feedback as a class, providing more examples for each adjective if necessary. Model and drill correct pronunciation.
- B** Students work alone to match the adjectives to their opposites before comparing their answers in pairs. Give feedback as a class, eliciting example sentences for the new adjectives. Use the **Vocabulary Worksheet** on W11 for extra practice.

## PRONUNCIATION

- 2.6** **A** Write *friendly* on the board. Say the word and elicit that the stress is on the first syllable. Underline it on the board (*friendly*) and write the stress pattern *Oo* above it.

## LISTENING

- 2.7** **A** Play the recording for students to match the people to the names. Check answers as a class.
- 2.7** **B** Focus students on the table, and tell them to try to tick the correct people. Play the recording again for students to check their answers.
- C** Put students into pairs to discuss the question. Monitor and encourage students to give examples or why they are or aren't like the people they heard about. Encourage them to use personality adjectives when giving examples.

## GRAMMAR

- A** In pairs, students work to identify the adjective in each sentence. Point out that there is only one in each sentence. Check answers as a class.
- B** Allow time for students to complete the rules for using adjectives, before comparing answers in pairs. Check answers as a class.
- C** Direct students to the **Grammar Hub** on page 124 (see below). Read the examples and go through the rules and exercises with the class.
- D** Read through the instructions with the class. Allow up to two minutes for students to think of adjectives they can use. Put students into pairs to describe the person to their partner. Monitor and assist as required, making sure that students are using *really, very* and *quite* effectively. Use the **Grammar Worksheet** on W12 for extra practice.

## GRAMMAR HUB

### 2.3 Using adjectives

- We use adjectives to describe things.
- Adjectives have one form for singular and plural.  
*a kind woman*  
*two kind women* NOT ~~*two kinds women*~~
- In sentences with a noun, the adjective comes before the noun.  
*She is a good friend.*
- The adjective comes after the verb *be* when we describe the subject of a sentence.  
*Frederica is tall.*

#### Be careful!

- We use *very* and *really* to make an adjective stronger.  
*very tall*
- We use *quite* to mean 'a little but not very'.  
*quite long*
- *Very, really* and *quite* come before the adjective.  
*Her hair is very/really/quite long.*

### 2.3 Using adjectives

#### A Reorder the words to make sentences.

- 1 busy / is / it / here / in  
*It's busy in here.*
- 2 happy / today / Tim / is  
*Tim is happy today.*
- 3 is / Al's / desk / quite / messy  
*Al's desk is quite messy.*
- 4 house / really / is / big / this  
*This house is really big.*
- 5 a / got / he's / car / fast  
*He's got a fast car.*
- 6 really / sister's / funny / your  
*Your sister's really funny.*

#### B Correct the mistakes in each sentence.

- 1 Toby is a quite noisy.
- 2 Roxanna is a really friendly.
- 3 Marin is a big very man. *Marin is a very big man.*
- 4 Greg is serious really. *Greg is really serious.*
- 5 Magdalena's got a very bedroom messy. *Magdalena's got a very messy bedroom.*
- 6 Alicia and Georgina are quiet's young women.
- 7 Wow! These paintings are beautiful's.
- 8 This café is quiet quite. *This cafe is quite quiet.*

➤ Go back to page 16.

## 2.3 Friends

### READING

**A** Focus students on the photograph. Elicit ideas on where the people are and what they are doing, but don't confirm any answers at this point. Then read through the task instructions and questions. Give students a time limit of one minute to find the answers in the email.

**B** Read through the *Reading for organisation* box with students. Point out that sentences often connect to other sentences. Write the following sentences on the board: *There's a guy in my class called Erdem – he's from Turkey. He's got long hair, a beard and he's really noisy...* Point out that the second sentence adds more information about Erdem. It doesn't repeat the word *Erdem* but uses *he* instead.

