

1A

How are you?

Student's Book p8–p9

Vocabulary countries and nationalities
 Grammar *be* (1): positive and *Wh-* questions;
 subject pronouns and possessive adjectives
 Real World introducing people

QUICK REVIEW Quick reviews begin each lesson in a fun, student-centred way. They are short activities which revise previously taught language and are designed to last about five or ten minutes. For more information on Reviewing and Recycling, see p23.

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

Listening and Speaking

1 a Focus students on Lisa and Tom in the photo. Elicit where they are (at a conference in a hotel).
CD1 ▶ **12** Play the recording. Students listen and read conversation 1.

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

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

2 a **CD1** ▶ **13** Focus students on Paolo, Bianca and Toshi in the photo. Play the recording. Students listen and read conversation 2. Check students understand that Paolo is introducing Bianca to Toshi.

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

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

EXTRA IDEA

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

Vocabulary and Speaking

Countries and nationalities

3 a Pre-teach *country*. Students then work on their own and tick the countries they know in the first column.

Check students know where each country is. Point out that all countries and nationalities are spelt with a capital letter. Also point out the use of the article *the* with *the USA* and *the UK*. The USA is often called *the US*, *the States* or *America*. Note that *the UK* refers to England, Scotland, Wales and Northern Ireland, whereas *Great Britain* or *Britain* refers to England, Scotland and Wales only.

b ✍ Write on the board *I'm from Brazil. I'm ...*. Elicit the missing word (*Brazilian*). Use this example to establish the difference between *country* and *nationality*.

Focus on the examples in the table in **3a**. Students then fill in the missing letters in the *nationalities* column.

Students check answers in **VOCABULARY 1.1** ▶ SB p128. Check they have noticed the spelling pattern in each section.

Point out that the third column in the table in **VOCABULARY 1.1** ▶ is a list of the languages spoken in these countries. Drill these words with the class.

c Students take turns to tell each other where they are from and what nationality they are.

If your students are all from the same country, ask the questions to the whole class. In a multinational class, ask students to move around the room and find students from three different countries and three different nationalities.

4 a **CD1** ▶ **14** Focus students on the table in **3a** and point out how the stress is marked in the Student's Book (•). Play the recording. Students listen and notice the word stress.

Use the countries and nationalities to teach *syllable* and ask how many syllables there are in some of the words.

Point out that the same syllable is stressed in most countries and nationalities, for example, *Brazil/Brazilian*. Elicit which countries and nationalities don't follow this pattern: *Italy/Italian*, *China/Chinese*, *Japan/Japanese*.

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

b **PRONUNCIATION** Play the recording again. Students listen and repeat the words. Pay particular attention to the pronunciation of *Australia* /ə'streɪliə/ and *Turkey* /'tɜ:kɪ/, and the word stress on *Italy/Italian*, *China/Chinese* and *Japan/Japanese*.

EXTRA IDEA

- Students work in pairs, student A and student B. Student B closes his/her book. Student A says a country from the list in **3a** and student B says the nationality. After a few minutes, students swap roles.

Reading and Listening

- 5 a** ✍ Write on the board *Where are you from? I'm from (the UK)*. Drill the question with the class, then practise with individual students.

Focus students on the rest of the people in the photo and pre-teach *receptionist*.

CD1 15 Play the recording. Students listen and fill in the countries in conversations 3, 4 and 5. Play the recording again if necessary.

- b** Students compare their answers in pairs.

3 Spain 4 Australia 5 Italy; Brazil; the UK

EXTRA IDEA

- Ask questions about conversations 3, 4 and 5 to check comprehension, for example conversation 3: *What's his name? Where's he from?* conversation 4: *What are their names? What room are they in?*

HELP WITH GRAMMAR

be (1): positive and *Wh-* questions

Help with Grammar sections help students to examine examples of language and discover the rules of meaning, form and use for themselves. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. You can then check the main points with the whole class as necessary. In some shorter *Help with ...* sections, the Language Summary reference is given at the end of the section for reference only. In these cases we suggest students check their answers with you, rather than in the Language Summary. For more information on the **face2face** approach to Grammar, see p20.

