

# UNIT 1

## Hello!

### UNIT CONTENTS

#### G GRAMMAR

- *be*: I / you / we positive, negative and questions
- *be*: he / she / they positive, negative and questions
- Language Plus: *this* / *these*

#### V VOCABULARY

- Countries: Australia, Brazil, Britain, Canada, China, England, Italy, Japan, Mexico, Poland, Russia, Spain, Turkey, the UK, the USA
- Nationalities: American, Australian, Brazilian, British, Canadian, Chinese, Italian, Japanese, Mexican, Polish, Russian, Spanish, Turkish

#### P PRONUNCIATION

- Sound and spelling: Long and short sounds
- Syllables and word stress
- Main stress
- Tone



#### C COMMUNICATION SKILLS

- Saying your name and country
- Talking about people you know
- Meeting and greeting new people
- Writing a personal profile
- Writing Plus: Capital letters and full stops

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Write the name of the country you are in now on the board. Elicit or teach the word *country*. If you have students who are not from the same country, write the names of their countries on the board in English. Elicit or teach the word *countries*.

- a**   If you didn't do the Optional lead-in, elicit or teach the word *countries*. Point to the different flags on SB p.7 and ask: *What countries can you see?* Put students into pairs and give them one minute to try and say what countries they can see in the picture. Take feedback as a class. Write students' ideas on the board.

Play the recording for students to listen to other people talk about the picture. Do the speakers say the names of the countries on the board? Check answers as a class (the UK, Spain, Mexico, Brazil, Italy, the USA, China and Japan). If you wish, give students information from the Culture notes.



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about people's countries and nationalities
- understand conversations in which people meet and greet others and do so themselves
- write a personal profile

#### Audioscript

- |   |   |
|---|---|
| <b>A</b> What countries can you see?            | <b>B</b> And Italy.                     |
| <b>B</b> Well, I can see the UK, Spain, Mexico. | <b>A</b> Oh yes. And the USA, China ... |
| <b>A</b> Yes, and Brazil.                       | <b>B</b> And Japan?                     |
|   | <b>A</b> Yes.                           |



#### CULTURE NOTES

The flags shown in the picture are as follows (starting in the middle and going anticlockwise):

*the USA* (red/white stripes, with stars on blue background)

*Spain* (yellow, red stripes top and bottom, central design)

*Russia* (white/blue/red stripes)

*Turkey* (red with white crescent moon and star)

Another Spanish flag

*Mexico* (green/white/red with central design)

*China* (red, yellow stars)

*the UK* (two red/white crosses on blue background)


*South Korea* (blue/red/black design on white background)

*Brazil* (green/yellow/blue design)

*Germany* (black/red/yellow stripes)

*Japan* (red circle on white background)

*Italy* (green/white/red stripes)


- b**  In pairs, students think of other countries they know in English. Take feedback as a class and write any new countries on the board.

#### ADDITIONAL MATERIAL

- ▶ Photocopiable activities: Pronunciation p.164



#### EXTRA ACTIVITY

- 1.2**  Open books on SB p.6. Demonstrate the classroom language. Say: *Listen.* and put your hand to your ear, and play recording 1.2 (just play the speaker saying *Track 1.2* then stop the audio). Point to the picture and repeat the word: *Listen.* Repeat these steps, and encourage students to do the action for *Listen* with you. Use a similar procedure for the other classroom language on this page.

*Work in pairs.* (Go and stand next to a confident student and gesture to encourage other students to find a partner too.)

Books closed. Play recording 1.2 and do the movements for each action. Play the recording again and encourage students to do the movements whilst you stay still.

# 1A I'm from Mexico

## OPTIONAL LEAD-IN

Books closed. Show the class one or more photos of people greeting each other. Elicit what they might be saying, e.g. *Hi, Hello, Good morning*. Write these greetings on the board. Ask students to stand up and move around the classroom, greeting each other using the words and phrases on the board.

## 1 READING AND GRAMMAR

*be: I / you / we positive and questions*

- a** **1.4** Point to the pictures and play the recording for students to read and listen to the people saying hello and their names. Nominate a few students to say the sentences with their own name. In pairs, students say the sentences to each other.
- b** **1.5** Point to the three groups of people in the picture and the three conversations they are having. Play the recording for students to listen and match the conversations (1–3) with the groups of people (a–c). Play the recording again if necessary. Check answers as a class.

### Answers

1 c 2 b 3 a

- c** Write a gapped sentence with *I* and then your name on the board, for example: *I \_\_\_ Katy*. Elicit *I'm Katy*. Circle the contraction *I'm* and draw an arrow to the *I* and an arrow to the *'m*. Elicit or teach that *I'm* is the shortened form of *I am*. You may wish to use gestures to help explain this. Write *be* at the top of the board.

