

First meetings

Unit overview

Language input

Verb *be* (I/you) (CB p7)

- *I'm here on holiday.*
- *You aren't here to study.*
- *Are you Alisa? Yes, I am.*

Verb *be* (we/you) (CB p8)

- *You are from China.*
- *We aren't from the USA.*
- *Are you from Brazil? No, we aren't.*

Question words (CB p11)

- *What ...? Where ...? How ...?*

Grammar reference (CB pp116–117)

Vocabulary development

Numbers 1–10 (CB p8)

- *one, two, ... ten*

Countries (CB p8)

- *Australia, Brazil, the USA, ...*

The alphabet (CB p10)

- *A, B, C, ... X, Y, Z*

Skills development

Listening: recognizing questions (CB p7)

Reading: recognizing proper nouns (CB p9)

Speaking: saying *hello* and *goodbye* (CB p12)

Writing: filling in a form (CB p13)

Video

Documentary: At the hotel (CB p14)

Vox pops (Coursebook DVD & TG p220)

More materials

Workbook

- Language practice for grammar, vocabulary, pronunciation, speaking and writing

Photocopiable activities

- Grammar: Dominos (TG p175 & TSRD)
- Vocabulary: What's the picture? (TG p190 & TSRD)
- Communication: Who are you? (TG p205 & TSRD)

Tests

- Unit 1 test (TSRD)

Unit 1 wordlist (TSRD)

1.1 On business or on holiday?

Goals

- Introduce yourself
- Ask questions with *be*

Lead-in

- Write *hello* on the board in a large speech bubble.
- If possible, as students enter the classroom, stand at the door to greet them with a friendly *hello* (and a handshake if appropriate). If students are already in the classroom, greet them with a clear *hello* and encourage them to say *hello* back to you, using gesture to direct them.

Listening & Speaking **saying hello**

Exercise 1a 1.1

- Write the verbs *listen* and *read* on the board and pre-teach using mime (e.g. cup your ear for *listen*, and hold your hands open like a book for *read*). These are important instruction words needed throughout the course.
- Point to the photo and teach *hotel* to help students understand the setting. You could give names of real local hotels or famous international ones.
- Point to the photos of Paul and Alisa. Make sure students can see that they are part of the group in the main photo.
- Play track 1.1 and ask students to listen to and read the conversation in the speech bubbles.

Exercise 1b

- Greet several students to demonstrate how to do this, e.g. *Hi, I'm ... / Hello, I'm ...* Drill the contraction *I'm* /aɪm/ to ensure natural pronunciation from the start.
- Put students into A/B pairs and ask them to say their names to each other, e.g. *Hi, I'm Ali*. Student A starts.

Exercise 2a 1.2

PRONUNCIATION Explain 'stress' using demonstration and gesture. Write *hello* on the board and mark the stress on the second syllable. Model the pronunciation a few times. Show students how different it sounds with the first syllable stressed and indicate clearly that this is wrong. Model correctly again then drill students around the class and as a whole group. English is a stress-timed language and therefore even at A1 level we need to make it clear to students that this is important.

- Play track 1.2 and ask students to listen to the rhythm of the conversation and notice where the stress falls.

Exercise 2b 1.3

- Play track 1.3 for students to repeat.
- Correct any mistakes, particularly with the stress, and drill. Try to vary the way you drill pronunciation to make it interesting and memorable: drill individual students and the whole class; drill one half of the class first and then the other; drill all the men and then all the women. Use hand gestures to help indicate which students you want to speak (like the conductor of an orchestra).

Exercise 2c

- Put students into their A/B pairs from exercise 1b and ask them to practise the conversation, using their own names. Monitor carefully and make sure they swap roles so both students have a chance to practise all parts of the conversation. Note any errors and correct these with the whole class.

Exercise 3

- Put students into different pairs. Ask them to practise the conversation with their new partner.
- Listen carefully to catch any errors and correct them.

EXTENSION When you think students are ready, instruct them to stand up and move around the classroom saying *hello* and *hi* and introducing themselves to as many other students as possible. You could give a time limit for this.

Grammar & Listening **verb be (I/you)**

Exercise 4 1.4

Audio summary: People introducing themselves to each other in a hotel setting. They are on holiday, on business or studying.

- Pre-teach the phrases *on business*, *on holiday* and *to study* using pictures if possible or translation if you have a monolingual class. Drill the words.
- To make sure students clearly understand *yes* and *no*, ask questions to get these one-word answers: *Are you here on business? Are you here on holiday? Are you here to study?*

EXTRA SUPPORT You could also write the words on the board with the stress marked as in exercise 3: ***business***, ***holiday*** and ***study***.

- Explain to students that they are going to hear three conversations (show three fingers for clarity). They have to listen and tick the correct box for each person. Play the first conversation to demonstrate. Pause after Paul says *Yes, I am* and point to the tick in the book. Continue and pause after Havva, and elicit which box to tick.
- Play conversations 2 and 3. Students tick the correct boxes.
- Check the answers together. Demonstrate using the first conversation, e.g. *Paul. On business. Havva. On holiday.* Elicit answers like this for conversations 2 and 3 from two of the stronger students. Make sure the answers are audible. Beginner students may speak quietly because they are unconfident. Encourage them to speak up and praise them.

ANSWERS

Paul – on business Alisa – on business
Havva – on holiday Sunil – to study
Josué – on business Julie – on holiday

AUDIOSCRIPT 1.4

1

P Hello, I'm Paul.

H Hi, I'm Havva.

P Nice to meet you, Havva.

H And you. Are you here on business?

P Yes, I am. And you? Are you here on business?

H No, I'm not. I'm on holiday.

2

A Hello, I'm Alisa.

J Hi, I'm Josué.

A Nice to meet you. Are you here on business?

J Yes, I am.

A I'm here on business, too.

3

S Hello, I'm Sunil.

J Hi, I'm Julie.

S Nice to meet you, Julie.

J And you. Are you here on holiday?

S No, I'm not. I'm here to study. And you? Are you on holiday?

J Yes, I am.

Exercise 5a 1.5

- Play track 1.5 and ask students to listen to Havva and Paul's conversation and complete it.

EXTRA SUPPORT For less confident students, write *you, No, Yes, business, holiday* on the board and explain that these are the words they need. Alternatively, you could play the track once, but ask students not to write as they listen. Then allow time for students to remember and write.

EXTRA CHALLENGE Strong students could be challenged to remember the conversation, either alone or in pairs, and complete it. Then when they listen, they are checking whether they were correct.

Exercise 5b 1.6

- Play track 1.6 for students to check they have completed the conversation with the right words.
- Play the track again for students to repeat.
- You could put students into pairs to practise this conversation, particularly to ensure natural pronunciation.

ANSWERS

1 business 2 Yes 3 you 4 No 5 holiday

AUDIOSCRIPT 1.5 & 1.6

P Hello, I'm Paul.

H Hi, I'm Havva.

P Nice to meet you, Havva.

H And you. Are you here on business?

P Yes, I am. And you? Are you here on business?

H No, I'm not. I'm on holiday.

Exercise 6

- Refer students to the Grammar focus box. Point out the missing verb forms and ask them to find them in the conversation in 5a. Do number 1 as an example, eliciting the answer and highlighting it in the conversation.
- Students work alone to complete the Grammar focus box. They can compare answers in pairs before you check together by eliciting from different students.

WATCH OUT! Point out that the full forms of *be* are *I am/I am not* and *You are/You are not*, but that when we speak we use the contracted forms *I'm /aɪm/* and *You're /jʊ:z/*. Drill these contractions and also the negative form *You aren't /ju' wɑ:nt/*.

ANSWERS

1 'm 2 Are 3 am 4 not

- Refer students to *Grammar reference* on p116. Ask them to read through the information. There are useful examples of each grammar point.
- There are four more exercises here that students can do for homework. Remind them to read the instructions carefully and to study the example before they start. You will need to check these answers during the next lesson.

Exercise 7a

- Ask students to find the photos of Sunil and Julie on the page. Ask: *Is Sunil on business?* (No. To study.) *Is Julie on business?* (No. On holiday.)
- Put students into pairs and ask them to read and complete Sunil and Julie's conversation. Point out that all the missing words are forms of the verb *be*.

EXTRA SUPPORT If students are struggling, refer them to the Grammar focus box.

Exercise 7b 1.7

- Play track 1.7 and ask students to listen to the conversation and check their answers. Play again, pausing after each line so students have more time to process what they hear and check it matches what they've written.
- Check answers as a class. Ask individual students to read out one line of the conversation including the gap they have completed with the verb *be*.
- You could ask students to practise the conversation in pairs. Listen for any mistakes and correct them.

ANSWERS

1 m 2 m 3 Are 4 m not 5 m 6 Are 7 am

AUDIOSCRIPT 1.7

S Hello, I'm Sunil.

J Hi, I'm Julie.

S Nice to meet you, Julie.

J And you. Are you here on holiday?

S No, I'm not. I'm here to study. And you? Are you on holiday?

J Yes, I am.

Exercise 8a

- Refer students to the mixed-up conversation which they have to put in order. Highlight that the first part is *Hi, I'm Julie* (indicated by the number 1). Ask them to find which line is next. Do this one together as an example.
- Tell students to continue numbering the lines in the correct order to make the conversation between Julie and Paul. They can check their answers in pairs and help each other.
- Check answers by reading line 1 yourself and asking different students to read the subsequent lines.