- 6 a-c** Students do the exercises on their own or in pairs, then check in **GRAMMAR 1.1** SB p129. Check answers with the class.

- a 2 're 3 's 4 's 5 's 6 're 7 're
- Highlight that 'm is the contracted form of *am*, etc., and that contractions are very common in spoken English and informal writing. Encourage students always to use contracted forms when speaking.
- Check students understand the subject pronouns *I, you, he, she, it, we, they* and point out that *you* is both singular and plural in English.
- Highlight which part of *be* (*am/are/is*) goes with each subject pronoun.
- b 2 's 3 's 4 's 5 are 6 are
- Highlight the word order in questions: question word + *am/are/is* + subject + ... , and that 's in questions 2, 3 and 4 is the contracted form of *is*.
- Highlight that we don't contract *are* to 're in questions: *Where are you from?* not ~~*Where're you from?*~~

- 7 a** **CD1** 16 **PRONUNCIATION** Play the recording. Students listen and repeat the sentences and questions. Check students pronounce the contractions correctly.

Point out the pronunciation of *Where are* /'weərə/ and *What are* /'wɒtə/. Also check students are pronouncing the weak form of *are* /ə/ and the contracted forms *Where's* and *What's* correctly.

b Students work in pairs and practise conversations 3, 4 and 5. Monitor and correct pronunciation as necessary.

- 8** Students do the exercise on their own, then check their answers in pairs. Check answers with the class. Point out that we don't contract *are* after a noun, for example, *names: Our names are ...* not ~~*Our names're ...*~~.

2 're 3 are 4 's 5 's 6 are 7 are 8 are 9 'm 10 's

EXTRA IDEA

- Students practise the conversations in pairs. While they are working, monitor and check students pronounce the contractions correctly.

HELP WITH GRAMMAR

Subject pronouns and possessive adjectives

- 9** Students do the exercise on their own or in pairs. Check answers with the class.

- The possessive adjectives are: *my, your, his, her, its, our, their*.
- We use subject pronouns with verbs: *I'm from Germany. They're both from Egypt.*, etc.
- We use possessive adjectives with nouns: *my name, his book*, etc.
- Point out that *you* and *your* are both singular and plural in English, and that we always use a capital *I* for the subject pronoun.
- Also highlight that verbs in English always need a subject: *It's my book.* not ~~*Is my book.*~~

- 10 a** Students work on their own and choose the correct words to complete the conversations. Encourage students to look at the word after each option. If the word is a noun, they should choose the possessive adjective.

b Students check their answers in pairs.

- 2 Our
 3 you
 4 We
 5 they
 6 He
 7 she
 8 their
 9 His
 10 her

Get ready ... Get it right!

There is a *Get ready ... Get it right!* activity at the end of every A and B lesson. The *Get ready ...* stage helps students to collect their ideas and prepare the language they need to complete the task. The *Get it right!* stage gives students the opportunity to use the language they have learned in the lesson in a communicative (and often personalised) context. These two-stage activities help students to become more fluent without losing the accuracy they have built up during the controlled practice stages of the lesson. For more on the **face2face** approach to Speaking, see p20.

11 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p109.

a–b Focus students on the example questions above the cards. Point out to students that when they ask or answer a question, they must use the correct subject pronoun, *he* or *she*, or possessive adjective (*his* or *her*).

Students take turns to ask and answer questions about the missing information, then complete their cards. Remind them not to look at their partner's cards.

c Finally, students check their answers and spelling with their partner.

WRITING

Students write eight sentences saying where they, their teacher and two other students in the class come from and what nationality they are.

FURTHER PRACTICE

Ph Class Activity 1A At the conference p152 (Instructions p137)

Extra Practice 1A SB p115

Self-study DVD-ROM Lesson 1A

Workbook Lesson 1A p5

1B

Coffee break

Student's Book p10–p11

Vocabulary jobs; *a* and *an*

Grammar *be* (2); negative, *yes/no* questions and short answers

QUICK REVIEW This activity reviews numbers 0–20. Put students in pairs, A and B. Students take turns to count from 0 to 20, student A starting with 0, then student B saying 1, etc. Check pronunciation of *nought* /nɔ:t/, *three* /θri:/ and *eight* /eit/, and the stress on the *-teen* words (*thirteen*, *fourteen*, etc.). Remind students that we can say *zero* or *nought* for 0. When they have all got to 20, tell them to count backwards from 20 to 0 in the same way.

