

Unit 1 What's your name?

Unit objectives

- **Topics:** introducing yourself
- **Listening Part 2:** listening for numbers
- **Reading Part 3a:** thinking about the answer
- **Speaking Part 1:** spelling your name
- **Writing Part 9:** answering the three questions
- **Grammar:** present simple, adverbs of frequency
- **Vocabulary:** family members

Starting off

As a warmer If this is a new class, introduce yourself by saying your name and something you like doing. Ask the students for their names and ask them if they like doing different activities e.g. listening to music, playing football etc.

- ① Point out that the boy and the girl have just met. Use the photos to check that the students know what street dancing is. Encourage the students to think of questions you might ask someone when you meet them for the first time; their name, age, interests etc.

Suggested answers

- 1 Dancing and talking.
 2 See answers in Exercise 2 below.

- ② Monitor the pairs and help with meaning, in particular *Nice to meet you* and *Yes, sure*.

Answers

- 2 Nice to meet you. 3 Yes, I do. 4 I'm 13.
 5 Do you want to meet my friends?

- ③ 🎧 Play the recording at least twice. If necessary, stop the CD after each gap.

Recording script

CD 1 Track 2

Carl: Hey. What's your name?
 Elena: My name's Elena.
 Carl: I'm Carl. Nice to meet you. Do you like street dancing?
 Elena: Yes, I do.
 Carl: How old are you?
 Elena: I'm 13. What about you?
 Carl: I'm 13, too. Do you want to meet my friends?
 Elena: Yes, sure. Thanks!

Extension idea Play the recording again and ask the students to repeat the dialogue line by line with the correct pronunciation.

- ④ Model this exercise with a strong student first, e.g.
 Teacher: Hey. What's your name?
 Student: My name's David.

Extension idea Encourage the pairs to memorise their dialogue and then to perform it in front of the class.

Listening Part 1

Read through the exam information as a class and check that the students have understood by asking questions: *How many conversations are there?* (five) *Will you hear each conversation once?* (no, twice) *How many correct pictures must you choose?* (one for each conversation)

- ① 🎧 Point out to the students that in several parts of the Key Listening paper, they will have to listen to conversations and write down numbers. Check that the students have spelt the numbers correctly.

Answers

12, 13, sixteen, seventeen, twenty-one, 32, forty-four, 60, seventy, 88, ninety-nine, 100, 121

Recording script

CD 1 Track 3

eleven, twelve, thirteen, sixteen, seventeen, twenty-one, thirty-two, forty-four, sixty, seventy, eighty-eight, ninety-nine, one hundred, one hundred and twenty-one

- ② 🎧 Point out that in the Key Listening paper, students are not expected to write down numbers in words so in this exercise they should write the numbers in figures. Do the first conversation as an example and check that the students understand what they have to do.

Answers

1 15, 16, 12 2 90, 61, 13 3 163, 170, 20

Recording script

CD 1 Track 4

One
 Woman: How old are you, Saz. Are you fifteen?
 Saz: No, I'm sixteen, and my brother is twelve.

Two
 Boy: I live at number ninety, Moore Street, and my uncle lives at number sixty-one. Where do you live?
 Girl: Number thirteen, Bank Street.

Three
 Girl: I'm one hundred and sixty-three centimetres tall.
 Boy: I'm one hundred and seventy centimetres. That's twenty centimetres shorter than my dad.

Extension idea Students listen to the conversations again twice. The first time, they listen and repeat. When they listen for the second time, they should change the information so it's true for them e.g. *Are you fifteen? No, I'm not. I'm thirteen and my sister is ten.*

- 3 Ask the students to read the question carefully and underline the key words; *Where does Carl live?* Point out to students the pictures provide the answer to the question, i.e. we know that Carl lives at *number 42, number 40 or number 25.*

Answers

1 25 2 40 3 42

- 4 Point out that they will hear all three numbers in the conversation but only one of the numbers answers the question.

Answer

B

Recording script CD 1 Track 5

One. *Where does Carl live?*

Elena: There's a boy called Carl in the dance club. He lives in our street!

Woman: In the blue house? Number forty-two?

Elena: Number forty, next door. And his friend Stevie lives at number twenty-five.

Woman: It's great that you have friends in the street.

Extension idea Play the recording again and ask the students to listen for what the other two numbers refer to: 'Number forty-two' is next door and Carl's friend Stevie lives at number twenty-five.

- 5 Provide the students with the vocabulary they need to describe the pictures. Check that the students know how to say the three prices in Question 5.