ANSWERS

5 No, I'm not. I'm here on holiday.

2 I'm Paul. Nice to meet you, Julie.

3 And you. Are you here on business, Paul?

1 Hi, I'm Julie.

4 Yes, I am. And you? Are you here on business?

Exercise 8b

- Put students into pairs to practise the conversation. They can read from the book. Allow them time to practise two or three times and then tell them to swap roles.

EXTRA CHALLENGE Invite a strong pair to model the conversation in front of the class.

Exercise 9

- Put students into A/B pairs and ask them to read the prompts. Tell them to use the prompts to have a conversation. Encourage them to use their real names.
- Choose a strong student and demonstrate the conversation for the class. You start.

FEEDBACK FOCUS When monitoring, check specifically for the verb *be*. Mistakes in omitting *be* are common, e.g. ~~Here on business~~ / ~~You here to study?~~ / ~~No, I not~~. Also be careful that students make the short answer *Yes, I am* and not *Yes, I'm*.

EXTENSION Encourage students to mingle and introduce themselves to other students in the class. Monitor for errors and correct them with the class when they have finished.

Listening skills recognizing questions

- Read the information aloud to the class. Highlight how the word order changes from statement to question form. You could write the example sentences from the book on the board to focus students' attention. Also point out the punctuation: statements finish with a full stop and questions with a question mark.

Exercise 1

- Demonstrate by asking students whether number 1 is a statement or a question. Write it on the board and invite one student to come up and punctuate it correctly. Point to the end of the sentence so they understand they need to write a question mark or full stop.
- Put students into pairs to complete the exercise.
- Write the sentences on the board so you can check the answers together by inviting students up to the board to write question marks or full stops.

ANSWERS

- | | |
|----------------------------|--------------------------|
| 1 Hello. Are you Angela? | 4 I am here on business. |
| 2 You're here on business. | 5 Are you on holiday? |
| 3 Are you here to study? | |

Exercise 2a 1.8

- Play the first sentence as a demonstration and refer students to the example answer on the page.
- Play the rest of the track for students to complete the exercise.

ANSWERS

1 S 2 S 3 Q 4 S 5 Q

AUDIOSCRIPT 1.8

- I'm here to study.
- You're here on holiday.
- Are you Francesca?
- I'm Peter. Nice to meet you.
- Are you on business?

Exercise 2b

- Put students into pairs to compare their answers.

EXTRA CHALLENGE Ask stronger students to try to remember the statements and questions and write them down.

- Play track 1.8 again and elicit the answers from the class.

EXTRA ACTIVITY In their pairs, ask students to write two sentences and two questions. Tell them to take turns to read them aloud to another pair. They listen to the other pair's sentences and identify if they are questions or statements.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- I'm Demir.
- I'm here on holiday.
- You're here to study.
- You're not here on holiday. (or You aren't ...)

Exercise 2

- I'm not Seunghee.
- I'm not here on business.
- You're not here on holiday. (or You aren't ...)
- You're not Saud. (or You aren't ...)

Exercise 3

- Hi, I'm Ahmed.
- Are you Serina?
- I'm here on holiday.
- Are you here to study?
- Yes, I am.

Exercise 4

1 'm 2 Are 3 am 4 Are 5 'm 6 'm 7 Are 8 'm

1.2 Where are you from?

Goals

- Say countries and numbers 1–10
- Talk about where you're from

Lead-in

- Write numbers 1–10 on the board.
- Put students into pairs. Ask them to tell their partner any English words they know for these numbers. It doesn't matter if they don't know, but it could be motivating if they do know a few of them. (They might remember 1–5 from 1.1 exercise 8.)

Vocabulary numbers 1–10, countries

Exercise 1a 1.9

- Explain that students will hear the numbers in column 1 first and then the numbers in column 2.
- Play track 1.9 and ask students to listen to the numbers. Pause after *one* and point to the example answer. Play to the end for students to complete the exercise.

EXTRA CHALLENGE Stronger students could try to write the numbers next to the words before listening.

- Check that students have the correct answers.

ANSWERS

two 2 five 5 four 4 one 1 three 3 eight 8
six 6 nine 9 ten 10 seven 7

AUDIOSCRIPT 1.9

one, two, three, four, five, six, seven, eight, nine, ten

Exercise 1b 1.9

- Play the track again and ask students to listen to the numbers and repeat them.

EXTRA SUPPORT If students do not know most of these numbers, write the words from *one* to *ten* on the board and drill them, showing the numbers they represent by using your fingers. Remove the words before students do the exercise.

EXTRA ACTIVITY Write the words on pieces of paper and tell students to put them in number order as quickly as possible, starting with *one*. They could do this in pairs or small groups. Alternatively, if appropriate for your class, divide students into groups of ten and give each student one word. In this version, the ten students would physically move themselves to form one line in number order. They could hold up their number and say it during feedback.

Exercise 2a

- Read out the countries in the box. Demonstrate the exercise by eliciting which country matches number 1 on the map (the USA). Ask students to match the rest of the countries to the numbers on the map.

Exercise 2b 1.10

- Play track 1.10 and pause after each country name to allow time for students to process the information and check their answers.

ANSWERS/AUDIOSCRIPT 1.10

1 the USA	6 Turkey
2 Brazil	7 China
3 the UK	8 Japan
4 Spain	9 Indonesia
5 Russia	10 Australia

Pronunciation saying names of countries**Exercise 3a 1.11**

- Write the two example countries on the board with the stress marked and drill the pronunciation. To help students learn about and understand syllables, say *Australia* and ask how many syllables it has. You could show the syllables using the fingers on one hand. Ask which syllable is stressed. Do the same with *Brazil*.
- To help students focus on word stress, you could use a technique such as stress punching, where you punch your arm out in front of you for the stressed syllable. First you model and punch and then the students do it. Some students greatly benefit from physical action like this (but make sure there's enough room to do it safely!).
- Play track 1.11 and ask students to listen to the countries and mark the stress. Play again if necessary.
- Go through the answers together, making a list on the board with the stress marked. You could also elicit the number of syllables in each country name.

ANSWERS/AUDIOSCRIPT 1.11

1 Australia	6 Russia
2 Brazil	7 Spain
3 China	8 Turkey
4 Indonesia	9 the UK
5 Japan	10 the USA

Exercise 3b 1.11

- Play track 1.11 again. Pause after each country and ask students to say the country several times, looking at the word stress marked on the board.

Exercise 4

- Put students into A/B pairs to test each other. Ask Student A to say a number from the map in exercise 2a and Student B says the corresponding country.
- Monitor carefully and note any pronunciation problems.
- Do error correction with the class. Write words on the board which were pronounced incorrectly and drill them again. Use stress punching to highlight the stress if that is the problem. Model any other sounds that are difficult and ask students to repeat. You could also play track 1.11 again if they are making a lot of mistakes.
- Tell students to swap roles and do the exercise again.

Exercise 5a

- Ask students to look at the chart. Explain that it shows the approximate number of people in the different countries in exercise 2a. Use the example answer to demonstrate that they have to match each country with a number.
- Students work in pairs to complete the rest of the chart.

Exercise 5b

- Teach the meaning of *I think* using gesture or a drawing of a person with a thought bubble.
- Write *I think number one is China* on the board and drill this sentence with the class until they find it easy to say. You could use back-chaining to help with pronunciation of the sentence, e.g. start at the end and say *China*, ask students to repeat, then add a little more (*is China*) and students repeat. Keep adding a little more (*number one is China*, etc.) until students are saying the whole sentence.
- Divide the class into groups of four, made up of two pairs. Ask them to compare their charts and say what they think.
- Monitor carefully and encourage them to use the full sentence with *I think ...* because this gives them valuable practice of numbers, too.

Exercise 5c 1.12

- Play track 1.12 and ask students to listen to the sentences and check their answers.
- Check answers together by playing the track again, pausing after *is* each time and eliciting the country name before it is said by the speaker, e.g. *Number one is ...*

ANSWERS/AUDIOSCRIPT 1.12

- Number one is China.
- Number two is the USA.
- Number three is Indonesia.
- Number four is Brazil.
- Number five is Russia.
- Number six is Japan.
- Number seven is Turkey.

8 Number **eight** is the **UK**.

9 Number **nine** is **Spain**.

10 Number **ten** is **Australia**.

Grammar & Speaking **verb be (we/you)**

Exercise 6a 1.13

- Play track 1.13 and ask students to listen to and read the conversation in the speech bubbles.

EXTRA CHALLENGE Ask students which sentences are questions and which are statements (as they did in 1.1 listening skills exercises).

AUDIOSCRIPT 1.13 & 1.14

A Where are you from?

B I'm from Brazil. And you?

A I'm from Indonesia.

Exercise 6b 1.14

- Play track 1.14 for students to listen to the conversation and repeat. Pause at the end of each line.

PRONUNCIATION You could ask students to identify which words are stressed in each sentence and mark them with a dot. Do the first one as a demonstration. This kind of exercise helps students to understand which words in the sentence carry the most meaning and to get a feel for the rhythm of English. (See sentence stresses marked in audioscript 1.12.)

Exercise 6c

- Put students into pairs to practise the conversation. Monitor carefully and note any mistakes in pronouncing the names of the countries. Make sure students have a chance to practise both roles.
- After students have practised the conversation twice, drill the country names again if necessary.

EXTENSION With a multilingual class, you could help them learn the words for their own countries of origin. Then they can practise the conversation again, using their real countries. Ask some pairs to say their conversations for the class. They could point to their country on a map and all the students could practise the pronunciation of the new country names. Make sure you write the countries on the board and mark the stress clearly.

