

# 1 Hello

**Unit goal:** talk to someone for the first time

## 1.1

**Goals:** talk to someone for the first time  
introduce yourself  
say where you are from  
ask people where they are from

### Core language:

**VOCABULARY** Hello, I'm ...; I'm from ...; my, your

My name is ...; What's your name?

Countries: England, Saudi Arabia, China;

the USA

**GRAMMAR**

be present – questions: Are you ...?; Are you from ...?; Where are you from?

## I'm ...

### VOCABULARY Hello, I'm ..., My ...

#### Optional lead-in with books closed

Introduce yourself to the class. Say *I'm (John)*, a few times. Point to yourself to show the meaning of *I*. Say to one learner: *Hello. I'm (John)*. Get the learner to give his / her name in the same way. Go round the class, getting learners to give their names, using *I'm ...*.

Write on the board: *I'm John*. = *I am John*.

Say both sentences to show how *I'm* is a short form of *I am*.

Introduce yourself again. This time say *My name is (John)*.

Say a few common names to show what *name* means.

Go round the class, getting learners to give their names, using *My name is ...*.

- 1 *Presentation of 'I'm ..., My name is ...; Hello. Hi.'*  
Look at the photo and play recording 1.1. Ask learners to listen and repeat.

Hi. I'm Carlos Puente.

Hello. My name is Peter Newman.

### LISTENING


- 2 a *Numbers 1–3.* See if learners know the numbers. If not, say them and learners repeat. Play recording 1.2. Pause after each conversation and ask learners to say which photo it is.

A 2 B 3 C 1

#### Optional extra

Use the photos to teach *school*, *café* and *airport*. Ask *Where is it?* to elicit the words. Write them on the board.

- b *Presentation of 'My, your; What's your name?'*. To teach *your* and the question *What's your name?*, point to yourself and say *My name is (John)*, then point to a learner and say *Your name is (Ali)*. Then ask a few learners *What's your name?*.

 Learners read conversations A, B and C and fill in the gaps. If necessary, play the recording again to check.

A *your; My* B *I'm; I'm* C *your; your; My*

Check that learners know *new* and *teacher*.


To demonstrate the meaning of *Nice to meet you*, say hello to a learner. Shake his / her hand and say: *Nice to meet you*. You could give an equivalent in learners' own language, or ask them for one. Be aware that some learners may not feel comfortable shaking hands. This is fine and only suggested here to help convey the meaning.

- c *Short forms.* Look at the table and say both forms to make the difference clear. Then play recording 1.3 (or say the sentences yourself) and get learners to repeat. Focus on the stress pattern of:  
– *What's your name?*

#### Language note

It isn't essential to use short forms, but they are very common in spoken English, especially *I'm*.

### SPEAKING

- 3 a  Learners read the sentences and choose the best order. Go through the answers together by listening to recording 1.4.

1 Hello, I'm Luis. What's your name?

2 I'm Ali.

3 Hi, Ali. Nice to meet you.

#### Optional pronunciation practice

Play the recording 1.4 and pause after each sentence. Ask learners to repeat the sentences aloud. Tap on the desk or clap your hands to help learners notice the stressed words in each sentence.

- b *Mingling activity.* To demonstrate, choose one learner and have a conversation. Then have a conversation with a second learner, getting him / her to ask you *What's your name?*. In a stronger class, add questions such as *Where are you from?*, *Where do you live?*, and *What do you do?*.

Learners move freely round the class, introducing themselves and asking other learners' names.

#### Alternative

If it is difficult for learners to move freely around the class, you could ask them to stay in their seats and talk to the people around them.

## I'm from ...

### VOCABULARY Countries

- 1 *Presentation.* Play recording 1.5 or say the names of the countries. Ask learners to identify them.

A China B the USA C England D Saudi Arabia

Learners repeat the countries. Focus on the pronunciation of /ju:ˌesˈeɪ/, and the /ə/ sounds in /'ɪŋɡlənd/, /ˌsɑʊdi ə'reɪbiə/, /'tʃaɪnə/. You could also practise /'lʌndən/ and /ri:'jɑ:d/.

### GRAMMAR Questions

2 a *Presentation of 'I'm from ...'*. Look at the picture and play recording 1.6. Establish what the people say:

1 *I'm from the USA. I'm from New York.*  
 2 *I'm from England. I'm from London.*

Get learners to repeat the sentences. Focus on the pronunciation of /frəm/.

#### Optional extra

Ask learners where the people in the picture are. Use this to teach *plane* (or *on a plane*) and *passenger*.

b *Presentation of 'Are you (from) ...? Where are you from?'*. Play recording 1.6 again. Learners say questions in the correct order. Write the questions on the board.

#### Alternative

Ask learners what the questions are. Then play recording 1.6 again to check.

To show how the word order changes in questions, write on the board:

1 2                                  2 1  
 – You are from England → Are you from England?

Point out that *you* and *are* change round.

Look at the table. Read through the examples. You could give other sentences and learners make questions:

– *I'm a teacher.* → *Am I a teacher?*  
 – *You are here.* → *Are you here? Where are you?*

c *Practice of questions and answers.* Look at the speech bubbles and learners say the questions and answers.

