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Excerpt
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WELCOME!

UNIT OBJECTIVES

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

- **understand and take part in conversations in which people introduce themselves and others**
- **recognize and use numbers and the alphabet**
- **exchange information about themselves, including their names and addresses**
- **talk about things in the classroom and ask basic classroom questions**

UNIT CONTENTS

G GRAMMAR

- Possessive adjectives
- *a/an*
- Regular plural forms: *-s*, *-ies*, *-es*
- Question words: *What*, *When*, *Where*, *Who*, *How*

V VOCABULARY

- Numbers
- The alphabet
- Colors: *black*, *blue*, *brown*, *green*, *gray*, *orange*, *pink*, *red*, *white*, *yellow*
- Classroom objects: *answer*, *cupboard*, *desk*, *dictionary*, *notebook*, *pen*, *projector*, *question*, *textbook*, *whiteboard*
- Classroom instructions: *ask*, *close*, *look at*, *open*, *read*, *turn to*, *work*, *write*

P PRONUNCIATION

- The alphabet: letters with /i/, /eɪ/, and /ɛ/ sounds
- Word stress in classroom objects

C COMMUNICATION SKILLS

- Saying hello and introducing people
- Exchanging names and addresses and spelling them correctly
- Asking and answering classroom questions: *What's "…" in English?*, *How do you spell "…"?*, *What's a "…"?*, *How do you say this word?*

OPTIONAL LEAD-IN

Books closed. Point to yourself and say: *Hello. I'm (your name).*

Look at a student, point to yourself again, and repeat: *Hello. I'm (your name).* Then, gesture to the student and show an open palm to elicit: *Hello I'm (student's name).* Smile, say *Hello* again, and then gesture to another student to elicit his/her name. Choose students at random rather than working your way around the classroom systematically, as this will prevent students feeling stressed as they see their turn approaching.

Continue until you have elicited all the students' names. If you have a student list, show students how you are checking off their names as you work your way around the class. If you have two students with the same first name, clarify their last name by using a simple rising intonation and emphasis on the last name: *Andrea? Andrea Hein? Andrea López?*

1 FIRST CONVERSATIONS

a 00.02–00.06 Students listen to the conversations for general meaning and match them with the pictures. Check answers as a class.

Answers

1 b
2 e
3 c
4 d
5 a

Audioscript

CONVERSATION 1 (Track 00.02)

A Hello. I'm Tony, and this is my wife, Joanna.
B Hello. Nice to meet you. I'm Pedro.
C Hello, Pedro. Nice to meet you.

CONVERSATION 2 (Track 00.03)

A Hi, Nick. How are you?
B I'm fine, thanks. And you?
A I'm OK, thanks.

CONVERSATION 3 (Track 00.04)

A Hi. Can we pay, please?
B Yeah, sure. That's $13, please.
A $30? For coffee and ice cream?
B No, $13. Six for the coffees and seven for the ice cream.
A Oh, OK. … There you go. 15. Keep the change.
B Oh, thank you.

CONVERSATION 4 (Track 00.05)

A What's your name and address?
B It's Mike Kato, K-A-T-O.
A Kato, OK …
B 16 Lake Street, Hudson.
A OK … 16 Lake Street …
B Hudson.
A How do you spell that?
B H-U-D-S-O-N.
A Right, OK.

CONVERSATION 5 (Track 00.06)

A Ah, this is a nice photo. This is my wife and her brother.
B Oh, yes. Is that your apartment?
A Yes, that's our apartment in San Francisco.
B Mm, it's very nice.

b 00.02–00.06 Students listen to the conversations again for specific phrases and find out who says the sentences. Students compare their answers in pairs. Then, check answers as a class. When checking answers, ask students: *Who says (Nice to meet you.)?* and get them to point to the specific person who says each sentence.

Answers

2 e
3 d
4 d
5 c
6 a

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2 SAYING HELLO

a 00.02 Point to yourself and say your name, then point to two or three more students at random and elicit their names. Next, point to the man in the blue shirt in picture b and say *Tony*. Then, point to the woman and elicit *Joanna*. Finally, point to the man in the suit jacket and elicit *Pedro*. Say *Conversation 1* and hold up one finger. Individually, students put the sentences in the correct order. Play the recording for students to listen and check. Check answers as a class.