Suggested answers

2 Which is Carl's sister? A There's a girl with long black hair and glasses. B There's a girl with short black hair and glasses C There's a girl with long black hair and no glasses.

3 What is Saz's favourite animal? A It's a cat. B It's a horse. C It's a dog.
 4 Which is Stevie's family? A: Dad is short and blond, Mum is tall with dark hair, their son is taller than their daughter. B: Dad is tall and blond, Mum is short and blonde, and their children are the same height. C: Dad is tall with dark hair, Mum is short and blonde, their daughter is taller than their son.
 5 How much is a ticket to the dance show? A It's £2.50 B It's £4 C It's £5

- 6 Play the recording once and allow the students time to compare and give reasons for their answers in pairs. Play the recording again so students can check their answers.

Answers

2 A 3 B 4 C 5 A

Recording script CD 1 Track 6

Two. *Which is Carl's sister?*

Carl: Look, that's my sister over there.

Elena: Is that her with the short black hair?

Carl: That's her friend. My sister has got long hair.

Elena: Oh, yes. I see her. She's got glasses on like yours. She looks nice.

Three. *What is Saz's favourite animal?*

Carl: What's your favourite animal, Saz? I like dogs.

Saz: I quite like dogs. But I love horses more than any other animal.

Carl: Horses are too big. They are not good pets.

Saz: We haven't got one! I just like them. We've got a cat at home.

Four. *Which is Stevie's family?*

Elena: Tell me about your family, Stevie.

Stevie: Well, my father is tall with dark hair. And my mum is quite small, with blonde hair.

Elena: What about your sister. She's younger than you, isn't she?

Stevie: Yes, she's a year younger. But she's 160 centimetres tall. I'm only 145.

Five. *How much is a ticket to the dance show?*

Elena: So, how much is a ticket to the street dance show?

Man: They're usually five pounds, but you're a student so one will be just two pounds fifty.

Elena: Oh good! I've only got four pounds. I'll have one, please.

Man: Here you are.

Grammar

Present simple

As a warmer Books closed. Write the names *Elena*, *Carl* and *Saz* on the board. Challenge teams of students to write as much information as they can about each one. They don't have to write complete sentences, e.g. *Elena: 13, in street dancing club with Carl* etc.

- ① Books open. Encourage the students to check their answers by looking at the first pages of this unit. They should also correct any false information.

Answers

1 T (Ex 1 page 8) 2 F, she's 16 (Ex 2 page 9)
 3 T (Ex 4 page 9)

- ② Encourage the students to listen to the complete recording before they start completing the conversation. Play the recording at least twice; if necessary stop the recording after each gap.

Answers

2 Do 3 Is 4 isn't 5 don't 6 plays 7 play 8 'm

Alternative treatment Books closed. Ask the students to listen to Saz talking to Elena and answer the questions: *Has Elena got any brothers or sisters?* (a brother) *What does her dad do?* (a musician). Books open. Students complete the conversation.

Recording script CD 1 Track 7

Saz: Where are you from, Elena?
 Elena: I'm from Italy.
 Saz: Do you like our school?
 Elena: Yes, I do.
 Saz: Is your brother at the school, too?
 Elena: No, he isn't. He's only six.
 Saz: He's lucky. I don't like school much. What does your dad do?
 Elena: He's a musician. He plays the piano.
 Saz: Cool!
 Elena: And I play the guitar. But I'm not very good at it.

- ③ Refer the students to the grammar reference section and focus their attention on the question, short answer and the negative form of *be* or *do*.

Answers

3 Is, is 4 Are, 'm not 5 Does, does 6 Do, don't
 7 Are 8 don't

- ④ Encourage the students to read the text first before they start completing it. Remind the students to use short forms: 's, *doesn't* etc.

Alternative treatment Ask the students to look at Dexter's photo and to make some predictions about his nationality, his hobbies and his family.

Answers

2 is 3 isn't 4 loves 5 don't like 6 are 7 live
 8 go 9 doesn't have/hasn't got 10 are 11 work
 12 are

Extension idea Encourage the students to write their own description of their best friend using the text as a model.

- ⑤ Model this exercise first. Tell the students something about yourself and invite them to ask you questions using the ideas in the book. Correct the students' questions where necessary.

Suggested answer

A My teacher is from London. He lives in Italy.
 B Is he funny?
 A Yes he is.
 B Is he tall?
 A No, he isn't.
 B Does he do sport?
 A Yes, he does.
 B Does he like music?
 A Yes, he does.

Extension idea Student A thinks about a student in the class. Student B can ask five *yes/no* questions to find out who this student is.