1 – *Where are you from?*  
     – *(I'm from) China.*  
 2 – *Are you from the USA?*  
     – *Yes, I'm from Miami.*  
 3 – *Are you from China?*  
     – *No, I'm from the USA.*  
 4 – *Where are you from?*  
     – *(I'm from) London.*

Go through the answers together by listening to recording 1.7.

Learners ask and answer the questions.

### SPEAKING

3 a *Writing.* Ask learners: *Where are you from?* Check that they can say their country correctly. Write the country name(s) on the board for learners to copy.

b Ask each question to two or three different learners round the class. Expected answers:

1 *I'm from (Qatar).* 2 *No, I'm from (Qatar).*  
 3 *No, I'm from (Qatar).*

c Get learners to ask you the questions. Give true answers.

Learners ask and answer the questions in pairs. Instead of *I'm from London*, they should give their own home town.

#### Alternative: Mingling activity

Learners move freely round the class, asking and answering questions.

#### Language note

Failure to capitalise words that are always capitalised is a common error among Arabic-speaking learners. Draw learners' attention to the use of capital letters on pages 6 and 7. Learners work in pairs and circle examples of capital letters (*big* letters) on the page. Elicit that we use capital letters when we write:

First and last name of a person, e.g. Amir Ali, Najila Nemer  
 Names of cities e.g. Frankfurt, Doha  
 Names of countries, e.g. Germany, Qatar  
 Write *names*, *cities* and *countries* on the board. Ask the class for additional examples and choose volunteers to write them on the board. Correct the spelling as a class. Encourage learners to use the Internet to check the spelling of unknown names.

## 1.2

#### Goals: talk to someone for the first time

ask and say where places are  
 say where you live

#### Core language:

VOCABULARY *flat, apartment, house, room, car*  
*big, small, nice*  
*in, near* (London)

GRAMMAR *a / an: a* (flat), *an* (apartment)  
*be present: It's ... , Where is ... ?*  
 Present simple – positive: *I / We + verb*

## Where is it?

### SPEAKING

1 *Presentation of 'It's ... (It is ...); I think ...'*. Look at photo A and ask:

– *Where is it?* (England, or London).

Show the full and short forms of *It is* on the board:

– *It is ... → It's ...*

Then add *I think*:

– *I think it's ...*

Show the meaning of *I think* with gestures. Get learners to practise saying the sentence. You could help them with the stress pattern by 'back-chaining':

– *England → It's England. → I think it's England.*

Learners look at photos B–H and guess the countries, making sentences with *I think it's ...*

A *England* B *the USA* C *England* D *the USA*  
 E *Saudi Arabia* F *China* G *Saudi Arabia* H *China*

2 a *Presentation of 'Where's ...? (Where is ...?) I don't know'.*

Books closed. Ask: *Where's Manchester?* (It's in England.) Write the full and short forms on the board:

*Where is ...? → Where's ...?*

Practise asking the question, using different places:

– *London → Where's London?*

– *Shanghai → Where's Shanghai?*, etc.

Open books. Look at the city names in the box.

Give possible answers for one item, e.g.

– *Where's Beijing?*

– *I don't know. / It's in China. / I think it's in China.*

Show the meaning of *I don't know* with gestures.

**Oxford:** *It's in England.*

**Miami:** *It's in the USA.*

**Beijing:** *It's in China.*

**Jeddah:** *It's in Saudi Arabia.*

- b** Read the full and short forms in the table or play recording **1.8**. Show on the board how we use an apostrophe (') to show that a letter is missing. Practise saying the short forms.

#### Language note

We usually use short forms (*It's*, *Where's*, etc.) in conversation, but not always. It is important for learners to understand them, but don't insist on them using short forms themselves at this stage.

After some nouns, it isn't possible to use a short form, e.g. *Paris is ...*, *Los Angeles is ...*.

## Big, small ...

### VOCABULARY *big, small*

- 1** *Presentation of '(It's) big, small; (It's a) house'.* Look at the picture and ask *What is it?* (a house). Then ask: *Is it big or small?* (big). Use gestures to show the meaning of *big* and *small*.
- 2 a** *Presentation of 'It's a big house.'* On the board, write: *It's a house.* Then show how we can add *big*:  
– *It's a big house.*

Read the sentences or play recording **1.9**. Ask learners to repeat. Make sure that they say *It's a house* and *It's a big house* (not just *It's big house*). Make sure they say *a* as /ə/.

#### Language note

For many learners, the use of *a* will be the same as in their own language. If learners have no article system in their own language, tell them that *a* = 'one'.

- b** Look at the pictures on p86. Use the pictures to present *car* and *room* (point to a picture and ask: *What's this?*).  
Learners take it in turns to choose a picture and say a sentence.

## I live ...

### READING

- 1 a** *Presentation of 'flat, apartment; alan'.* Look at photo B. Ask: *What is it?*. Use this to present *flat* and *apartment*. Ask learners to match the words *a flat* / *an apartment* or *a house* with each photo. Ask if they are big or small.

