Welcome to the class!

Student's Book p4–p5

Hello!

1 a) Focus students on the photo and teach a teacher and a student. Play the recording. Students listen and read. Establish that they don't know each other.

Drill the conversation with the class, either by playing the recording again and pausing after each phrase/sentence or by modelling the phrases/sentences yourself. Point out that My name's and I'm have the same meaning.

Note: for tips on drilling in class, see p20.

b) Practise conversation 1 with individual students. Students should use their own names.

2 a) Focus students on Marco and Lin in the photo.

Play the recording. Students listen and read conversation 2. Play the recording again if necessary. Point out that Hi is more informal than Hello.

Drill the conversation chorally and individually with the class, either by playing the recording again and pausing after each phrase/sentence or by modelling the phrases/sentences yourself.

b) Demonstrate the conversation with a few confident students. Then ask students to practise the conversation with six other students, either by moving around the room or talking to people sitting near them. Students should use their own names.

Colours

3 Students work on their own or in pairs and match the words to the colours. Check answers with the class.

Model and drill the colours. Note that the colours are in words to the colours. Check answers with the class.

EXTRA IDEAS

● If you have a class of complete beginners, pre-teach the colours using items in the classroom before doing 3.

● Teach What colour is it? Put students into pairs. Students take turns to point to a colour and ask their partner what colour it is.

The alphabet

4 a) Pre-teach or elicit the alphabet. Play the recording. Students listen and say the alphabet.

Play the recording again if necessary. Pay particular attention to the pronunciation of the letters g /dʒi:/, h /ei/ , j /dʒei/ , r /ә/ and w /dәbәlә/ . Note that students often confuse the letters e /i/ and i /ai/ , and the letters a /ә/ and r /ә/ .
**Classroom instructions**

**a)** Students work on their own and tick the instructions they understand.

Ask students to turn to Language Summary Welcome (SB p121) and do the matching exercise. Check answers with the class, demonstrating any instructions to the whole class if necessary.

Note: explain to students that the Language Summaries in face2face contain all the new language taught in each lesson/unit of the Student's Book and are a useful reference when students are working in class or at home.

**EXTRA IDEA**

- If you have a class of complete beginners, teach the instructions yourself first and use the matching exercise in Language Summary Welcome (SB p121) as practice.

**Spelling**

**a)** Pre-teach *late, first name, surname and spell*. Drill these words with the class.

Focus students on Pablo in the photo and ask students to read conversation 3. Students then match questions 1–3 to answers a)–c).

**b)** Play the recording (SB p148). Students listen and check.

**c)** Play the recording. Students write down the students’ names. Ask students to check answers in pairs.

**d)** Students turn to recording script R0.8 on SB p148. Play the recording again and allow students to listen and read. Check answers with the whole class. Note: in face2face students are often directed to the recording scripts in the back of the Student’s Book, as listening and reading at the same time can help students ‘tune in’ to sound-spelling relationships in English.

- Isabel Boutron
- Pavel Stepanov

**b)** Play the recording and ask students to repeat the questions.

**EXTRA IDEA**

- Students spell out their names to you. Write them on a large sheet of paper and put it on the classroom wall to help students remember one another’s names.

**Welcome**

**a)** Pre-teach *day and week*. Students work in pairs and put the days of the week in order.

**b)** Play the recording.

Students check their answers.

**c)** Play the recording again and ask students to repeat the days. Pay particular attention to the pronunciation of *Tuesday* /ˈtjuːzdeɪ/ and *Thursday* /ˈθɜːzdeɪ/ which students often confuse, and *Wednesday* /ˈwenzdeɪ/ which is two syllables not three.

**Progress Portfolio**

- Progress Portfolio boxes encourage students to reflect on what they have learned. This approach is consistent with the need for students to think about their own language learning as required by the *Common European Framework of Reference for Languages* (CEF). There is a Personal Progress box at the end of each unit in the Student’s Book. More information on how to use these boxes is given in the teaching notes for unit 1, p32.

Students can also work on their own and tick the things they can do. Encourage students to check new language in Language Summary Welcome, SB p121. Students can also work in pairs or groups and compare which statements they have ticked.

**EXTRA IDEA**

- If you have a class of complete beginners, use the pictures in Language Summary Welcome (SB p121) to teach the meaning of *I can …* before students begin ticking the things they can do in the Progress Portfolio box.

Students close their books, then work in pairs and tell their partner three things they can do in English. Students should demonstrate their ability to do these things to their partners. Finally, suggest to students that they review the language they have learned in the lesson in the Language Summary Welcome SB p121 at home.