Vocabulary

Family members

- ① Begin the exercise as a class to make sure everybody understands the family tree and what they have to do. Point out that both the first letter is given and the number of letters are given (as in the Key Reading Part 6).

Answers

2 grandfather 3 husband 4 wife 5 uncle
 6 aunt 7 cousin 8 son 9 daughter 10 sister
 11 brother 12 grandson 13 granddaughter

Extension idea Test the students' memory by asking them questions about Carl's family tree, e.g. *Who is Janet?* (She's Carl's grandmother) *Who is Tom?* (He's Carl's grandfather) etc.

- ② **Suggested answer**

father: Mark 45; mother: Ellen 43; Lucy 10; Jake 16;
 Rob 47; Laura 40; Brenda 75; Chris 78; Max 12

Alternative treatment Ask the students to draw their own family tree before they ask the questions.

Reading Part 3a

Read through the exam information as a class and ask questions to highlight the most important information: *What do you need to complete?* (conversations) *How many?* (five) *Do you write your own answers?* (No, you are given five possible answers to choose from). *Is the first line of the conversation always a question?* (No, it's sometimes a sentence.)

- 1 Ask the students to read 1–5 and say whether they are all questions. (2 is a sentence.) Help the students with any new vocabulary.

Answers
 2 d 3 b 4 c 5 a

Alternative treatment Books closed. Read out each question or statement and ask for possible answers or responses. Students then open their books and do Exercise 1.

- 2 Encourage the students to underline the key words in each question. Ask the students to cover the answers A–C so they don't just copy the answers given. Point out that thinking about the answer without looking at the choices is good exam technique.
- 3 Encourage the students to choose the answer which is most similar to their predictions in Exercise 2. Help the students with the meaning of any new expressions.

Answers
 1 C 2 B 3 C 4 B 5 A

Extension idea 1 Encourage the students to keep a list of common everyday expressions used in this part of the exam, e.g. *Of course it is, Nice to meet you, Yes, sure* etc.

Extension idea 2 As a class, think about possible questions or sentences for the incorrect answers, e.g. *1A: I love street dancing B: Is it Monday today?* etc.

Grammar

Adverbs of frequency

As a warmer Revise the days of the week by asking the students to write them down. Check their spelling. In pairs, the students take turns to ask *What's your favourite day? Why? What's your least favourite day? Why?*

- 1 Look at the table as a class and make sure the students understand it by asking questions, e.g. *When does Elena get up at 7 am?* (Monday, Tuesday, Wednesday etc.). After correcting the sentences, ask the students to highlight the frequency adverbs in the sentences and check they understand the difference in meaning.

Answers
 2 T 3 F 4 F 5 T

Extension idea Ask the students to correct sentences 3 and 4.

- 2 Point out that the students need to complete the table. Ask the students to listen to the whole conversation first without writing anything. When they listen for the second time, stop the recording so the students have time to tick the correct boxes.

Answers	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
gets up at 7.00 am							
does homework in the evening					✓		
is late for school	✓						
goes shopping			✓			✓	
does the washing-up							

Recording script CD 1 Track 8

Man: So, Stevie. Tell me about your week. What time do you get up?
 Stevie: I always get up at eight o'clock in the morning. I never get up before that.
 Man: How often do you do your homework in the evenings?
 Stevie: I usually do it in the morning. Except on Fridays. I do homework every Friday evening.
 Man: Are you ever late for school?
 Stevie: I'm always late on Monday mornings. Not very late. Just a bit late.
 Man: How often do you go shopping?
 Stevie: I go with my mum every Saturday. And I sometimes go shopping on Wednesdays.
 Man: How often do you do the washing-up?
 Stevie: I never do the washing-up!

- 3 Point out that the students need to complete these sentences with frequency adverbs.

Answers
 1 never 2 usually 3 always 4 sometimes
 5 never

- 4 **Answers**
 1 after 2 before

- 5  Point out that as in all exercises marked with a , these are real mistakes taken from Key for Schools exam papers.

Answers
 2 ~~drink-sometimes~~ sometimes drink 3 ~~have-never~~
 never have 4 ~~often-is~~ is often 5 ~~forgets-never~~
 never forgets 6 ~~usually-am~~ am usually

- 6 Check that the students understand all the words before they start. Monitor carefully to make sure the students write the adverb in the correct place in the sentence.

Suggested answers
 1 I am often happy. 2 I'm always hungry at 2 pm.
 3 I sometimes do sport. 4 I never do the washing-up.
 5 I sometimes ride a bicycle. 6 I often send texts.
 7 I never write emails.

