

# Welcome!

## Language

Present simple: *be*  
Personal pronouns  
Questions: *What ...?*  
*Where ...? Who ...?*

## Communicative aims

Introducing yourself and others  
Talking about where you are from

## Vocabulary

Countries and nationalities  
Numbers 1–20

## Optional aids

Warmer 1: a soft ball (or a ball of paper)  
Exercise 1: UK map;  
Optional activity: world map

Exercise 5: small cards with names of famous people and their countries

## Useful information

Brighton is a popular tourist destination on the south coast of England. It is famous for the Royal Pavilion, which is a former royal palace, and Brighton Pier, which has a funfair, restaurants and arcade halls. In the photo the coursebook characters are standing on the pier and you can see the beach in the background.

## WARMER 1

Introduce yourself to the class. Say *Hello, I'm .../My name is ... I'm from ...* Walk around the room introducing yourself to individual students and telling them where you are from. Use a soft ball to encourage students to introduce themselves. Throw the ball to a student who then introduces him/herself and says where he/she is from. He/She then throws the ball to another student who does the same. Continue until all the students have introduced themselves.

## WARMER 2

Write the question *How are you?* on the board, then ask a student the question. Repeat with different students and elicit a response (*I'm fine, thanks*). Drill the pronunciation of *I'm* and establish that it is a contraction of two words (*I am*). Students go round the class asking each other how they are and responding in different ways.

## 1 READING

- The aim is to introduce the present simple of *be* and to introduce the students to the photo story that runs through the book. Ask students to look at the photo on pages 6–7. Ask *How many countries can you find?* Be prepared to explain that *Brighton* is a city. Ask *Where is Brighton?* Establish that Brighton is on the south coast of England and is a popular city for tourists and international students. Show students on a map of the UK if you have one.
- Play the recording, telling students to follow the words in their books while they are listening.

### 1.01 Recording

See text on pages 6–7 of the Student's Book.

- Ask *Who is from England?*

### Answers

*David Ward, Adam and Emily*

- Play the recording again, for students to repeat.
- Write the words *What does ... mean?* on the board and ask students if they have any questions about the vocabulary from the text. Praise students who ask using a full sentence. Encourage other students to answer the questions asked.

## Optional activities

- ◆ Nominate six students for a role play and act out the dialogue on pages 6–7. Correct any pronunciation errors by getting the whole class to repeat sections of the dialogue.
- ◆ Students find the countries mentioned in the recording on a map of the world.

## 2 AFTER READING

- Ask the students to complete the sentences with the correct word.
- Check the answers by asking different students to read each sentence. Write the sentences on the board.

### Answers

1 *Switzerland*    2 *Katya*    3 *the USA*    4 *Teresa*  
5 *Emily, Katya, Teresa*    6 *David Ward*

- Read the first sentence exaggerating the stress on *Pierre* and *Switzerland* slightly. Ask the students to identify the important words in the sentence. Explain the concept of stress and underline these two words.
- Invite students to come to the board and underline the stressed words in the other sentences.
- Drill the sentences in chorus for pronunciation and stress.

## Optional activity

Students write three sentences about their classmates using sentences from exercise 2 as models.

### 3 LISTENING

- Hold up the book, point to the picture of Emily and ask *What's her name?* Elicit *Her name is Emily.* Repeat for Adam.
- Students listen and complete the missing information.
- Check the answers by asking two students to read the dialogue. Then ask the class to read the dialogue twice in pairs, each time reading a different role.

#### 1.02 Recording and answers

ADAM *Who's she?*

EMILY *Her name is **Katya**.*

ADAM *Is she American?*

EMILY *No, she isn't.*

ADAM *Where's she from?*

EMILY *She's from **Russia**.*

### 4 SPEAKING

- Demonstrate the activity yourself by pointing at a student in the picture and asking the two questions. Elicit the full forms of *Who's* (*Who is*) and *Where's* (*Where is*). Drill the pronunciation of the contraction.
- Ask the students to work in pairs, taking turns to ask questions about the exchange students. Remind them to use contractions when speaking.
- To practise the possessive adjective form, ask various students *What's your name?* eliciting *My name is ...* Mix up the questions by changing the pronoun to *my*, *his* and *her* and pointing at different people. Ask the students to do the same in pairs.