**EXTRA PRACTICE AND HOMEWORK**

- **Study Skills** 1 Classroom language p202
  (Instructions p199)
- **Workbook** Welcome to the class! p3
1 Meeting people

Student’s Book p6–p13

1A Where are you from?

Quick Review

Quick Reviews begin each lesson in a fun, student-centred way. They are short activities which revise previously taught language and are designed to last about five or ten minutes. For more information on Reviewing and Recycling, see p.20.

This activity reviews spelling and vocabulary. Students write six words on their own, then work in pairs and take turns to spell the words to each other. They should write down their partner’s words. Finally, students check their spelling is correct. Check any problem words with the class.

Introducing people

1a) Focus students on Carol and John in the photo. Elicit where they are (at a conference in a hotel).

R1.1 Play the recording. Students listen and read conversation 1.

P Play the recording again, pausing after each phrase/sentence for students to repeat. Check students understand the meaning of How are you? and I’m fine/OK, thanks.

b) Demonstrate the conversation with a few confident students. Then ask students to practise the conversation with four other students, either by moving around the room or talking to students sitting near them. Students should use their own names. Encourage students to do this without looking at their books if possible.

2a) R1.2 Focus students on Monica, Roberto and Elena in the photo. Play the recording. Students listen and read conversation 2. Check students understand that Monica is introducing Elena to Roberto.

P Play the recording again, pausing after each phrase/sentence for students to repeat. Check students understand that they can say either And you, or Nice to meet you too. You can also teach You too as another possible response.

b) Demonstrate the conversation with a few confident students. Then put students into groups of six and ask them to practise introducing one another. Alternatively, students can practise this conversation by moving around the room.

Extra Ideas

If students know each other well, give them false identities of famous people on cards before they practise the conversation.

Vocabulary countries and nationalities

Grammar be (1): positive and Wh- questions; subject pronouns and possessive adjectives

Real World introducing people

Help with Listening word stress

Review saying hello; the alphabet

Vocabulary Countries and nationalities

3a) Pre-teach country. Students then work on their own and tick the countries they know in the first column. Check students know where each country is. Point out that all countries and nationalities are spelt with a capital letter. Also point out the use of the article the with USA and UK. The USA is often called the US, the States or America. Note that the UK refers to England, Scotland, Wales and Northern Ireland, whereas Great Britain/Britain refers to England, Scotland and Wales only.

b) Write on the board I'm from Brazil. I'm … . Elicit the missing word (Brazilian). Use this example to establish the difference between country and nationality. Focus on the examples in the table in 3a). Students then fill in the missing letters in the nationalities column. Students check answers in V1.1 SB (Student’s Book) p122. Check they have noticed the spelling pattern in each section.

Point out that the third column in the table in V1.1 is a list of the languages spoken in these countries. Drill these words with the class.

Help with Listening Word stress

- Help with Listening boxes are designed to help students understand natural spoken English. They often focus on phonological aspects of spoken English which make listening problematic for students. For more information on the face2face approach to listening, see p.5. This Help with Listening section introduces students to word stress.

4a) Focus students on the table in 3a) and point out how stress is marked in the Student’s Book (•). Play the recording. Students listen and notice the word stress. Use the countries and nationalities to teach syllable and ask how many syllables there are in some of the words. Point out that the same syllable is stressed in most countries and nationalities, for example, Brazil/Brazilian. Elicit which countries and nationalities don’t follow this pattern: Italy/Italian; China/Chinese; Japan/Japanese.

Also highlight that Spain and France don’t have a stress mark as they are one-syllable words.
Listening and Grammar

Write on the board Where are you from? I'm from (the UK). Drill the question with the class, then practise with individual students. Focus students on the rest of the people in the photo and pre-teach receptionist.

Play the recording. Students listen and fill in the countries in conversations 3, 4 and 5. Play the recording again if necessary. Check answers with the class.

Students do the exercises on their own or in pairs, then check their answers in SB p123.

Help with Grammar be: positive and Wh- questions

- Help with Grammar boxes help students to examine examples of language and discover the rules of meaning, form and use for themselves. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. You can then check the main points with the whole class as necessary. For more information on the face2face approach to Grammar, see p5.

Students do the exercises on their own or in pairs, then check their answers in SB p123. Check answers with the class.