Individually, students complete the table. Check answers as a class.

### Answers

<i>I / we</i>	<i>you</i>
I'm Camila (= <i>I am</i> ...)	Are you from England?
We're from the USA. (= <i>we are</i> ...)	How are you?

## CAREFUL!

Students at this level often use apostrophes unnecessarily when writing, e.g. *I'am very happy!* (Correct form = ***I am*** very happy!) They may also write *I am* as one word, e.g. *Iam ready*. (Correct form = ***I am*** ready.)

At the end of this lesson, students will be able to:

- understand conversations in which people say their name and country
- use *be* (with *I, you* and *we*) correctly in positive and negative statements and questions
- use a lexical set of words to name countries correctly
- ask and answer questions about their name and where they're from

- d** **1.6–1.8** Students read the information in Grammar Focus 1A Part 1 on SB p.114. Play the recording where indicated and ask students to listen and repeat. Individually, students complete the exercises in Part 1 on SB p.115. Check answers as a class. Tell students to go back to SB p.8.

### Answers (Grammar Focus 1A Part 1 SB p.115)

- a**
- 2 We're students.
  - 3 You're Roberto.
  - 4 I'm fine, thanks.
  - 5 We're from Mexico.
- b**
- 2 Are you from the USA?
  - 3 Are we in Russia?
  - 4 Am I OK?
  - 5 What's your name?

- e Sound and spelling** Long and short sounds

**1.9** In exercise 1, use gestures to teach the words *long* and *short*. Play the recording for students to listen and notice the long and short sounds in the four words.

In exercise 2, put students into pairs to practise saying the words.

- f** Put students into pairs, then into groups of three, then into new pairs to practise the three conversations in 1b. Monitor and check students' pronunciation of the target language and correct as necessary.
- g** Students repeat the conversations using their own names. Monitor and check how fluently students can speak to each other.

## 2 LISTENING AND GRAMMAR

*be: I / you / we negative*

- a** **1.10** Check students understand the words *student* and *teacher* by pointing to a student in the class and asking: *Student or teacher?* Point to yourself and repeat the question. Play the recording for students to read and listen to the conversation and complete the task below it. Check answers as a class.

### Answers

1 a 2 b

- b** Individually, students complete the table. Check answers as a class.

### Answers

Positive (+)	Negative (-)
I'm a student. (= <i>I am</i> )	I'm <u>not</u> a student (= <i>I am not</i> )
We're from England. (= <i>we are</i> )	We aren't from England. (= <i>we are not</i> )

### LOA TIP DRILLING

Drilling is intensive, teacher-controlled spoken practice of the target language (vocabulary, grammar or everyday expressions) with the class.

Drilling new language gives students the opportunity to practise producing new language orally in a restricted and safe way. It allows you to listen and notice what aspect of a new structure or lexical item students find easy or difficult to produce. This attention to accuracy means that drilling is closely connected with immediate feedback (praise and error correction).

Try to keep the pace of drills quite fast so that students have to think and speak reasonably quickly. Repeating a drill once or twice allows students to notice their own progress.

In many cases (e.g. in a simple 'listen and repeat' drill like the one below) the focus of a drill is pronunciation. Students listen either to you or to a recording to hear examples of the spoken language. Other drills (like the one in the Extra activity below) give students the opportunity to practise manipulating a new structure in different ways.

- Say the four sentences from the grammar box for students to listen and repeat. Then say the following sentences for students to listen to and repeat: *I'm OK., We're OK., I'm fine., We're fine., I'm not a teacher., We aren't from England.*

- c** **1.11** Students read the information in Grammar Focus 1A Part 2 on SB p.114. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Part 2 on SB p.115. Check answers as a class. Tell students to go back to SB p.9.

#### Answers (Grammar Focus 1A Part 2 SB p.115)

- a**  
 2 You're Rebecca. You aren't Rebecca.  
 3 I'm a teacher. I'm not a teacher.  
 4 We're in Paris. We aren't in Paris.  
 5 I'm OK. I'm not OK.
- b**  
 2 I am  
 3 we aren't  
 4 we are

### EXTRA ACTIVITY

Use this drill to give students controlled practice of short answers. Ask the questions below to the class or to individual students, as indicated. Elicit the short answers below from students. Keep the pace fast and encourage students to self-correct if they make mistakes. Repeat the drill once or twice.