**A** *It's an apartment. It's small.*

**B** *It's an apartment. It's big.*

**C** *It's a house. It's big.*

#### Language note

*Apartment* is US (and also international) English. *Flat* is British English. They mean the same.

Point out that we say *an apartment*. This is because *apartment* begins with the letter 'a' (a vowel). If necessary, show that it is difficult to say *a apartment*, so we add /n/.

#### Note

Don't give a detailed presentation of *a* / *an* at this point. It is presented in Unit **4.2**.

#### Option: Stronger classes

Discuss differences between apartments and houses, e.g. ask *How many rooms are in an apartment / a house?*, *Is the apartment / house big or small?*, *Are there many apartments in the countryside?*

- b** Learners read the sentences and match them with the photos. Then they fill in the gaps.  
If necessary, quickly present *live* and *have* (it should be clear from the context), but wait till **2** to focus on these verbs.

- c** Play recording **1.10**.

**1 B – an apartment 2 C – a house 3 A – an apartment**

- d** Learners cover the sentences in **1b** and listen again (either play recording **1.10**, or read them aloud). Then ask the questions round the class.

**Photo A – It's an apartment. It's very small. It's in Paris.**

**Photo B – It's an apartment. It's big. It's in Dubai.**

**Photo C – It's a house. It's big. It's near Naples in Florida, in the USA.**

Sentences covered. Learners ask and answer the questions.

### GRAMMAR / / We + verb

- 2 a** *Presentation of 'I have, We have, I live, We live'.* Give examples about yourself to present the meaning of *live* and *have*, e.g.  
*I live in (Rome). I have a house.*  
*I live in a house in (Rome) / I have a house in (Rome).*  
To show the meaning of *we*, say *I live in (Rome)*, then stand with a learner and say *We live in (Rome)*.  
Read the sentences in the table. Ask learners to repeat *I live, we live, I have, we have*, to check pronunciation. Alternatively, ask learners to read the sentences aloud. Check learners say /lɪv/ not /li:v/ and /hæv/ not /hæf/.

- b** Learners write *live* or *have* in the gaps.

**1 have 2 live 3 have 4 live 5 live 6 have**

### LISTENING

- 3 a** Learners read the sentences in pairs and guess whether the statements about Lucy are *True* or *False*. Check understanding of *Oxford* /'ɒksfəd/ 'a city in England'. Play recording **1.11**.
- b** Play recording **1.11** again. Learners check their answers.

**1 True 2 False (it's in London).**

**3 False (it's very small). 4 True**

**Option: Weaker classes**

Display the listening script on the board. During the second listening, allow learners to read the text while listening.

**WRITING**

- 4 To show what to do, write or say a few sentences about your own house / flat.

Learners write sentences about their house or flat. While they are writing, go round and check.

**Note**

If learners all live in the same town, ask them to write what part of town they live in. If they live alone or have their own house / flat, they should write *I have*. If they live with their parents or family, they should write *we have*.

**Optional practice****1 Mingling activity**

After writing, learners move freely round the class. They tell two or three other learners about their house / flat.


**2 Writing for homework**

Learners do this as a speaking activity and write the sentences for homework.

**3 Add a photo**

Ask learners to find (or take) a photo of their house or flat and add it to their sentences.

To practise, say a number and learners say the next one. They could also do this in pairs.

- 2  Learners cover 1 and practise saying the numbers in A–E. Then go through the answers together.

**Language note**

All these numbers would normally be said as separate digits in English. 0 can be said as *zero* or *oh*.

**Alternatives**

- Say a number. Learners write it down (as a figure, not a word). Then learners read the numbers back to you. You could also do this with phone numbers.
- Say sequences and learners continue them:
  - 1, 2, ...
  - 2, 4, ...
  - 1, 3, ...
  - 10, 9, ...
  - 10, 8, ...
- To practise writing numbers, say sentences with numbers in them. Learners write only the number they hear (as a word), e.g.
  - *I have three children.*
  - *It's bus number seven.*
  - *My flat is number five.*

**1.3****Goals: talk to someone for the first time**

ask and say if you are married  
say if you have children

**Core language:**

VOCABULARY Numbers: 0–10

*boy, boys; girl, girls; child, children*

Family: *no (children) = 'not any', married*

GRAMMAR

*be present – negative: I'm, I'm not; we're, we're not*

**Numbers****VOCABULARY Numbers 0–10**

- 1 *Presentation of numbers 0–10.* Learners say the numbers. If necessary, say them (or play recording 1.12) and get learners to repeat.

**Option: Stronger classes**

Learners may already know the numbers. Check this with books closed: write the numbers on the board, and learners say them. Then write the words. Focus on any that learners aren't sure of.

Focus on the sounds /wʌn/ and /θri:/.

**Language note**

To help students say /θ/, get them to say /t/, and notice where their tongue touches their top teeth. Then get them to make less contact, so air can pass their tongue and their teeth. This should produce a /θ/ sound.

Look at the words in the box. Learners read them aloud. Then learners write the numbers with the words beside them, in order.