- a) I'm 2're 3's 4's 5's 6're 7're
  - Highlight that 'm is the contracted form of am, etc., and that contractions are very common in spoken English and informal writing. Encourage students always to use contracted forms when speaking.
  - Check students understand the subject pronouns I, you, he, she, it, we, they and point out that you is both singular and plural in English.
  - Highlight which part of be (am/is/are) goes with each subject pronoun.

- b) 1 are 2's 3's 4's 5's are 6 are
  - Highlight the word order in questions: question word + am/is/are + subject + ... , and that 1 in questions 2, 3 and 4 is the contracted form of is.
  - Highlight that we don't contract are to re in questions: Where are you from? not Where's you from?...

Extra Idea
- When students have completed the name cards, ask them to turn to R1.8, SB p148. Play the recording again. Students listen and read at the same time to check their answers.
QUICK REVIEW
This activity reviews the question What’s his/her name? and the names of the students in the class. Check students understand I think and I can’t remember. Model and drill these phrases if necessary. Put the students in pairs. They take turns to ask the names of the other students in the class. Finally, check the students’ names with the class.

Get ready … Get it right!

- There is a Get ready … Get it right! activity at the end of every A and B lesson. The Get ready … stage helps students to collect their ideas and prepare the language they need to complete the task. The Get it right! stage gives students the opportunity to use the language they have learned in the lesson in a communicative (and often personalised) context. These two-stage activities help students to become more fluent without losing the accuracy they have built up during the controlled practice stages of the lesson. For more on the face2face approach to Speaking, see p5.

Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p112.

a) Focus students on the example questions above the cards. Point out that the people on cards C and D and on cards E and F are together so students should ask questions with they/their. Remind students of the question: How do you spell that?.

Vocabulary
- Numbers 0–20
- Students work in pairs and see how many of the numbers they can say, then check in Y2 SB p122. Highlight that we can say zero or nought for 0.
- Model and drill the numbers. Highlight the pronunciation of nought /ˈnɔːt/, three /ˈθriː/ and eight /ˈeɪt/, and the stress on the -teen words (thirteen, fourteen, etc.).

b) Set the context by reminding students of the hotel in lesson 1A.

Play the recording (SB p148). Students listen and write down the hotel room numbers. Play the recording again if necessary. Check answers with the class.

A 19 B 427 C 15 D 319 E 316

b) Students work in pairs and take turns to dictate five numbers. Their partner writes down the numbers. Students check their answers with their partner.

1B In the coffee break

QUICK REVIEW
This activity reviews the question What’s his/her name? and the names of the students in the class. Check students understand I think and I can’t remember. Model and drill these phrases if necessary. Put the students in pairs. They take turns to ask the names of the other students in the class. Finally, check the students’ names with the class.

Vocabulary
- Numbers 0–20; phone numbers; jobs; a and an
- Grammar be (2): negative, yes/no questions and short answers
- Review be; positive; countries

EXTRA IDEA
- Students work in pairs and count from 0–20, taking turns to say a number. They can then count backwards from 20–0.

a) Pre-teach phone number and point out the TIP! on how to say 0 and double digits in phone numbers. Students work in pairs and try to work out how to say the four phone numbers on the yellow note.

b) Play the recording. Students listen and check.

Play the recording again and ask students to repeat. Check students pause between numbers at the appropriate places. Point out that in phone numbers the digits are said individually and are grouped together in ‘chunks’ separated by pauses.

a) Play the recording (SB p148). Students listen and write the phone numbers. Play the recording again, pausing if necessary to allow time for students to write. Students check their answers in pairs by saying them to their partner. Check answers with the class.

A 01622 654331 B 07931 516087 C 01902 785664 D 0034 96 3922 959
b) Focus students on the pictures and use these to teach phone and mobile phone. Drill the questions in the speech bubbles and point out that we often say It’s … before saying our phone number.

Students ask three other people for their phone numbers. They can invent numbers if they prefer. Students should check they have written each number down correctly before moving on to the next person.

Vocabulary  Jobs; a and an

a) Pre-teach the word job. Students work on their own and tick the jobs they know, then do the exercise in SB p122. They can then check answers in pairs.

Check answers with the whole class. Point out that a waiter/an actor is for men and a waitress/an actress is for women (although actor is now often used for both men and women).

Draw students’ attention to the word stress in Vocabulary boxes. We feel this is the simplest and most effective way to make sure students put the main stress on the right syllable. For example, the main stress in shop assistant is on shop, not on the second syllable of assistant (which is also stressed).

b) Play the recording and ask students to repeat. Check students stress the words/phrases correctly.