- Ask: *Are you students?* (to the class) Students say: *Yes, we are.*  
 Ask: *Are you teachers?* (to the class) Students say: *No, we aren't.*  
 Ask: *Are you at home?* (to the class) Students say: *No, we aren't.*  
 Ask: *Are you a student?* (to one student) Student says: *Yes, I am.*  
 Ask: *Are you a teacher?* (to one student) Student says: *No, I'm not.*  
 Ask: *Am I a student?* (to the class) Students say: *No, you aren't.*  
 Ask: *Am I a teacher?* (to the class) Students say: *Yes, you are.*

- d** Write this sentence on the board: *I'm at home.* Ask: *Is it true?* Elicit the true sentence: *I'm not at home.*

Give students one minute to correct sentences 1–5 so they are true for them. Monitor and help as necessary.

- e** Teach *the same* and *different* by holding up two objects that are the same and two that are different. Check understanding by pointing to a few pairs of objects in the classroom (e.g. a couple of pens, a couple of bags). Ask: *Are they the same or different?* In pairs, students read their sentences to each other to find out if they are the same or different. Take feedback as a class.

## 3 VOCABULARY AND READING Countries

- a** **1.12** Individually, students match the countries with the maps. Check answers as a class by pointing at each map and asking: *What country?* Drill the words.

#### Answers

- 1 Russia 2 China 3 the USA 4 the UK 5 Brazil  
 6 Spain 7 Mexico 8 Japan

- b** **1.13** Give students two minutes to read the student group profile and add the missing countries. Check answers as a class. You may wish to give students information from the Culture notes below about the difference between England, the UK and Britain.

#### Answers

- 1 Brazil 2 the USA 3 Mexico 4 China 5 Japan  
 6 Russia 7 Spain 8 Britain

### CULTURE NOTES

England is part of the UK. The UK (the United Kingdom or the United Kingdom of Great Britain and Northern Ireland, to give its full name) refers to the political union between England, Wales, Scotland and Northern Ireland. The UK has one monarch and one government, but the nations that it is formed of are also countries in their own right. Britain (also known as Great Britain) is generally used to mean England, Scotland and Wales.

- c** **1.14** Students complete the exercises in Vocabulary Focus 1A on SB p.132. Play the recording for students to complete exercise a. Then play the recording again for students to listen and practise saying the countries in exercise b. For exercise c, students write down the name of their country in English, if it isn't one of the countries in the box, and then tell a partner. Monitor and help with spelling and pronunciation as necessary. Tell students to go back to SB p.9.

#### Answers (Vocabulary Focus 1A SB p.132)

- a**  
 a the USA b Spain c China d the UK/Britain e Mexico  
 f Japan g Russia h Brazil

### FAST FINISHERS

Ask fast finishers to list as many country names in English as they can. Give them one minute to do this. They then compare lists in pairs.

- d** Students write the name of a city and its country from 3a on a small piece of paper.
- e** Take all the pieces of paper and redistribute them around the class. Students ask each other *Are you from ... ?* until they find someone with the city and country on their piece of paper. Monitor and correct students as appropriate and listen for correct usage of the target language from this lesson.

## 4 SPEAKING

► Divide the class into pairs and assign A and B roles. Student As read the conversation on SB p.103. Student Bs read the conversation on SB p.108. Give students two minutes to complete their part of the conversation. Monitor and help as necessary.

Put students into pairs to have the conversation. When they've finished, tell them to repeat the conversation with different names and countries. Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson. Nominate a few pairs to perform their conversations for the class.

### ADDITIONAL MATERIAL


- Workbook 1A
- Photocopiable activities: Grammar p.151, Vocabulary p.158, Pronunciation p.165

# 1B He's Brazilian

### OPTIONAL LEAD-IN

Books closed. Show the class photos of a tennis player and a football player you think they'll know (not the ones in the book). Elicit the names of other famous tennis and football players and write them on the board. Tell students to look at the pictures on SB p.10 to see if any of the players are the same as the ones the students mentioned.

## 1 VOCABULARY Nationalities

- a**  Tell students to look at the pictures on SB p.10. Point to picture c and ask: *Do you know Maria Sharapova?* Put students into pairs to ask the same question about the other football and tennis players. Take feedback as a class. Draw a heart symbol on the board and ask: *Football or tennis: which is best?* Students will almost certainly be able to express their opinion on this, even with limited language! Take a vote to find out which is the most popular sport in the class.
- b** Point to the small flag on each picture. In pairs, students match the nationalities with the pictures. Check answers as a class by pointing to each picture and saying the nationality. You may wish to give students information from the Culture notes.

### Answers

- a Spanish b Japanese c Russian d Chinese  
 e Brazilian f British g American h Mexican

At the end of this lesson, students will be able to:

- use a lexical set of nationalities correctly
- understand a conversation about people from different countries
- use *be* (with *he*, *she* and *they*) in positive and negative statements and questions correctly
- use *this* and *these* correctly
- ask and answer questions about people's nationalities

### CULTURE NOTES

#### Football players

Shinji Kagawa (Japan, 1989) played for the German team Borussia Dortmund from 2010 to 2012, transferred to Manchester United and returned to Dortmund in 2014.