- 7 Point out that we use the question *How often ...?* to ask about frequency. Check that the students can make the questions with both *to be* and other verbs correctly before they work in pairs.

Answers
 How often are you happy? How often are you hungry?
 How often do you do sport? How often do you do the washing-up?
 How often do you ride a bicycle? How often do you send texts?
 How often do you walk to school? How often do you write emails?

Speaking Part 1

Read through the exam information as a class. Check that the student has understood by asking questions: *How many parts are there?* (two) *What will the examiner ask you about in Part 1?* (name, school, hobbies etc. and how to spell your name)

- 1  Point out that the students need to listen carefully to the spelling of the names.

Answers
 1 Joanna 2 Stefan

Recording script CD 1 Track 9

One
 Girl: J-O-A-double N-A
 Two
 Boy: S-T-E-F-A-N

Pronunciation

The alphabet

- a  Repeat this exercise two or three times.

Recording script

CD 1 Track 10

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

- b Make sure the students understand the table. If they have not seen the phonemic script before, you will need to point out that these are symbols for sounds. Encourage the students to say the letters aloud as they do this exercise.

Answers

/eɪ/	/i:/	/aɪ/	/əʊ/
A, H	B, C, D	I, Y	O
J, K	E, G		
	P, T		
	V		
/u:/	/e/	/ɑ:/	
Q, U,	F, L, M	R	
W	N, S,		
	X, Z		

- 2 Model this exercise first with two or three strong students.
- 3  Ask the students to read the questions and answers first before they listen.

Answers

2 g 3 a 4 d 5 b 6 f 7 e

Recording script

CD 1 Track 11

Examiner: What's your name?
 Stefan: My name is Stefan Monnier.
 Examiner: How do you spell your surname?
 Stefan: M-O-double N-I-E-R.
 Examiner: Where are you from, Stefan?
 Stefan: I'm from Sao Paulo. In Brazil.
 Examiner: Do you study English?
 Stefan: Yes, I do.
 Examiner: How often do you have English lessons?
 Stefan: Three times a week.
 Examiner: Do you like sport?
 Stefan: Yes, I do. I love sport.
 Examiner: How often do you do sport?
 Stefan: I always play basketball after school.

Alternative treatment Play the recording again and stop after each question. Invite the students to give true answers.

Extension idea Students swap partners and do the exercise again.

Writing Part 9

Read through the exam information as a class and check that the students have understood the information by asking questions: *What do you need to write?* (an email, a postcard or a note) *How many things do you need to write about?* (three) *How many words?* (between 25 and 35)

- 1 Ask the students to glance at the texts and say whether they are emails, postcards or notes. Find the first question as a class before the students work on their own.

Answers

What's your favourite sport? How often do you play it? Have you got any brothers and sisters?

- 2 Point out that the email needs to answer Alex's three questions. Encourage the students to underline Juan's three answers in the email.

Answer

Email A

Hello Alex

My name is Juan. I love football. I play it every Saturday for my school team. I've got two brothers and one sister.

Juan

- 3 Point out to the students that they should open their email *Hi / Hello Alex* and they should close it with their name. Remind the students that they should answer Alex's three questions.

Suggested answer

Hi Alex

My name is Ana. I love sport and my favourite sport is tennis. I usually play it on Saturday with my father. I've got one brother and no sisters.

Ana

Extension idea Encourage the students to read each other's emails and check that these emails answer Alex's three questions.

Unit 1 photocopiable activity: Nice to meet you! Time: 20 minutes

Objectives

- To review the present simple, in particular question formation
- To practise asking and answering questions

Before class

Make enough copies of the role-cards so that each student has one each.

Make one copy of the Part 2 questionnaire for each student in your class.

Part 1: Whole class mingle activity

- 1 Tell the students to imagine they have just moved to a new street and they are going to meet some very international neighbours. Ask them to think about how they might begin the conversation, e.g.
 A: Hi! I'm Jack. What's your name?
 B: Hi, Jack! I'm Kevin.
 A: Nice to meet you!

- 2 Give each student a role-card. Explain that each student has information about their name, age, home town and sports and encourage the students to think of a question for each, e.g. *What's your name? How old are you? Where are you from? Have you got a big family? How often do you play sports?* Write these questions on the board.

- 3 Give the students some time to memorise their information and collect in the role-cards.

- 4 The whole class should stand up. Each student should find a partner and ask and answer the questions on the board. When they have finished, they should look for a new partner. Allow the students enough time to interview all the others. Then stop the class.

Part 2: Pair work activity.