Help with Vocabulary  a and an

- Help with Vocabulary boxes help students to explore and understand how vocabulary works, and often focus on aspects of lexical grammar. Students should usually do the exercises on their own or in pairs, then check in the Language Summaries. Check the main points with the class as necessary. For more information on the face2face approach to Vocabulary, see p5.

a) Pre-teach consonant and vowel. Students work on their own and complete the rules by referring to the vocabulary in 5a. Check answers with the class.

- We use a with nouns that begin with a consonant sound.
- We use an with nouns that begin with a vowel sound.
- Highlight that we always use an article with jobs: I’m a doctor, not I’m doctor.
- Point out that unemployed and retired are adjectives, and so don’t take a or an. We say He’s unemployed, not He’s an unemployed.

b) Students work in pairs. Check answers with the class.

Listening and Grammar

a) Focus students on the photo and the lesson title. Ask where the people are (at the conference in the coffee break).

b) Students work on their own or in pairs and match conversations 1–3 in 8a to the groups of people A–C in the photo. Check answers with the class.

Help with Grammar  be: negative, yes/no questions and short answers

a)–d) Students do the exercises on their own or in pairs, then check their answers in SB p123. Check answers with the class.

b) 1 I’m 2 aren’t 3 isn’t
- We make negatives of be with not. Not comes after the verb.
- Point out that aren’t is the contracted form of are not and isn’t is the contracted form of is not.
- Encourage students always to use the contracted forms in speaking and writing.
- We can say you/we/they aren’t or you’re not/we’re not/they’re not, and he/she/it isn’t or he’s not/she’s not/it’s not.

c) 1 I’m 2 isn’t 3 Are; aren’t
- Highlight the inverted word order in yes/no questions: be + subject + ….
- Point out that we don’t usually just answer these questions with Yes or No as this can sound impolite.
- We don’t use the contracted form in positive short answers. Yes, I am. not Yes, I am.
- We don’t usually use the uncontracted form in negative short answers. No, I’m not. not No, I am not.
- For negative short answers we can say: No, you/we they aren’t. or No, you’re not/we’re not/they’re not, and No, he/she/it isn’t. or No, he’s not/she’s not/it’s not.
Play the recording and ask students to repeat. Check students are pronouncing the contracted forms correctly. Students can also follow the stressed words in the recording script (SB p148).

11 a) Write I'm from (France). on the board (or another country if you are from France). Ask if this is true for you. Elicit the negative sentence I'm not from (France). Add I'm from (your country).

b) Students compare sentences in groups. Ask students to share interesting sentences with the class.

Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p112.

a) Tell students that they are receptionists at the conference hotel. They have a conference guest list, but some of the information that is circled is wrong. All the information that is not circled is correct.

Teach and drill Mr /'mərstə/ and Mrs /'mizə/. Focus students on the examples. Students then work on their own and write yes/no questions to check the rest of the information in the circles.

b) Check students understand that five of the pieces of information circled are correct and five are wrong. Students work with their partners and take turns to ask and answer their questions. Students are not allowed to look at their partner’s guest list.

Encourage students to use the correct short answers. Students should correct any wrong information on their version of the conference guest list.

c) Students work in pairs with another student from the same group and check their answers.

EXTRA IDEA
With a class of complete beginners, ask students to check their yes/no questions with a student from the same group before they work with their partner in 12b).

EXTRA PRACTICE AND HOMEWORK
Vocabulary Plus 1 Jobs p187 (Instructions p182)
Class Activity 1B Short answer dominoes p138 (Instructions p122)
1 Review Exercises 3, 4 and 5 SB p13
CD-ROM Lesson 1B
Workbook Lesson 1B p6

QUICK REVIEW
This activity reviews jobs. Students do the activity in pairs. Set a time limit of two minutes. Find out which pair has the most words and write them on the board. Ask students to spell any difficult words. Find out if other pairs have any different words and add them to the list.

What number is it?
1 Start with a quick revision of numbers 0–20.
Students work in pairs and try to say the numbers, then check in SB p122. Highlight the use of hyphens (-) in compound numbers like twenty-one.
Model and drill the numbers. Pay particular attention to the pronunciation of thirty /ˈθɜːti/ and forty /ˈfɔrti/.

2 Students work in pairs and practise saying the numbers. Check answers with the class. Drill any problematic words.

Help with Listening Numbers with -teen and -ty
• This Help with Listening section helps students to hear the difference between numbers that end in -teen and those that end in -ty.