Neymar (Brazil, 1992) won the South American Footballer of the Year award in 2011 and 2012. He joined FC Barcelona in 2013.

Kelly Smith (England, 1978) is England's record women's football goal scorer, with 46 goals in 117 England appearances. She retired from international football in 2015.

Javier Hernández (Mexico, 1988) played for his home town club Guadalajara before transferring to Manchester United in 2010.

Guillermo Ochoa (Mexico, 1985) was goalkeeper for the Spanish club Málaga in 2014. Before that he played for the Corsican team Ajaccio.


#### Tennis players

Rafael Nadal (Spain, 1986) has won nine times at the French Open, twice at the US Open and twice at Wimbledon.

Maria Sharapova (Russia, 1987) has won various tennis titles in her career, including a silver medal in the women's singles at the 2012 Olympics.


Li Na (China, 1982) is China's top women's tennis player. In 2011, she became the first Asian woman to win a Grand Slam title. She retired in 2014.

Identical twins Bob and Mike Bryan (the USA, 1978) have won more than 15 tennis Grand Slam doubles titles together.


- c  **1.15 Pronunciation** Write the following word on the board with a line between each syllable: A|mer|i|can. Say the word slowly, pausing where the gaps are, and pointing to each syllable as you say it. Then say the word again, clapping or moving your hand as you say each syllable. Play the recording for students to listen and decide how many syllables there are in each word. Check answers as a class.

**Answers**

Spa|nish = 2 syllables  
Jap|an|ese = 3 syllables  
Ru|ssian = 2 syllables  
Chi|nese = 2 syllables  
Bra|zil|i|an = 4 syllables  
Brit|ish = 2 syllables  
Mex|i|can = 3 syllables


 **LANGUAGE NOTES**

A syllable is a unit of pronunciation which contains a vowel sound. For example, *Chinese* has two syllables, each containing one vowel sound: *Chi* /aɪ/ *nese* /i:/.  
In English, as in other languages, one syllable in each word is stressed more than the others. For example, the second syllable in *Chinese* is stressed more than the first. However, unlike some other languages, English words can stress any syllable. For example, the second syllable is stressed in *Brazilian*, and the final syllable is stressed in *Japanese*.

- d  **1.16** Play the recording for students to listen for the stressed syllable. Check the answer as a class. Write *American* on the board with the stressed syllable underlined.


**Answer**

A|mer|i|can

- e  **1.15** Play the recording again for students to listen and underline the stressed syllables in all the nationality words. Check answers as a class. Play the recording again for students to listen and repeat. Monitor and correct students' pronunciation as appropriate.

**Answers**


Spanish Japanese Russian Chinese Brazilian  
British Mexican

- f  **1.17** Students go to Vocabulary Focus 1B on SB p.132. Individually, students complete the table in a. They then compare answers in pairs. Check answers as a class. In exercise b, play the recording for students to listen and repeat the countries and nationalities. For exercise c, write students' nationality or nationalities on the board and make sure they can all pronounce their nationality correctly. Put students into pairs for exercise d. Tell students to go back to SB p.10.

**Answers (Vocabulary Focus 1B SB p.132)**

a  
1 Brazil 2 Russia 3 Mexico 4 the USA  
5 Spain 6 Britain 7 China 8 Japan

**2 GRAMMAR** *be: he / she / they* positive

- a  **1.18** Individually, students match the sentences. Play the recording for them to listen and check their answers. Check the answers again by reading out each statement 1–3 and asking students to say the sentence that matches.

**Answers**

1 c 2 a 3 b


- b Individually, students complete the table. Copy the table onto the board and elicit the answers from the students. Ask: *How many syllables is 'he is'?* (two) And *'he's'?* (one) *How many syllables is 'they are'?* (two) And *'they're'?* (one).

**Answers**

1 he's 2 they're

 **CAREFUL!**

Students at this level often omit *be*, e.g. *He Polish. They Brazilian.* (Correct form = *He's Polish. They're Brazilian.*) Students may also make agreement errors, e.g. *They's American.* (Correct form = *They're American.*), omit the pronoun before *be*, e.g. *I speak English with Kaito because is Japanese.* (Correct form = *I speak English with Kaito because he's Japanese.*), or omit the pronoun as well as *be*, e.g. *I speak English with Kaito because Japanese.* (Correct form = *I speak English with Kaito because he's Japanese.*)

- c  **1.19** Students read the information in Grammar Focus 1B Part 1 on SB p.114. Play the recording where indicated and ask students to listen and repeat. Students complete exercise a in Part 1 on SB p.115. Check answers as a class. Tell students to go back to SB p.11.