Listening and Speaking

1 a Focus students on the pictures A–D. Pre-teach *phone number* and point out the **TIP** on how to say 0 and double digits in phone numbers.

Students work in pairs and see how many of the numbers they can say. While they are working, monitor and check pronunciation.

b CD1 17 Play the recording. Students listen and check.

PRONUNCIATION Play the recording again. Students listen and repeat the numbers. Check students pause between numbers at the appropriate places.

Point out that in phone numbers the digits are said individually and are grouped together in 'chunks' separated by pauses.

2 a CD1 18 Play the recording (SB p155). Students listen and write the phone numbers. Play the recording again, pausing if necessary to allow time for students to write.

Students check their answers in pairs by saying them to their partner. Check answers with the class.

A 01221 960744 **B** 07906 394896
C 0119 498 0691 **D** 0061 02 9967 2315

b Drill the questions in the speech bubbles and point out that we often say *It's ...* before saying our phone number.

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

EXTRA IDEA

- Students work in pairs and take turns to tell each other the numbers they wrote down in **2b**.

Vocabulary and Speaking Jobs

- 3 a** Pre-teach the word *job*. Students work in pairs and say which of the jobs they know, then do the exercise in **VOCABULARY 1.2** ▶ SB p128.

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

Draw students' attention to the first **TIP** and point out that only the *main* stress is shown in the vocabulary sections and Language Summaries. We feel this is the simplest and most effective way to make sure students put the main stress in the right place. For example, the main stress in *sales assistant* is on *sales*, not on the second syllable of *assistant* (which is also stressed).

Highlight that we always use an article with jobs: *I'm a doctor*, not *I'm doctor*.

Draw students' attention to the second **TIP** and point out that *unemployed* and *retired* are adjectives, and so don't take *a* or *an*. We say *I'm unemployed*, not *I'm an unemployed*.

VOCABULARY 1.2 ▶ 2c 3h 4j 5d 6l 7g 8i 9e
 10b 11p 12f 13m 14k 15o 16n

- b CD1 ▶ 19 PRONUNCIATION** Play the recording. Students listen and repeat the words/phrases. Check students stress the words/phrases correctly. Highlight the pronunciation of *manager* /'mænjɪdʒə/, *musician* /'mjʊzɪʃjən/, *lawyer* /'lɔːjə/ and *builder* /'bɪldə/.

HELP WITH VOCABULARY *a* and *an*

Help with Vocabulary sections help students to explore and understand how vocabulary works, and often focus on aspects of lexical grammar. Students should usually do the exercises on their own or in pairs, then check in the Language Summaries. Check the main points with the class as necessary. For more information on the **face2face** approach to Vocabulary, see p20.

- 4** Pre-teach *consonant* and *vowel*. Students work on their own and complete the rules by referring to the vocabulary in **3a**. Check answers with the class.

- We use *a* with nouns that begin with a **consonant** sound.
- We use *an* with nouns that begin with a **vowel** sound.

- 5** Students work in pairs. Check answers with the class.

1 a 2 a 3 an 4 a 5 an 6 a

- 6 a** Teach and drill the questions *What's his job?* and *What's her job?* and the answer *He/She's a/an ...*. Students look at the pictures in **VOCABULARY 1.2** ▶ SB p128. Ask students to cover the words.

Put students into pairs. Students take turns to point to a picture and ask their partner what the person's job is. Remind students of the phrase *I can't remember*.

- b** Tell students that *What's your job?* and *What do you do?* have the same meaning. Model and drill both questions.

Students ask each other what their jobs are. Help students with any job words they need at this stage. Ask students to share interesting answers with the class.

Listening and Speaking

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

CD1 ▶ 20 Play the recording. Students read, listen and fill in the gaps. Play the recording again if necessary. Check answers with the class.

1 engineer 2 doctor 3 musician
 4 police officer 5 accountant

- b** Students work on their own or in pairs and match conversations 1–3 in **7a** to the groups of people A–C in the photo. Check answers with the class.