Real World asking for and giving personal details; asking people to repeat things
Vocabulary numbers 20–100; age
Help with Listening numbers with -teen and -ty; sentence stress (1)
Review be; phone numbers

3 a) Remind students of word stress by writing some words on the board and ask them which syllable is stressed.
Play the recording. Students look at the numbers and listen to the stress. Highlight that for thirteen, fifteen, etc. the stress is usually on the -teen syllable and for thirty, fifty, etc. the stress is on the first syllable.

b) Students work on their own or in pairs and mark where they think the stress is in the numbers.

c) Play the recording and ask students to check their answers.

førti; sæventen; øghty; sexty; øghteen; fourtøen; sæxøen, sæventy
4 a) Play the recording again. Ask students to repeat. Check they are stressing the numbers correctly.

b) Demonstrate this by saying a number between 1 and 100. Ask a confident student to say the next three numbers. Students work in pairs and take turns to say a number between 1 and 100. Their partners then say the next three numbers.

Hiring a car

5 a) Focus students on the photo. See if students remember the names of the two people from lesson 1A (Molly and David) and ask where they are now (at a car hire office). Students match the words to Molly's things 1–4. Check answers with the class.

Model and drill the words, paying particular attention to the pronunciation of business /ˈbɪznəs/.

1 a passport 2 a letter 3 a credit card 4 a business card

b) Pre-teach married, single and How old is she?/How old are you?. Point out that we use the verb be to talk about age, not have. We say She's 26 (years old). not She has 26 years old.

Students answer questions 1–4 on their own or in pairs. Check answers with the class.

Model answer: 1 No, she's British. 2 She's a lawyer. 3 She's married. 4 Students need to calculate Molly's age using her date of birth (23rd June 1980).

6 a) Students do the exercise on their own.

b) Focus students on the speech bubbles. Students check answers in pairs by asking questions with What's her … ?.

Check answers with the class. Point out that we say She's 26 years old or She's 26., but not She has 26 years.

7 a) Play the recording. Students listen and notice the sentence stress in the questions.

Check students can hear that these words/syllables are said louder than other words/syllables. Use sentences 1–7 to highlight that we stress the important words in sentences (the words that carry the meaning).

b) Play the recording again. Students listen for the pronunciation of your /j/ and and /ən/.

Use the sentences in 7a) to show how the sound of unstressed words often changes in sentences and are not pronounced as students might expect. Point out that the alternative ways to say these words are called 'weak forms'.

You may wish to highlight the schwa /ə/ in the weak forms of your and and. Note that the schwa is dealt with in detail in lesson 28, and that weak forms in general are dealt with at various points in the Help with Listening syllabus.

8 a) Focus students on David in the photo of the car hire office. Ask what he wants to do (hire a car). Pre-teach fill in and form.

Play the recording (SB p148). Students fill in the form while they listen to the conversation. Play the recording again if necessary.

Students check answers in pairs. Check answers with the class.

Surname: Holmes Nationality: British
Address: 57 Green (Road) (Birmingham) B22 4LJ
Home phone number: 0121 787 6544
Mobile phone number: (07810) 056678

b) Students look at R1.18, SB p148. Play the recording again and ask students to follow the stress on the woman's sentences. This activity will help students 'tune in' to sentence stress in spoken English. Note that only the woman's sentences are marked for stress.

Real World Asking people to repeat things

9 a) Set the context and establish the meaning of asking people to repeat things by saying something too quickly for the students to understand.

Allow students time to read the exercise, then play the recording. Students fill in the gaps using the words in the box. Play the recording again if necessary.

Students check answers in SB p123. Point out that say again and repeat mean the same thing, but repeat is more formal. Also point out that we often say sorry when we ask people to repeat things.

1 say; again 2 sorry 3 could; repeat

Help with Listening Sentence stress (1)

- This Help with Listening section introduces students to sentence stress and highlights that we stress the important words.
**1C and 1D**

**Lost property**

**QUICK REVIEW ●●●**

This activity reviews numbers 0–100. Demonstrate both parts of the activity with a confident student before asking students to do the activity in pairs.

1 Focus students on the picture and the title of the lesson. Establish the meaning of *lost property*. Ask them where the lost property room is (in the hotel).

Students work on their own or in pairs and match the words to the pictures. Check answers with the class.

Model and drill the words. Pay particular attention to the pronunciation of *suitcases* /sətʃiːskiz/; *watches* /ˈwɒtʃiz/; *dresses* /ˈdresiz/ and *teeth* /tiːθ/.