**Families****VOCABULARY boy, girl ...**


- 1 a *Presentation of vocabulary.* Look at the picture and see if learners know the words (*boys, a girl*, etc.). If not, read them out or play recording 1.13 and ask learners to repeat. You could also ask questions, e.g. – *Look at C – a girl or girls?*


Use this to present plurals. Write *boy* and *girl* on the board, and say the words. Then add *-s* and say *boys* and *girls*. Get learners to repeat the singular and plural forms (check that they pronounce the *-s* as /z/). Point out that:

- to make a plural, we usually add *-s*.
- *children* is irregular.

*Listening.* Play recording 1.13. Learners listen and say the expression they hear.

A two boys B a girl C two girls D a boy  
E seven children

 Learners take it in turns to point to a picture. The other learner says what it is.

- b  Learners complete the exercise in pairs. Play recording 1.14 to check the answers. In a weaker class, choose some learners to write the answers on the board. Other learners check the spelling. Check the pronunciation of *child* /tʃaɪld/ and *children* /ˈtʃɪldrən/.

1 children, girl 2 children 3 child 4 children, girls

**GRAMMAR I'm not, we're not**

- 2 a *Presentation of 'I'm not, we're not'.* Write on the board: *I'm married. We're married.* Then add *not*, to show how to make the sentences negative.



Say the sentences in the box or play recording **1.15** as a model. Ask learners to repeat.

Tell the class *I'm married* (or *I'm not married*). A few learners round the class say if they are married or not married.

- b** Learners match sentences 1–4 with photos A–D. They then check their answers in pairs.

1 B 2 A 3 D 4 C

- 3** *Speaking.* Look on p86. To show how the game works, say a few different sentences and learners say the picture, e.g.  
– *I'm married. We have two boys.* (2)  
– *I have one girl.* (1)

Learners take it in turns to say a sentence. The other learner guesses the picture.

#### Alternative: Whole-class activity

Do this with the whole class together. Learners take it in turns to say a sentence. The other learners guess the picture.

- 4** *Writing.* Show what to do by writing two sentences about yourself on the board.  
Learners write true sentences. As they do this, go round and check. A few learners could read out their sentences.

#### Alternatives

- 1** *Younger classes*  
If none of your learners are married or have children, get one learner to come to the front and the others tell him / her what to write:  
– *I'm not married and I have no children.*

## Target activity: Talk to someone for the first time

**Goal:** Talk to someone for the first time

#### Core language:

- 1.1 VOCABULARY *Hello, I'm, my ...*  
1.3 VOCABULARY *boy, girl*  
1.1 GRAMMAR Questions  
1.2 GRAMMAR *I / We + verb*

## LISTENING

- 1 a** *Preparation for exercise 1b.* Read the notes and ask learners to suggest what the people say.

*I'm / My name is Jemma.  
I'm from the USA.  
I live in / near London.  
I have / live in a small apartment.  
I'm not married.*

*I'm / My name is Claudia.  
I'm from / I live in Brazil.  
I have / live in a flat in São Paulo.  
I'm married.  
I have two sons.*

To focus on the word *son*, tell the class: *I have one child – a boy. So he is my son.*

If you like, teach *daughter* in the same way.

- b** *Listening.* Play recording **1.16**. Pause from time to time to check what the speakers actually say. Don't

focus on the questions at this stage.

- c** Learners complete the exercise individually and then check their answers with a partner. Play recording **1.16** to check the answers.

#### Option: Weaker class

Display the listening script **1.16** on the board and ask learners to highlight the questions. Elicit the difference between '.' and '?'. Explain that we use '?' at the end of a question and '.' at the end of a statement.

#### Language note

Cambridge Learner Corpus research indicates that many Arabic-speaking learners don't use question marks at the end of *Wh-* questions. Drawing learners' attention to question marks may help them distinguish between different punctuation marks and sentence types.

- 1 *What's your name?* 2 *Are you married?*  
3 *Where are you from?* 4 *What about you?*

#### Language note

Some learners may not understand the contraction *what's* /wɒts/ = *what is*. Remind learners about the other contractions used in the unit, i.e. *where's* = *where is*, and *it's* = *it is*. Practise saying the contractions as a class.

#### Optional practice

To help learners practise intonation in questions, play recording **1.16** one more time and pause after each question. Learners repeat the questions as they heard them on the recording. Stress the rising intonation in questions 1, 3 and 4, and the falling intonation in question 2. Drill the expressions *what's your ...?*, *are you ...?*, and *where are you ...?*

## TASK

- 2** Learners have a conversation in pairs taking turns to introduce themselves. They ask and answer questions like *What's your name?*, *Where are you from?*, *Are you married?*, *Do you have any children?*

#### Optional extra

Divide the class into A and B learners. Tell the class that they are at an airport.  
A learners stay in their seats. B learners stand up and move around. Then, B learners find an A learner to sit next to. They have a conversation. Next, B learners move to a different seat and have a conversation with a different A learner. Continue until most of the class have had a chance to introduce themselves to each other.



You could use photocopiable activity 1A on the Teacher's DVD-ROM at this point.