1B 2C 3A

EXTRA IDEA

- Students write questions about the conversations, for example conversation 1 *Are they from Canada? What does Jane do?* conversation 2 *Is Sally famous?* conversation 3 *Is she from Mexico?* They then ask and answer their questions in pairs.

HELP WITH GRAMMAR *be* (2): negative, *yes/no* questions and short answers

- 8 a–d** Students do the exercises on their own or in pairs, then check in **GRAMMAR 1.3** ▶ SB p129. Check answers with the class.

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

- **c** 1 'm 2 Is; isn't 3 Are; aren't
- Highlight the inverted word order in *yes/no* questions: *be* + subject + ...
- Point out that we don't usually just answer these questions with *Yes* or *No* as this can sound impolite.

- We don't use the contracted form in positive short answers: *Yes, I am.* not ~~*Yes, I'm.*~~
- We don't usually use the uncontracted form in negative short answers: *No, I'm not.* not ~~*No, I am not.*~~
- For negative short answers we can say: *No, you/ we/they aren't.* or *No, you're not/we're not/they're not,* and *No, he/she/it isn't.* or *No, he's not/she's not/it's not.*

9 **CD1** ▶ **21 PRONUNCIATION** Play the recording (SB p155). Students listen and repeat the sentences. Check students are pronouncing the contracted forms correctly. Students can also follow the stressed words in the Audio Script (SB p155).

10 Focus students on the photo and on the example question and answer in the speech bubbles. Students work in pairs to ask and answer about the people in the photo.

11 **a** ✍ Write *I'm from (the UK).* on the board (or another country if you are from the UK). Ask if this is true for you. Elicit the negative sentence *I'm not from (the UK).* Add *I'm from (your country).* Students do the exercise on their own.

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

Get ready ... Get it right!

12 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p109.

a Tell students that they are receptionists at the conference hotel. They have a conference guest list, but some of the information highlighted in pink is wrong. All the information that is not highlighted in pink is correct. Teach and drill *Mr* /'mɪstə/ and *Mrs* /'mɪsɪz/.

Focus students on the examples. Students then work on their own and write *yes/no* questions to check the rest of the information highlighted in pink.

b Check students understand that five of the pieces of information in pink are correct and five are wrong.

Students work with their partners and take turns to ask and answer their questions. Students are not allowed to look at their partner's guest list. Encourage students to use the correct short answers. Students should correct any wrong information on their version of the conference guest list.

c Finally, students work in pairs with another student from the same group and check their answers.

EXTRA IDEA

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

WRITING

Students write a short conversation based on the conversations in **7a**. The conversation should include information about their name, where they come from and what they do. Students write one conversation about themselves and one conversation about a partner, then swap papers and check the information.

FURTHER PRACTICE

Ph Vocabulary Plus 1 Jobs p201 (Instructions p196)

Ph Class Activity 1B Short answer dominoes p153 (Instructions p137)

Extra Practice 1B SB p115

Self-study DVD-ROM Lesson 1B

Workbook Lesson 1B p6

▶ REAL 1C WORLD

Personal details

Student's Book p12–p13

Real World asking for personal details;
 asking people to repeat things
 Vocabulary numbers 20–100

QUICK REVIEW This activity reviews jobs. Students do the activity in pairs. Set a time limit of two minutes.


✍ Find out which pair has the most words and write them on the board. Ask students to spell any difficult words. Find out if other pairs have any different words and add them to the list.

What number is it?

- 1** **a** Start with a quick review of numbers 0–20. Students work in pairs and try to say the numbers, then check in **VOCABULARY 1.4** SB p128. Model and drill the numbers. Pay particular attention to the pronunciation of *thirty* /'θɜ:ti/ and *forty* /'fɔ:ti/.

b Students work in the same pairs and practise saying the numbers. Highlight the use of hyphens (-) in compound numbers like *twenty-eight*. Check answers with the class. Drill any problematic words.

- 2 a** This activity helps students to hear the difference between numbers that end in *-teen* and those that end in *-ty*.

 Remind students of word stress by writing some words on the board and asking them which syllable is stressed.

