Activities
Identifying topics
Categorizing vocabulary
Contextualizing listening extracts

Project
Favorite things

Vocabulary
Clothes
Family
Music

Optional aids
Follow-up activities: slips of paper

WARM-UP 1
If students did the homework in the last lesson, ask them to show their pictures to the class and read out their sentences.

WARM-UP 2
Draw two female faces and two male faces on the board. Explain to students that they are the international exchange students from Welcome! Point at each face in turn, asking What’s his/her name? and Where’s he/she from? and eliciting the answers.

WARM-UP 3
Ask students to look at the photos and speech bubbles on pages 10–11 and to say what they can see.

1 • The aim is to introduce students to the main topics and vocabulary they will cover in the first two units.
• Explain that the two boxes at the top of the page show the communicative language and topics/vocabulary they will use in the first two units of Inspired 1.
• Go through the topics in the second box with the class and make sure everyone understands them. Then ask them to look at pictures A–F and match them with six of these topics.

Answers
A music  B family  C possessions
D phone calls and messages  E colors  F clothes

2 • Explain that words from each of the three vocabulary categories (clothes, family, and music) are arranged in the word square. Give students two minutes to write the words in the correct category.
• Students check their answers in pairs and then as a whole class.

Answers
Clothes: jacket, pants, skirt, sweater, T-shirt
Family: brother, sister, daughter, grandfather, mother
Music: piano, rap, guitar, band, drums

3 • Students match the words with the pictures.

Answers
1 camera  2 jeans  3 phone  4 window  5 bag  6 cap

4 • The aim of this activity is for students to contextualize a short listening extract by working out what the topic is. Explain that they should listen for the main gist of the extract and that it doesn’t matter if they don’t understand every word.
• Play the recording. Students match each of the three extracts to the topics (A–C).

1 Machu Picchu is on a mountain in Peru. It’s 550 years old.
2 My favorite band is the Black Eyed Peas. It’s a hip-hop band with four members: Will.I.Am, Apl.De.Ap, Taboo, and Fergie. They’re from Los Angeles, California.
3 This is a photo of my family. My mother is on the right—her name is Renata. It’s her fortieth birthday today.

Answers
1 B  2 C  3 A

5 • Elicit or explain the meaning of favorite. Put students into groups of three and ask them to do the questionnaire, writing down their answers. Ask them to join other groups to share their answers.
• Point out the “Believe it or not!” fact at the bottom of the page. Find out if there are any numbers in the students’ own language(s) which have the same number of letters as the meaning.

Follow-up activity
In small groups, students brainstorm vocabulary for three other categories from the box on page 10. Give them an example for each category before they start and allow them to use dictionaries if they wish. Give them two minutes to write as many words as they can think of on slips of paper. When the time is up, ask them to shuffle their slips of paper so they are in jumbled order. Then they swap slips with another group. Give them another two minutes to sort the slips they have received into the correct categories.

Homework
Ask students to interview family members or other students at the school to find out their favorite colors, numbers, months, and musical instruments. They then present their findings to the class in the next lesson.
That’s a great bag!

Communicative aims
Talking about possessions (1)

Language this/that
Indefinite article

Pronunciation Alphabet and spelling

Vocabulary Possessions Alphabet and spelling

Optional aids
Warm-up 1: cards with names of famous people
Exercise 8 Optional activity: plastic bags
Follow-up activities: box and cards, sticky tape

WARM-UP 1
Game Famous people
Students play in teams. One student from the class comes to the board, is given a card with a famous person’s name on it, and draws a picture of the famous person on the board. The first team to shout out His/Her name is … gets a point, as does the first team to say He/She is from … Someone from another team draws the next person.

WARM-UP 2
Game First to 20
Divide the class into groups of four. The students take turns to say the numbers 1 to 20 in order. Each student can say one, two, or three consecutive numbers, then the next student continues. The student who says 20 is the winner.

1 Opener
- The aim is to recycle the questions and answers from the Welcome! lesson. Ask What’s his name? What’s her name? Elicit more information from the class about Marisa and Adam. If students cannot remember, tell them to look back at pages 6–7. Ask What else is in the picture? Be prepared to teach backpack and ID card.
- Ask What are they talking about?

Answers
They are talking about what is in Marisa’s bag.

2 Reading
- Ask students to predict what is in Marisa’s bag.
- Play the recording. Students read and listen. Encourage them to guess unfamiliar vocabulary from the context. Be prepared to translate last name, guess, wallet.

Optional activity
1.09 Play the dialogue again, sentence by sentence, for students to repeat for pronunciation and intonation practice.

Your response
Ask students to answer the question What’s in your bag? for themselves. They could work in pairs if they wish. Go around the class eliciting answers and be ready to give help with vocabulary. Be sensitive about students who do not wish to reveal personal information about themselves and do not push them if they are embarrassed.

3 After Reading
- Read through the questions with the students.
- Students read the dialogue again and answer the questions.
- Ask students to explain the full form of What’s (What is). Drill the pronunciation of the questions.
- Check answers by having different students ask and answer the questions.

Answers
1. Azevedo
2. Her ID card, a bottle of water, an MP3 player, a photograph of her family, a wallet
3. A photograph of her family

Optional activity
1.09 Play the dialogue again, sentence by sentence, for students to repeat for pronunciation and intonation practice.