Exercise 7a 1.15

WATCH OUT! Before students do this, make sure they are aware that there's a St Petersburg and a Moscow in both Russia and the USA, and that there's an Aberdeen and a London in both the UK and the USA.

- Pre-teach the noun *city* by giving examples of big cities from the country where you're teaching. You could elicit the names of cities from different countries in exercise 2.
- Tell students they are going to hear two different conversations. Elicit who they can see in the photos (Alisa, Paul, Julie). Tell them that the man with Julie is Frank, Julie's boyfriend.
- Play the first conversation only and ask students to listen for city names. Then play again and this time students circle the correct countries and cities for Alisa and Paul.
- Play the second conversation between Julie and Paul twice. Students circle the correct countries and cities.

- Elicit the cities and countries from some students to check the answers.

EXTRA CHALLENGE Ask stronger students *Are Julie and Frank here on business?* to check whether they caught this information (No, on holiday).

ANSWERS

1 Russia 2 Moscow 3 the USA 4 Aberdeen

5 Australia 6 Perth

AUDIOSCRIPT 1.15

1

P Where are you from, Alisa?

A I'm from Russia.

P Where in Russia?

A I'm from Moscow. And you, Paul?

P I'm from Aberdeen. That's Aberdeen in the USA, not Aberdeen in the UK!

2

P So, Julie, you and Frank are here on holiday. Where are you from?

J We're from Australia.

P Where in Australia? Are you from Sydney?

F No, we aren't. We're from Perth.

Exercise 7b

- Ask students to read questions 1–4 and answers a–d.
- To demonstrate the exercise, read out question 1 and elicit the matching answer (c). Students match the rest of the questions and answers.
- Students could compare answers in pairs.

Exercise 7c 1.16

- Play track 1.16 and ask students to listen to the conversations and check their answers.

EXTENSION You could check that students understand that *Where ...?* can be a question asking about any place (country or city). Write on the board *Where are you from?* and two answers *I'm from the USA* and *I'm from New York*. Elicit that the USA is a country and New York is a city. Make it clear that these answers are both correct.

AUDIOSCRIPT 1.16

1

A Where are you from, Alisa?

B I'm from Russia.

2

A And you, Paul?

B I'm from Aberdeen.

3

A Where in Australia?

B We're from Perth.

4

A Are you from Sydney?

B No, we aren't.

ANSWERS

1 c 2 d 3 b 4 a

Exercise 8

- Refer students to the Grammar focus box. To demonstrate the exercise, elicit the form to complete the first gap. If students don't understand what to do, ask them to look at the questions and answers in exercise 7.

- Students complete the rest of the Grammar focus box.
- Go through the answers together, making sure students read out the whole sentence from the Grammar focus box, not only the missing word. Drill the contractions: *we're* /wɪə/, *you're* /jɔː/ and *we aren't* /wi'jɑːnt/.

ANSWERS

1 're 2 aren't 3 are 4 aren't

- Refer students to *Grammar reference* on p117. There are two more exercises here that students can do for homework.

Exercise 9a

- Put students into A/B pairs. Ask them to complete their part of the conversation with information about themselves, i.e. real information. They need to work together on this task.
- Monitor and help where needed.

EXTRA SUPPORT Ask students questions to help them complete the conversation with the right information, e.g. *Is number 4 a country or a city? Is number 7 a country or a city?*, etc.

Exercise 9b

- Ask each pair to work with another pair (to make groups of four students). Tell them to act out their conversations in their group to compare answers.
- Invite three or four pairs of students, from different cities/countries if possible, to act out their conversations in front of the class.

ANSWERS

1 are 2 you 3 I'm 6 I'm 8 I'm
4,5,7,9,10 Students' own answers

Exercise 10

- Put students into new A/B pairs. Refer them to the Communication pages and tell them to read their instructions and ask you about any words they don't understand.
- Ask all Student As to put their hand up (show with a gesture). Drill their city words together: Jakarta /dʒə'kɑːtə/, Kyoto /ki:'əʊtəʊ/, São Paulo /sau'pauluː/, Moscow /'mɒskəʊ/. Do the same with the Student B half of the class: Izmir /'ɪzmɪə/, Benglour /bɒŋ'luː/, Seville /sə'vɪl/, Adelaide /'ædələɪd/.
- Show students that there is an example conversation they can use the first time and then they need to use the new city and country names in their conversations.

ANSWERS

Student A

A Where are you from?

B I'm from Japan/Brazil/Russia.

A Where in Japan/Brazil/Russia?

B I'm from Kyoto/São Paulo/Moscow.

Student B

A Where are you from?

B I'm from China/Spain/Australia.

A Where in China/Spain/Australia?

B I'm from Benglour/Seville/Adelaide.

EXTRA CHALLENGE After the first two conversations, ask students to cover the example conversation and try to do the activity from memory.

- Listen carefully and note any pronunciation errors, particularly in the contractions. When students have finished, correct any errors and drill pronunciation.
- You could ask some of the stronger students to come to the front of the class and act out their conversations.

Reading Skills recognizing proper nouns

- Read the information aloud to the class. Ask some students *What's your name?* and *Where are you from?* Write the answers on the board, point to them and say *proper noun*. Underline the capital letter at the beginning of each one.

Exercise 1

- Tell students to look at sentence 1. Ask *Where is the proper noun?* Confirm the answer (Carlos) and mime drawing a circle around it. Students find and circle the proper nouns in sentences 2–5.
- Elicit answers from the class. If the sentences are written on the board, you could invite students to come up and circle the proper nouns.

WATCH OUT! Some students may circle all the capital letters in the sentence. You will need to point out that every sentence begins with a capital letter and this is always true in English. Also highlight that the pronoun *I* is always capitalized.

ANSWERS

1 Carlos 2 Rashid 3 Canada 4 Chennai, India
5 Dave, Patsy, Mauritius

Exercise 2

- Put students into pairs and ask them to look at the table. Point out the three headings: *Person*, *Country* and *City*.
- Ask students to look at the sentences in exercise 1 and work together to decide where to write the proper nouns in the table. Use the example to demonstrate.
- Allow time for students to do the task in their pairs.
- Go through the answers together, eliciting the proper nouns and the correct categories.

EXTRA ACTIVITY Put students into teams of two or three. Ask them to add proper nouns to each column in the table. Give them a time limit. The team who add the most proper nouns in the time limit are the winners. (They can use proper nouns that they have learnt on their *Voyage* course or any other proper nouns they can think of.)

ANSWERS

1 Carlos – person
2 Rashid – person
3 Canada – country
4 Chennai – city, India – country
5 Dave – person, Patsy – person, Mauritius – country

Exercise 3

- Ask students to read questions 1–3 and think about the kind of information they need to look for in the text. Check understanding, e.g. *Which questions are about places?* They may need help with the question word *Who*. Explain that we use this question word about people.
- Monitor and help any students who are finding it difficult.
- Early finishers can check their answers in pairs.

- Go through the answers, checking students understand which proper nouns are countries and which are cities.

EXTENSION Ask students to add the proper nouns from the text to their table in exercise 2. Elicit the answers from the students (Person: Jacqui, Kevin; Country: the UK, the USA, Canada, Nicaragua; City: Boston, Guelph, Granada).

ANSWERS

- Jacqui and Kevin
- Jacqui is from Boston, the UK; Kevin is from Guelph, Canada
- Granada, Nicaragua

GRAMMAR REFERENCE ANSWERS

Exercise 1

- I'm from Brazil.
- We're not from Russia.
- A** Are you from Turkey? **B** No, we're not.
- A** Are you from Japan? **B** No, I'm not.
- A** Are you from China? **B** Yes, I am.
- A** Are you from the UK? **B** Yes, we are.

Exercise 2

- A** Are you from Spain?
B Yes, I am.
A Where in Spain?
B Valencia.
- A** Are you from Indonesia?
B Yes, I am.
A Where in Indonesia?
B Bandung.
- A** Are you from Australia?
B Yes, I am.
A Where in Australia?
B Brisbane.

1.3 How do you spell that?

Goals

- Say the alphabet
- Use question words

Lead-in

- Write the name of a country or city on the board. Ask where the capital letter is in this proper noun. Invite one student to circle the capital letter on the board.
- Draw students' attention to the letters of the alphabet in exercise 1. Point out that each letter has a capital and small version. This is especially important for students who have a different writing script in their own language.

Vocabulary the alphabet

Exercise 1 1.17

- Put students into pairs and give them a few moments to find out which letters they know in English by talking together and pointing at the alphabet.

- Play track 1.17 and ask students to listen to the letters of the alphabet and repeat. Play the track as many times as necessary to ensure good pronunciation.
- To make it more interesting, you could start a chain drill around the class: one student starts with *A*, then the next says *B*, etc. The second time, you could ask students to go faster. The third time, you could start more chain drills each time the previous one reaches *F*. Note: Make sure you always start chain drills with a different student each time, so they are not always saying the same letter!

EXTRA CHALLENGE When students have practised many times, ask them to start a chain drill from *Z* going back to *A*. (They will probably need to look in their books for this!)

! Point out that when we spell words aloud, we say *capital* for an upper-case letter, e.g. *capital C*, and if there are two of the same letters together, we say *double*, e.g. *double t*. Drill pronunciation of capital /'kæpɪtəl/ and double /'dʌbl/.

- Write the following examples on the board and elicit how we say them (including *capital* and *double* where necessary): *mm, D, ss, G, pp, T, oo, l, ee*.