## Keyword this

**Goal:** identify things in a picture or a room

#### Core language:

*This is ...*  
*What's this? It's ...*  
*mother, father, bed, desk, door, window, picture, room, chair*

- 1** *Presentation of 'This is ...'.* Look at the pictures and check that learners understand *mother* and *father*.

Play recording 1.17 and ask what Sophie says.

Write *This is ...* on the board. To make it clear how we use *This is ...*, give examples using gestures, e.g.

- point to a learner and say *This is (Mariam)*.
- show your Coursebook and say *This is my book*.

Demonstrate the target language by picking up objects in the class and saying *This is a pen*, *This is a book*, etc. Ask stronger learners about things in the class, *What is this?*, *This is a laptop*, etc.


Play recording 1.17 and drill the sentences in the speech bubbles as a class.

- 2 a **Vocabulary.** Go through the words in the box and point to the things in the picture or in the classroom. Say *This is a door*, etc. If necessary, play recording 1.18. Ask learners to repeat the words and focus on the pronunciation of /dɔː/, /tʃeər/ and /'pɪktʃə/.
- b **Practice of 'This is'.** Learners practise saying sentences with *This is*. Prompt them by saying *a door, a window*, etc.

#### Optional practice

Ask learners to repeat *this is*. Point out that both words have a short /ɪ/ sound. If learners say /ðɪs iːz/, ask them to open their mouth more loosely and lower their tongue slightly. If learners have problems with /ð/, ask them to say /d/, then let the air pass between the tip of their tongue and their mouth. This should produce a /ð/ sound.

- 3 **Practice of 'What's this?'** Point to things in the picture and ask *What's this?*. Learners should answer *It's a (door)*.

 Learners cover the words and ask and answer questions.

#### Optional extension

Use *This is ...* to teach other things in the classroom, e.g. *a book, a bag, a pen, paper, a dictionary, a bottle*. Alternatively, bring common objects into the classroom in a bag (e.g. a bottle, a newspaper, a book, a DVD). Hold the objects up one at a time and ask *What's this?*.

## 1.4 Explore speaking

**Goal:** say hello and goodbye

#### Core language:

*Hi, Hello*

*How are you?, Are you OK?*

*I'm fine, Fine, thanks*

*Goodbye, Bye, See you, Nice to meet you*

- 1 a **'Hello' words and responses.** Play recording 1.19 and ask learners to repeat. Focus on the stress pattern of the question:  
*Hi, how are you?*  
Practise the conversation with the class.
- b Read through the words in the box and learners repeat them. Point out that:
- *Hello* and *Hi* mean the same. *Hi* is more casual (so friends would say this).
  - *thanks* means the same as *thank you*. It is slightly more casual.

Play recording 1.20. Learners listen and underline the expressions they hear.

*Hi!*  
*Hello.*  
*How are you?*  
*Are you OK?*  
*I'm fine.*  
*I'm OK.*

#### Optional practice

Play recording 1.20. Learners repeat the expressions as they hear them. Learners imitate the intonation after they have listened to the recording.

- 2 **Speaking.** Practise the conversation with a few learners by using the expressions from 1 b. Learners then practise the conversation with their partners.  
Learners move freely round the class, 'meeting' other learners and using the expressions in 1 b.

#### Alternative

If it is difficult for learners to move around the class, they could stay in their seats and have two or three conversations with learners sitting near them.

- 3 **'Goodbye' words.** Read the expressions and learners match them with the photos.  
Play recording 1.21 to check. Point out that:  
– *Goodbye, Bye* and *See you* mean the same. *Bye* and *See you* are more casual.  
– we can say *Nice to meet you* when we say hello or when we say goodbye.

#### Language note

When we say goodbye, we can also say *It was nice to meet you*. You could teach this as a set expression.

#### Conversation practice

You could do the conversation practice exercises on p115 at this point.



You could use photocopiable activity 1B on the Teacher's DVD-ROM at this point.

## Across cultures: Students

**Goals:** to give practice in reading short texts  
to sensitise learners to ways of life in different countries and cultures

#### Core language:

*student, study, university*

Countries: *Italy, Germany, Turkey*

- 1 Display the photos on the board if possible. Point to photos B and C and ask *What do they do?* Elicit *study*. Check understanding of *study* by asking questions, like *Do you read when you study?*, *Do you write when you study?*, *Do you play when you study?*. Check understanding of *student* 'a person who goes to school, college or university and attends classes / lectures'. To demonstrate the difference between the noun and the verb write two sentences on the board: *We are students.* and *We study English.* Elicit which one is the noun and which one is the verb. Ask

learners *Where do students study?* and elicit *university*.

**Cultural note**

Some learners may not be familiar with European geography or the distinction between cities and countries. To facilitate the reading exercise, learners can scan the text and find three names of the cities and three names of the countries that are mentioned. Write them on the board, i.e. *Bologna, Italy, Berlin, Germany, Ankara, Turkey*. Ask learners *which ones are cities and which ones are countries*. You could display a map of Europe and ask learners to find these places on the map.

Learners read the text and match it with the photos. Learners check their answers with a partner. Check the answers as a class.