Your response
Ask students to answer the question What’s in your bag? for themselves. They could work in pairs if they wish. Go around the class eliciting answers and be ready to give help with vocabulary. Be sensitive about students who do not wish to reveal personal information about themselves and do not push them if they are embarrassed.

4 Pronunciation
- Play the first part of the recording and have students follow in their book.
- Play the first part again, this time with the students repeating the letters aloud.
- Establish the meaning of vowels/consonants. Explain that many letters in English have the same vowel sound. Play the next part of the recording a group at a time and elicit the common vowel sound of each group.
- Play the second part again, this time with the students repeating the letters aloud.
• Ask the students to listen to the final part of the recording and write down the words they hear. Play each word twice if necessary.
• Invite students to spell the answers back to you for you to write up on the board.
• Drill the pronunciation of the words and ask students to mark the stress.

1.10 Recording and answers
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
1 F-A-V-O-R-I-T-E
2 W-A-L-L-E-T
3 B-A-C-K-P-A-C-K
4 P-H-O-T-O-G-R-A-P-H
5 B-O-Y-F-R-I-E-N-D

Optional activities
♦ Game First to Z Divide the class into groups of four. The students take turns to say the alphabet in order. Each student can say one, two, or three consecutive letters, then the next student continues. The student who says Z is the winner.
♦ Students write down five words from the lesson and spell them to their partner, who writes them down.

5 Speaking
• Ask students to look back at the photo on pages 6–7. Point to the first person and elicit who it is and the spelling of his/her name.
• Students work in pairs and take turns to ask the name of the other people. Monitor, making sure they are using his/her correctly.

Extension Ask students to point at classmates and ask and answer the same questions.

6 Vocabulary
• Students match the words with the pictures individually then check with a partner.
• Students listen to the recording and check their answers.
• Drill the pronunciation of the words by playing the recording again and pausing for students to repeat the words.
• Ask students which words don’t have the stress on the first syllable (umbrella, MP3, alarm).

1.11 Recording and answers
1 a calculator 9 an umbrella
2 an MP3 player 10 an alarm clock
3 a pen 11 a bottle of water
4 an ID card 12 a digital camera
5 a pack of tissues 13 a wallet
6 a cell phone 14 a photograph
7 a comb 15 a key
8 a ticket 16 a passport

7 Listening
• Play the recording. Students listen and write down the objects they hear. Confident students should check the pictures while others check the words in exercise 6.

1.12 Recording
MARISA So what’s in your bag? An MP3 player?
ADAM No.
MARISA A pen?
ADAM Yes.
MARISA A comb?
ADAM Yes.
MARISA A bottle of water?
ADAM Right.
MARISA A photograph of your girlfriend?
ADAM No. What else?
MARISA A cell phone?
ADAM Yes, my new cell phone.

Answers
a pen, a comb, a bottle of water, a cell phone

8 Speaking
• Model the first dialogue by pointing at a picture from exercise 6 and asking the questions and answering them yourself. If you haven’t already looked at the Language Workout box with the class you could look at it now. Repeat with a different object but invite a student to answer the questions.
• Students work in pairs. Student B covers up the vocabulary list in exercise 6 while Student A points to one of the objects pictured, saying What’s this? The student continues as in the dialogue. Student A can look at the words to check Student B’s spelling. Pairs swap roles.
• Draw students’ attention to the Language Workout box below and explain or elicit the difference between this and that.
• Model the second dialogue by pointing to something in the classroom saying What’s that called? Invite the students to reply. Ask How do you spell it?
• Invite students to ask you questions about any classroom objects they want to know in English. Encourage them to write down the new words as you spell them.
• Students point at things in the classroom and ask a partner for the name and the spelling. Tell them that if they do not know what something is they should ask you. Encourage them to use What’s this/that in English?
Optional activity

Students work in groups of five, each putting two items in a plastic bag. The first student takes out an item and the student to the left scores a point if they can say a true sentence about the object using a possessive adjective, e.g. It's his/her pen, It's your pen, It's my pen. If the student cannot make a sentence, the turn continues round the circle. Once a correct sentence has been said, that student takes out the next object. Continue until all the objects and their owners have been identified.

9 Writing

• Ask students to identify Marta’s three favorite things. Invite three students to read out the short descriptions. Check pronunciation and any questions of vocabulary.
• Explain to students that they are going to write sentences about their three favorite things. Monitor, helping them with vocabulary. Write the expression What’s … in English? on the board to encourage them to ask for new words.

Optional activity

Students draw three simple pictures of their three things. They point to each other’s pictures and ask: What’s this? More confident students can speak without using their notes. Others can look back at their descriptions when necessary.

Follow-up activities

• **Game** Alphabet race: Put students in teams of three. Each team has a secretary. Say a letter of the alphabet and give students one minute to write words that begin with that letter. Write all the words on the board. Give 2 points for an original word and 1 point for a word that two or more teams have written.
• **Game** Label the classroom: Use classroom items and pictures to practice What’s … in English? Put students in teams and give them ten cards and some sticky tape. Students must write a word on the card and attach it to the item. Only one label per item! When a team has finished, they must all write ten words in their notebooks. This ensures the team works together!
• Students start a Vocabulary box. They can write new words from the lesson on one side of the card and an explanation, illustration or translation on the other side.