WATCH OUT! Students commonly mix up the pronunciation of *A* /eɪ/, *E* /i:/ and *I* /aɪ/. Other alphabet letters which can cause problems are *H* /eɪtʃ/, *R* /ɑ:/ and *Y* /waɪ/. Also *G* /dʒi:/ and *J* /dʒeɪ/ are sometimes confused. These problems will probably be addressed in the pronunciation focus, but you may need to go back to them later or in another lesson.

Pronunciation the alphabet

- Students may never have seen phonemic script before. You will need to help them understand which sound the phonemic script corresponds to in each case. You can play the track to show this. If possible, model the sounds yourself so students can see how your lips and jaw move.
- Play track 1.18 which explains the seven sounds.

Exercise 2a 1.19

- Refer students to the table. It is a good idea to copy this onto the board for easy reference and feedback.
- Go through the examples, either modelling yourself or eliciting the pronunciation from students.
- Play track 1.19 and ask students to listen to the whole alphabet again and write the letters under the correct sound in the table. Do another example if necessary. *A* and *B* are already in the table, so ask about *C*. Play the track several times if necessary.
- Students could compare their tables in pairs.

AUDIOSCRIPT 1.19

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

Exercise 2b 1.20

- Play track 1.20 and ask students to listen to the sound groups and check their answers.
- Play the track one more time so that students can repeat the letters of the alphabet in the seven sound groups.

ANSWERS/AUDIOSCRIPT 1.20

/eɪ/ A H J K
/i:/ B C D E G P T V

/e/ F L M N S X Z

/aɪ/ I Y

/əʊ/ O

/juː/ Q U W

/ɑː/ R

Exercise 3a 1.21

- Ask students to look at the pairs of letters in 1–10.

EXTRA SUPPORT Tell students to think about the pronunciation of each pair of letters. They could practise saying these in pairs before they listen.

- Write the first pair of letters on the board. Play the first letter only on track 1.21 and elicit which letter students heard (*g*). You could write *1* above the first letter (*j*) and *2* above the second letter (*g*) and then students just say *1* or *2*.
- Play the track all the way through for students to complete the exercise. Monitor carefully and pause the recording after each letter if necessary.
- Put students into pairs to check their answers. If there is a lot of confusion, play the track again.
- Go through the answers together by playing the track and stopping after each letter to elicit the answers. They can just say *1* for the first of the pair and *2* for the second. Write the answers on the board for clarity.

ANSWERS/AUDIOSCRIPT 1.21

1 g 2 e 3 f 4 c 5 r 6 y 7 i 8 q 9 h 10 o

Exercise 3b

- Put students into pairs. They have some abbreviations and acronyms to spell out. Ask them to take it in turns to say the letters and check each other's pronunciation is correct.
- When students have all had an opportunity to spell out the letters, drill each abbreviation/acronym with the class. You could also elicit whether students know the meaning of any of them. (If you don't have time for the extra activity below, you could explain or give background information in students' L1 if it's a monolingual class.)

EXTRA ACTIVITY/Dictionary Skills Give students dictionaries or tell them to use dictionaries they have on their mobile phones/tablets. Ask them to find out the meanings of the abbreviations. To make this a quicker process, give each pair just one or two to find. Conduct feedback and help students understand the meaning and where they might hear or read these abbreviations. Elicit as much as possible from the students.

Background note: Students may want to know what the abbreviations and acronyms stand for:

HR = *human resources* (the department in a company which deals with staff); *TV* = *television*; *FAQ* = *frequently asked questions* (this phrase is often found on websites where answers to common questions are given); *IMF* = *International Monetary Fund* (organization which promotes international financial stability, based in Washington DC, in the USA, founded in 1945, consisting of 188 member states); *ASAP* = *as soon as possible* (this phrase means *very quickly*); *WHO* = *World Health Organization* (health agency, based in Switzerland, part of the United Nations, created in 1948).

Exercise 4

- Put students into A/B pairs. Refer them to the Communication pages and tell them to read their instructions.
- Students take turns to read their alphabet letters to their partner, who writes them down. When they finish, they can look at each other's letters to check they are the same.
- Monitor and drill any problem letters with the class.
- Then students work with their partner to look at all the letters and decide what they mean (answers below). If you have time, they could use the internet or dictionaries to check the meanings of these abbreviations/acronyms.

ANSWERS

Student A:

1 Great Britain 2 European Union

3 For your information 4 Date of birth

Student B:

1 United Nations 2 Digital versatile disc 3 Federal Bureau of Investigation 4 Do it yourself

Exercise 5 1.22

EXTRA SUPPORT Ask students to listen and write down the letters you say. Spell out your name, letter by letter. Then elicit the name from one student. Praise if correct.

- Ask students to look at the pairs of names in 1–5.
- Demonstrate the activity by playing the first name on track 1.22 and eliciting which name students heard. As in exercise 3a, students could just say *1* for the first name in the pair or *2* for the second name. Mime drawing a circle around the correct name.
- Play the track in full for students to circle the correct names.
- Go through the answers by playing the track again and pausing to elicit the correct names.

EXTRA CHALLENGE As you check the answers, you could also ask students to spell them out.

ANSWERS

1 Elinor 2 Jacqui 3 Jorge 4 Paula 5 Joan

AUDIOSCRIPT 1.22

1 E-L-I-N-O-R

2 J-A-C-Q-U-I

3 J-O-R-G-E

4 P-A-U-L-A

5 J-O-A-N

Exercise 6 1.23

- Tell students they are going to hear four conversations of people on business. They do not need to understand everything. They only focus on the names, which are spelt out, and write them down.
- Play the first conversation on track 1.23 and ask students to listen for the name which is spelt out and write it down. Elicit the name from the class and ask a student to spell it.
- Play the rest of the track and ask students to listen to the conversations and write down the names.
- Elicit answers from students, asking them to spell each name, which will give useful practice of the alphabet.

ANSWERS

1 Bill 2 Aylin 3 Stephanie 4 Roger

AUDIOSCRIPT 1.23

1

- A What's your name?
B My name's Bill.
A How do you spell that?
B B-I-L-L.
A B-I-L-L?
B Yes, that's right.

2

- A What's your name?
B My name's Aylin.
A How do you spell that?
B A-Y-L-I-N
A A-Y-L-I-N?
B Yes, that's right.

3

- A What's your name?
B My name's Stephanie.
A How do you spell that?
B S-T-E-P-H-A-N-I-E.
A S-T-E-P-H-A-N-I-E?
B Yes, that's right.

4

- A What's your name?
B My name's Roger.
A How do you spell that?
B R-O-G-E-R.
A R-O-G-E-R?
B Yes, that's right.

Exercise 7a 1.24

- Ask students to read the conversation. Elicit or teach the meaning of the phrase *Yes, that's right*, perhaps with an appropriate gesture.
- Play track 1.24, pausing after each line for students to repeat. Play again if necessary, pausing after each line to address any pronunciation problems.

SMART COMMUNICATION Point out that we repeat the spelling we have heard, so we can check that it is correct. We sometimes repeat words for the same reason. This is a good technique which can be used face to face and on the phone.

Exercise 7b

- Put students into A/B pairs to take turns to practise the conversation in exercise 7a using their own names.

EXTRA SUPPORT Drill *What's your name?* with the class to ensure they make the contraction and that the correct words are stressed. Do the same with *How do you spell that?* They may also need to repeat the contraction of *name is*, i.e. *name's*. Remember to drill in different ways: around the class in both directions, drilling individual students in no specific order, and also whole-class drilling.

- Ask students to get up and have the conversation with other students in the class. Give a time limit if you wish. Encourage them to speak to a number of other students. Monitor for errors and correct them with the class when they have finished.

Grammar & listening question words

Exercise 8a

EXTRA SUPPORT This would be a good time for students to revise numbers as they will need them for phone numbers. You could quickly drill them around the class. Also, if there is any confusion about the new word *phone* /fəʊn/, show them a mobile handset to illustrate it. You could also drill the pronunciation of this word now as students may not understand that *ph* is pronounced /f/.

! Point out how to pronounce phone numbers: 0 is *oh* /əʊ/ and for two of the same numbers together we say *double*. This is the same as the students learnt for letters of the alphabet (e.g. *double t*).

- Point to the question words in the box and say them aloud. Ask students to use these words to complete questions 1–5. Point out that they need to use *Where* and *What* twice.

WATCH OUT! Students may know that we sometimes say *zero* for 0. Praise students for their knowledge and say that it is possible to use *zero* in telephone numbers, but generally we say *oh*.

Exercise 8b

- Put students into pairs to compare their answers.
- Go through the answers together by asking some students to say the complete questions.
- For pronunciation practice, ask students to practise the mini dialogues in their pairs. Listen and correct any mistakes.

ANSWERS

1 What 2 How 3 Where 4 Where 5 What

Exercise 9

- Refer students to the Grammar focus box and ask them to match one question word 1–3 with an answer a–c. They can use exercise 8 to help them.
- Go through the answers together.

EXTRA ACTIVITY You could give students a quick oral test to check their understanding and memory: Ask *For a name we use ...?* (elicit *What*), *For a spelling we use ...?* (*How*) and so on for country, city, phone number.

ANSWERS

1 b 2 c 3 a

- Refer students to *Grammar reference* on p117. There are two more exercises here that students can do for homework.

Exercise 10a

- Ask students to read the beginnings of questions 1–5 and the possible endings a–e. Focus on number 1, and elicit the correct ending (d).
- Allow time for students to match 2–5 with the correct endings. Monitor and check they are making the right matches.