**Answers (Grammar Focus 1B Part 1 SB p.115)****a**

1 He's  
2 She's  
3 She's  
4 They're  
5 They're  
6 He's

 **LOA TIP ELICITING**


Eliciting is a classroom technique which involves giving students simple prompts to see if they can produce the target language. It's a useful technique for engaging the whole class on a language point and seeing how much they know. It's best to start with minimal prompts, being prepared to give students more guidance if they struggle.

- After the Grammar Focus on *be: he / she / they*, indicate a female student in the class (if there aren't any female students in your class, point to the picture of Katy, who's American, in the picture on SB p.8) and, with a quizzical expression, say: *Nationality?* See if students can produce *She's* (+ nationality). If not, prompt them with *She ...*. Can students produce the target language now? If not, supply it. Repeat the process, this time indicating a male student (or pointing to the picture of Paul, who's American, in the picture on SB p.8) and eliciting *He's* (+ nationality). Finally, indicate two students and elicit *They're* (+ nationality or nationalities).


d Students write two sentences about the people in 1–3, thinking about their sport and their nationality. Monitor and help as necessary.

**Suggested answers**

- 1 Rafael Nadal is Spanish. He's a tennis player.
- 2 Li Na is Chinese. She's a tennis player.
- 3 Javier Hernández and Guillermo Ochoa are Mexican. They're football players.


e  In pairs, students read their sentences to each other to see if they're the same. Invite some students to read their sentences to the class.

### 3 LISTENING

a  **1.20** Play the recording for students to listen, read and complete the task. Play the recording again if necessary. You may wish to elicit the meaning of *friends* (people you know well and like) by using the picture. Check answers as a class by nominating two students to read out the completed conversation.

**Answers**

- 1 Anna 2 Mexican 3 Alexander 4 Russian
- 5 Penny 6 American

b  Give students one minute to prepare what they're going to say. In pairs, students talk about two of their friends. Monitor, but don't interrupt fluency unless communication breaks down altogether. At the end, invite a few students to tell the class about their two friends.


### 4 GRAMMAR

*be: he / she / they negative and questions*

a Individually, students complete the tables. Check answers as a class.


**Answers**

+	-	?
She's Russian.	She <u>isn't</u> Russian.	<u>Is she</u> Russian?
They're Chinese.	They <u>aren't</u> Chinese.	<u>Are they</u> Chinese?


b  **1.21–1.23** Students read the information in Grammar Focus 1B Part 2 on SB p.114. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises in Part 2 on SB p.115. Check answers as a class. Tell students to go back to SB p.11.

**Answers (Grammar Focus 1B Part 2 SB p.115)**

- a**  
 1 isn't 2 aren't 3 isn't 4 aren't 5 isn't 6 isn't
- b**  
 1 Is he Russian? 2 ✓ 3 Are they English? 4 Is he Italian?  
 5 Is she Chinese? 6 ✓
- c**  
 1 's 2 Is 3 isn't 4 's 5 're 6 Are 7 aren't 8 're


 **EXTRA ACTIVITY**

Students write down the names of four more tennis players or football players on a piece of paper. In pairs, they use the *Who* questions from Grammar Focus 1B Part 2 on SB p.114 to ask about the names. For example, *Who's he? Who are they?* They should also ask about nationality. For example, *Is he Spanish? Is she Japanese?*

c  **1.24** Individually, students complete the task. Play the recording for students to listen and check their answers. Check answers as a class.

**Answers**

- 1 Is; he isn't
- 2 Are; they are
- 3 Is; she isn't
- 4 Are; they aren't
- 5 Is; he is

d  In pairs, students practise saying the five mini-conversations in 4c.

 **FAST FINISHERS**

Ask fast finishers to stay in the same pairs and use the pictures of sports players on SB p.10 to have more mini-conversations like the ones in 4c, e.g. *Is he Spanish? No, he's Japanese. Is she a football player? No, she isn't. She's a tennis player.*


**Language Plus *this / these***

Read through the information with the class. You may wish to check that students know when to use *this is* and *these are* by pointing to different things in the room, e.g. the door, a pile of books. Ask the class: This is *or* these are? Each time, indicate that the students should say *this is* or *these are*.



Point out that we don't usually say *these are* with the names of people, e.g. *These are Anna and Simon*. Instead, we can say: *This is Anna and Simon* or *These are my friends, Anna and Simon*.

Give a few more examples, e.g. *This is my phone. These are my students, Maya and Sabine*. Contrast the short vowel sound /ɪ/ in *this* with the long vowel sound /i:/ in *these*.