Answers
1 Hello. I'm Tony, and this is my wife, Joanna.
2 Hello. Nice to meet you. I'm Pedro.
3 Hello, Pedro. Nice to meet you.

b If you have real beginners, they may need some extra support to complete 2b and 2c. If so, consider writing model conversations on the board to guide students. As they are practicing, you can remove random words from the board so that ultimately they are relying on their memories.

Model the conversation by addressing a student: *Hello. I'm (your name)*. Elicit the response: *Hello. I'm (student's name)*. Do the same with another student and respond with: *Hello. Nice to meet you. I'm (your name)*. Drill the phrase *Nice to meet you*. Repeat these conversations with one or two more students until the class seems confident. If space allows, then gesture for students to stand up and mill around and say hello to their classmates. If there isn't enough space, have students work in pairs.

c Demonstrate the activity with three students. Say: *Hello. I'm (your name), and this is (Student A's name)*. Elicit a response from one of the other students: *Hello. Nice to meet you. I'm (Student B's name), and this is (Student C's name)*. In groups, students practice saying their names and introducing their partners. Monitor and praise students with a smile or a nod when they use the language for saying hello correctly.

d 00.03 Point to picture e and say *Conversation 2* and hold up two fingers. In pairs, students complete the conversation. Play the recording for students to listen and check. Drill the conversation.

Answers
1 How
2 fine
3 thanks

e If space allows, gesture for students to stand up and have conversations in small groups. If there isn't enough space, have students work sitting down in groups of three or four. Monitor, but don't interrupt fluency unless students make mistakes with the phrases for saying hello.

3 NUMBERS

a 00.04 Students may need some extra work on numbers before they continue. Be prepared to teach/review numbers 1–100. If you model the teen numbers in order, be careful that you don't inadvertently move the stress to the first syllable, i.e., *thirteen*, *fourteen*, *fifteen*, etc. NOT ~~*thir*~~*teen*, ~~*four*~~*teen*, ~~*fif*~~*teen*, etc. Point to picture c and say *Conversation 3* and hold up three fingers. Say: *Numbers*. Point to the bill and play the recording for students to complete it. Students compare their answers in pairs. Then, check answers as a class. When checking answers, write the numbers on the board to make sure students have understood them.

Answers (For audioscript, see Conversation 3 p. 2)

COFFEE (2)	$6
ICE CREAM (2)	$7
TOTAL	$13

They pay $15.

b 00.07 Play the recording for students to listen and circle the numbers. They then check in pairs. Check answers as a class.

Answers
30
15
60
70
12

LOA TIP DRILLING

- Check that students can hear the difference between the pairs of numbers (*thirteen*/*thirty*, *fourteen*/*forty*, etc.) by beating the rhythm with your hand and showing where the stress falls.

c In pairs, students look at the options and choose the correct answers. After checking answers as a class, write some more numbers in numerals on the board and elicit from the class how to say and write them.

Answers
25 = twenty-five
61 = sixty-one
110 = a hundred and ten

d Students read the first sequence and continue it as a class. They then work in pairs, continuing the sequences.

Answers
5, 6, 7
40, 50, 60
45, 55, 65
37, 39, 41
200, 250, 300

FAST FINISHERS

Ask fast finishers to invent new sequences like those in 3d to test their partner.

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4 THE ALPHABET

a 00.08 Books closed. Say: *I'm (your name)*. Write your name on the board slowly, spelling the letters out as you go. Spell it again clearly, pointing to the letters. Then say: *The alphabet*. Students open their books. Play the recording or model the alphabet yourself for students to listen and repeat.

b **Pronunciation** Read the questions with the students. Model clearly the long "ee" sound, the word *see*, and the letter *B*. Elicit another letter with the same sound by modeling *A* and shaking your head. Model *C*, nod your head, and indicate students should write it. Individually, students complete the three groups. When checking answers, write the groups of letters on the board and drill them.

Answers
1 C, D, E, G, P, T, V, Z 2 A, J, K 3 L, M, N, S, X

c Demonstrate the activity by pointing at two or three letters and eliciting them from the class. In pairs, students test each other on the letters. Monitor and correct students' pronunciation as appropriate.