**Option: Weaker classes**

To facilitate the reading exercise, learners work in small groups and make lists of the things that they can see in the photos. In a bigger class, divide them into three groups and assign a photo to each group. Some learners write the words on the board. Encourage the rest of the class to check the spelling. Make sure learners include: *desk, bed, kitchen and room* since these words appear in the text.

Photo A: kitchen, spoons, pots, food

Photo B: books, desk, chair, laptop, toy, TV, picture, vase, room

Photo C: bed, books, window, pillow, bedroom



 Learners work in pairs and use a dictionary to check the meaning of the new words. Learners make example sentences using the new words.

Photo A: Karl from Germany

Photo B: Giovanni from Italy

Photo C: Mustafa from Turkey

**Optional extra**

 To facilitate vocabulary development, divide the class into two groups. Group A scans the text to underline words related to places, e.g. *university*. Group B scans the text to find words related to people, e.g. *student*. Each group writes the words on the board and explains them to the other group.

Places: *university, home, apartment, kitchen, campus, room, restaurant*

People: *mother, father, brother, sister, students*

- 2 Check understanding of *campus* /'kæmpəs/ 'a land and buildings that belong to a university or a college', and elicit the difference between *home* 'a place where your family lives' and *house* 'a building'. You could prepare pictures to illustrate these words. Ask learners what is normal in their country. In a single-nationality class, ask: *Do you agree?*


**Note**

In many countries, all three answers are acceptable. To personalise the exercise, ask *Who lives at home?*, *Who lives in a house with other students?*, and *Who has a room on a campus?*. Learners may not be able to say a lot at this level – they may just say *Yes, No*, or repeat one of the sentences in 2.

**Option: Stronger classes**

Ask learners to choose the text that is similar to their situation. Learners copy the text but they make it true about themselves. They have to change the name of the city and the university, and the details describing where they live.

**Look again****VOCABULARY**

- 1 a  *Similar words*. Learners find pairs of words and write them down.

*big – small; hello – goodbye; house – apartment; door – window; five – three; the USA – China; boy – girl; yes – no; café – restaurant*

- b Learners write sentences. Possible answers:

2 *I'm a student.* 3 *We live in a big house.*  
4 *I have a small apartment.*

- 2 *Plural forms*. Learners write the plural forms.

2 *rooms* 3 *windows* 4 *we* 5 *boys* 6 *children*

- 3 *Numbers 0–10*. Learners write the numbers as words. Go through the answers by writing them on the board.

2 *two* 3 *four* 4 *one*

**SPELLING**

- 4 Learners correct the words.

2 *have* 3 *teacher* 4 *goodbye* 5 *Russia* 6 *house*  
7 *apartment* 8 *children* 9 *where* 10 *small*

**GRAMMAR**

'be' present: *am, is, are*. Read through the table.

**Alternatives with books closed**

- 1 Write the full forms (*I am, you are*, etc.) on the board. Learners tell you the short forms (or learners come and write them on the board). Then write on the board: *Where ...?* Learners say the questions for all forms: *Where am I? Where are you?*, etc.
- 2 Write on the board:  
– \_\_\_\_\_ *your name?*  
– *Where* \_\_\_\_\_ *from?*  
– \_\_\_\_\_ *married?*  
Learners tell you what to write in the gaps.

*Other verbs*. Read through the table.

- 5 Learners correct the mistakes.

1 *We are from the USA. (We're from the USA.)*  
2 *Are you from England? 3 I have two children.*  
4 *We have a small house. 5 Are you married?*  
6 *They have an apartment in Florida.*

- 6 Learners add a missing word to each sentence.

1 *My name is Ahmed. (My name's Ahmed.)*  
2 *I have an apartment in Beijing.*  
3 *Manchester is in England. (Manchester's in England.)*  
4 *We live in a big house.*  
5 *Where is your house? (Where's your house?)*  
6 *We have an apartment in Paris.*

**Self-assessment**

To help focus learners on the self-assessment, you could read it through, giving a few more examples of the language they have learned in each section (or asking learners to tell you). Then they circle a number on each line.

## Unit 1 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

### 1A Who am I? 1

**You**

Name: Jan  
From: Poland  
Live: near London  
Married: yes  
Children: 1

Name	From	Live	Married	Children
Jan	Poland	near London	yes	1

**You**

Name: Anni  
From: Iraq  
Live: in Dubai  
Married: yes  
Children: 3

Name	From	Live	Married	Children
Anni	Iraq	in Dubai	yes	3

**You**

Name: Li  
From: China  
Live: in Hong Kong  
Married: yes  
Children: 2

Name	From	Live	Married	Children
Li	China	in Hong Kong	yes	2

### 1A Who am I? 2

Name	From	Live	Married	Children
Anni	Poland	near London	yes	1
Jan	China	in Dubai		
Yuki	Japan	near Tokyo	no	no

Name	From	Live	Married	Children
Anni	Poland	near London	yes	1
Jan	China	in Dubai		
Yuki	Japan	near Tokyo	no	no

### 1B Conversation dominoes

I have only one child – a girl.	My name's Maria.	Hello Maria. I'm Ben.	Are you married?
Yes, but I have no children.	Are you OK?	Yes, I'm fine.	Where are you from?
I'm from Amman in Jordan.	We live in a flat with one room.	Oh, it's a small flat!	I'm from Brazil. And you?
I'm from Brazil too!	Where's St Petersburg?	I think it's in Russia.	I have a house with 22 rooms.
Oh, it's a very big house!	Are you from Canada?	No, I'm from England.	I live in a house in London. And you?
I have an apartment near Tokyo.	I'm not married. What about you?	I'm married and I have two children.	What's your name?
It's Chang Li.	How are you?	Fine, thanks.	This is my sister, Val.
Nice to meet you, Val.	Goodbye.	See you.	I have three boys. What about you?