CD1 **22** Play the recording. Students look at the numbers and listen to the stress. Highlight that for *thirteen*, *fifteen*, etc. the stress is usually on the *-teen* syllable and for *thirty*, *fifty*, etc. the stress is on the first syllable.

b CD1 **23** Play the recording (SB p155). Students do the exercise on their own or in pairs. Check answers with the class.

forty; seventeen;
 eighty; sixty;
 eighteen; fourteen;
 sixteen; seventy

c CD1 **24 PRONUNCIATION** Play the recording. Students listen and repeat the numbers. Check they are stressing the numbers correctly.

- 3** Demonstrate the activity by saying a number between 1 and 100. Ask a confident student to say the next three numbers.

Students work in pairs and take turns to say a number between 1 and 100. Their partners then say the next three numbers.

What's her address?

- 4 a** Focus students on the photo of Emma and Emma's things 1–3. Students match the words to the things. Check answers with the class.

Model and drill the words, paying particular attention to the pronunciation of *business* /'bɪznɪs/.

1 a business card **2** a credit card **3** a mobile phone

b Students do the exercise on their own.

c Focus students on the speech bubbles. Students check answers in pairs by asking questions about 1–10 in **4b** with *What's her ... ?*.

Check answers with the class. Point out that *postcode* is British English and *zip code* is American English. Highlight that we can say *surname* or *last name*.

Use Emma's email address to teach students how we say *.* (*dot*) and *@* (*at*): *emma dot mitchell at w w l dot co dot uk*. (Students practise saying their email addresses in **9**.)

2h 3j 4d 5e 6i 7f 8a 9g 10c

Hiring a car

HELP WITH LISTENING Sentence stress (1)

Help with Listening sections are designed to help students understand natural spoken English. They often focus on phonological aspects of spoken English which make listening problematic for students. For more information on the **face2face** approach to listening, and the rationale behind the *Help with Listening* syllabus, see p20.

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

- 5** Focus students on the photo of Paul. Ask where he is (at a car hire office).

CD1 **25** Play the recording. Students listen and notice the sentence stress in the questions.

Check students can hear that these words/syllables are said louder than other words/syllables. Use sentences 1–8 to highlight that we stress the important words in sentences (the words that carry the meaning).

Play the recording again. Students listen for the pronunciation of *your* /jə/ and *and* /ən/.

Use sentences 1–8 to show how the sound of unstressed words often changes in sentences and that they are not pronounced as students might expect.

Point out that the alternative way to say these words is called 'weak forms'.

You may wish to highlight the schwa /ə/ in the weak forms of *your* and *and*. Note that the schwa is dealt with in detail in the *Help with Pronunciation* section at the end of unit 2, and that weak forms in general are dealt with at various points in the *Help with Listening* syllabus.

- 6 a** Focus students again on the photo of Paul. Ask what he wants to do (hire a car). Pre-teach *fill in* and *form*.

VIDEO **1 CD1** **26** Focus students on the sentences in **5**. Play the video or audio recording (SB p155). Note that all the *Real World* videos can be found on the Teacher's DVD (not the Self-study DVD-ROM). For more information on using the Teacher's DVD in class, see p10. Students watch or listen to Paul's conversation at the car hire office and tick the sentences in **5** when they hear them.

b Focus students on the car hire form, then play the video or audio recording again. Students complete the form for Paul while they watch or listen to the conversation. Play the video or audio recording again if necessary.

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

surname: Whatling **nationality:** British
address: 29 Elmore (Road), (Bristol) BS13 6QT
mobile number: (07969) 831016
home number: 0117 480 6544

REAL WORLD

Asking people to repeat things

Real World sections introduce students to situational and functional language that they will need in real-world situations. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries.

- 7 a** Set the context and establish the meaning of *asking people to repeat things* by saying something too quickly for the students to understand.
- CD1 ▶ 27** Allow students time to read the exercise, then play the recording. Students fill in the gaps using the words in the box. Play the recording again if necessary.
- Check answers with the class. Point out that *say again* and *repeat* mean the same thing, but *repeat* is more formal. Also point out that we often say *sorry* when we ask people to repeat things.