EXTRA ACTIVITY

In pairs, students practice spelling their own names. They tell their partner their name: *I'm (student's name)*. Then, they spell it out, pointing to the letters in 4a. Monitor and correct students' pronunciation as appropriate.

d The question *How do you spell "…"?* isn't formally practiced until 7c on Student's Book (SB) p. 8. In 4d and 4e, don't distract students by using this question form, but elicit spelling "silently" by showing an open palm, pointing at letters, or standing with your pen positioned to write on the board as students call out the letters to you. Point to the red blot and elicit the word *red*. Write it on the board slowly, spelling the letters out as you go. Then say: *Colors*. Give students one minute to look at the colors and write down the ones they think they know. In pairs, students then practice saying and spelling the words. When checking answers, elicit the spelling from the class and write the colors on the board.

Answers
(from left to right) top: red, gray, blue, green, black
bottom: pink, brown, orange, yellow, white

e Demonstrate the activity by saying two words to the class, e.g., *answer* and *number*, and eliciting the spelling. Students then write down another two words. Monitor and check their spelling or allow them to check the words in their dictionaries. In pairs, students practice spelling their partner's words.

f 00.05 Point to picture d and say *Conversation 4* and hold up four fingers. Point to the man in picture d and elicit *Mike*. Show students Mike's details in the Student's Book, pointing to the first line and saying *name* and the second and third lines and saying *address*. Play the recording for students to complete the name and address. Check answers as a class.

Answers
Mike Kato
16 Lake Street
Hudson

g Elicit the question *How do you spell your first name?* by writing *M-I-K-E* on the board and writing a question mark above it. In pairs, students say their names and addresses and ask each other to spell them. Students can, if they prefer, invent an address. Monitor, but don't interrupt fluency unless students make mistakes with the alphabet.

5 POSSESSIVE ADJECTIVES

a 00.06 Tell students to close their books. Write on the board: *I'm Tony, and this is … wife, Joanna.* Point to the blank. Elicit the missing word (*my*), and write it in the sentence. Leave the sentence on the board. Students open their books. Point to picture a, say *Conversation 5* and hold up five fingers. Play the recording for students to read and listen and underline the correct answers. Check answers as a class.

Answers
A … This is my wife and her brother.
B Oh, yes. Is that your apartment?
A Yes, that's our apartment in San Francisco …

b In the sentence on the board *I'm Tony, and this is my wife, Joanna,* circle the words *I* and *my*. Draw a line to link the two words and repeat them clearly for students. Point to the chart and read through the example sentences with *I/my* and *you/your*. Individually, students complete the chart. Check answers as a class.

Answers

He lives here.	This is his apartment.
She lives here.	This is her apartment.
We live here.	This is our apartment.
They live here.	This is their apartment.

c Individually, students complete the sentences. They then check in pairs. Check answers as a class.

Answers
1 His 2 their 3 your 4 our 5 her

LOA TIP REVIEW AND REFLECT

- Draw a thumbs-up symbol in a box on the left of the board and a thumbs-down symbol in a box on the right of the board. Then stand in the middle, point to the thumbs up, and nod and look confident. Point to the thumbs down and shake your head and look worried. Ask students: *Possessive adjectives?* Elicit an indication of their confidence level.

EXTRA ACTIVITY

Students are usually very interested to learn something about their new teacher. Show students some photos of your family and/or friends and tell them something about the people, recycling simple language from the Welcome! unit and possessive adjectives, e.g., *This is my wife. Her name's Sarah. Mark is an old friend and that's his daughter*, etc.

If students have pictures of family and/or friends on their cell phones, allow them to show each other some photos of their family and/or friends and make simple sentences.

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6 CLASSROOM OBJECTS

a Books closed. Pre-teach some of the vocabulary by pointing to the classroom objects that you have in your classroom. Don't allow students to write anything down. Repeat the words several times and then "test" individual students by saying their name and pointing to an object. When you're confident that students can remember most of the vocabulary, elicit *dictionary* from a student and ask: *How do you spell that?* Students then open their books, look at the spelling of the vocabulary, and match objects 1–10 with a–j in the picture. Check answers as a class.

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

b 00.09 **Pronunciation** Play the recording and highlight the pronunciation for students. Individually or in pairs, students practice saying the words.

c Draw a large question mark on the board. Read the words in 6a quickly, placing extra emphasis on the article *a*. When you reach *an answer*, place extra emphasis on the article *an* and then point to the question mark on the board. Repeat if necessary, and then read the question in the Student's Book and elicit the answer as a class.

Answer
a before *a*, *e*, *i*, *o*, *u*

d Individually, students write *a* or *an* next to the words. They then check in pairs. Check answers as a class.