### 5 ROLE PLAY

- Model the conversation between the three celebrities and then repeat it with two students giving the responses. Drill the sentences in chorus for pronunciation and stress.
- Distribute one card with a famous person's name and country to each student. Put the students in pairs. Ask them to go around the class meeting as many pairs as they can in four minutes. Then students return to their desks and write as many pairs as they can remember.

#### Useful information

(It's) *Nice to meet you* is usually followed by the reply (It's) *Nice to meet you, too*. This is only ever used on the first meeting. The word *pleased* could substitute *nice*. A second meeting could begin with *Hello again* or *Nice to see you again*.

### 6 SPEAKING

- Drill the words in the box in chorus for pronunciation.
- Ask students to find the countries for the nationalities from memory or by looking back at page 8.

#### Answers

*American – the USA, English – England, Russian – Russia, Spanish – Spain, Swiss – Switzerland*

- Write the answers on the board in two columns and

mark the stress on the words with two syllables or more. Drill the words in chorus.

- Hold up the book and point at Miley Cyrus asking the two questions in the model. Explain that we never contract in short (*yes/no*) affirmative answers. Ask students to ask and answer questions about the exchange students by pointing at the pictures in the webpage article on page 8 and following the model.

#### Optional activity

Invite students to add new pairs of countries and nationalities to the list on the board.

### 7 PRONUNCIATION

- Ask students to look at the words.
- Play the recording, pausing after each word for students to repeat. Show students the position of the lips in /w/ and show them how they should be able to feel their breath when pronouncing the /h/ sound.
- Ask students if they know any other English words with these sounds.

#### 1.03 Recording

/w/ *we welcome what where*

/h/ *he her his who*

### 8 VOCABULARY

- Play the recording, pausing after each word for students to repeat. Draw attention to the two options for 0 (*oh*, *zero*), and the stress on the words with *teen*.

#### 1.04 Recording

See text on page 9 of the *Student's Book*.

#### Optional activity

Put students in two teams: one team counts from 1 to 19 in odd numbers, each member saying one number, and the other team from 2 to 20 in even numbers. If there is a mistake, they must start again. The first team to the end wins.

### 9 GAME BINGO

- Students draw their own 'Bingo cards' in their notebooks (a grid with three columns and three rows). Ask the students to choose nine numbers from 1 to 20 and write them on their Bingo card. Tell the students to cross off a number when they hear it. The first student to cross off three numbers in a line shouts out *Line*. The first to cross off all nine numbers shouts out *Bingo!*
- Play the recording and monitor the students.

#### 1.05 Recording

|                 |                 |               |                 |                  |
|-----------------|-----------------|---------------|-----------------|------------------|
| <i>eight</i>    | <i>eighteen</i> | <i>twelve</i> | <i>six</i>      | <i>eleven</i>    |
| <i>seven</i>    | <i>fifteen</i>  | <i>two</i>    | <i>thirteen</i> | <i>four</i>      |
| <i>twenty</i>   | <i>fourteen</i> | <i>three</i>  | <i>sixteen</i>  | <i>nine</i>      |
| <i>nineteen</i> | <i>one</i>      | <i>ten</i>    | <i>five</i>     | <i>seventeen</i> |

## 10 LISTENING

- Ask students to look at the chart. Ask *Where is Emily from? Where is Teresa from? What's Emily's telephone number? What's Adam's address?*
- Explain to the class that they are going to listen for the missing information. Elicit what type of information is missing (numbers, names and street names). Explain that it is important to relax when listening and focus on the information they need and that it is not necessary to understand every word.
- Play the recording twice. Check the answers.



### 1.06 Recording and answers

Now – information for our visitors. Here you are. Listen and check the addresses and phone numbers.

Teresa, you're with Emily. Her address is **17 Park Road, Brighton**, and her phone number is **291347**.