Go through the task instructions with students. Tell them to work alone to read the email again and to add Sentences 1 to 5 in the correct places. Then, students compare answers in pairs. Ask them to explain if each new sentence adds new information, explains something or changes the topic (1 – adds more information; 2 – adds more information and explains something; 3 – adds more information; 4 – helps to change the topic; 5 – adds more information). Check answers as a class.

### SPEAKING HUB

**A** Ask the class to say what they remember about Yassir (e.g. *where he is and why he isn't happy*). Read through the task with students. Elicit the type of person Yassir would like to live with. Write any adjectives that students use on the board (e.g. *friendly, funny, happy, tidy*). Ask students about the type of person Yassir would not like to live with. Again, write adjectives on the board, in a different section (e.g. *noisy, unfriendly, messy*).

**B** Students work in pairs to read through the information about the three different people. They should discuss and make notes on who would be the best flatmate. Ask each group to share their final answer and to give reasons. Conduct whole-class feedback. If you have time, you could ask the class to vote on who would be the best flatmate.

#### Extra activity

Put students into pairs to discuss their own flatmates and what they like/dislike about them. If they live with their parents or alone, ask them to discuss their ideal flatmates.

### AUDIOSCRIPT



2.7

#### Listening, Exercise A, page 172

F = Fiona K = Keisha

F: I like this picture.

Ex B Q1 K: This is on our first day. These are the people in my study group.

F: Everyone looks so happy.

K: Yes. They're all really friendly and lovely.

F: Fantastic! So, who is who?

Ex A K: The girl with dark curly hair is Zoe. She's my best friend. She's a very funny person.

Ex B Q2

F: Are any of your flatmates in this picture?

K: Yes. Jody is my flatmate. She's got long hair.

F: Has she got black hair?

Ex A; Ex B Q4 K: No, that's Alice. She's quite quiet, but I like her. This is Jody – she's got long, blond hair.

Ex A

F: Is she tidy? It's good to have tidy flatmates.

Ex B Q3 & 5; K: Yes, she is. She's quite serious and very tidy!

Ex B Q6

I'm the messy one in our flat!

### METHODOLOGY HUB by Jim Scrivener

#### Approaches to speaking

Here are some suggestions for how to organise a speaking lesson.

##### • Topic and cues

At its simplest, you (or learners) would possibly bring to class a topic (e.g. 'banning smoking' or 'globalisation'), as well as a cue (e.g. in the form of a short newspaper article or a provocative question) that will serve to help spark conversation. Most of the lesson would then be taken up with discussing this, stating and comparing views. There might be little or no explicit 'teaching' of grammatical or vocabulary points. In planning the lesson, it would be a good idea to prepare a number of further cues (e.g. a follow-on article or question).

##### • Structuring talk

Your main role will be to structure the talk, making sure that all learners get a chance to participate, trying to prevent it getting boring, occasionally adding to the discussion itself in order to keep it interesting. It is likely that you will generally want to reduce your own participation level; the more you talk, the less space there is for learners to say something.

##### • Avoiding the talk-talk loop

There is a danger of getting locked into a 'talk-talk loop', in which you say something, but because there is no response from the

learners, you say something else, and again with no response you add something else, etc. It takes a little courage initially, but you will usually get far more conversation out of a class by asking one clear question and then shutting up – and patiently allowing even quite a long silence, while learners formulate what they want to say. Repeatedly adding new comments or new questions can have the opposite effect to that intended, confusing the class and closing down people who were planning to speak.

##### • Open questions

A key technique will be to use 'open questions' (e.g. *where, what, who, why, how*, when questions that require a longer answer) rather than 'closed questions' (e.g. *verb-subject* questions that require nothing more than *yes* or *no*). For example, instead of 'Is noise pollution a bad thing?', you could ask 'What do you think about noise pollution?' Focusing on specific issues is even more likely to encourage reactions, for example, 'When they make that noise with the drill outside, how do you feel?'