1 sorry 2 Could; again
 3 repeat; please

b Establish that intonation is very important in English and that the correct intonation pattern can help students sound polite. Say the sentences in **7a** with rising and flat intonation to demonstrate how a rising intonation makes you sound polite, and flat intonation makes you sound impolite or bored.

PRONUNCIATION Play the recording again. Students listen and repeat the sentences. Check they are copying the rising intonation pattern correctly. Drill students individually if necessary.

- 8 CD1 ▶ 28 PRONUNCIATION** Focus students on questions 1–8 in **5**, then play the recording. Students listen and repeat the questions. Check students use the correct stress in the questions.

- 9** Put students in pairs, if possible with people they don't know very well. Students take turns to interview their partner and fill in the form. Remind them of the questions in **7a** and *How do you spell that?* before they begin.
- When both students have filled in their form, they check that all the information on their partner's form is correct. Note that the language needed for asking about people's personal details is in **REAL WORLD 1.2** ▶ SB p129.

FURTHER PRACTICE

Ph Class Activity 1C At the car hire office p154
 (Instructions p137)

Ph Extra reading 1 The English forum p218
 (Instructions p213)

Extra Practice 1C SB p115

Self-study DVD-ROM Lesson 1C

Workbook Lesson 1C p8

1D VOCABULARY AND SKILLS

Lost property

Student's Book p14–p15

Vocabulary personal possessions;
 plurals; *this, that, these, those*

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

- 1** Focus students on the picture and the title of the lesson. Establish the meaning of *lost property*. Ask students where the lost property room is (in the conference hotel).
- Students work on their own or in pairs and match the words to the items in the picture. Check answers with the class.
- Model and drill the words. Pay particular attention to the pronunciation of *watches* /'wɒtʃɪz/, *radio* /'reɪdɪəʊ/, *suitcases* /'suɪtkesɪz/, *dresses* /'dresɪz/ and *teeth* /ti:θ/.

wallets 15 an MP3 player 17 a mobile 13
 watches 14 an umbrella 10 bags 6 shoes 8
 a camera 1 coats 5 a bike/bicycle 11 a radio 4
 suitcases 9 a laptop 7 dresses 2 ID cards 16
 false teeth 3

HELP WITH VOCABULARY

Plurals

- 2 a–b** Pre-teach *plural, man, woman, child* and *person*.
- Students do **2a** on their own or in pairs by referring to the words in **1**, then check in **VOCABULARY 1.6** ▶ SB p128. Check answers with the class.

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

3 **CD1** ▶ **29 PRONUNCIATION** Play the recording. Students listen and repeat the singular and plural words. Pay particular attention to the *-es /ɪz/* endings in *suitcases*, *watches* and *dresses*, and the pronunciation of *women /'wɪmɪn/*, *children /'tʃɪldrən/* and *teeth /ti:θ/*.

4 Students do the exercise on their own, then check their answers in pairs. Check answers with the class. Ask students how they think these plural forms are pronounced. Drill the plurals with the class, focusing on the extra */ɪz/* syllables in *waitresses* and *addresses*.

b credit cards **c** nationalities **d** waitresses **e** people
f cameras **g** addresses **h** men **i** countries **j** women

5 Tell students to cover the vocabulary box in **1** and the table in **2a**. Say the number of two or three items in the picture and ask students to say what they are. Use the speech bubbles to remind students of the difference between *It's* and *They're* for singular and plural nouns. Students work in pairs and take turns to test each other on the items in the picture.

EXTRA IDEA

- Play a memory game. Put students in pairs, student A and student B. Give student A one minute to look at items 1–17 in **1**. They then close their books. Student B asks student A to remember as many words as possible in one minute. They then swap roles.

6 Focus on the pictures A–D. Tell students that Eva works at the hotel. Explain that she isn't a native English speaker and so she is asking how to say things in English. Students work on their own and fill in the gaps in the conversations. Check answers with the class.

A umbrella **B** camera **C** watches **D** false teeth

HELP WITH VOCABULARY

this, that, these, those

7 Students fill in the gaps in the table by referring back to pictures A–D in **6**. Check answers with the class. Check the table with the class (see the table in **VOCABULARY 1.7** ▶ SB p129).