ANSWERS

1 d 2 b 3 e 4 c 5 a

Exercise 10b

- Put students into pairs to check they have made the same questions. Elicit the answers to check them together.
- Tell students to ask each other the questions. Make sure they know to give real information in their answers. Also point out that they need to listen carefully to their partner's answer to question 2 and use the same country name in question 3.
- Monitor and note any problems with pronouncing the questions, and with spelling and numbers in the answers.
- Do any necessary error correction with the class.

Exercise 11a 1.25

Audio summary: Conversations between two different conference delegates and a receptionist who registers each person for the conference.

- Ask students to look at the photo. Teach or elicit *conference*.
- Ask students to read the form. Tell them they are going to hear two conversations and complete the form.

WATCH OUT! The convention in the UK and the USA is to give your first name, e.g. John, followed by your last name (also called your family name or surname), e.g. Blackwell. Point this out to students and use your own name as an example. You could elicit from some students to check understanding: *What's your first name?* and *What's your last name?* Also ask *What's your surname?* at this point as this is a common alternative to *last name*.

- Play track 1.25 for students to listen to conversation 1 and fill in column 1 of the form. If necessary, play the conversation again, pausing after each line to allow time for students to process the information and write their answers.
- Do the same with conversation 2.
- Go through the answers together. Help students practise spelling by asking *How do you spell that?* for the names. Also help them to remember *oh* for *0* and *double* when saying two identical numbers together, e.g. *double five*.

ANSWERS

First name:	Havva	Josué
Last name:	Yilmaz	Santos
Country:	Turkey	Brazil
Phone number:	00 90 540 15889450	00 55 22 834076199

AUDIOSCRIPT 1.25 & 1.26

1

Jane Hello. Are you here for the GHQ conference?

Havva Yes, I am.

Jane What's your name?

Havva My name's Yilmaz. Havva Yilmaz.

Jane How do you spell that?

Havva Y-I-L-M-A-Z.

Jane Where are you from, Havva?

Havva I'm from Turkey.

Jane And what's your phone number?

Havva It's 00 90 540 15889450.

Jane Thanks. Have a good day.

2

Jane Hello. Are you here for the GHQ conference?

Josué Yes, I am.

Jane What's your name?

Josué My name's Santos, Josué Santos.

Jane How do you spell that?

Josué Santos? S-A-N-T-O-S.

Jane Where are you from, Josué?

Josué I'm from Brazil.

Jane And what's your phone number?

Josué It's 00 55 22 834076199.

Jane Great. Well, have a good day, Josué.

Exercise 11b 1.26

- Ask students to read the conversation with Havva.

EXTRA CHALLENGE Stronger students can try to remember or work out the missing words before they listen.

- Play track 1.26 and ask students to listen to the conversation and complete it. You will need to play the track at least twice to give them opportunity to catch and write down the missing words. Pause after each line, if necessary, to give them more time.
- Students could compare answers in pairs before you check with the class. Ask one strong pair to read the conversation to the class or play the track again, pausing after each gap and eliciting the missing word(s).

ANSWERS

- 1 Are / here 2 I am 3 What's 4 name's Yilmaz
5 How 6 are you 7 I'm from Turkey 8 what's
9 good

Exercise 12

- Put students into pairs to practise the conversation in exercise 11b. Try to make different pairs from exercise 10. Make sure they swap roles after the first practice.
- When students have practised the conversation once or twice, ask them to do it again but use their own real information instead of Havva's.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 e 2 f 3 a 4 c 5 b 6 d

Exercise 2

- 1 What's 2 Where 3 Where 4 How 5 Are 6 Are

1.4 Speaking and writing

Goals

- Say *hello* and *goodbye*
- Fill in a form

Lead-in

- Mime waving. Show/explain that in the UK people wave for both *hello* and *goodbye*. You could also mime shaking hands for both *hello* and *goodbye*.
- Elicit in a simple way, whether people use these gestures for *hello* and/or *goodbye* in students' country/countries. You could also find out any other gestures they use – the students can show you. (Depending on the country, they may bow or hug or just smile, for example.)

Listening & Speaking *hello and goodbye*

Exercise 1 1.27

- Play track 1.27 and ask students to listen to the four conversations. They have to decide whether the people in each conversation are saying *hello* or saying *goodbye*.
- Check the answers together by playing the track again, pausing after each conversation to elicit the answer.

EXTENSION You can refer to the gapped conversation below each photo and ask students to find a *hello* word or a *goodbye* word or phrase (1 *Hi* 2 *Morning* 3 *Have a nice day* 4 *Bye*).

ANSWERS

Photo 1 Hello Photo 3 Goodbye
Photo 2 Hello Photo 4 Goodbye

AUDIOSCRIPT 1.27

- 1
A Hi. How are you?
B Fine, thanks. And you?
A Great, thanks.
- 2
A Morning, Patrick.
B Good morning.
- 3
A Have a nice day.
B Thanks. You, too.
- 4
A Bye. See you later.
B Goodbye.

Exercise 2a

- Ask students to read phrases a–d as you read them aloud. Demonstrate what to do by asking students to focus on conversation 1 and decide which phrase person B says (d).
- Students then complete the rest of the conversations. You could put them into pairs to compare answers.

ANSWERS

1 d 2 b 3 c 4 a

Exercise 2b 1.27

- Play track 1.27 again and ask students to listen to the conversations and check their answers.
- Play the track again, pausing after each sentence for students to repeat.

Exercise 2c

- Put students into A/B pairs to practise the conversations. Make sure they swap roles.
- Monitor for any pronunciation problems. You will be able to address these in exercise 3 by drilling the phrases.

Exercise 3

- Refer students to the Language for speaking box. Drill the phrases using varied techniques (around the room, whole class, pairs, individuals in random order, etc.).

PRONUNCIATION You could help students focus on word stress and sentence stress by modelling the phrases (or using track 1.27 as a model) and eliciting which words or

parts of words are stressed in each phrase: *Hi./Hello. Good morning./Morning. How are you? Fine, thanks. And you? Great, thanks. Have a nice day. Thanks. You, too. Goodbye./Bye. Bye. See you later.*

- Put students into new pairs and ask them to cover the photos and conversations in exercises 1 and 2.
- Ask them to use the *hello* column in the Language for speaking box to have conversations where they practise saying *hello* using the phrases. They can start with very basic conversations of one greeting and one reply.
- Monitor carefully. Then when you think students are ready, encourage them to make longer conversations including *How are you?* and an appropriate response. Correct any mistakes you hear or make a note of them to correct with the whole class at the end of the activity.
- Ask students to do the same with the *goodbye* column in the box. Here they will have short conversations of one phrase and an appropriate response.
- Do any necessary error correction with the class. Focus on problem sounds, word stress in the wrong place and incorrect sentence stress.

EXTRA ACTIVITY Ask students to move around the classroom using the phrases from the Language for speaking box to say *hello* and then *goodbye* to as many other students as possible. If the class is very large, put students into groups of six to eight. Demonstrate the activity with one student, if necessary, so they understand they should greet and then also say *goodbye* to the same person.

Exercise 4a 1.28

- Refer students to the *Understanding ...* box. Play track 1.28 and ask them to read the phrases as they listen. Point out that the important thing is practice so that you can reply quickly. You could demonstrate a slow or hesitant reply in contrast to a quick one.

Exercise 4b 1.29

- Ask students to close their books. Do a few demonstrations yourself before playing the track. Say *Good morning* and gesture to elicit a quick reply from the class. (It doesn't matter if different students use different replies as long as they are correct.) Say *Have a nice day* and again gesture to encourage a quick reply: in this case, *Thanks. Bye.*
- Play track 1.29 and ask students to listen to the prompts and reply quickly after each one. You will need to pause after the first greeting and encourage them to reply. Try to ensure every student replies. If the class is very large, you could divide students into four groups and point to a different group in turn to respond to the next prompt.
- Continue to play the track, offering plenty of encouragement and praise as students reply.

EXTENSION Put students into pairs and tell them to practise as in the listening, using the phrases and replies from the *Understanding ...* box. Student A starts and Student B responds. If necessary, Student A can look at the *Understanding ...* box and use the *Hear* phrases, but some stronger students should be able to remember. Student B should remember the replies (not look in the book). After a few practice *hellos* and *goodbyes*, they should swap roles.

AUDIOSCRIPT 1.29

Hello. Good morning. How are you?

Have a nice day. Goodbye.

Have a good day. See you later.

Have a nice day. Good morning.

Hello. How are you? See you later.

Have a good day. Goodbye.

Reading & Writing **filling in a form**

Exercise 5

- Ask students to look at the photo of Josie and the hotel registration card and establish she's at a hotel. Ask them to read what Josie says and use the information to complete the registration card.

EXTRA CHALLENGE Fast finishers can think about how they would spell Josie's first and last name and the road and city where she lives. They can check their spelling with a partner.

- Encourage students to check their answers in pairs.
- Go through the answers together, eliciting spellings of first and last name, road and city (especially if any fast finishers have tried the Extra challenge). Teach the meaning of the *signature* by signing your own signature on the board.

ANSWERS

1 Josie 2 the USA 3 909 4 business

Exercise 6a

- Ask students to read what Josie says in exercise 5 again and underline all the capital letters. Refer them to the example so that they remember what capital letters are.
- Check that students have found all the capital letters.

ANSWERS

Hi, I'm Josie Harris from the USA. I'm here on business. My address is 909 Cameron Road, Austin, Texas.