Pierre, you're with Adam. His address is **8 Hill Street, Lewes**, and his phone number is **837921**.

Katya, you're with **Emily**, too. Her address is **17 Park Road, Brighton**, and her phone number is **291347**.

And Jake, you're with me! My address is **10 Market Lane, Hove**, and my phone number is **790329**.

## 11 WRITING

- Drill the two questions in chorus for pronunciation and stress.
- Ask students to meet three students that they have not spoken to today and ask them the questions and write down the answers.

### LANGUAGE WORKOUT

- Ask students to look at the top half of the Language box and identify the personal pronouns. Ask the class to say which are singular and plural. Ask a volunteer to explain the difference between *he*, *she* and *it*.
- Explain contractions using the example *you are/you're*. Ask students to note down the examples of *pronoun + be* in the dialogues. Elicit which form is usually used when speaking – full forms or contractions (contractions).
- Ask students to complete the first chart in the Language box. Confident students can complete first and then check, while others can look back at pages 6–8 and then complete.
- Students turn to page 114 of the Language File to check their answers.

#### Answers

*I'm we're*

- Draw attention to the bottom half of the Language box and the reversal of the pronoun and the verb *be* in questions. Ask the class *Am I from China?* Continue by saying *I am not from China*. Write this on the board and elicit the contraction (*I'm not from China*). Ask students to complete the chart.
- Students turn to page 114 of the Language File to check their answers.

#### Answers

*are you? isn't aren't are they?*

## PRACTICE

- Students do Practice exercises 1 and 2 on page 114 of the Language File. They complete the sentences and questions with the correct form of *be*.
- Check the answers by asking different students to say the completed sentences.

#### Answers

1

1 is, is 2 are 3 are 4 is, am 5 is, is 6 are

2

1 Are, aren't 2 Is, isn't 3 Are, am not 4 Are, aren't

5 Is, isn't

### Follow-up activities

- ◆ In pairs, one student closes the book and the other asks questions about the characters, e.g. *Where is Pierre from?* The student with the closed book answers from memory. Students change roles.
- ◆ **Game** *Celebrity party* Redistribute the cards from the role play (exercise 5). Set a time limit of three minutes. Students move around introducing themselves and finding out who other students are and where they are from. They then have one minute to remember and write down in their notebooks the name and country or nationality of the people they have met. The student with the most names and nationalities wins.

## HOMEWORK

Students cut out pictures of famous people from magazines and write two sentences about them, e.g. *Her name is Victoria Beckham. She's from England.*

## WEBLINKS

For a webcam of Brighton see: [www.bbc.co.uk/southerncounties/content/webcams/btn\\_seafront\\_webcam.shtml](http://www.bbc.co.uk/southerncounties/content/webcams/btn_seafront_webcam.shtml)

## Units 1–2

**Activities**

Identifying topics  
Categorising vocabulary  
Contextualising listening extracts

**Project**

Favourite things

**Vocabulary**

Clothes  
Family  
Music

**Optional aids**

Follow-up activities: slips of paper

**WARMER 1**

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

**WARMER 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.

**WARMER 3**

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

- The aim is to introduce students to the main topics and vocabulary they will cover in the first two units.
  - Explain to students 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 *New Inspiration 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 numbers E colours F clothes

- 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, trousers, skirt, pullover, T-shirt  
Family: brother, sister, daughter, grandfather, mother,  
Music: piano, rap, guitar, band, drums

- Students match the words with the pictures.

**Answers**

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

- The aim of this activity is for students to contextualise 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).