**LANGUAGE WORKOUT**

• Ask students to look at the top half of the Language Workout box and explain that we use *this* for talking about things which are close and *that* for things which are not close. Demonstrate with familiar objects close to you and objects more distant in the room.
• Ask students to complete the sentences in the box. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.

**NOTEBOOK SECTION**

Complete the sentences with a or an.
1. This is ____ alarm clock.
2. This is ____ ID card for school.
3. This is ____ photograph of my family.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>This is ___ calculator.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>This is ___ address book.</td>
</tr>
</tbody>
</table>

Answers

1 an    2 an    3 a    4 a    5 an

Workbook Unit 1 Lesson 1 pp6–7.
Photocopiable worksheet p163, notes p154
Useful information
Bryant Park is a public park in central Manhattan. It was named after William Cullen Bryant (1794–1878), a poet and editor of the New York Evening Post. It has grass, trees and flowers, chairs, and a carousel. It is a popular place for people to meet, eat lunch, or sit quietly.

The New York Public Library building was opened in 1911. The building was designed by Dr. John Shaw Billings, a librarian. It cost $9 million to complete. The building was renovated in 2011.

The Five Boro Bike Tour is public bike tour through all five boroughs of New York. It takes place every year on the first Sunday in May.

WARM-UP 1
Ask students to name some U.S. cities and write them on the board. Draw a map of the U.S. on the board. Divide the class into four teams, each with their own colored pen (or their own letter), who stand in lines at the back of the class. Call out a city. The first student runs to the board and puts a dot or a letter where they think it is. The remaining students can shout up, down, left, right to help their teammate. Allocate a point to the closest (have a map of the U.S. on hand) then call out the second place. A new student tries to locate the next place, and so on.

WARM-UP 2
If you set the vocabulary homework from Lesson 1, put the students in small groups to share the vocabulary they have discovered or to ask each other questions. Give students a short test on vocabulary from previous lessons. If you have started a Vocabulary box, choose words from the box.

WARM-UP 3
If you set the poster homework from Lesson 1, put the posters up around the room with numbers on. Students work in pairs to identify who made each one.

1 Opener

The aim of the opener is to revise the questions and answers from the Welcome! lesson, as well as providing a context for the dialogue.

Hold up your book and point to David King. Ask What's his name? and elicit His name is Mr. David King. Ask Is he a student? and elicit No, he's a teacher. Ask students to identify the other people in the photo by asking and answering questions in pairs.

Answers
The six people are from left to right: David King, Ricardo, Jake (at the back), Katya, Donna, Marisa (half hidden), and Adam.

Check the answers by pointing at the photo and asking different students to identify the person. After each answer, ask the class Where is he/she from?

• Ask Where are the students? (New York).

2 Reading

Play the recording. Students read and listen. Be prepared to translate program, wow, bicycles, welcome party.

Recording
See text on page 14 of the Student’s Book.

Answer
Katya is pointing at lots of bicycles.

Optional activity
Students practice the dialogue in groups of four, each student taking the part of one of the characters. Model the intonation of the exclamations and questions.

3 After Reading

The aim is to read the dialogue for specific information.

• Read the sentences to the class.
• Students read and decide if sentences 1–6 are true or false. Ask them to note down the words in the dialogue that help them decide on their answers.
• Check the answers orally with the class before asking students to write the corrections for the false sentences.
Answers
1 False. The students are in Bryant Park next to the Public Library.
2 True.
3 False. It’s one hundred years old.
4 False. The number of people on the Bike Tour is about thirty thousand.
5 True
6 False. The welcome party is at a quarter to seven (6:45).

Optional activity
Students write more true/false questions about the dialogue and test each other in small groups.

Your response
Students work in pairs and discuss which activity they think is the best. Then have class feedback.

4 Vocabulary
- Students write the missing numbers in their notebook.
- Play the recording for students to check.
- Play the recording again for students to repeat the numbers.

   11.1 Recording and answers
   twenty twenty-one twenty-five thirty forty fifty sixty seventy eighty ninety a hundred/one hundred two hundred five hundred ten thousand

5 Pronunciation
- Write the numbers 13–19 and 30–90 (in tens) on the board. Tell the students to copy them into their notebooks. Ask the students what problems they have with these numbers (they sound very similar).
- Drill the numbers in pairs (e.g. 13–30, 14–40, etc.), drawing students’ attention to the pronunciation of the last syllable (teen—long and stressed, ty—short and unstressed).
- Students listen to the recording and write the numbers they hear.
- Play the recording again and check the answers.

   11.5 Recording and answers
   30 14 15 60 70 18 90

6 Listening
- Ask the students to look at the clock face. Drill the times starting at o’clock. Ask the class What time is it? Write up the answer using the stem It’s...
- Play the first half of the recording. Ask students to match a name to each watch.
- Check the answers by asking different students. Drill the students four times. Establish from the class the question each person was asked (What time is it, please?).