- 5 In pairs, the students try to complete the Part 2 questionnaire.
- 6 After about three minutes, the students should work with a new partner to help complete the missing information on the questionnaire.
- 7 As a whole class, check the answers to the questionnaire.

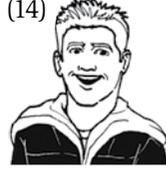
Answers

- 1 Jack plays rugby. 2 It's M-E-Y-E-R.
 3 Yes, she does. She has two brothers and sixteen cousins. 4 Amil often goes swimming. 5 She's 12.
 6 No, he hasn't. He has a younger brother.
 7 She's from Manchester, England. 8 Patrick hasn't got any sisters. 9 Yes, she does.
 10 It's Davies. 11 She plays tennis on Saturdays.
 12 Yes, he is.

Unit 1 photocopiable activity

Nice to meet you!

Part One Role-cards

Name: Jack Roberts (15) Home: Sydney, Australia Family: 2 older sisters Sport: Usually. Rugby		Name: Dominic Meyer (13) Home: Cape Town, South Africa Family: No brothers or sisters Sport: Sometimes. Football.		Name: Sandra Muse (14) Home: Boston, USA Family: 2 brothers & 16 cousins. Sport: Never!	
Name: Amil Khan (15) Home: Mumbai, India Family: 3 sisters and a brother. Sport: Often. Swimming		Name: Kate Marsh (12) Home: Auckland, New Zealand Family: 2 brothers, 3 cousins Sport: Tennis after school		Name: Damon Charge (15) Home: Toronto, Canada Family: A younger brother Sport: Sometimes. Football	
Name: Beth Reed (13) Home: Manchester, England. Family: A younger sister. Sport: Sometimes. Tennis.		Name: Patrick McShane (14) Home: Dublin, Ireland. Family: No brothers or sisters. Sport: Never!		Name: Olivia Henson (15) Home: Glasgow, Scotland Family: 3 sisters Sport: Usually. Swimming	
Name: Rachel Davies (14) Home: Cardiff, Wales Family: A brother and a sister. Sport: Never!		Name: Elena Pace (15) Home: Valletta, Malta Family: 1 brother Sport: Tennis on Saturdays.		Name: Kevin Lee (12) Home: Singapore Family: An older sister Sport: Usually. Football	



Part Two Student questionnaire

How many of these questions can you answer?

- 1 What sport does Jack play?
- 2 How do you spell Dominic's surname?
- 3 Has Sandra got a big family?
- 4 How often does Amil go swimming?
- 5 How old is Kate Marsh?
- 6 Has Damon got an older sister?
- 7 Where is Beth from?
- 8 How many sisters has Patrick got?
- 9 Does Olivia live in Scotland?
- 10 What is Rachel's surname?
- 11 What does Elena play on Saturdays?
- 12 Is Kevin younger than his sister?

Word list

Unit 1

Note: the numbers show which page the word or phrase first appears in the unit.

aunt *n* (11) the sister of your mother or father, or the wife of your uncle

bicycle *n* (12) a vehicle with two wheels that you sit on and move by turning the two pedals (= parts you press with your feet)

cool *exclam* (10) used when you like something or agree to something

cousin *n* (11) the child of your aunt or uncle

exam *n* (9) an official test of how much you know about something, or how well you can do something

forget *v* (12) to not remember something

granddaughter *n* (11) the daughter of your son or daughter

grandfather *n* (11) the father of your mother or father

grandmother *n* (11) the mother of your mother or father

grandson *n* (11) the son of your son or daughter

happen *v* (9) if an event or situation happens, it exists or starts to be done

lucky *adj* (10) having good things happen to you

musician *n* (10) someone who plays a musical instrument, often as a job

penfriend *n* (13) someone who you write to regularly but have never met

piano *n* (10) a big wooden musical instrument with black and white bars that make sounds when you press them

pity *n* (11) If something is described as a pity, it is disappointing or not satisfactory

show *n* (9) a television or radio programme or a theatre performance

sound *n* (13) something that you hear

spell *v* (13) to write or tell someone the letters which are used to make a word

sure *adj* (8) certain

team *n* (13) a group of people who play a sport or game together

text *n* (10) the written words in a book, magazine, etc., not the pictures

time *n* (13) an occasion when something happens

uncle *n* (11) the brother of your mother or father, or the husband of your aunt

usually *adv* (11) in the way that most often happens

washing-up *n* (12) when you wash the dishes, pans, and other things you have used for cooking and eating a meal

you're welcome *phrase* (12) said as a polite answer when someone thanks you for doing something