Exercise 6b

- Refer students to the Language for writing box and ask them to read it carefully.

WATCH OUT! In some countries street names begin with lower case letters so it may be useful to point out that in English we use capital letters for all names in addresses, including street names.

EXTRA CHALLENGE With a strong group, you could tell them to cover the category names 1–6 and read the information in column 2. Elicit what each piece of information is, e.g. *Havva is a first name, London is a city.*

Ask students to match the category numbers to the capital letters in the information about Josie. Refer them to the example which shows them how to do this. To check understanding ask: *Why is the capital 'h' in 'Hi' number 5?*

ANSWERS

Hi – number 5 My – number 5 I – number 4
Cameron Road – number 6 Josie Harris – number 1
Austin, Texas – number 2 the USA – number 3

Exercise 6c

- Put students into pairs to check they have categorized the capital letters in the same way. Monitor and then check the answers with the class.

EXTRA ACTIVITY You could ask students to look at Josie's words in the speech bubble in exercise 5 again. Ask them to work alone and write the same sentences, but use their own information instead of Josie's (name, country, street, city). When they have finished, ask them to swap their writing with their partner and check that their partner has used capital letters correctly.

Exercise 7a

- Ask students to look at the hotel registration card and find the mistakes. Point out that there are five mistakes and make sure they realize they should be focusing on the use of capital letters. Find the first mistake as a class to convey the meaning of *mistake* and to demonstrate the exercise.
- Students find the rest of the mistakes. You could give a time limit to make it more challenging.

Exercise 7b

- In pairs, students compare the mistakes they found.

EXTRA CHALLENGE Encourage stronger students to try to say how they know it's a mistake, referring back to the Language for writing box.

- Go through the answers together, eliciting the corresponding category numbers from the Language for writing box if possible.

ANSWERS

zack – Zack australia – Australia street – Street
perth – Perth Holiday – holiday

Exercise 8a

- Refer students to the blank registration card. Tell them they are at the hotel. Ask them to complete the card with their own real information. They can choose their 'reason for visit': elicit *on business, on holiday* and *to study*.
- Monitor as students write their information.

WATCH OUT! Make sure students use capital and lower case letters, as in the other registration cards on the page. (Of course, in real life we may sometimes need to complete forms in all capitals, but here we want students to understand about capital and lower case letters.)

Exercise 8b

- Ask students to give their registration card to their partner. They should read the card, check carefully that they have used capital letters correctly, and circle any mistakes. If students are unsure, they can check with you.
- Ask students to give the registration card back to the writer.
- To finish off, with a monolingual class you could highlight any differences in the use of capital letters between the students' L1 and English. (This may also be possible with a multilingual class, but will obviously be more complicated due to the multiple L1s.)

1.5 Video

At a hotel

Presenter Leila is a receptionist in a hotel.

Leila Hi, I'm Leila. I'm from Hong Kong, but I'm in England to study. On Saturdays and Sundays, I'm a receptionist in a hotel.

Presenter The hotel is in London and it's very busy.

Leila Yes, yes ... thank you. Goodbye. I'm sorry, sir. How can I help you?
Richard I'm here for the conference. My name's Turville.
Leila And how do you spell that?
Richard T-U-R-V-I-L-L-E.
Leila And what's your first name?
Richard Richard.
Leila Ah, yes. The conference and a room for one night?
Richard That's right. Here's my credit card.
Leila Great. Thank you. And are you from England?
Richard Yes.
Leila And what's your address, please?
Richard It's number 11, Stanley Park, Tunbridge Wells.
Leila Great. Thank you. And are you here on business?
Richard Yes, I'm here for the conference.
Leila Yes, of course. I'm sorry. Great. Here is your room key and the conference is just over there.
Richard Thanks. Bye.
Leila Some guests are here on business. They're usually very busy. But some guests are here on holiday.
Fabienne Hi! Is check-in here?
Leila Yes. What's your name, please?
Fabienne It's Fabienne Leclercq.
Leila Sorry, what's your surname?
Fabienne Leclercq.
Leila And how do you spell that?
Fabienne It's L-E-C-L-E-R-C-Q.
Leila Er, where are you from Ms. Leclercq?
Fabienne I'm from France. My home address is 12 Rue Pasteur, Bordeaux, France.
Leila Great. That's one room for three nights?
Fabienne That's right. Here's my credit card.
Leila Thank you. Are you here on business?
Fabienne Oh no! I'm here on holiday!
Leila Great. Sign here, please, and here's your room key.
Fabienne Thanks. See you later.
Leila Goodbye.
Richard Morning!
Leila Good morning, sir.
Richard Here's my key.
Leila Thank you.
Richard I'm late again! And thank you, too.
Leila That's OK, sir. Goodbye!
Fabienne Good morning!
Leila Good morning.
Fabienne How are you?
Leila I'm fine thank you. And you?
Fabienne Great. It's very nice here. Now, where's breakfast?
Leila It's in the restaurant. Just over there.
Fabienne Excellent! See you later.
Leila Have a nice day.
Fabienne You, too!

VIDEO ANSWERS

Exercise 1
 credit card, guest, receptionist, registration card

Exercise 2
 1 Hong Kong 2 London 3 England 4 on business
 5 France 6 on holiday 7 restaurant

Exercise 3
 1 Turville 2 Park 3 one 4 Leclercq 5 France
 6 three

Exercise 4a
 G Is check-in here? R The restaurant is over there.
 G I'm here on holiday. R What's your name?
 R Are you here on business? G, R See you later.
 R What's your address? G I'm from France.
 G Here's my credit card. R How do you spell that?
 G Where's breakfast? R Sign here, please.
 R Here's your room key. G, R How are you?

Review

ANSWERS

Exercises 1a & 1b 1.30 🎧

ANSWERS/AUDIOSCRIPT

A Hello, I'm Gary.
 B Hi, I'm Sally.
 A Nice to meet you, Sally.
 B You, too. Are you here on holiday?
 A No, I'm not. I'm here on business. And you?
 B I'm here to study.

Exercise 2a
 1 What's 2 How 3 from 4 in 5 Are 6 your

Exercise 3a
 A Are you B we're not, aren't A I'm from B Are you
 A I am

Exercise 4
 1 Spain 2 Turkey 3 Brazil 4 Russia 5 China
 6 Indonesia

Exercise 5
 1 Lynda 2 French 3 Yaroslavl 4 01632 9628837

AUDIOSCRIPT 1.31

1 My name's Lynda. L-Y-N-D-A.
 2
 A What's your last name?
 B French. F-R-E-N-C-H.
 3
 A We're from Yaroslavl in Russia.
 B Yaroslavl? How do you spell that?
 A Y-A-R-O-S-L-A-V-L.
 4
 A What's your phone number?
 B 016329628837.

Exercise 6
 My name is Kabelo. I'm from Johannesburg in South Africa. Danisa and I are on holiday in England. We are in a hotel in London.

Exercise 7a
 1 e 2 f 3 a 4 c 5 d 6 b

Grammar

Unit 1 Dominoes

Group activity, with students playing 'dominoes' to practise verb *be* statements, questions and short answers

Language

Verb *be* (*I/you* and *we/you*) statements, questions and short answers

Preparation: Make one copy of the worksheet for each group of three to four students and cut into dominoes (along the dotted lines only).

- 1 Copy this mixed-up question onto the board:
1 are Where from you?
Elicit the correct word order from the class. Write it on the board correctly. (*Where are you from?*)
- 2 Copy three more examples of mixed-up questions onto the board and tell the students to write them correctly.
2 name What's your? (What's your name?)
3 from you Are Turkey? (Are you from Turkey?)
4 on you here business Are? (Are you here on business?)
Check the answers together. Elicit possible answers to the first two questions (place and name). Elicit short positive answers to questions 3 and 4 (*Yes, I am.* or *Yes, we are.*). Elicit short negative answers, too (*No, I'm not.* or *No, we aren't.*)
- 3 Now tell students that they are going to play a game. Draw two dominoes on the board like this:

I am.

Are you from

China?

What's your

Show them that *Are you from* and *China?* match to form a question. Elicit a possible ending for *What's your*, e.g. *phone number?*, *name?* and draw that in as the start of the next domino. You could also elicit what would come before *I am* on the first domino (*Yes,*) and draw that one in.

- 4 Show them the cut-up dominoes. Demonstrate how to play the game with a student: deal out all the dominoes as equally as possible. You place the first domino on the table. Next, demonstrate how to place a domino, if possible, either in front of or after the first domino. If you can't place one from your hand, you miss your turn. Then, Student B tries to place a domino, etc. The winner is the first person to place all their dominoes correctly on the table.
- 5 Divide the class into groups of three or four. Ask one student in each group to deal out the cards and to place one domino in the middle of the table. (If you have a large class, you could have groups of three pairs working in teams together.) Monitor the game and assist any struggling students.
- 6 Check that students have correctly placed their dominoes by asking them to read them out. The dominos are in the correct order on the worksheet.

EARLY FINISHERS Students can cut or tear the dominoes in half, mix them up and re-use them in pairs as a straightforward matching activity (making correct statements, questions and short answers). Give them a short time limit to make it more challenging – or they could play it as a race, with the winning pair being the first to finish.

Unit 2 Roll the dice

Group activity, playing a board game to practise the affirmative, negative and question forms of the verb *be* and subject pronouns

Language

Verb *be* (all forms)

Subject pronouns

Preparation: Make enough copies of the worksheet for each group of four to five students. Each group will also need a dice and counters for each player.