Optional activities
- If you have a clock with movable hands, show five different times to the students who write down the times in words. If not, draw clocks on the board.
- Game Clock race Put students in threes, numbered 1, 2, and 3. Each numbered student is in a different corner of the room with pen and paper and the teacher is in the other corner. Draw a time on a clock face. Student 1 writes down the time and looks at it and writes down the time in a digital form, e.g. 5:20. Student 1 tells student 2 who writes it down in the long form, e.g. twenty after five. Student 2 tells student 3 who draws the time on a clock face. Student 3 goes to the teacher to check the clocks are the same. Give 3 points for the first, 2 for the second, and 1 for all teams with correct times. Ensure all students have a turn at drawing the final clock.
UNIT 1

7 Speaking
• Ask students to look at the model question and answer. Drill the sentences in chorus for pronunciation.
• Students work in pairs and ask and answer questions about the times on the watches in exercise 6.
• Ask students to look at the Student Exchange program on page 14. Establish the meaning of tour. Explain that When is used to ask what time something happens.
• Students take turns to ask each other about the Exchange program. Monitor and help where necessary.

8 Reading
• Ask students to look at the pictures in Famous Places. Ask if they recognize any of them.
• Invite four students to read the four descriptions. Draw students’ attention to the Prepositions of Place box to clarify the meanings of the prepositions.
• Ask students to match the photos with the descriptions.
• Play the recording for students to listen and check.
• Model the first question Where is the Leaning Tower of Pisa? and elicit the answer. Ask How old is it? Elicit the answer, insisting on a full sentence with It’s.
• Students ask and answer the other questions in pairs, taking turns. More confident students can cover the text and answer from memory.

1.17 Recording
1 The Great Temple of Abu Simbel is in Egypt next to the Nile River. It’s 3,200 years old.
2 The Leaning Tower of Pisa is in Italy. It’s 840 years old.
3 The Taj Mahal is near Delhi in India. It’s 370 years old.
4 Machu Picchu is on a mountain in Peru. It’s 550 years old.

Answers
1 The Great Temple of Abu Simbel
2 The Leaning Tower of Pisa
3 The Taj Mahal
4 Machu Picchu

Optional activity
Students think of an object and describe where it is, e.g. It’s near the door, next to the table. It’s on the floor. The other students guess what it is, e.g. Is it the trash can?

9 Writing
• Ask students to think of three buildings in their country for which they can answer the three questions.
• Students write their three descriptions using the descriptions in exercise 8 as models.

Extension Students take turns to read out the descriptions they wrote in exercise 9 to the class, without saying the names of the buildings. The rest of the class guess what they are.

Consolidation and Extension p21
Language File pp114–15

LANGUAGE WORKOUT
• Ask students to look at the top half of the Language Workout box and complete the words.
• Drill the examples in chorus for pronunciation, drawing students’ attention to the short vowel sound in this and that and the long vowel sound in these and those.
• Recap on the difference between this and that. Ask students to find examples of these and those in the text (… these are copies of the program, … look at all those bicycles).
• Invite a volunteer to explain the difference between these and those.
• Ask students to look at the bottom half of the Language Workout box. Focus on the four ways of forming plural nouns and ask the students to complete the words.
• Students turn to page 114 of the Language File to check their answers.

Answers
that, these
visitors, years, watches, copies, parties

Practice
• Students do Practice exercise 3 on page 114 of the Language File. They complete the sentences with these or those. Check the answers.

Answers
1 These 2 those 3 those 4 these 5 These 6 Those

Follow-up activity
Write English class, lunch on the board. Elicit When is the English class? When is lunch? Ask the questions and write the answers on the board. Elicit other subjects. Students choose five and go around the class asking different students a question.

Homework
Students write a short description of their rooms using prepositions, e.g. My computer is on the desk.

Students find photos of their family for the next lesson.

NOTEBOOK SECTION
Draw lines to match the items in the two columns.
1 a quarter to twelve 12:10
2 twelve o’clock 11:45
3 a quarter after twelve 12:00
4 ten after twelve 11:50
5 ten to twelve 12:15

Answers
1 11:45 2 12:00 3 12:15 4 12:10 5 11:50

Workbook Unit 1 Lesson 2 pp8–9
Photocopiable worksheet p164, notes p154
When’s your birthday?

Communicative aims
Talking about your family

Language
Possessive adjectives

Pronunciation
Syllable stress

Vocabulary
Family members
Ordinal numbers
Months

Optional aids
Language Workout
Optional activity: students’ family photos

Useful information
The original Roman year had ten named months:
- Martius (March)
- Aprilis (April)
- Maius (May)
- Junius (June)
- Quintilis (July)
- Sextilis (August)
- September (September)
- October (October)
- November (November)
- December (December)

At the time, there were probably two unnamed months in winter when there was little happening in agriculture. Numa Pompilius, the second king of Rome circa 700 B.C., added the two extra months:
- Januarius (January)
- Februarius (February)

Katya Ivanova

Recording
This is a photo of my family. My mother is on the right—her name is Renata. It’s her fortieth birthday today. I can’t believe she’s 40! The man next to mom is my father. His name is Yakov and he’s 42. My sister Alina is on the left and she’s 18. The boy in the orange T-shirt is my brother—he’s named Igor. The two people in the middle are my grandparents, Veronika and Dmitri. Mom is their daughter. I’m not in the picture—I’m the family photographer!