**1.07 Recording**

- The city of Machu Picchu is on a mountain in Peru. It's 550 years old*
- My favourite band is Linkin Park. It has six members and they're from California, in the USA.*
- This is a photo of my family. My mother is on the right – her name is Valentina. It's her fortieth birthday today.*

**Answers**

1 B 2 C 3 A

- Elicit or explain the meaning of *favourite*. 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. They then 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 favourite colours, 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

**Language**

*this/that*  
Indefinite article

**Pronunciation**

Alphabet and spelling

**Vocabulary**

Possessions  
Alphabet and spelling

**Optional aids**

Warmer 1: cards with names of famous people  
Exercise 8 Optional activity: plastic bags  
Follow-up activities: box and cards, Blu-Tack

**WARMER 1**

**Game** *Pictionary* 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.

**WARMER 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 Teresa 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 *rucksack* and *ID card*.
- Ask *What are they talking about?*

**Answers**

*They are talking about what is in Teresa's bag.*

**2 READING**

- Ask students to predict what is in Teresa's bag.
- Play the recording. Students read and listen. Encourage them to guess unfamiliar vocabulary from the context. Be prepared to translate *surname*, *guess*, *wallet*.

**1.08 Recording**

See text on page 12 of the Student's Book.

**Answers**

*N-A-V-A-R-R-O. Look it's on my ID card.*

**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 *Navarro*

2 *Her ID card, a bottle of water, an MP3 player, a photograph of her family, her wallet*

3 *A photograph of her family*

**Optional activity**

**1.08** 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 round 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.

### 1.09 Recording and answers

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 AHJK BCDEGPTV FLMNSXZ IY  
 O Q U W R

- 1 F-A-V-O-U-R-I-T-E
- 2 W-A-double L-E-T
- 3 R-U-C-K-S-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.

### LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

## 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*).

### 1.10 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 packet of tissues | 13 a wallet          |
| 6 a mobile phone      | 14 a photo           |
| 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 tick the pictures while others tick the words in exercise 6.

### 1.11 Recording

- TERESA So what's in your bag? An MP3 player?  
 ADAM No.  
 TERESA A pen?  
 ADAM Yes.  
 TERESA A comb?  
 ADAM Yes.  
 TERESA A bottle of water?  
 ADAM Right.  
 TERESA A photograph of your girlfriend?  
 ADAM No. What else?  
 TERESA A mobile?  
 ADAM Yes, my new mobile phone.

### Answers

a pen, a comb, a bottle of water, a mobile 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 students continue 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 Teresa's three favourite 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 favourite 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.

**Extension** Ask a confident pair to demonstrate the activity, with one reading out the question and the other using the sentences they wrote in exercise 9 to give their answers. Then ask the students to mingle and ask each other about their favourite things.

**LANGUAGE WORKOUT**

- Ask students to look at the top half of the Language 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.

- Drill the examples in chorus for pronunciation and stress.

**Answers**

*What's this in English?*

*That's my rucksack over there.*

- Ask students to look at the bottom half of the Language box and point out that we use *a* with singular nouns that begin with a consonant and *an* with those that begin with a vowel (*a, e, i, o* and *u*). You could also point out that we say *an MP3 player* even though the word begins with a consonant because we spell out the letters at the beginning and *M* is pronounced /em/.

**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 practise *What's ... in English?* Put students in teams and give them ten cards and some Blu-Tack. 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.

**HOMEWORK**

Students make a Favourite Things poster with sentences like *My favourite group is Coldplay. My favourite colour is blue.*

Students make ten new vocabulary cards of classroom objects or personal possessions. They find out the word using a dictionary or bring the cards to the next lesson to ask the teacher.

**WEBLINKS**

Students can practise the pronunciation of the English alphabet at [www.learnenglish.de/basics/alphabet.htm](http://www.learnenglish.de/basics/alphabet.htm)

Revision and Extension p21

Language File p114

Workbook Unit 1 Lesson 1 pp6–7

Photocopiable notes p154, Worksheet p163

## How old is it?

**Communicative aims**

Telling the time  
Describing places

**Language**

*these/those*  
Plural nouns  
Questions: *When ...?*  
*How old ...?*

**Pronunciation**

Numbers

**Vocabulary**

Numbers 21–10,000  
Telling the time  
Prepositions of place

**Optional aids**

Warmer 1: a map of Britain  
Exercise 6, optional activity: a large adjustable clock

**Useful information**

The Royal Pavilion, see photo on page 14 of the Student's Book, was the seaside home of the Prince of Wales, later George IV. The building was started in 1787 and finished around 1822. Queen Victoria disliked Brighton and sold the pavilion to the city in 1850.