- 1 Elicit the subject pronouns and all the corresponding forms of the verb *be*. Ask students to complete a table on the board by taking turns to fill it in. Include affirmative, negative and question forms. Leave this on the board for reference.
- 2 Divide the class into groups of four or five. Distribute the game board, one for each group. Tell students that they will play a game. Explain the rules:
 - Throw the dice. The highest number starts.
 - Throw the dice again, and move forward the number of squares indicated.
 - If you land on a square with a gapped sentence, you must complete the sentence correctly. If the group decides your answer is correct, you stay where you are. If your answer is incorrect, you go back to the square that you were on.
 - If you land on a *Go forward* square, you move forward the number of squares indicated (one or two). If you land on a *Go back* square, you move backward the number of squares indicated (one or two). In these cases, you do not complete the gapped sentence in the square you land on, but wait for your next turn to roll again.
 - The first person to reach *Finish* is the winner.
- 3 Students play the game. If possible, monitor and help with decisions or disagreements as necessary.
- 4 When all groups have reached the end of the board to produce a winner, check the answers as a class. There may be more than one correct answer.

ANSWERS

- 1 're, aren't/aren't, 're 2 Is, it is 4 's, isn't/isn't, 's
5 Are, they are 6 Are, 'm not 8 is, 's
9 are, aren't/aren't, are 10 Are, 're 12 's, isn't/isn't, 's
13 'm, 'm not 14 Is, isn't, She's 16 is/isn't
17 are, aren't/aren't, 're 18 Is, isn't, He's 20 isn't, 's/'s, isn't
22 are, 're 23 are, aren't/aren't, 're 25 is, 's, 's

EXTRA SUPPORT Students can complete the sentences from the game board in their notebooks first, and check with a partner before they play the game in groups. Remind them not to refer to their notebooks while playing!

EARLY FINISHERS Ask students to write out all the completed sentences from the game squares.

EXTRA CHALLENGE Erase the board after stage 1, so students complete the gapfill task without referring to the table.

1 Grammar Dominoes

holiday?

Yes, I

am.

No, we

aren't.

What's

your name?

Where are

you from?

Are

you here on
business?

Yes,

we are.

Are you here to

study?

No,

I'm not.

What's your

phone number?

I'm from

China.

How do you

spell that?

Where

in Australia?

Are you from

India?

I'm

not from Canada.

We're here on

business.

Are you here on

Vocabulary

Unit 1 What's the picture?

Paired activity, with students telling each other coordinates in order to plot a simple picture

Language

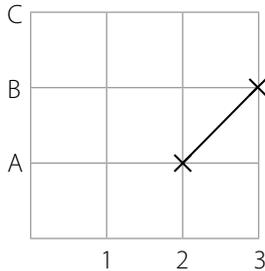
Numbers: 1–10

The alphabet

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

- 1 Do a quick recap on numbers 1–10 by selecting one student to start with *one*, another student says *two*, etc. Carry on until you reach ten and then start at one again until all students have said a number.
- 2 Demonstrate the activity by drawing a 3 x 3 grid on the board with the numbers 1–3 on the horizontal axis and the letters A–C on the vertical axis. Invite one student to the board. Tell them a coordinate, e.g. 2A and then mark it on the grid. Repeat with another student and a different coordinate, e.g. 3B. Demonstrate joining up the coordinates.



- 3 Put students into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. Tell them not to show their worksheet to their partner. Explain that Student A starts. They tell Student B their coordinates and Student B marks them on their empty grid. Student A should follow the order as indicated on their grid. Student B joins up the lines each time they mark a coordinate in order to eventually produce a picture of a number on their grid.
- 4 Monitor students and note down any problems with numbers or pronunciation of the alphabet.
- 5 Students swap roles. Check that they all have a completed picture of the number 1 or 4. Do whole-class correction of any mistakes you have noted.

EXTRA SUPPORT Before you start the activity, drill numbers and/or the alphabet with the whole class or just check any which you think your students find difficult to say.

EARLY FINISHERS They can practise saying the coordinates for their partner's picture. Their partner can follow the coordinates to check they are said correctly.

EXTRA CHALLENGE Ask students to make a grid on a piece of paper: 1–10 horizontally and A–Z vertically. Tell them to draw a shape on their grid – this time, suggest they draw a letter. Then they should do the activity in pairs as before, saying letters and numbers so that their partner can draw their shape.

Unit 2 Memory game

Group activity, playing a card game to practise vocabulary from the unit

Language

Everyday objects: *apple, key, laptop, notepad, pen, phone, tablet, umbrella, wallet*

Jobs: *engineer, nurse, taxi driver, teacher, waiter*

Numbers: 16, 60, 94, 49

Preparation: Make one copy of the worksheet for each group of four students and cut up the cards.

Non-cut alternative: Make one copy of the worksheet for each student. Use the worksheet for an alternative activity with students matching the words 1–18 with the pictures A–R. Ask students to compare answers in pairs before checking as a whole class.

- 1 Elicit some of the vocabulary from the unit. Write the initial letters on the board and, for each one, ask students to name any English words they remember. Include the words from the worksheet and their initial letters *a, e, k, l, n, p, t, u, w*. Alternatively, you could do this as a race: who can write the most words in thirty seconds for each letter?
- 2 Divide the class into groups of four. Shuffle and distribute the memory game cards to each group. Explain the rules:
 - There are pairs of cards: one with a picture, the other with the matching word.
 - The cards should be placed on the desk face down – preferably in rows and columns.
 - The first player turns over two cards. If they match, the player keeps them. If not, the player turns them back face down. They should try to remember where the cards are.
 - Play moves on to the next player, who does the same.
 - When all the cards have been used up, the winner is the player with the most pairs collected.
- 3 Students play the game. Walk around and monitor the activity. Help with any disagreements and gently correct mistakes.
- 4 When all the groups have finished playing, you could re-check the words by holding up the eighteen picture cards one by one, and eliciting the word from a selected student.

EXTRA SUPPORT Drill the pronunciation of all eighteen words before the game starts – especially if you decide to set the Extra challenge below.

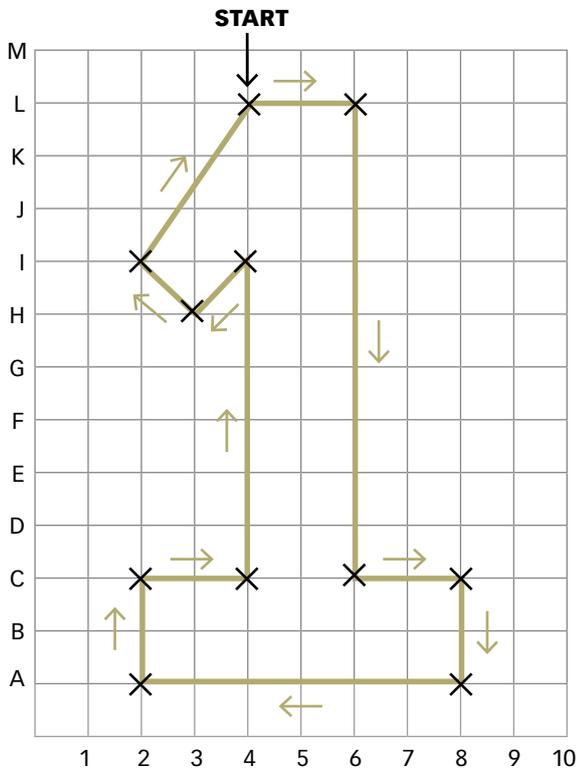
EARLY FINISHERS Groups shuffle their cards thoroughly and play again.

EXTRA CHALLENGE Each time a player turns up a card with a word written on it, they must give the card to their partners and spell the word. If they can't spell it, they must turn the card back down even if they found a matching pair.

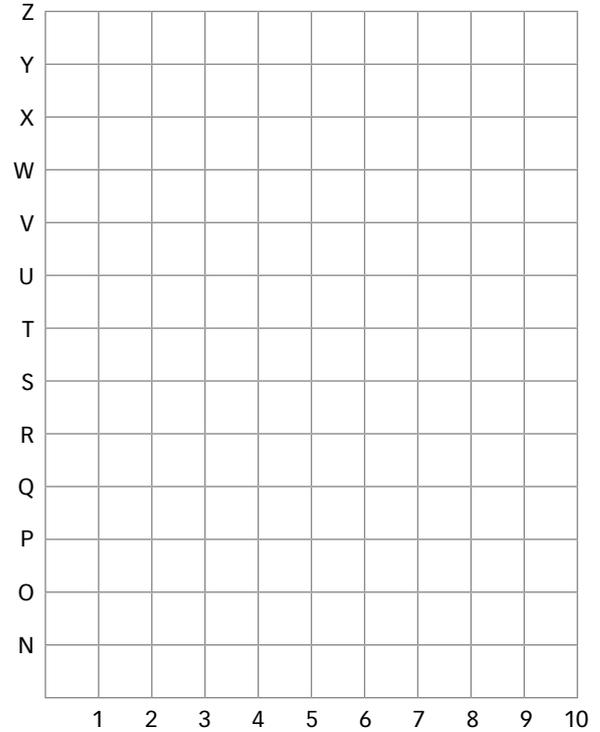
1 Vocabulary What's the picture?