- We use *this* and *these* to indicate something that is close to us.
- We use *that* and *those* to indicate something that is further away from us.
- We use *this* and *that* to refer to singular nouns and *these* and *those* to refer to plural nouns.
- Point out that we often use *over there* with *that* and *those* if something is a long way from us: *What's that over there?*

8 **a** **CD1** ▶ **30 PRONUNCIATION** Play the recording (SB p155). Students listen and repeat the phrases. This is a 'chain drill' which helps students build up correct stress patterns in longer sentences.

b Give students time to choose three things that they want to know the English word for. Focus students on the speech bubbles and drill these examples with the class.

Students ask you what the things are in English, using the questions in **6**. Tell students the answers.

✍ Write new words on the board and mark the stress.

FURTHER PRACTICE

Extra Practice 1D SB p115

Self-study DVD-ROM Lesson 1D

Workbook Lesson 1D p9

Workbook Reading and Writing Portfolio 1 p64

Progress Test 1 p242

HELP WITH PRONUNCIATION

Word stress and syllables

Help with Pronunciation sections are designed to help students with aspects of pronunciation that are often problematic for learners of English. For tips on how to help students with pronunciation, see p22.

1 Focus students on the words and point out the word stress. Check students remember *syllable* by asking how many syllables there are in the words *British* and *Japan* (two syllables). Ask students how many syllables *bicycle*, *computer* and *seventeen* have (three syllables).

CD1 ▶ **31** Play the recording. Check that students understand which syllable in each word is stressed. Play the recording again. Students listen and repeat the words. Check that students stress the correct syllable in each word.

2 **a** Put students into pairs. Students write the words in the table. Encourage students to say the words out loud to help them decide which syllable is stressed.

b **CD1** ▶ **32** Play the recording. Students listen and check their answers. Check answers with the class. Play the recording again. Students listen and repeat the words.

Brit-ish: thirty, mobile
 Ja-pān: address, thirteen, Brazil
 bi-cy-cle: manager, Germany, Mexican
 com-pu-ter: musician, umbrella, mechanic
 sev-en-teen: engineer, Japanese, unemployed

3 **a** Students do the exercise on their own.

b Students compare words in pairs. While they are working, move around the room and help students with any problems. Finally, ask students to say one or two of their words. Check they stress the correct syllable in each word and praise good pronunciation.

continue2learn

There is a *continue2learn* section at the end of each unit. The **Vocabulary, Grammar and Real World** section highlights where students can review and practise the language they have learned in the unit. The **Reading and Writing** section directs students to the Reading and Writing Portfolio in the Elementary Workbook. This Portfolio contains 12 stand-alone reading and writing lessons that can be done either in class or at home. For more on the **face2face** approach to writing, see p20.

- Focus students on the *continue2learn* section on SB p15. Tell students that this section shows where they can practise the language from the unit.
- Ask students to turn to Extra Practice 1 and Progress Portfolio 1 on SB p115. Students can do these exercises in class or for homework. For more information on this section, see p9.
- Ask students to turn to Language Summary 1 on SB p128. Remind students that the Language Summaries contain all the key language from the unit. If you are planning to give your students a Progress Test next class (see p242), tell the class that the test will only contain language that is included in the Language Summary for the unit.
- If your students have the Elementary Workbook, ask them to look at WB p5. Point out that there are practice exercises for each lesson in the Student's Book.
- Point out that the **face2face** Self-study DVD-ROM contains practice exercises, drills, word lists, grammar references and tests. Encourage students to use this DVD-ROM at home to practise the language they have learned in the unit.
- If your students have the Elementary Workbook, you can ask them to look at the Reading and Writing Portfolio 1 WB p64. You can either do this lesson in class, or ask students to do it at home.

Extra Practice and Progress Portfolio

The *Extra Practice and Progress Portfolio* sections provide further controlled practice of the language taught in the unit. This can be done in class, or students can do the exercises on their own for homework. There are exercises for each lesson (1A, 1B, etc.), which can also be done at the end of each lesson as 'fillers'. For tips on Reviewing and Recycling, see p23.