### 1A Who am I?

**Activity type:** Speaking – Information gap – Groups of six

**Aim:**

To practise talking about yourself and asking questions

**Language:** Talk to someone for the first time – Coursebook p11

**Preparation:** Make one copy of the two worksheets for every six learners. Cut each worksheet along the dotted line to make sets of six cards.

**Time:** 20 minutes

### 1B Conversation dominoes

**Activity type:** Reading – Dominoes – Pairs

**Aim:** To review conversation language

**Language:** Talk to someone for the first time – Coursebook p11; say hello and goodbye – Coursebook p12

**Preparation:** Make one copy of the worksheet for each pair of learners. Cut it along the dotted lines into a set of 16 dominoes. Shuffle each set.

**Time:** 15–20 minutes

## Unit 1 Self-study Pack

### In the Workbook

Unit 1 of the *English Unlimited Starter Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** *Hello, I'm, My ...*; Apartments and houses; Numbers 0–10; *boy, girl ...*
- **Grammar:** Questions; Questions and answers
- **Time out:** Crossword
- **Explore writing:** Capital letters
- **DVD-ROM Extra:** *Nice to meet you.*

### On the DVD-ROM

Unit 1 of the *English Unlimited Starter Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Letter, word, sentence ...
- **Sounds and spelling:** The letter *i*
- **Explore speaking:** Say hello and goodbye
- **Video:** *Nice to meet you.*



# 2 People

**Unit goal:** talk about people you know

## 2.1

**Goals:** talk about people you know

ask and say how old people are  
talk about families

**Core language:**

VOCABULARY Numbers: 11–20

Family: *mother, father, brother, sister, son, daughter, wife, husband*

GRAMMAR *be present: He's ..., She's ..., They're ...*

Possessive adjectives: *my, his, her*

## Numbers 11–20


### VOCABULARY Numbers 11–20

- 1 *Review of numbers 1–10.* Books closed. Write numbers 1–10 on the board. Point to different numbers and ask learners to say them.
- Presentation of numbers 11–20.* Write numbers 11–20 on the board and see if learners know any of them. Play recording 1.22 or say the numbers and get learners to repeat. Focus on the sounds /əlevən/, /twelv/, /θɜːti:n/, /fifti:n/.
- Open books. Learners match the numbers to the words in the box. Read out the words to check.

#### Language note

*Thirteen, fourteen, fifteen*, etc. have roughly equal stress on each syllable. Encourage learners to make a long /i:/ sound in *-teen* (otherwise it sounds more like *thirty, forty*, etc.).

#### Optional extension

 Learners play a number game. To demonstrate the game, think of a number between 1 and 20. Say: *I have a number. What is it?* Learners guess it. When they make a guess, tell them *More* or *Less*. Write these words on the board and show what they mean by gestures. Demonstrate once or twice until the learners get the idea of the game. Learners play the game in small groups.

- 2 *Listening.* Play recording 1.23. Pause after each sentence and ask if the sentence is the same as the picture or not. If not, learners give the number in the picture.

A No (19) B Yes C No (14) D No (11) E Yes F No (20)

## Age

### GRAMMAR *He's ..., She's ...*


- 1 a Introduce *He's ...* and *She's ...*. Point to a learner and ask the class, *How old is he/she?* Elicit the *He's ... / She's ...* structure. If necessary write it on the board. Learners read the text and decide which people from the photos are described.

1 *Walid C*  
2 *Sherin B*

- b Play recording 1.24. Learners listen and repeat the structures. To give more practice, say *Rashid is 16.* and elicit *He's 16.* Give a few more examples.
- 2 Learners complete the exercise individually and then compare their answers with a partner.
- Display the text on the board and fill in the gaps as a class.

1 *Rahman is fourteen. He's from Yemen. He's at school in Sana'a.*  
2 *Najwa is from Amman in Jordan. She's eight and she's at school.*

### WRITING

- 3 Learners complete the exercise individually. In a weaker class, draw their attention to the model texts in 1 a. Monitor and help with grammar.
-  Learners exchange their answers with a partner and check each other's text. Monitor and remind the learners to correct the grammar and the spelling. Learners return the corrected text to their partner and then re-write a second draft of their own text. Choose some learners to read their text to the class.

#### Optional extension

Learners write a similar text about their younger relatives, e.g. younger brothers, sisters or cousins. If they don't have any relatives, they can write about someone they know. Learners read their texts to the class.