##### • Playing devil's advocate

One useful intervention you can make is to sometimes play 'devil's advocate' (i.e. deliberately taking an opposing or contrasting viewpoint in order to spur on conversation).



## READING

**A READ FOR GIST** Read Yassir's email. Where is he and who is he talking about? **He's at university; he's talking about his classmates and flatmates**

**RE: How're things?**

**Sent:** Friday 10<sup>th</sup> November 2017, 2.19 pm

**To:** a.nadar@screen.nett

**From:** YassirAwad@logbox.com

Hi Ahmed,

I'm having a great time at university! <sup>a</sup> There are about 20 people in my class, and all of them are friendly. There's a guy in my class called Erdem – he's from Turkey. He's got long hair, a beard and he's really noisy, but he's very funny! He's one of my close friends now. <sup>b</sup> I met a French guy called Nico at football practice. He's really friendly, but very different from Erdem. He's quite quiet and serious.

<sup>c</sup> The bad news is about my flatmate. <sup>d</sup> His name's Erik. He's quiet in the day and noisy in the middle of the night! He's so unfriendly – he never speaks to me. And he's really messy!

<sup>e</sup> I want to live with a happy, friendly and tidy person!

See you soon,

Yassir

**B READ FOR ORGANISATION** Read again. Match the sentences (1–5) with the gaps in the email (a–e). Use the information in the box to help you.

### Reading for organisation

To help you understand how a text is organised, think about how one sentence connects to another. Does it add more information? Does it explain something? Does it change topic?

- d 1** I only have one flatmate.  
**a 2** There's a lot of work to do, but there are also a lot of fun things to do in my free time.  
**e 3** I want to find a new place to live.  
**c 4** That's the good news.  
**b 5** I always laugh a lot when I'm with Erdem.

## SPEAKING HUB

- A** Imagine you can choose a new flatmate for Yassir. Think about the type of person Yassir wants to live with.  
**B PLAN** Read about these people. Make notes about who would be a good/bad flatmate for Yassir.



**Antonio**

Italian

'I'm from Naples, and I love cooking and football. I like listening to music when I study. I've got lots of friends and I like to cook for them.'



**Cvetomir**

Bulgarian

'I love watching football on TV, but I never play. I never cook at home because I hate cleaning the kitchen. I like to sleep a lot. I'm a good flatmate – I'm very quiet.'



**Jonas**

Swedish

'I like to study a lot in the day and talk to friends in the evening. My friends say I'm really funny, but I think I can be serious, too. I like to play sport and relax with friends at the weekend.'

- C SPEAK** Work in groups. Discuss the different people. Who is the best flatmate for Yassir?

Describe family members and friends



### COMPREHENSION

**A** ▶ Look at the pictures. Then watch the video and tick (✓) the things you see.



a camera



keys



a croissant



a laptop



headphones



an umbrella



a skateboard



a phone

**B** ▶ Work in pairs. Correct the wrong information in each sentence. Then watch the video again and check.

- It's the afternoon. *It's the morning.* Gaby's cappuccino
- Gaby's cappuccino and croissant is £6.50. *and croissant is £4.50.*
- Gaby's got a skateboard. *Zac's got a skateboard.*
- Zac is from Detroit. *Zac is from Seattle.*
- Gaby is Italian. *Gaby is Spanish.*
- Gaby's mum's name is Maria. *Gaby's sister's name is Maria.*
- Gaby's got a flat. *Gaby hasn't got a flat.*
- Zac's got a flat. *Zac hasn't got a flat.*

### FUNCTIONAL LANGUAGE

Making and responding to requests

**A** Complete the phrases in the table with the words in the box. Then listen and check.

2.8

afraid ahead cappuccino pounds sit that

Asking for things

Can/Could I have a <sup>1</sup> **cappuccino**, please?

Can/Could I <sup>2</sup> **sit** here?

Saying Yes/No

Sure, no problem.

Go <sup>3</sup> **ahead**.