Answers
1 a book
2 an apple
3 a camera
4 a glass
5 an egg
6 a baby
7 a box
8 an ice cream cone

FAST FINISHERS

Ask fast finishers to write a list of any "international English" words that they know, e.g., *orchestra*, *pizza*, *taxi*, and decide if they use *a* or *an*.

e Demonstrate the activity by thinking of one of the words yourself and eliciting questions from the class. Students then work in small groups and ask questions to guess each other's words. Monitor and help with vocabulary if necessary.

f Books closed. Pick up a pen, show the class, and say: *One pen.* Pick up another pen, and say: *Two …* to elicit the plural, *pens.* Point to three desks and say: *Three …* to elicit *desks.* Students open their books and complete the rules. Check answers as a class. Elicit an indication of their confidence level for the indefinite article and regular plural forms.

Answers
Most words add *-s* in the plural.
Change a final *-y* to *-i* and add *-es*.
If a word ends in *-s*, *-x*, *-sh*, or *-ch*, we add *-es*.

7 CLASSROOM INSTRUCTIONS

a 00.10 Play the recording, pausing after each item for students to follow the instructions. Elicit the actions for instructions 1 and 2. Repeat the recording, again pausing after each item, for students to identify which verbs they hear.

Answers
1 open, turn to, read (The first word of the text on SB p. 83 is *so*.)
2 turn to, look at (The place in the picture on SB p. 51 is Mexico City.)
3 close, look at
4 write
5 work, ask

Audioscript
1 Open your books and turn to page 83. Read the first word of the text. What is it?
2 Turn to page 51 and look at the picture. What place is it?
3 Close your books and look at the board.
4 Write a question on a piece of paper.
5 Work in pairs. Ask your question to your partner.

b 00.11 Individually, students underline the correct question words. Play the recording for students to listen and check. Check answers as a class.

Answers
1 What's
2 Where's
3 How
4 Who's
5 When's

LOA TIP CONCEPT CHECKING

Check that students understand the meaning of each question: for Question 1, point to the picture of the apple in 6d, ask the question, and elicit the answer: *It's an apple.* For Question 2, ask the question and elicit the answer: *Japan*. For Question 3, point to the word *dictionary* in 6a and elicit the pronunciation. For Question 4, ask the question and elicit the name of the president in the country where you are teaching or another country that has a president. For Question 5, ask the question and elicit the day(s) of your English classes with the students.

c Students read the questions and match them with the answers. Check answers as a class. Drill the questions, substituting other words for *amigo*, *night*, and *backpack*.

Answers
1 c 2 d 3 a 4 b

d Give students a few minutes to prepare their questions. Monitor and help as necessary. Students then work in small groups, asking and answering each other's questions.

EXTRA ACTIVITY

Students prepare an end-of-section test for a partner. They write ten questions about the content of the unit using the question words in 7b and 7c, e.g., *How do you spell "whiteboard"?* or *How do you say "gelato" in English?* Monitor and help as necessary. Point out errors for students to self-correct.

In pairs, students ask and answer each other's questions. They then give their partner a score out of ten. Monitor the tests and give feedback to the class.

Photocopiable activities: Pronunciation Welcome!

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UNIT 1 PEOPLE

UNIT OBJECTIVES

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

- **understand information, texts, and conversations about people and places, countries and nationalities, and people's personalities**
- **ask for and give information about themselves and other people, including their nationality and personality**
- **use simple phrases to check understanding**
- **introduce themselves in an online profile with correct capital letters and punctuation**

UNIT CONTENTS

G GRAMMAR

- *be*: affirmative and negative
- *be*: questions and short answers

V VOCABULARY

- Countries: *Australia*, *Brazil*, *France*, *Japan*, *Mexico*, *Spain*, etc.
- Nationalities: *Australian*, *Brazilian*, *French*, *Japanese*, *Mexican*, *Spanish*, etc.
- Adjectives: *cool*, *fantastic*, *friendly*, *great*, *kind*, *nice*, *pleasant*, *popular*, *quiet*, *warm, well known, amazing*, *awful*, *modern*, *old*, *poor*, *rich*, *terrible*, *wonderful*
- Wordpower: *from* to talk about times, a starting place, our country or city, how far away something is

P PRONUNCIATION

- Word stress in nationalities
- Sound and spelling: /k/
- Rising and falling intonation
- Consonant clusters

C COMMUNICATION SKILLS

- Talking about where you are from
- Using adjectives for description
- Asking for and giving information
- Checking understanding using *So that's …* and *Excuse me?*
- Discussing social networking and online profiles
- Writing an online profile about yourself

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Review the alphabet by writing it on the board one letter at a time, saying each letter clearly, and asking the class to repeat it after you. When you have the complete alphabet on the board, point to letters at random to elicit them from the class. Repeat any letters that are problematic.