#### Cultural note

In some parts of the Middle East and North Africa it may not be appropriate for male learners to discuss their female relatives in front of the class or bring photos of their relatives to the class. This should be taken into consideration in any activities related to 'family'.

## Family

- 1 a *Vocabulary presentation.* Display the photos on the board, if possible. Check understanding of the new words. Ask the learners *Is 'daughter' a boy or a girl?, Is 'brother' a boy or a girl?, Do you have any brothers or sisters?, or How many brothers or sisters do you have?*

Play recording 1.25. Learners complete the exercise individually and then check their answers with a partner. In a weaker class, learners write the new words on the board next to the people in the photos. The rest of the class, check the spelling.

Photo A: 1 mother, 2 sister, 3 father  
Photo B: 4 son, 5 husband, 6 daughter

**Option: Spelling practice**

Learners study the spelling of the words in 1 b. Then they close their books and write the words that you dictate. To make the exercise more challenging, include the spelling of the numbers 1–20. After the dictation, learners exchange their papers with a partner and correct each other's papers. Write the correct answers on the board or ask some learners to write them.

- b Pronunciation.** Learners write the words in the table. Then play recording **1.26**, and practise saying the words. Focus on the pronunciation of /'dɔ:tə/; the /ɪ/ sound in /'mʌðə/, /'brʌðə/ and /sʌn/; and also on the /ð/ sound in /'mʌðə/, /'brʌðə/ and /'fa:ðə/.
- 2 a My, his, her.** Learners predict the correct answers before listening to the recording. Play recording **1.25** to check the answers.

1 I'm  
2 is my, my  
3 is my

**Language note**


Learners may not understand the contraction *I'm*. Explain that it's a short way of writing or saying *I am*. You could mention that the pronoun *I* is always capitalised. Elicit other examples of contractions, e.g. *he's = he is*, *she's = she is*, and *you're = you are*. Write all the examples on the board. Point out that *he's* and *his* do not have the same pronunciation.

- b** Practise using *my*, *his* and *her* as a class. Say: *I'm a teacher. This is my book. She/He is a student. This is her/his book.* Use the learners' names and point to objects around the class. Start similar sentences and make the learners finish them using *my*, *his* and *her* with a noun.

Learners listen to recording **1.27** and repeat the sentences. Drill the sentences as a class and tap on the desk on the stressed words.

- c** Learners complete the exercise individually.

A his B her

- d**  To demonstrate the exercise, display the photos on the board. Ask about the people in photos A and B: *Look, this is Omar. Who is this? (This is his mother.)* Do this with two or three items.

Learners ask and answer questions about the photos in pairs. Monitor and encourage learners to answer in complete sentences, i.e. *This is her husband* instead of *Her husband*.

**SPEAKING**

- 3 a 'They're'.** To introduce *they're* /ðeə/, point to a learner and say *He's (She's) a student*. Then point to two learners and say *They're students*. Write on the board: *They are students*. Then cross out *They are* and write: *They're students*.


Learners complete the exercise individually and then check their answers with a partner.

Point to each photo and ask *Who are they?*. Elicit the correct answers from the class.

1 B 2 A 3 C 4 D


- b Pronunciation.** Play recording **1.28** and practise the pronunciation of *they're*: /ðeə/.

- 4** Display the photos on p87 on the board. Point to a photograph and ask a learner *Who do you think they are?* Draw the learners' attention to the expressions in the speech bubbles, *I think they are ...* Practise saying the sentences in the speech bubbles as a class.

 Learners work in pairs and ask and answer questions about the photos. Monitor and make sure learners use the family vocabulary correctly.

**Option: Stronger classes**

Introduce negative statements, i.e. *I don't think they are ...* Point to photograph 3 and say *I think they are brother and sister. What do you think?* Elicit from the class: *I don't think they are brother and sister.*

 Learners discuss the photos in pairs.

**Possible answers**

1 brother and sister 2 husband and wife 3 mother and son  
4 father and mother / husband and wife 5 father and son  
6 friends / brothers

**2.2****Goals: talk about people you know**

ask and say where you work  
say where other people work

**Core language:**

**VOCABULARY** *I'm a ..., I work in, I work for*  
Places of work: *shop, office, hotel, school, hospital, café, restaurant, supermarket, company*  
Jobs and occupations: *waiter, teacher, doctor, manager, student*

**GRAMMAR** Present simple – positive: *I work, He / She works*

**Work****VOCABULARY work in, work for**

- 1 a** *'I'm a ..., I work ...; work in, work for'.* Look at the picture and ask *Where do you think these people work?* Play recording **1.29** or read the sentences yourself. Learners match the sentences with pictures A–C.

*I'm a student. I'm at university in Hong Kong. – B*  
*I work in a restaurant. I'm a waiter. – C*  
*I work for Dell. It's a computer company. – A*

Check that learners know *company* (give examples of well-known companies).

- b** Read the sentences in the table. Check that learners:

– can say *work*: /wɜ:k/

– understand that *work* is a verb, like *I have, I live*.

Give a few other examples to show the meaning of *work for* (you could mention local companies).