Of course.

No, sorry. I'm <sup>4</sup> **afraid** not.

Asking for prices

How much is <sup>5</sup> **that**?

How much are they?

Giving prices

£4.50 / four <sup>6</sup> **pounds**, fifty.

\$2.20 / two dollars, twenty.

€15.75 / fifteen euros, seventy-five.



**B** Work in pairs. Think of other ways of completing requests 1 and 2 in Exercise A. Practise saying them to each other.

*Can I have a pen, please?*

2.9

**C** How do you say the prices in the box? Practise with a partner, then listen and check.

£5.25 \$6.50 €13.30 \$8.90 £14.40 €17.70

**D** Work in pairs. Write down three different prices and say them to your partner. Write what you hear.



MILLY



SAM



NEENA



ZAC



GABY

## USEFUL PHRASES

**A** Complete the useful phrases with the words in the box.

funny idea sorry this way wrong



I am so sorry.



No way!



That's funny!



What's wrong?



I've got a great idea.



Let's do this!

**B** ▶ 00.58–05:17 Watch the second part of the video again and check your ideas in Exercise A.

## PRONUNCIATION

Stress and intonation

**A** ▶ 00:00–00:58 Watch the first part of the video again and read the conversation. Notice the stress and intonation.

**Sam:** Morning. What can I get you?

**Gaby:** Hi! Can I have a cappuccino please?

**Sam:** Sure. Anything to eat?

**Gaby:** Could I have a brownie?

**Sam:** No, sorry. I'm afraid not. There aren't any.

**Gaby:** OK. Erm. Can I have a croissant then?

**Sam:** No problem. Is that everything?

**Gaby:** Yes, thanks. How much is that?

**Sam:** Four pounds fifty. Take a seat.

**Gaby:** Thank you.

**B** ▶ 00:00–00:58 Work in pairs. Watch again and repeat the conversation. Copy the stress and intonation.

**C SPEAK** Work in pairs. Practise the conversation in Exercise A. Remember to use the correct stress and intonation.

## SPEAKING

**A PREPARE** Work in groups of three. Write your own café conversation.

- Student A is the café owner. Students B and C are customers.
- Use the phrases in Functional Language to help you.
- Include all of the words in the box below.

afraid ahead sit can you could I  
course here can we sorry sure

**B DISCUSS** Practise your conversation. Perform it for the rest of the class.

*A: Hello! Can I help you?*

*B: Hi! Can I have a coffee, please?*

*A: Sure, no problem.*

*B: And could I have a croissant?*

🗣️ **Make and respond to requests**

▶ Turn to **page 161** to learn how to write an email to a friend.



## 2 Writing

● Write an email to a friend

W and, but and or

### A Read the email. Who is it to?

- a a close friend    **b an old friend**    c a colleague

#### How's things?

Sent: Friday 10<sup>th</sup> November 2017, 2.19 pm  
To: jbloggs@screen.nett  
From: Aiden\_28@logbox.com

Hi Joe,

How are you? Long time no see!

How are things? I live in London now with my girlfriend. Do you still live here? How's your family?

Look forward to hearing your news!

Best wishes,

Aiden

### B Tick (✓) the topics you think Joe will write about in his reply. Then read and check.

- |                |                                     |           |                                     |
|----------------|-------------------------------------|-----------|-------------------------------------|
| • food         | <input type="checkbox"/>            | • friends | <input type="checkbox"/>            |
| • family       | <input checked="" type="checkbox"/> | • home    | <input checked="" type="checkbox"/> |
| • job / school | <input type="checkbox"/>            | • clothes | <input type="checkbox"/>            |

#### RE: How's things?

Sent: Friday 10<sup>th</sup> November 2017, 4.37 pm  
To: Aiden\_28@logbox.com  
From: jbloggs@screen.nett

Hi Aiden,

I'm very well, thanks. It's great to hear from you!