Say the word *alphabet* and then gesture for students to write it down as you spell it out: *A-L-P-H-A-B-E-T*. Check spelling by writing the word on the board. Repeat with *question*, *pink*, *textbook*, *address*, and *camera,* or choose words covered in the Welcome! unit containing letters which your students find difficult. Finish by asking students to spell the word *people*. Check meaning by gesturing to several students and saying *people*.

a Give students one minute to think about their answers to the questions, and check that students understand the vocabulary in Questions 2 and 3. Discuss the answers as a class.

Suggested answers

1 Brazil, Germany, Italy, Spain, the U.S.
2 for a sports game
3 Suggested answers: excited, good, happy

EXTRA ACTIVITY

Write the country names from the picture on the board. Tell students to put the names of the countries in alphabetical order. They then compare their answers with a partner. Check answers as a class. (See the suggested answers above for the correct alphabetical order.)

b Read the question and the ideas with the students, and check that they understand the vocabulary. Ask them when they usually meet people from other countries and ask students to share any other ideas they have. Help with vocabulary and pronunciation, but don't interrupt fluency.

EXTRA ACTIVITY

Write *a music concert* on the board, point to yourself, and say: *I feel excited.* Write *watch sports* on the board, point to yourself, and say: *I feel bored.* Students then work in pairs and use the adjectives in Exercise a to say how they feel about the activities in Exercise b. Monitor and help as necessary.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

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1A I'M FROM FRANCE

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

- understand a conversation about people's countries and nationalities
- use a lexical set of countries and nationalities correctly
- use simple present affirmative and negative forms of *be*
- ask for and give simple personal information about other people

OPTIONAL LEAD-IN

Books closed. Draw a world map on the board and elicit the name in English of the country where you are teaching by pointing to it and writing the first letter on the board. When you have elicited the name of the country, ask: *How do you spell that?* Elicit the spelling from the class, writing it on the board as the class calls out the letters to you.

If you're from a different country, point to it and say the name of the country in English. Elicit the question *How do you spell that?* from the class before spelling the country for them. With multi-nationality classes, you could also ask some students to point to their country and see if they know how to say it in English. Don't worry if students don't know the names of the countries or how to spell them correctly at this point.

Leave the map on the board for 1a and 1b.

1 LISTENING AND READING

a Give students one minute to think about their answers to the questions before talking about the pictures as a class. Don't check answers at this point.

b 01.01 Play the recording for students to listen and check. Check answers as a class. Play the recording again, or model the countries yourself for students to listen and repeat.

Answers
1 soccer
2 1 a 2 e 3 c 4 d 5 f 6 b

EXTRA ACTIVITY

Quickly review the question *Where's (city)?* from the Welcome! unit by asking students about a city in the country where you are teaching. Then ask them about six other cities, one from each country in 1a, e.g., *Where's Sydney?* (Australia), *Where's Guadalajara?* (Mexico). If you used the optional lead-in, use the drawing of the world map on the board again and ask students to locate the cities using the question *Where's (city)?*

c 01.02 Ask students: *What's the World Cup?* Elicit possible answers, e.g., *It's a soccer championship for the world.* Remember that students will have very limited language at this point, so praise students who are able to express the basic idea, however simply. You may wish to pre-teach the word *team* (a group of people who play a sport or game together). Students listen to the conversation for general meaning and check the things André and Valentina talk about. Check answers as a class.

Answers
1 soccer ✓
2 countries ✓
4 a city ✓

d 01.02 Students listen to the recording again for specific words and complete the conversation. They compare in pairs. Check answers as a class. When checking answers, ask students: *How do you spell (word)?* Write the correct answers on the board.

Answers
1 name
2 from
3 where
4 France
5 great

e Play the recording again, or allow students to read the conversation at their own pace, and decide if the sentences are true or false. Check answers as a class.