The London to Brighton Bike Ride is a charity event. The ride is 54 miles long. The money goes to the British Heart Foundation, a charity that helps people with heart disease.

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 Ward, Pierre, Jake (at the back), Katya, Emily, Teresa (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?* (Brighton).

**WARMER 1**

Ask students to name British cities and write them on the board. Draw a map of Britain on the board. Divide the class into four teams, each with their own coloured 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 Britain to hand) then call out the second place. A new student tries to locate the next place, and so on.

**WARMER 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.

**WARMER 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.

**2 READING**

- Play the recording. Students read and listen. Be prepared to translate *programme, wow, beach, pavilion, welcome party*.

**1.12 Recording**

See text on page 14 of the Student's Book.

**Answer**

*Katya is pointing at lots of bicycles.*

**Optional activity**

Students practise 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 and to focus students' attention on the large numbers and the times.
- Read the sentences to the class.
- Students read and decide if sentences 1–5 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 the street next to the Royal Pavilion.*
- 2 *False. The Royal Pavilion is about 200 years old.*
- 3 *False. The number of people in the Bike Ride is about twenty-five thousand.*
- 4 *True*
- 5 *False. The welcome party is at quarter to seven (6.45).*

**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 Ward. Ask *What's his name?* and elicit *His name is Mr Ward/David Ward*. Ask *Is he a student?* and elicit *No, he's a teacher*.

**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.

**1.13 Recording and answers**

twenty    twenty-one    **twenty-five**    thirty  
 forty    fifty    **sixty**    **seventy**    eighty  
**ninety**    a hundred/one hundred    two hundred  
**five hundred**    a thousand/one thousand  
**two thousand**    **ten thousand**

**5 PRONUNCIATION**

- Write the numbers 13–19 and 30–90 (in tens) in two columns 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.

**1.14 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 four times. Establish from the class the question each person was asked (*What time is it, please?*).

**1.15 Recording**

VOICE *Jake, what time is it, please?*  
 JAKE *It's half past twelve.*  
 VOICE *Katya, what time is it, please?*  
 KATYA *It's twenty-five past twelve.*  
 VOICE *Adam, what time is it, please?*  
 ADAM *It's quarter past twelve.*  
 VOICE *Emily, what time is it, please?*  
 EMILY *It's twenty-five to one.*

**Answers**

Jake D    Katya B    Adam C    Emily A

- Play the second half of the recording. Ask students to write the times in numbers.
- Ask individual students to read out their answers. Ask students to write the five times in words in their notebooks.

**1.15 Recording**

1  
 VOICE 1    *Mr Ward, what time is it, please?*  
 MR WARD    *It's twenty to one.*  
 2  
 VOICE    *Katya, what time is it, please?*  
 KATYA    *It's quarter to one.*  
 3  
 VOICE    *Adam, what time is it, please?*  
 ADAM    *It's ten to one.*  
 4  
 VOICE    *Teresa, what time is it, please?*  
 TERESA    *It's five to one.*  
 5  
 VOICE    *Pierre, what time is it, please?*  
 PIERRE    *It's one o'clock.*

**Answers**

1 12.40    2 12.45    3 12.50    4 12.55    5 1.00

**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 comes up 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 past 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.

**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 programme 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 programme. Monitor and help where necessary.

## 8 READING

- Ask students to look at the pictures in *Famous Places*. Ask if they recognise 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 Aya Sofya?* and elicit the answer. Ask *How old is it?* Elicit the answer, insisting on a full sentence with *It's*. Make sure students pronounce the 't' in *It's* clearly.
- Students ask and answer the other questions in pairs, taking turns. More confident students can cover the text and answer from memory.

### 1.16 Recording

- 1 The temple of Abu Simbel is in Egypt next to the River Nile. It's 3,200 years old.
- 2 Aya Sofya is in the centre of Istanbul in Turkey. It's 1,500 years old.
- 3 The Taj Mahal is near Delhi in India. It's 370 years old.
- 4 The city of Machu Picchu is on a mountain in Peru. It's 550 years old.