Yes, we are still in London, but we're not in the flat anymore. We live in a house because ... we've got two beautiful children now!

We've got a son, Ben, and a daughter, Maya. Ben is three and Maya is four - it's a noisy house! Ben looks like his mum (lucky him!) but he's got my personality. He isn't tidy or serious, but he's only three! Maya's got blonde hair and blue eyes like me. Here's a picture for you of all of us on holiday this year!

How about you, Aiden? How are things with you and your family?

Best wishes,

Joe

### C Read the email in Exercise B again and underline examples of *and*, *but* and *or*.

### D WORK IT OUT Choose the correct words to complete the rules.

#### *and*, *but* and *or*

- 1 We use *and* / *but* / *or* when we want to add more or similar information in positive statements.
- 2 We use *and* / *but* / *or* when we want to add more or similar information in negative statements.
- 3 We use *and* / *but* / *or* when we want to add different or unexpected information.

### E Complete the sentences with *and*, *or*, or *but*.

- 1 I've got two pets, a cat and a dog.
- 2 I haven't got any children or pets!
- 3 I live in a house with my friends Amy and Emma.
- 4 I have a horrible flatmate. She isn't friendly or tidy!
- 5 My flatmate loves football but I hate it.

### F SPEAK Work in pairs. Look at the emails in Exercises A and B and answer the questions.

- 1 How do you start an email to a friend? **Hi [name]**
- 2 How do you end an email to a friend? **Best wishes**
- 3 Which phrases are useful when it's the first contact in many months or years? **Long time no see! Looking forward to hearing your news! It's great to hear from you!**

## WRITING

### A PLAN Imagine you are responding to the email in Exercise A. Make notes about:

- How to start the email
- How to answer the questions
- How to finish the email.

### B WRITE Write your email. Use the email in Exercise B to help you. Remember to:

- Start and end your email appropriately
- Answer the questions
- Use *and*, *or*, *but* to join sentences together.



Build up words and phrases on the board and give time for students to make a record of them in their notebooks.

Refer students to this email as a model for the writing task.

Students can do this in class or for homework.

## WRITING

In this writing lesson, students will learn how to write an email to a friend and how to use the linking words *and*, *but* and *or* to add information.

- If possible, display the email on the board. Students read it and decide who it is to. Ask students to explain how they decided and which information they used.
- In pairs, students discuss the topics and tick the ones they think Joe will write about in his reply. Check answers as a class. Again, ask students to explain how they decided. Students then read the second email and check their answers.
- Read through the task with students. Students then identify and underline the examples of *and*, *but* and *or* in the email in Exercise B. If possible, check answers as a class with the email displayed on the board. Elicit the general idea that these words are used to connect ideas and add information.
- Students work alone to choose the correct words to complete the rules. Give time for students to compare answers in pairs. Check answers as a class.

- Students work alone to complete the sentences with *and*, *or* or *but*. Students compare and discuss answers in pairs before checking as a class.
- Students discuss the questions in pairs.

## WRITING TASK

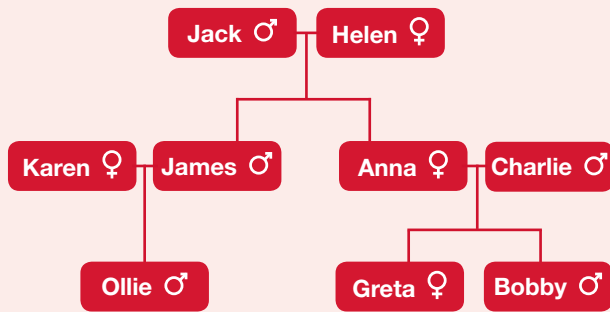
- Students make notes on the three points listed. Then they can compare their ideas with a partner.
- Students write their emails using the model in Exercise B. Make sure that they use *and*, *but* and *or* to make longer sentences. Monitor and assist as required.