Warm-up 1

Game
Teacher Write ______ on the board.
Divide the class into two teams who take turns to guess a letter. Give one point for each letter they guess correctly. If one team guesses the word, they win all the remaining points. If they guess wrong they lose three points. Solution: bicycle. Play again with other words from the last lesson.

Warm-up 2

Game Vocabulary challenge Put students in groups of three. One student has their book open and spells a word from a previous lesson. The other two students listen and say the word when they know it. Less confident students can write down the letters. Each student says five words. Monitor and make sure students are saying the letters correctly. Write any problematic letters on the board. Spell some words which include those letters at the end of the activity.

Opener

- The aim is to prepare the vocabulary for the following exercises. Ask students to look at the photo on page 16 and identify what it is. Establish that it is a photo of Katya’s family.
- Students work in pairs. One student says a word from the box, the other says the word that goes with it to make a masculine/feminine pair, e.g. brother/sister.

Answers
- brother—sister, daughter—son, father—mother, grandfather—grandmother, husband—wife

Reading

- Play the recording. Students read and listen. Encourage students to guess unfamiliar vocabulary from the context. Be prepared to translate birthday, can’t believe, middle.
- Ask students to identify all the people in the photo. Ask Who isn’t in the photo? (Katya.)

Katya Ivanova

Recording
This is a photo of my family. My mother is on the right—her name is Renata. It’s her fortieth birthday today. I can’t believe she’s 40! The man next to mom is my father. His name is Yakov and he’s 42. My sister Alina is on the left and she’s 18. The boy in the orange T-shirt is my brother—he’s named Igor. The two people in the middle are my grandparents, Veronika and Dmitri. Mom is their daughter. I’m not in the picture—I’m the family photographer!

Answers
- From the left: Alina, Igor, Dmitri, Veronika, Yakov, Renata

After Reading

- Students read the text again and match the questions with the answers. Students can take turns to read a question to a partner to check answers.
- Check the answers with the whole class by inviting different students to ask the questions and others to answer.

Answers
- 1b 2h 3f 4e 5a 6g 7e 8d

Your response
Students work in pairs and tell each other the names of people in their family.

Optional activity
Students work in pairs. One student asks the questions from exercise 3 again, and the other answers from memory. Pairs change roles and repeat.
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UNIT 1

4 Vocabulary

• Ask students to match the ordinal numbers with the words.

1st first 14th fourteenth
2nd second 15th fifteenth
3rd third 16th sixteenth
4th fourth 17th seventeenth
5th fifth 18th eighteenth
6th sixth 19th nineteenth
7th seventh 20th twentieth
8th eighth 21st twenty-first
9th ninth 22nd twenty-second
10th tenth 30th thirtieth
11th eleventh 31st thirty-first
12th twelfth 40th fortieth
13th thirteenth 32nd thirty-second
16th sixteenth 33rd thirty-third
24th twenty-fourth 100th one hundredth

• Play the recording, pausing after each word for the students to repeat.

Extension Game Number tennis Divide the class into two teams. Students “serve” a number to the other team, who must “return” the ordinal number. If the ordinal number is correct, the receiving student returns another number to a different student who converts it, and so on until a mistake is made. First team to six points wins a set.

5 Pronunciation

• Play the recording. Students listen and mark the stressed syllable in each word.
• Play the recording again. Students listen and repeat the months.

6 Listening

• Students work in pairs, look at the photos, and identify the famous people.
• Elicit the names from the class in the form His/Her name is ...
• Ask if anyone knows where the people are from (Usain Bolt, Jamaica; Scarlett Johansson, Johnny Depp, Christina Aguilera, and George Clooney, the U.S.). Encourage the students to produce full sentence answers.

7 Speaking

• Drill the first two speech bubbles in chorus for pronunciation and stress. Draw students’ attention to the preposition on which is used for dates. Explain to the students that when the date is not given the preposition is in, e.g. My birthday is in November.
• Demonstrate by pointing at Usain Bolt and asking When’s his birthday? Elicit the answer It’s on August twenty-first.
• Ask students to work in pairs and to take turns to point at the people and ask and answer the questions.
• Students ask each other about their own birthdays.

Optional activity

Game First to December Divide the class into groups of three. The students take turns to say the months in order. Each student can say one, two, or three consecutive months, then the next student continues. The student who says December is the winner.

8 Writing

• Ask students to complete Katya’s family tree with the correct family members. Remind students that the answers are all in relation to Katya. Note: In Russian, last names change according to gender. So, Katya’s last name is Ivanova, ending with the letter a, but the family name is Ivanov.

Answers

The Ivanov Family
grandfather Dmitri — Veronika grandmother
father Yakov — Renata mother
sister Alina Katya Igor brother
Ask students to work in pairs and take turns to tell their partner about their family. Each student draws the family tree of their partner. Students swap partners and tell a new partner about the family tree they have drawn. This will practice the use of his/her.

Optional activity
Do a dictation of your family tree, e.g. My name is Carlos. Julia is my sister. Enrique is my father.

LANGUAGE WORKOUT

- Ask students to look at the Language Workout box and explain that we use possessive adjectives before nouns, e.g. my book.
- Ask students to complete the chart. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.
- Students turn to page 115 of the Language File to check their answers.