### Answers

- 1 The temple of Abu Simbel
- 2 Aya Sofya
- 3 The Taj Mahal
- 4 The city of 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 bin?*

## 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.

## LANGUAGE WORKOUT

- Ask students to look at the top half of the Language 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 programme, ... 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 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 lesson, lunch* on the board. Elicit *When is the English lesson? 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 to bring in for the next lesson.

## WEBLINKS

Students can learn more about the Royal Pavilion at [www.royalpavilion.org.uk](http://www.royalpavilion.org.uk)

Revision and Extension p21

Language File pp114–115

Workbook Unit 1 Lesson 2 pp8–9

Photocopiable notes p154, Worksheet p164

## 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). The last four months literally mean 7th, 8th, 9th and 10th months. 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 700BC, added the two extra months *Januarius* (January) and *Februarius* (February) and made January the first month of the year.

**WARMER 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 *pavilion* and *mountain*.

**WARMER 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, making 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.

**1 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*

**2 READING**

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

**Katya Petrova**  1.17 **Recording**

*This is a photo of my family. My mother is on the right – her name is Valentina. It's her fortieth birthday today. I can't believe she's 40! The man next to Mum is my father. His name is Maxim and he's 42. My sister Anna is on the left and she's 18. The boy in the orange T-shirt is my brother – he's called Dima. The two people in the centre are my grandparents, Vera and Mikhail. Mum is their daughter. I'm not in the picture – I'm the family photographer.*

**Answers**

*From the left: Anna, Dima, Mikhail, Vera, Maxim, Valentina*

**3 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**

*1 b 2 h 3 f 4 e 5 a 6 g 7 c 8 d*

**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.

## 4 VOCABULARY

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

### 1.18 Recording and answers

|      |            |      |               |
|------|------------|------|---------------|
| 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 |      |               |

- 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.

### 1.19 Recording and answers

January, February, March, April, May, June, July,  
August, September, October, November, December

### Optional activity

**Game** *First to December* Divide the class into groups of three. The students take turns in saying 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.

## 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 USA). Encourage the students to produce full sentence answers.

- Students listen to the recording and write the birthdays.

### 1.20 Recording and answers

- 1  
That's Usain Bolt. When's his birthday?  
It's on 21st August.
- 2  
That's Johnny Depp. When's his birthday?  
It's on 9th June.
- 3  
That's Christina Aguilera. When's her birthday?  
It's on 18th December.
- 4  
That's Scarlett Johansson. When's her birthday?  
It's on 22nd November.
- 5  
That's George Clooney. When's his birthday?  
It's on 6th May.

- Drill the first two speech bubbles in chorus for pronunciation and stress. Draw students' attention to the preposition *on* which is used for dates and *of* which is used between dates and months. 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 the twenty-first of August*.
- 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** *Birthday lines* Divide the class into teams which stand in lines. Tell the teams to arrange themselves in birthday order by asking the question *When's your birthday?* Check the teams have got the order correct by eliciting the birthdays of each student in turn in the form *My birthday is on the \_\_\_ of \_\_\_\_.*

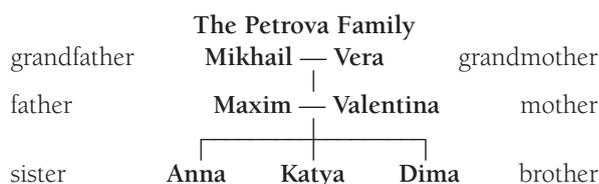
## 7 SPEAKING

- Drill the two questions and elicit answers from a couple of students. Students then ask each other questions about their families.