### Extra activity

Stick the students' emails up around the room. Then ask the class to walk around, read the emails and choose one to reply to for homework.

## VOCABULARY

**A** Look at the family tree. Match the beginnings of sentences (1–8) with the ends of sentences (a–h).



- |                    |                  |
|--------------------|------------------|
| 1 Anna is Greta's  | a granddaughter. |
| 2 Greta is Bobby's | b uncle.         |
| 3 Jack is Greta's  | c mother.        |
| 4 Helen is Jack's  | d grandfather.   |
| 5 Anna is Ollie's  | e cousin.        |
| 6 Greta is Helen's | f wife.          |
| 7 Bobby is Ollie's | g sister.        |
| 8 James is Bobby's | h aunt.          |

**B SPEAK** Work in pairs. Tell your partner about your family.

**C** Complete the descriptions (1–4) with the words in the box.

beard curly fair fat glasses long tall

- Paolo has got long, straight hair, blue eyes and a big beard.
- Julia has got fair skin, brown eyes and blonde, curly hair.
- My grandfather is very tall. He's got grey hair and wears glasses.
- My baby brother is very fat.

**D** Complete sentences (1–6) with the words in the box.

funny messy noisy quiet serious tidy

- Laurence is so noisy! Why does she shout so much?
- My brother is so messy. His bedroom is full of dirty clothes and old pizza boxes.
- Michael is really funny. He always makes me laugh.
- Your sister never smiles. Why is she so serious all the time?
- Erin cleans the kitchen every day. She's a very tidy person.
- Why is he so quiet? I can't hear anything he says!

**E** Work in pairs. Describe:

- your best friend
- your teacher
- someone you work or study with

## GRAMMAR

**A** Complete the text with pronouns or possessive adjectives.

Hi! <sup>1</sup> I 'm Carrie. I'm Australian and I'm a doctor. <sup>2</sup> My parents are Mike and Jennifer. <sup>3</sup> They 're actors. I've got one sister. <sup>4</sup> Her name is Lula and <sup>5</sup> she 's 18. I've got two brothers. <sup>6</sup> Their names are Tom and Brad. <sup>7</sup> They 're all from Brisbane.

**B** Correct the sentences by adding 's or s'.

- Carrie's surname is Pinto.
- Her sister's name is Lula.
- Her brother's names are Tom and Brad.
- Jennifer's children's names are Carrie, Lula, Tom and Brad.
- My brother's dog is called Rufus.
- His parent's house is amazing!

**C** Complete the text with the correct form of *have/has got*.

How many brothers and sisters <sup>1</sup> have you? <sup>2</sup> got? My family is small. It's just me, my brother, Eric and my mum. I look like my mum. She <sup>3</sup> has got / 's got blonde hair and blue eyes. Eric <sup>4</sup> has got / 's got dark, curly hair, but I <sup>5</sup> have got / 've got blonde, straight hair. My eyes are blue, like Mum's, but Eric <sup>6</sup> has got / 's got brown eyes.

**D** Find and correct one mistake in each sentence.

- This is a ~~house~~ very big house.
- My sisters are smalls.
- I'm very quiet not. I'm not very quiet.
- He's a unfriendly really person. He's a really unfriendly person.
- Are you messy very? Are you very messy?
- Erin's quiet quite today. Erin's quite quiet today.

## FUNCTIONAL LANGUAGE

**A** Reorder the words to make requests and offers.

- I / please / have / a / Could / sandwich, / ?  
Could I have a sandwich, please?
- I / open / window / the / Shall / ?  
Shall I open the window?
- use / Can / please / I / dictionary, / your / ?  
Can I use your dictionary, please?
- help / Would / me / you / like / to / ?  
Would you like me to help?

**B** Work in pairs. Take turns to read the situations and decide what to say. Make requests and offers.

- Your friend has got a very big bag.
- You are cold.
- You haven't got a pen.
- You are thirsty.