Student A

1 Tell Student B the numbers and letters on the grid, for example: *4L*.

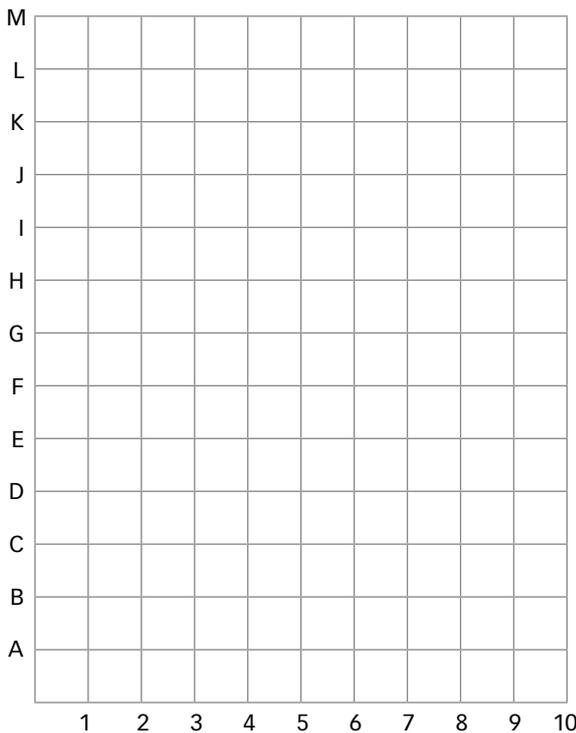


2 Listen to Student B. Draw the picture.

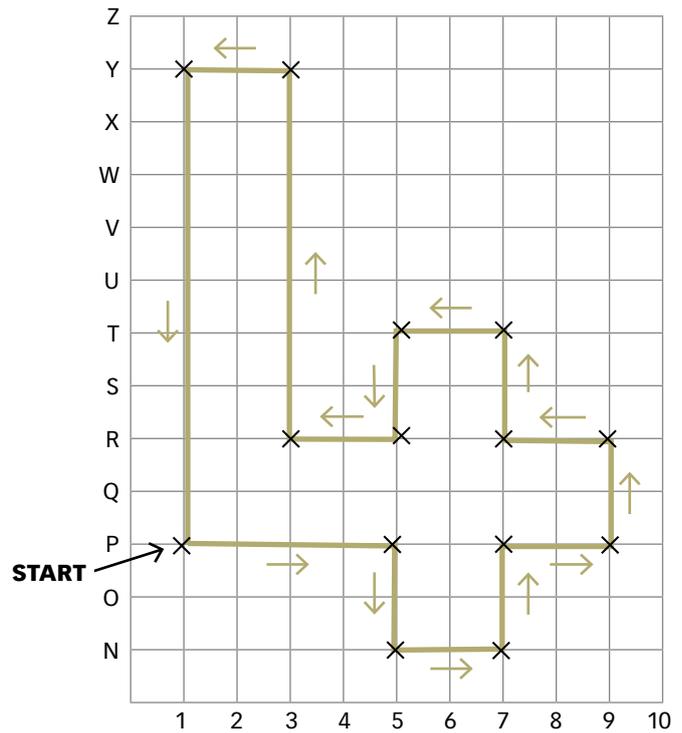


Student B

1 Listen to Student A. Draw the picture.



2 Tell Student A the numbers and letters on the grid, for example: *1P*.



Communication

Unit 1 Who are you?

Small group activity, with students mingling to find two specific people, obtaining and writing down information

Language

Introducing yourself

Greetings and goodbyes

Asking questions with *be*

How do you spell that?

Preparation: Make one copy of the worksheet for each group of three to six students. Cut the worksheet into cards.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets so that they can only see one card. Tell them not to look at the other cards.

- 1 Divide the class into groups of three to six students. Give each group one set of cards and tell them to take one card each. If there are only three in a group, make sure that they use cards 1–3, i.e. one from each country. For groups of four, five or six students, use cards 1–3 plus any of the other cards. To set the scene, tell them they are in a small meeting.
- 2 Explain that the details at the top of the card are their own details, i.e. *This is you*. Point out that the first name is male and the second name is female, so they can choose which one to use as appropriate. Point to the details at the bottom of the card and explain that they need to find two people in their group who match these details, e.g. one person who is from Japan and another person who is here on business. Demonstrate the activity with a confident student:
Morning. / Good morning. / What's your name? / ... / Where are you from? / ... / Are you here on business? / ... / How do you spell your name? / ... / What's your phone number? / ... / Have a nice day. / Thanks. You, too. / Bye.
- 3 Tell each group to stand up and talk to each other. Set a time limit if necessary. Students should write down the information on their cards.
- 4 Monitor students and help any who are finding it difficult by prompting questions. Remind them to greet each other and say *goodbye* when they talk to each other.
- 5 When they have all finished, ask them to read each other's cards to check the spelling and phone numbers are correct.

EXTRA SUPPORT Before the activity, ask students in their small groups to remember the target questions they need to get the information. Elicit the questions and drill them if necessary.

EARLY FINISHERS Ask students if they can remember the towns or cities for each person. If they cannot, they should ask again, e.g. *Where (in Spain) are you from?*

EXTRA CHALLENGE Ask students to invent a new profile for themselves: choose a name, country, phone number and state if they are on holiday/business, etc. Students mingle using these new profiles. Tell them to try and find someone from their country and someone who is on business and to write down their name and phone number.

Unit 2 What's on TV?

Paired activity, completing TV listings guide with times

Language

Telling the time: *What time is ...? It's at six o'clock.*

Preparation: Make one copy of the worksheet for each pair of students and cut the sheets in half. Make some extra copies for the Early finishers activity.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

- 1 As a lead-in, write the following five digital times on the board and ask students to read them out: 5.45, 11.50, 12.05, 9.30 and 7.15.
- 2 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. Explain that they each have a TV guide, but with some times missing. Elicit the kind of question they should ask, for example: *What time's Business 24/7? What time's School Time?* Pre-teach or clarify any unfamiliar vocabulary.
- 3 Students work in pairs, with Student A asking the questions first. When Student A has completed their part of the TV guide, they swap roles and repeat the activity the other way around.
- 4 At the end, pairs can check they have written down the information correctly by looking at each other's TV schedules.
- 5 Go through the TV schedule with the whole class by asking the questions and eliciting the start times.

EXTRA SUPPORT Put students in A+A and B+B pairs to practise reading the times on their TV schedules together before they do the main activity.

EARLY FINISHERS Hand out clean worksheets and tell students to swap roles and repeat the activity.

EXTRA CHALLENGE Students write their own TV guides for an evening's programming, using the worksheet as a model. They ask and answer questions about each other's programmes in pairs or small groups, then decide on the best one. Get some feedback from some pairs or groups.

Vox pops

Aim: Each of these video worksheets aims to provide students with extra listening and speaking practice on topics connected to the unit in the Coursebook.

Preparation: Make one copy of the worksheet for each student and cut or fold in half as shown.

Units 1 & 2 First meetings

- 1 Give a copy of the worksheet to each student. Copy the table onto the board. Demonstrate the task by eliciting a name from the box and writing it in the correct column. Elicit one job as a further example. Give time for students to do the task. Put them into pairs to compare answers. Check answers.

ANSWERS

Names	Jobs	Countries	Other words
John	waiter	England	wallet
Gabriella	nurse	the USA	business
Catherine	teacher	France	holiday
Alex	shop assistant	Brazil	restaurant
Brittney	student	Panama	laptop

- 2 Ask students to read through section 1 in exercise 2. Play the video and allow time for students to write the names on the correct photos. Then ask students to read exercise 1b. Play the next part of the video so students can match each speaker to his/her country and city. Check answers together. You could write them on the board.

Next ask students to look at 2a. Point out that they need to tick speakers who are here to study (not on business or on holiday). Play the next part of the video.

Then ask students to watch the last part of the video and circle the correct job for each person. Check answers together.

ANSWERS

1a 1 Alex 2 Gabriella 3 Brittney 4 John
5 Catherine

1b 1 e 2 d 3 b 4 a 5 c

2a Alex, Gabriella and Brittney

2b 1 a teacher 2 a student 3 a student 4 a waiter
5 a nurse

- 3 Put students into pairs. Ask them to read the instruction and example. Demonstrate with one strong student – you describe a speaker so they can guess. Set a time limit for the activity and make sure students take turns.

Unit 3 People and possessions

- 1 Give a copy of the worksheet to each student. Ask them to read the instruction and the example. Students do the first task individually, then work in pairs to compare their family members and the technology they have got. Elicit from some pairs any information which is the same.
- 2 Check that students know the words *north*, *south*, *hairdresser*, *mum* and *dad* which appear in section 1. Ask students to watch the video and listen carefully to decide if each statement is true or false. Make sure you pause between each speaker and play this part of the video more than once if necessary. Go through the answers together. For the false statements, try to elicit the correct information.

Next ask students to read the question and look at section 2. Play the video. Go through answers with the class, eliciting full sentences, e.g. *Francis has got a ...*

ANSWERS

- 1 1 F (Francis has got one sister.)
2 F (Alison has got a brother in the north of England.)
3 T
4 T
5 F (Susie's father is 56 years old. Her mother is 57.)
6 T (Rakibur has got five sisters and three brothers.)
7 F (Rebecca has got two brothers.)
8 F (Rebecca's brothers are Ben and Dan.)

	smart-phone	tablet	laptop	digital camera	MP3 player
Francis		✓	✓		
Alison	✓		✓		
Susie	✓		✓	✓	✓
Rakibur	✓		✓		
Rebecca			✓		

- 3 Put students into pairs to read and answer the question. Point out the example to help them understand what to do. When they have finished the task, elicit example sentences from some pairs.