Here are some ideas for exploiting the *Extra Practice and Progress Portfolio* section in class.

Make it a competition

Ask students to do individual vocabulary exercises (word searches, anagrams, missing letters, etc.) in pairs or groups. Give students a time limit of two or three minutes. The pair or group with the correct answers wins. Alternatively, put students into pairs and ask them to complete the whole Extra Practice section. When checking their answers, give one point for each correct answer. The pair with the most points wins. You may wish to give the winners a small prize at the end of the lesson.

Word stress

After any vocabulary exercise, ask students to mark the stress on the words. You can check the answers on the board, or students can check their answers in the Language Summaries.

Role play

After students have completed a gapfill in a conversation, put students into pairs. Ask one student to be A and the other student to be B. Students can then role-play the conversation in pairs, then swap roles. You can also ask them to memorise the conversation, close their books and role-play the conversation again.

Personalisation

Some exercises ask students to make questions with *you*. After checking the questions, put students in pairs. Students can then ask each other their questions and give their own answers.

Extension

After completing an exercise, ask students to write similar sentences about themselves, where they live, their family, etc. Students can then compare sentences in pairs and check their partner's work.

Extra Practice 1

1A

1 a

R	E	B	R	A	Z	I	L	A
G	E	R	M	A	N	Y	R	R
U	P	S	E	D	F	P	U	G
K	I	T	A	L	Y	O	S	E
F	R	A	N	C	E	L	S	N
L	A	R	U	S	A	A	I	T
L	O	N	C	H	I	N	A	I
T	U	R	K	E	Y	D	W	N
A	U	S	T	R	A	L	I	A

b Germany → German; Italy → Italian; France → French; USA → American; China → Chinese; Turkey → Turkish; Australia → Australian; UK → British; Poland → Polish; Russia → Russian; Argentina → Argentinian

2 2's 3 are 4'm 5 are 6're 7 are 8's 9's 10 are 11'm 12'm

3 2 her 3 We 4 I 5 his 6 They're 7 You're 8 It's 9 their 10 Our 11 your 12 We; our

1B

4 2 a doctor 3 a musician 4 a waitress
 5 an accountant 6 a manager 7 an engineer
 8 a police officer 9 a mechanic 10 a cleaner
 11 a sales assistant 12 a teacher

5 2 Leonardo DiCaprio isn't an accountant. He's an actor. 3 David and Victoria Beckham aren't from Spain. They're from the UK. 4 Pepsi and Coca-Cola aren't British companies. They're American companies. 5 Sydney isn't in the USA. It's in Australia. 6 Ferraris aren't German cars. They're Italian cars. 7 Liverpool and Manchester aren't in Australia. They're in England.

6 a 2 Is 3 Are 4 Am 5 Is 6 Is 7 Are 8 Are
 b 2 Yes, she is./No, she isn't. 3 Yes, they are./No, they aren't. 4 Yes, you are./No, you aren't.
 5 Yes, it is./No, it isn't. 6 Yes, he is./No, he isn't.
 7 Yes, we are./No, we aren't. 8 Yes, I am./No, I'm not.

1C

7 2 What's your first name? 3 What's your nationality?/Where are you from? 4 What's your address? 5 What's your postcode? 6 What's your mobile number? 7 What's your home number? 8 What's your email address?

1D

8 2 surnames 3 watches 4 dictionaries 5 dresses
 6 pencils 7 teeth 8 women 9 men 10 addresses

Progress Portfolio 1

Progress Portfolio sections encourage students to reflect on what they have learned and help them decide which areas they need to study again.

Note that the *I can ...* statements reflect communicative competences as set out in the *Common European Framework of Reference for Languages* (CEFR) for level A1. For more information on the CEFR, see p14–p19.

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

Students can also work in pairs or groups and compare which statements they have ticked.

Students work on their own or in pairs or groups and decide which areas they need to study again. Encourage students to use the Self-study DVD-ROM lessons 1A–D to help them improve in these areas. For photocopiable instructions for the Self-study DVD-ROM, see p11–p13.

There is also further practice on all key language taught in the Student's Book in the **face2face** Second edition Elementary Workbook.