### 5 SPEAKING

 Divide the class into pairs and assign A and B roles. Student As go to SB p.103. Student Bs go to SB p.108. Give students two minutes to look at the picture and information box and to prepare what they're going to say about their own picture and ask about their partner's picture. They then cover the information box and talk with their partner. Monitor and note down any common mistakes/errors to deal with during feedback.

**ADDITIONAL MATERIAL**

-  Workbook 1B
-  Photocopiable activities: Grammar p.151, Vocabulary p.158, Pronunciation p.165

# 10 Everyday English

## Nice to meet you

### OPTIONAL LEAD-IN

Books closed. On the board, write: *I'm ...*. Then draw a big question mark. Tell students you're a tennis player or football player from Lesson 1B. They can ask you five questions with *Are you ... ?* to guess who you are (e.g. *Are you a football player? Are you Mexican?*). Give students a few minutes to write down questions, before taking them from the class.

## 1 LISTENING

**a** Pre-teach the phrase *new place* by writing the question *Where?* on the board and looking around. Ask: *Am I in a new place?* (no). Point to the picture of Sophia and ask: *Is she in a new place?* Elicit students' ideas but don't check the answer at this point.

**b** **1.25** Play Part 1 of the video or audio recording for students to check the answer. Check the answer as a class, and establish that it's Sophia's first day at Electric Blue Technology. Ask: *Where's she from?* (Canada).

**Answer**  
 Yes, she is.

### Video/Audioscript (Part 1)

**RECEPTIONIST** Good morning.      **R** Sophia? Sophia Taylor? From Electric Blue Technology?  
**SOPHIA** Hi, my name's Sophia      **S** Yes, that's right.  
 Taylor. It's my first day ...      **R** Come on in!

**c** **1.25** Play Part 1 of the video or audio recording again for students to complete the sentences. Check answers as a class.

**Answers**  
 Good morning, Electric Blue Technology.  
 Hi, my name's Sophia Taylor. It's my first day.

## 2 USEFUL LANGUAGE Greeting people

**a** Students match the times of day with the words in the box. Check answers as a class.

**Answers**  
 1 morning 2 afternoon 3 evening

**b** **1.26** **Pronunciation** Play the recording for students to listen for the number of syllables in each greeting. Check answers as a class.

**Answers**  
 hello (2) good morning (3) good afternoon (4) good evening (3)

**c** **1.26** Play the recording again for students to listen for the stressed syllables in each greeting. Check answers as a class and drill all the phrases.

**Answers**  
 good morning good afternoon good evening

At the end of this lesson, students will be able to:

- understand a conversation in which someone meets new people at work
- greet people at different times of the day
- use appropriate phrases when meeting new people
- use appropriate tone when meeting people
- read and understand a personal profile
- use capital letters and full stops correctly
- write their own personal profile

**d** In pairs, students practise saying the right greeting for each time of day. Check answers as a class, inviting different students to say the greeting for each time.

**Answers**  
 1 Good evening. 2 Good afternoon. 3 Good morning.  
 4 Good evening. 5 Good morning. 6 Good afternoon.

## 3 LISTENING AND USEFUL LANGUAGE

### Meeting new people 1

**a** **1.27** Point to the picture of the manager of Electric Blue Technology. You may wish to elicit or pre-teach the word *manager*. Play Part 2 of the video or audio recording for students to listen for the manager's name. Check the answer as a class.

**Answer**  
 David

### Video/Audioscript (Part 2)

**DAVID** Is this Sophia?      **S** I'm good, thank you. And you?  
**RECEPTIONIST** Yes. Hello!      **D** I'm fine, thanks. OK, well, come with me, please.  
**SOPHIA** Good morning!      **D** Welcome, Sophia. I'm David.      **S** OK!  
**S** Nice to meet you, David.  
**D** Nice to meet you, too. How are you?

**b** **1.28** Play the recording for students to listen to the two sentences and underline the words they hear. Check answers as a class. Nominate a few students to introduce themselves using the two phrases.

**Answers**  
 1 My name's 2 I'm  
 Yes, both options in 1–2 are possible.

**c** **1.29** **Pronunciation** Play the recording for students to listen to the conversation and notice the stress on the underlined words.

**d** In pairs, students practise the conversation.

**e** **1.30** Point to the faces in the table and use your own facial expression to check students understand that ☺ is happy and ☹ is neither happy nor sad. Students complete the sorting task. Play the recording for students to listen and check their answers. Play the recording again for students to listen and repeat. Encourage students to use their faces and body language as well as the words to express the feeling behind the expressions.

### Answers

A ☺	B ☹
I'm fine, thanks.	I'm OK, thank you.
I'm good, thank you.	Oh, not bad, thanks.

- f In pairs, students practise the conversation in 3c again, changing roles and using the different expressions in 3e. Invite one or two stronger pairs to have a conversation for the class to hear.