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

- Drill the words in chorus for pronunciation.

Optional activity
Students who have brought in family photos show them to another student, who asks Who is this/that? The student with the photo points to the person, saying This is my ...

Practice
- Students do Practice exercise 4 on page 115 of the Language File. They complete the sentences with possessive adjectives and check their answers in pairs, referring to the dialogue if necessary.

Answers
1 My 2 our 3 her 4 their 5 his 6 your, my

Follow-up activity
Students ask each other what their favorite month is and why. Elicit the question and the answer stem I like ______ because ... Help students to formulate their reasons in English, putting some examples on the board to support them.

Homework
Students draw their own family tree and then write a paragraph describing it.

NOTEBOOK SECTION
Circle the correct option in each sentence.
1 She's/Her name is Sally.
2 These are he's/his keys.
3 He's/His from Mexico.

Answers
1 Her   2 his   3 He's   4 This   5 They

Consolidation and Extension p21
Language File p115

Workbook Unit 1 Lesson 3 pp10–11
Photocopyable worksheet p165, notes p154
WARM-UP 1
Write on the board jumbled questions asking for personal information from Unit 1. Students re-order the questions and then take turns to ask a partner.

WARM-UP 2
Elicit the months from the class and write them on the board with January at the top. Ask a volunteer to guess your birthday. Elicit the meaning of guess. Explain that after each guess you will point up or down. Pointing up means they must guess closer to January and down means they must guess closer to December. All guesses must follow the structure I think your birthday is on the (ordinal) of (month) which you can write on the board to support the students. Continue until a student successfully guesses the date. Students can repeat the game in pairs, playing with a student they don’t usually work with.

1 Opener
• The aim is to encourage students to predict before reading. Ask students to look at the photos on page 18 with their hand covering the text, and describe what they can see. Then ask them to guess where the places in the photos are.

   Answers
   Salvador, Acapulco, and Moscow

2 Reading
• Ask students to explain the difference between What and Who questions (for things and people) and establish when we use Where (for places) and When (for times/dates).
• Ask students to complete the questions with How, What, Where, When, Who. Check the answers by inviting students to read each question. Drill the questions with the whole class.
• Ask students to work in pairs to ask and answer the questions for Marisa, Ricardo, and Katya. Ask students the two possible ways of saying one’s age, referring to the text if necessary. I’m 15 years old / I’m 15.

   Answers
   What is her/his last name? (Marisa) Azevedo (Ricardo) Morales (Katya) Ivanova
   What is her/his nationality? Brazilian Mexican Russian
   Where is she/he from? Salvador, Brazil Acapulco, Mexico Moscow, Russia
   How old is she/he? 15 14 15
   When is her/his birthday? April 22 September 2 February 20
   Who is her/his favorite singer? Justin Bieber Beyoncé Ke$ha

Optional activity
Give students three minutes to memorize all they can from the texts. Students close their books. Read the texts including some false information, e.g. Ricardo’s from Acapulco in Brazil. Students shout Stop! when they hear incorrect information and correct it.

3
• Ask students to match the answers for Jake to the questions in exercise 2.
• Check the answers across the class. One student asks the question and another student answers.

   Answers
   1 What is his last name? Turner
   2 What is his nationality? Canadian
   3 Where is he from? Toronto
   4 How old is he? 14 (years-old)
   5 When is his birthday? March 11
   6 Who is his favorite singer? Jay-Z
4 Listening
- Ask students to look at the information profiles for Donna and Adam.
- Before you play the recording, ask the class how many numbers they are going to write (two for each person—one cardinal and one ordinal).
- Play the recording. Students listen and complete the missing information.
- Allow the students time to check with a partner before listening again. Write How do you spell it? on the board to support the students.
- Play the recording again.
- Check the answers across the class.

Listening recording
Hi. I’m Donna. And my last name is Miller—M-I-L-L-E-R—Miller. I’m American and I’m a student at Riverside High School. I’m fourteen and my birthday is on January 25. And my favorite singer is Shakira. That’s S-H-A-K-I-R-A.


Answers
Miller, American, 14, January 25, Shakira
Campbell, American, 15, August 10, Alicia Keys

5 Speaking
- Explain to students that they are going to interview three other students and complete the information shown on the form.
- Ask students to look at the questions in exercise 2, and establish what changes they will have to make to the questions (is his/her → is your, is he/she → are you). Elicit the six questions from the class and answer them yourself.
- Put students in groups of four. More confident students begin the interviews. The others write down the questions before speaking.

Optional activities
- Elicit other questions with the stem What is your favorite …? e.g. soccer team, movie, color. Allow students to ask these questions in their interview.
- Game Tic-Tac-Toe Draw a grid of nine squares. In each square write a word that is the answer to a What is your favorite …? question. Divide the class into two teams. Each team takes turns to choose an answer and attempt to ask the right question. If the team is successful, mark their respective 0 or X in the square. Make sure different students take turns. The first team to a line of three Xs or Os in any direction wins the game. This could also be played in smaller groups.

6 Writing
- Students use the information from exercise 5 to write a paragraph about each student they interviewed. Less confident students can refer to the examples on page 18.

Optional activity
Students make a poster for one of the students they interviewed. They can cut out pictures from magazines to illustrate the student’s “favorite things”. The posters can be presented to the class and/or put up around the classroom.