## 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*.

### Answers



**Extension** 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 practise the use of *his/her*.

**Optional activity**

Do a dictation of your family tree, e.g. *My name is Peter. Julie is my sister. Trevor is my father.*

**LANGUAGE WORKOUT**

- Ask students to look at the Language 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**

| <i>Personal pronouns</i> | <i>Possessive adjectives</i> |
|--------------------------|------------------------------|
| <i>I</i>                 | <b>my</b>                    |
| <b>you</b>               | <i>your</i>                  |
| <i>he/she/it</i>         | <b>his/her/its</b>           |
| <b>we</b>                | <i>our</i>                   |
| <i>you</i>               | <b>your</b>                  |
| <i>they</i>              | <b>their</b>                 |

- 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 favourite 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.

**WEBLINK**

Students can find out who they share their birthdays with at [www.famousbirthdays.com](http://www.famousbirthdays.com)

Revision and Extension p21

Language File p115

Workbook Unit 1 Lesson 3 pp10–11

Photocopiable notes p154, Worksheet p165

**Skills**

*Reading* School Website  
*Listening* Noting down personal details  
*Speaking* Interviewing  
*Writing* Personal information

**Learner Independence**

Classroom English  
 Vocabulary notebook  
 Phrasebook

**Vocabulary**

Personal information  
 Useful expressions

**Optional aids**

Exercise 6 Optional activity and Follow-up activities: magazines to make personal posters, ideally with famous people in them, cardboard, scissors, glue

**WARMER 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.

**WARMER 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**

*Valencia, Geneva 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 Teresa, Pierre and Katya. More confident students can answer after listening to the recording while the others can refer to the text on page 18. Ask students the two possible ways of saying one's age, referring to the text if necessary. (*I'm 14 years old / I'm 15*).

- Play the recording and ask different students to ask the question and answers across the class first for Teresa, then for Pierre and Katya.

**121 Recording**

See text on page 18 of the Student's Book.

**Answers**

|                                  |                  |                     |                 |
|----------------------------------|------------------|---------------------|-----------------|
| What is her/his surname?         | (Teresa) Navarro | (Pierre) Dubois     | (Katya) Petrova |
| What is her/his nationality?     | Spanish          | Swiss               | Russian         |
| Where is she/he from?            | Valencia, Spain  | Geneva, Switzerland | Moscow, Russia  |
| How old is she/he?               | 15               | 14                  | 15              |
| When is her/his birthday?        | 22nd April       | 2nd September       | 20th February   |
| Who is her/his favourite singer? | Rihanna          | Beyoncé             | Mika            |

**Optional activity**

Give students three minutes to memorise all they can from the texts. Students close their books. Read the texts including some false information, e.g. *Pierre's from Paris in Switzerland*. 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**

- What is his surname? Turner.
- What is his nationality? American.
- Where is he from? Washington DC.
- How old is he? 14 (years old).
- When is his birthday? 11th of March.
- Who is his favourite singer? Jay-Z.

## 4 LISTENING

- Ask students to look at the information profiles for Emily 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.

 1.22 Recording

*Hi. I'm Emily. And my surname is Fry – F-R-Y – Fry. I'm English and I'm a student at Brighton High School. I'm fourteen and my birthday is on 25th January. And my favourite singer is Lemar. That's L-E-M-A-R.  
Hello there. I'm Adam. Adam Campbell – that's C-A-M-P-B-E-L-L and I'm English too. I'm at Brighton High School and I'm fifteen years old. My birthday is on 10th August. And my favourite singer? It's Alicia Keys. That's A-L-I-C-I-A K-E-Y-S.*

## Answers

*Fry, English, 14, 25th January, Lemar  
Campbell, English, 15, 10th August, 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 favourite ...?* e.g. *football team, film, colour*. Allow students to ask these questions in their interview.
- ◆ **Game** *Noughts and crosses* Draw a grid of nine squares. In each square write a word that is the answer to a *What is your favourite ...?* 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 get a line of three noughts or crosses 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 'favourite 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.