## 4 LISTENING AND USEFUL LANGUAGE

### Meeting new people 2

- a **1.31** Point to the picture of Megan and Sophia in the office. Ask: *Where are they?* Elicit or teach the word *office*. Play Part 3 of the video or audio recording for students to answer the question. Check the answer as a class.

#### Answer

No, they aren't.

#### Video/Audioscript (Part 3)

- |   |  |
|---|--|
| <b>DAVID</b> Hi, Megan – Sophia's here.   | <b>M</b> Everything!   |
| <b>MEGAN</b> Oh. Already? Great!  | <b>S</b> Thank you, Megan. That's great.   |
| <b>D</b> Sophia, this is Megan Jackson.   | <b>D</b> Sorry, but I need to ...  |
| <b>SOPHIA</b> Nice to meet you, Megan.  | <b>M</b> Oh, yes, of course.   |
| <b>M</b> Nice to meet you too, Sophie.  | <b>D</b> See you later, Sophia.  |
| <b>S</b> Mm, Sophia. My name's Sophia, not Sophie.                              | <b>S</b> Sure. Thank you, David.   |
| <b>M</b> Oh! Yes, yes, of course. I'm sorry. <i>Sophia</i> .                    | <b>D</b> Bye!  |
| <b>S</b> That's OK!   | <b>M</b> OK, so ... This is your desk.   |
| <b>M</b> Nice to meet you, <i>Sophia</i> !                                      | <b>S</b> Oh, right. Good!  |
| <b>D</b> So, this is your office. Your home for the next year.                  | <b>M</b> So, welcome to your new office, welcome to Electric Blue Technology, and welcome to the UK! |
| <b>M</b> It's not home, David!  | <b>S</b> Thank you, Megan! Thank you very much!  |
| <b>D</b> No, OK. Well, you're in here with Megan, and she can help you with ... |  |

#### EXTRA ACTIVITY

Write these words from Parts 2 and 3 of the video or audio recording on the board and ask students to find pairs with same or similar meaning:

- |                       |                   |
|-----------------------|-------------------|
| <i>Sorry.</i>         | <i>Bye.</i>       |
| <i>Great!</i>         | <i>Sure.</i>      |
| <i>Of course.</i>     | <i>I'm sorry.</i> |
| <i>See you later.</i> | <i>Good!</i>      |

Check answers as a class (*Sorry. – I'm sorry, Great! – Good!, Of course. – Sure, See you later. – Bye.*). Drill the words and phrases.

- b **1.31** Play Part 3 of the video or audio recording again for students to complete the task. Check answers as a class. Referring back to the picture of Sophia looking lost, point to the picture of Sophia and Megan in the office and ask: *Is Sophia OK now?* (yes).

#### Answers

1 meet 2 office 3 desk

- c **1.32** Students put the conversation in order. Play the recording for them to listen and check.

#### Answers

- DAVID** This is Megan Jackson.
- SOPHIA** Nice to meet you, Megan.
- MEGAN** Nice to meet you too, Sophie.

- d Put students into groups of three to practise the conversation using their own names.

## 5 PRONUNCIATION Tone

- a **1.33** Say: *Good morning, how are you?* with a flat voice, with no intonation change at all. Then repeat it in a cheerful way. Repeat it, and gesture with your hands to show how your voice moves when you want to sound cheerful. Say: *This is 'tone'*. Write *tone* on the board.

Play the recording for students to answer the question. Check the answer as a class. Play the recording again and use your hand to indicate how the tone moves.

#### Answer

The tone changes.

#### LANGUAGE NOTES

English speakers use intonation across words, phrases and sentences to express meaning and mood. If students don't use a changing tone when they speak, they may not express the emotion they intend, or even fail to get their meaning across entirely. For these reasons, it's good to start raising students' awareness of the importance of tone early. At the same time, it's also worth bearing in mind that students whose first language doesn't use intonation in the way that English does may feel self-conscious about copying English tone patterns. It's important to spend time helping these students listen for and recognise tone change before insisting on them trying to produce it.

- b **1.33** Play the recording again for students to listen and repeat. Monitor carefully, pausing the recording to correct sensitively any mistakes with the tone that you hear.

## 6 SPEAKING

- a **1.34** Tell students that they can now practise using all the language from the lesson. Students complete the conversation individually. Play the recording for them to listen and check their answers. Check answers as a class.

#### Answers

1 is 2 meet 3 you 4 fine

- b Put students into groups of three to practise reading the conversation. Then tell them to repeat the conversation, but this time using their own names. Encourage them to change roles a few times. Monitor and listen out for how well the students use changing tone.