7 Learner Independence
- The aim is to encourage students to use English when they have questions about vocabulary.
- Play the recording. Students listen and repeat.
- Ask students to give you some examples of the phrases in use by pointing at things and asking for the word in English, or by asking for translations of words.

Optional activities
- Students close their books. Play the recording as a dictation for them to write the phrases in their notebooks.
- Give one phrase to each student to produce a poster with the phrase, plus a picture that explains its usage, e.g. someone with a puzzled face, holding a giant object with a speech bubble saying What’s this in English? Put the posters around the classroom and use them as reference when needed. After one month take down one of the phrases. On a subsequent lesson elicit which phrase is missing. Each day take down a different phrase until they are all gone.

8
- Ensure all students have a notebook to record vocabulary. Make sure they have four sections with the following headings: Telling the time, Family, Months of the year, Classroom English.
- At various stages during the course have a notebook inspection to see if all students are recording vocabulary effectively.
9 Phrasebook

- Ask students to look through the unit, find the expressions, and notice how they are used. Help with translation where necessary. Students can add phrases they like in a Personal Phrasebook section of their notebooks.
- Play the recording for students to listen and repeat the expressions.

**Recording and answers**
Hello. (David King, Welcome!)
Hi. (Katya, Welcome!)
Sorry? (Marisa, Lesson 1)
Oh, I see. (Marisa, Lesson 1)
Guess. (Marisa, Lesson 1)
OK. (Adam, Lesson 1)
Right! (Marisa, Lesson 1)
Thank you. (Katya, Lesson 2)
Wow! (Katya, Lesson 2)
Great! (Adam, Lesson 2)
Excuse me. (Katya, Lesson 2)

- Go through the example dialogue. Ask students to work in pairs to produce a short dialogue using one or more of the expressions. Students read their dialogues to the class.

**Follow-up activities**
- Students work in small groups and produce a fantasy family tree, cutting out the heads of famous people and making a family tree like the one on page 17. Students present their family trees to the class orally, e.g. This is Justin Bieber—his sister is Rihanna and his father is Johnny Depp.
- Choose five words that have been misspelled in written work over Unit 1. Say each word twice for students to write down. Students say and spell the words back to you.

**Homeowrk**
Students make sure they have their vocabulary notebooks up-to-date. They find six new words related to family.

Students interview a family member and produce a short information sheet.

Students write an interview with a star using the questions from exercise 2.

**NOTEBOOK SECTION**
Complete the sentences using these words: Who, What, Where, When, How.
1. ____ old are you?
2. ____ is your birthday?
3. ____ is your phone number?
4. ____ is your favorite actor?
5. ____ are you from?

Answers

Consolidation and Extension p21
Workbook Unit 1 Lesson 4 pp12–13
Optional aids
Game: Bingo cards, Extension, Lesson 3: a family photo

LANGUAGE LINKS
Check that students understand the signs in the photo.
- Give students a few minutes to decide which of the words they can see in signs in their town.
- Ask students to report back to the class. Then elicit any other English words they see on signs in their country.

Game Word Bingo
- The aim is to revise vocabulary from Unit 1. Ask students to look at the pictures. Check they know what the things are. (All have been covered in Unit 1.)
- Distribute one Bingo card to each student. Ask them to choose nine things from the pictures and write them on the Bingo card. Tell the students to cross off a word when they hear it. The first student to cross off three words in a line shouts out Line. The first to cross off all nine numbers shouts out Bingo.
- Play the recording and monitor the students.

Optional activity
Play Bingo again. To reuse the cards, tell the students to cross off items heard in the first game with a diagonal line through each square. To play again, students cross off words they hear with a diagonal line from the other corner. Play again. Put students in groups of five. One student is the caller and the other four play the game.

Skit Backwards
- The aim is for students to enjoy using their English, while also getting valuable stress and intonation practice. Ask them to read and listen to the dialogue.
- With a more confident class, play the recording with books closed. Then play it again with books open. With a less confident class, play the recording once while the students follow in their books, and then once again with books closed.
- Ask the class to explain what backwards means. Elicit examples of things that are back to front in the text (nine after twenty, Lirpa, Yam, Kcab).

Consolidation
Lesson 1
Answers
A a bottle of water
B a cell phone
C an umbrella
D a (digital) camera
E a pack of tissues

Lesson 2
Answers
A It's three thirty.
B It's ten to five.
C It's a quarter to four.
D It's a quarter after twelve.
E It's five to two.
F It's twenty-five to eight.

Lesson 3
Suggested answer
That's her sister on the left. Her name is Alina and she's 18. Next to Alina is her brother, Igor. Next to Igor is her grandfather. His name is Dmitri. Next to him is her grandmother, Veronika. Next to Veronika is Katya's father. His name is Yakov. On the right is her mother, Renata.
Lesson 4

Suggested answers
- Donna's last name is Miller. She is American. She is 14 and her birthday is on January 25. Her favorite singer is Shakira.
- Adam is American and his last name is Campbell. He is 15 years old. His birthday is on August 10. His favorite singer is Alicia Keys.