- suitcases 5; wallets 13; shoes 7; coats 4; an umbrella 9;
- a CD player 2; ID (identity) cards 11; watches 12;
- a camera 8; dresses 1; bags 6; a bike 10; false teeth 3

**Help with Vocabulary Plurals**

2 a–b) Pre-teach plural, *man*, *woman*, *child* and *person*.

Students do 2a) on their own or in pairs by referring to the words in the 1, then check their answers in **V17** SB p122. Check answers with the class.

- To make most nouns plural we add -s: bags, shoes, *suitcases*, etc.
- If the noun ends in *-ch*, *-sh*, *-s*, *-x* or *-z*, we add -es: *watches*, *dresses*, etc.
- If the noun ends in consonant + *y*, we change *-y* to *-ies*: *diaries*, etc.
- A few common nouns have irregular plural forms: *men*, *women*, *children*, *people*, *teeth*, etc.
- *Persons* does exist but it is very formal. Point out that we use a plural verb form after people. We say *British people are friendly*. Not *British person is friendly*.

b) Put students in pairs, if possible with people they don't know very well. Students take turns to interview their partner and fill in the form. Remind them of the questions in 9a) and *How do you spell that?* before they begin.

When both students have filled in their form, they check that all the information on their partner's form is correct. Note that the language needed for asking about people's personal details is in **RW1.4** p123.

**EXTRA PRACTICE AND HOMEWORK**

[31]

2a) Focus students on questions 1–7 in 7a), then play the recording and ask students to repeat. Check they are copying the rising intonation pattern correctly. Drill students individually if necessary.

**EXTRA PRACTICE AND HOMEWORK**

- **Class Activity 1C At the car hire office p139** (Instructions p122)
- **1 Review Exercise 6 SB p13**
- **CD-ROM Lesson 1C Workbook Lesson 1C p8**
1D and 1 Review

Help with Vocabulary **this, that, these, those**

Students fill in the gaps in the table by referring back to pictures 1–4 in 6. They then check answers in [SB p122](#). Check answers with the class.

- Check the table with the class (see the table in [SB p122](#)).
- We use this and these to indicate something that is close to us.
- We use that and those to indicate something that is further away from us.
- We use this and that to refer to singular nouns and these and those to refer to plural nouns.
- Point out that we often use **over there** with that and those if something is a long way from us: **What's that over there?**

### 1 Review

- The Review section reviews the key language taught in the unit. It includes communicative and personalised speaking stages as well as controlled grammar, vocabulary and writing practice.
- This section is designed to be used in class after students have finished lesson D, but individual exercises can be used as ‘fillers’ if you have a few minutes left at the end of a lesson. The Extra practice and homework boxes list which exercises are relevant to each lesson.
- The icons refer to the relevant sections of the Language Summary. Students can refer to these if they need help when doing the exercises.
- For more information on the **face2face** approach to Reviewing and Recycling, see p5.

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1b) Brazilian; German; Italian; French; American; Chinese; Turkish; British; Polish; Russian

1c) Brazil; Brazil; Germany; German; Italy; Italian; France; French; the USA; American; China; Chinese; Turkey; Turkish; the UK; British; Poland; Polish; Russia; Russian

2a) 1 His name's Boris. 2 They're from Italy. 3 I'm from England. 4 Her surname's Owen. 5 My name's Amanda. 6 He's from Germany.

#### 1b)

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2b) Play the recording (SB p149). Ask students to repeat. This is a ‘chain drill’ which helps students build up correct stress patterns in longer sentences.

#### EXTRA PRACTICE AND HOMEWORK

#### 1 Review SB p13
- CD-ROM Lesson 1D
- Workbook Lesson 1D p9
- Workbook Reading and Writing Portfolio 1 p64
- Progress Test 1 p211

#### Progress Portfolio

- Progress Portfolio boxes encourage students to reflect on what they have learned and help them decide which areas they need to study again.
- Note that the I can ... statements reflect communicative competences as set out in the **Common European Framework of Reference for Languages** (CEF) for levels A1 and A2. For more information on the CEF, see p13.

#### a)
Students work through the list of I can ... statements on their own and tick the things they feel they can do. They can refer to Language Summary 1 if they wish.

#### b)
Students work on their own or in pairs/groups and decide which areas they need to study again.

Encourage students to use the CD-ROM/Audio CD, lessons 1A–D to help them improve in these areas. For more information on the CD-ROM/Audio CD, see p10.