### LOA TIP MONITORING

Monitoring means paying close and careful attention to students' spoken and written output as they work, usually with a particular focus on language recently learned. When students are doing pair and group work, the easiest way to monitor is to walk round the classroom looking and listening to what they're doing. Crouching down to desk level can make your presence less large, as well as making it easier to see and hear mistakes. Monitoring often involves helping students, giving them positive feedback and correcting errors. You can do this 'on the spot' as you walk around or you can note down examples of errors and good language use and give students feedback at a later stage. The second approach can be more effective as it avoids singling out individual students.

With 6b, monitoring is a little more difficult, as you are aiming to feed back on students' pronunciation. As you monitor, listen to students' use of intonation, and react appropriately. For example, if students' intonation is flat and unchanging, don't say anything, but react by gesturing with your hands or face that you want students to use a changing tone. If students' intonation sounds good, react by smiling or nodding.

## 7 WRITING

- a** Give students one minute to read Sophia's profile and answer the question. Check the answer as a class.

### Answer

She's from Toronto.

- b** Students go to Writing Plus 1C on SB p.154. Read through the information in exercise a. If appropriate for your students, ask them to do exercise b individually. Check answers by inviting a few students to come and write the correct capital letters on the board. Similarly, as students complete exercise c, copy the uncorrected sentences onto the board and invite students to come and correct the punctuation. Tell students to go back to SB p.13.

### Answers (Writing Plus 1C SB p.154)

#### b

2 B 3 D 4 E 5 G 6 H 7 Q 8 R 9 T

#### c

1 We're from Brazil. 2 He's a student. 3 This is Ruben.  
 4 I'm in a class with Amy Lee. 5 My name is Sandro.  
 6 Their flat is in Mexico City. It's small.

- c** Write this title on the board: *Student profile: Me and my English class*. Give students five minutes to write a personal profile like Sophia's. Monitor and help as necessary.



### FAST FINISHERS

Ask fast finishers to write a profile like Sophia's for Megan Jackson and David (the people Sophia meets at Electric Blue Technology). Tell them to invent their nationalities and David's surname.

- d** Students share their personal profiles with other students. Give them two or three minutes to read each other's work. Ask: *Are you all from the same place? Are you all from the same country?*

### ADDITIONAL MATERIAL

- ▶ Workbook 1C
- ▶ Unit Progress Test
- ▶ Personalised online practice

# UNIT 1

## Review

### 1 GRAMMAR

- a** Individually, students underline the correct answers. Check answers as a class.


#### Answers

1 'm 2 we are 3 aren't 4 Am I 5 are you 6 're

- b** Individually, students add the missing words. Check answers as a class.

#### Answers

1 isn't 2 are 3 is 4 Are 5 aren't 6 Is, isn't

- c**  In pairs, students ask and answer the questions in 1b.

- d** Individually, students correct the sentences. As they work, write the uncorrected sentences on the board. Check answers as a class by inviting students to come and correct them.

#### Answers

1 No, he isn't from China.  
 2 Are you OK?  
 3 Yes, I am.  
 4 What's your name?  
 5 I'm not Brazilian.  
 6 Who's she?

### 2 VOCABULARY

- a** Students look at the map and unscramble the letters to write the country names. Check answers as a class.

#### Answers

1 Britain 2 Russia 3 Spain 4 China 5 Japan 6 Brazil

- b** Ask a few students: *What's your nationality?* Students look at the flags and complete the nationality words. Check answers as a class.

#### Answers

1 Canadian 2 Polish 3 American 4 Japanese 5 British  
 6 Italian



#### FAST FINISHERS


Ask fast finishers to write down as many other nationalities as they can in one minute. In pairs, they compare lists.



#### EXTRA ACTIVITY


Put students into pairs. Give them one minute to write down the names and nationalities of two or three famous people from different countries. The nationalities must be in the list in Vocabulary Focus 1B on SB p.132. Join pairs with other pairs. They take turns to say a name and ask: *Where's she from?* or *Where's he from?* How many questions can each pair answer correctly?


### 3 SOUND AND SPELLING

- a**  **1.35** Write *I'm* on the board and ask: *Does this word have a long or short sound?* (long). Write *the* on the board and ask: *A long or short sound?* (short). Draw the long (—) and short (^) symbols on the board next to each word. Play the recording, then check answers as a class. Students practise saying the words in pairs.

#### Answers

1 —  
 2 —  
 3 ^  
 4 ^  
 5 —  
 6 ^  
 7 ^  
 8 —

- b**  **1.36** Give students one minute to study the table, then play the recording.

- c**  **1.37** Give students one minute to complete the task. Play the recording. Check answers as a class. Play the recording again, then put students into pairs to practise saying the sentences.

#### Answers

1 I'm right. 4 This is my room. 5 She's from Brazil.  
 8 Laura's American.



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.