Extension
Lesson 1
- Insist on full sentences, e.g. In my bag I have a cell phone and three pens.
- Students' own answers

Lesson 2
- Students' own answers

Lesson 3
- Elicit the prepositions students might need here: on the left/right, next to.
- Students' own answers

Lesson 4
- Remind students of the third person subject pronouns and possessive adjectives.
- Students' own answers

YOUR CHOICE!
The aim is to give students more learner independence and help them identify their preferred ways of learning. Encourage them to choose an activity that they feel less comfortable with if they want a challenge, or are aware that they need practice in a particular area.
- How do you spell it? gives students the opportunity to practice spelling and revise new words from Unit 1.
- Count and clap gives students the opportunity to practice saying numbers aloud.

Language File pp114–15
Workbook Unit 1 Inspired EXTRA! pp14–15
Useful information
The Hobo-Dyer Equal Area Projection Map.
The challenge for map makers has always been to represent a round earth on a flat piece of paper. The method most commonly used is the Mercator Projection, which increases the size of areas according to their distance from the equator. The map on pages 22–3 is the Hobo-Dyer Equal Area Projection Map, which attempts to represent areas of land as accurately as possible.

Optional aids
Exercise 6: Optional activity: large pieces of paper, pictures of sights in different countries;
Exercise 7: map of the world

WARM-UP
Write the ten countries in the listening exercise on the board as anagrams. Students work in pairs to order the letters correctly. Check the answers with the whole class and drill the pronunciation. Ask the students to write the capital city of each of the ten countries in three minutes. Students turn to pages 22–3 to check their answers.

1 Opener
• Students look at the map of the world on pages 22–3 and identify what is interesting about it.

Answers
It has south at the top and north at the bottom, unlike most world maps which have north at the top. The size of the countries is also different from those shown on most maps.

2 Listening
• Go through the information on population and languages in the boxes, and make sure students can pronounce them all.
• Play the recording. Students listen and complete the missing information.

Recording and answers
Our first country is Australia. The capital of Australia is Canberra and the population is 22 million. The main language in Australia is English.
The next country is Brazil. The capital of Brazil is Brasilia and the population is 193 million. The main language in Brazil is Portuguese.
Brazilians are big, but Canada is very, very big. Its capital is Ottawa and the population is 34 million. The main languages are English and French.

And now another very big country: China. Its capital is Beijing and the population is 1,340 million. The main language in China is Chinese.
Our next country is Germany. The capital is Berlin and the population is 82 million. The main language in Germany is German.
Next is Mexico. Its capital is Mexico City and the population is 111 million. The main language in Mexico is Spanish.
And now Russia, another very big country. Its capital is Moscow and its population is 142 million. The main language in Russia is Russian.
Then Spain. The capital of Spain is Madrid and the population is 46 million. The main language in Spain is Spanish.
Now Switzerland. The capital is Bern and the population is 8 million. The main languages in Switzerland are German, French, and Italian.
And the U.S.A. is last. Its capital is Washington, D.C. and its population is 310 million. The main languages in the U.S. are English and Spanish.

Optional activity
Before you play the recording, put the students in groups and ask them to guess where the population and language information should go in the boxes on the map.

3 Pronunciation
• Students copy the countries and languages in order into their notebooks.
• Play the recording, pausing after each word for students to repeat.
• Play the recording again, this time students mark the stress on each word.
• Ask which countries and which languages don’t have the stress on the first syllable (Australia, Brazil, Chinese, Italian, Portuguese).

Recording and answers
Australia Brazil Canada China
Germany Mexico Russia Spain
Switzerland the U.S.A. the United States of America
Chinese English French German
Italian Portuguese Russian Spanish
UNIT 1

4 Speaking
• Ask the example questions and elicit answers from the class.
• Students work in threes. One student has their book open and asks the other two students three questions. The first student to answer each question scores a point.
• Pre-teach expressions for reacting to guesses, e.g. Almost, Good guess! Encourage the student asking the questions to use these expressions.
• Students take turns to ask the questions.

5 Listening
• Keep students in the same groups of three. Tell them to listen and say where the music is from.
• Play the recording. Students discuss and write down their answers. Check the answers by asking for volunteers. Put the expression We think it’s ... on the board.
• Reveal the answers.

1.29 Recording
Six different types of music

Answers
1 Mexican 2 French 3 Italian 4 Chinese 5 Russian 6 Spanish

6 Writing
• Ask students to work in pairs or small groups, and brainstorm information about five of the countries.
• Students produce five short texts about their chosen countries.

Optional activities
♦ Students decorate their texts with pictures and drawings to make class posters.
♦ Pre-teach the expression is famous for ... and give an example, e.g. Spain is famous for paella. More confident students can include similar statements in their texts.

7 Mini-Project
Countries Around The World
• Students work in pairs and find out information for five more countries. They then join other pairs and share their information.
• Ask the students to write their information neatly on a piece of paper. Attach these to a map of the world displayed on the wall, with arrows joining the information to the correct countries.

Workbook Culture pp16–17

NOTEBOOK SECTION
Complete the sentences.
1 What’s the ____ of Venezuela? Caracas.
2 What’s the ____ of Mexico? 111 million.
3 The main language in Spain is ____.
4 The main language in Brazil is ____.

Answers
1 capital 2 population 3 Spanish 4 Portuguese 5 Chinese