 1.23 Recording

*What's this/that?  
What's it called?  
What's the English word for ...?  
What's ... in English?  
How do you spell it?  
Sorry, I don't understand.  
How do you pronounce F-E-B-R-U-A-R-Y?  
What does ... mean?*

## 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.

### 1.24 Recording and answers

*Hello. (David Ward, Welcome!)*

*Hi. (Katya, Welcome!)*

*Sorry? (Teresa, Lesson 1)*

*Oh, I see. (Teresa, Lesson 1)*

*Guess! (Teresa, Lesson 1)*

*OK. (Adam, Lesson 1)*

*Right! (Teresa, Lesson 1)*

*Thank you very much. (Katya, Lesson 2)*

*Wow! (Katya, Lesson 2)*

*Great! (Adam, Lesson 2)*

*Excuse me. (Katya, Lesson 2)*

*Yes, please! (Adam, 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 David Beckham – 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.

### HOMEWORK

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.

### WEBLINK

Students can go to [www.onestopenglish.com](http://www.onestopenglish.com) for more activities and games that practise English.

## Inspiration EXTRA!

**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.

 1.25 **Recording**

*calculator MP3 player ID card comb ticket  
umbrella clock camera pen wallet  
photo key passport map watch*

**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.

**SKETCH BACK TO FRONT**

- 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 *back to front* means. Elicit examples of things that are back to front in the text (*nine past twenty, Lirpa, Yam, kcab*).

 1.26 **Recording**

*See text on page 20 of the Student's Book.*

- Students work in pairs. Play the recording again, with one student repeating A and the other B. Encourage them to exaggerate stress and intonation.
- Ask students to close their books, and play the recording again. Students work in pairs and read the sketch aloud. Choose several pairs to act out the sketch in front of the class.

**Optional activities**

- ◆ Make an audio or video recording of students performing the sketch.
- ◆ **Game Backwards** Spell some words from Unit 1 backwards. The students write the words and shout out the actual word when they know it. Students could also play this in small groups.

**REVISION**

## Lesson 1

**Answers**

*A a bottle of water  
B a mobile phone  
C an umbrella  
D a (digital) camera  
E a packet of tissues*

## Lesson 2

**Answers**

*A It's half past three.  
B It's ten to five.  
C It's quarter to four.  
D It's quarter past 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 Anna and she's 18. Next to Anna is her brother Dima. Next to Dima is her grandfather. His name is Mikhail. Next to him is her grandmother, Vera. Next to Vera is Katya's father. His name is Maxim. On the right is her mother, Valentina.*

## Lesson 4

**Suggested answers**

Emily's surname is Fry. She is English. She is 14 and her birthday is on 25th January. Her favourite singer is Lemar. Adam is English and his surname is Campbell. He is 15 years old. His birthday is on 10th August. His favourite singer is Alicia Keys.

**EXTENSION**

## Lesson 1

Insist on full sentences, e.g. *In my bag I have a 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 practise spelling and revise new words from Unit 1.

*Count and clap* gives students the opportunity to practise saying numbers aloud.

# Countries around the world

## Optional aids

Exercise 6, Optional activity: large pieces of paper, pictures of sights in different countries;

Exercise 7: map of the world

## 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 22–23 is the Hobo-Dyer Equal Area Projection Map which attempts to represent areas of land as accurately as possible.

## WARMER

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 down the capital city of each of the ten countries in three minutes. Students turn to pages 22–23 to check their answers.

## 1 OPENER

- Students look at the map of the world on pages 22–23 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.



### 1.27 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**.

Brazil is 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 Berne and the population is **8 million**. The main languages in Switzerland are **German, French** and **Italian**.

And the **USA** is last. Its capital is Washington, DC and its population is **310 million**. The main languages in the USA 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).



### 1.28 Recording and answers

|             |  |         |         |
|-------------|--|---------|---------|
| Australia   | Brazil                                 | Canada  | China   |
| Germany     | Mexico                                 | Russia  | Spain   |
| Switzerland | the USA – the United States of America |         |         |
| Chinese     | English                                | French  | German  |
| Italian     | Portuguese                             | Russian | Spanish |

#### 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, Nearly, 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.

#### WEBLINK

Students can see maps of the world at [www.multimap.com/world](http://www.multimap.com/world)

**Workbook Culture pp16–17**