Answers
1 F André and Valentina meet at the World Cup.
2 T
3 T
4 F Valentina says the French team's really good.

FAST FINISHERS

Ask fast finishers to look at the pictures and identify all the colors, using the vocabulary from the Welcome! unit.

f Individually, students underline the two nationalities in the conversation. Check answers as a class.

Answers
Colombian, French

2 VOCABULARY Countries and nationalities

a 01.03 Read André's sentence with the class. Read the countries and nationalities in the box, and elicit another example of a country/nationality pair. Students work in pairs, matching the words. Play the recording for students to listen and check. Check answers as a class.

Answers and audioscript
She's from Colombia. She's Colombian.
They're from Brazil. They're Brazilian.
They're from Spain. They're Spanish.
They're from Germany. They're German.
They're from Japan. They're Japanese.

b 01.03 **Pronunciation** By counting on your fingers and breaking the words into chunks, show students how *Brazil* has two syllables, but *Brazilian* has four. Point out the dividing line between syllables in the Student's Book. Students read the other words in the box and count how many syllables there are in each. Play the recording again for students to underline the stressed syllable in each word. Check answers as a class.

Answers
Colombia, Brazilian, Spanish, Japan, Colombian, Germany, Japanese, German, Brazil, Spain

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c 01.03 Play the recording again for students to listen and repeat.

LOA TIP DRILLING

- Check that students are aware that the stress shifts from the second syllable in *Ja* | *pan* to the third syllable in *Ja* | *pa* | *nese*.
- Highlight the changing vowel sound in *Spain* /speɪn/ and *Spanish* /ˈspænɪʃ/.

d Complete the first sentence as a class and elicit another example using picture a. Students work individually, writing sentences about the people in the pictures. They then check in pairs. Check answers as a class.

Answers

1 Colombia
2 a Brazilian, Brazil
b French, France
c Australian, Australia
d Japanese, Japan
e Spanish, Spain
f Mexican, Mexico

e Individually, students complete the question. Before they work in pairs, quickly check that they have completed the question correctly (*Where*). Monitor and give students other nationalities if they are from countries other than those in 2a. If your students are from various different countries, ask each student: *Where are you from?*

f 01.04–01.05 Students complete the exercises in Vocabulary Focus 1A on SB p. 162. Play the recordings as necessary, monitor Exercises b and h, and check other answers as a class. Tell students to go back to SB p. 11.

Answers (Vocabulary Focus 1A SB p. 162)

a 1 the U.S. 2 Mexico 3 Turkey 4 the U.K. / Britain 5 China 6 Poland 7 Saudi Arabia 8 Argentina 9 Australia 10 Iran 11 Colombia 12 South Africa 13 Canada 14 New Zealand 15 Nigeria 16 Ireland 17 Italy 18 Pakistan 19 Russia 20 Ecuador
c 1 a 2 c 3 d 4 e 5 b 6 f
d 1 China – in Asia 2 Brazil – in South America 3 Russia – speak Russian 4 Spain – in Europe
e 1 A 2 C 3 B 4 B 5 D 6 F
f British, Chinese, Turkish, Mexican, Japanese, Brazilian, Canadian, Pakistani
g 1 Chinese 2 different (Mexican, Japanese)

3 GRAMMAR *be*: affirmative and negative

a 01.06 Play the next part of the conversation for students to answer the question. Check the answer as a class.

Answer

b the town where André is from

Audioscript

VALENTINA So where are you from? Paris?
ANDRÉ No, I'm not from Paris. I'm from a town called Rouen.
V Hmm … Where's that?
A Oh, it's a town near Paris. It's not very big.
V Oh, right.
A So are you here with friends?
V Yes, we're a big group. We're all from Cartagena.
A But they're not here.
V No, they're all in the hotel. They say they're tired!
A Oh, right. … Well, look, it's only 8:00, the game isn't on yet. So how about a coffee?
V Hmm, yeah OK. Good idea! …

b 01.06 Students underline the correct answers. Play the recording again for students to listen and check. Check answers as a class.

Answers

1 's not
2 are
3 aren't
4 It's

c Read the sentences with the students, and give them one minute to think about how to complete the rule before they work in pairs. Check the answer as a class.

Answer

1 not

CAREFUL!

There are several common student mistakes with *be* affirmative and negative. Common errors include: They miss *be* altogether, particularly before adjectives, e.g., ~~*Brazil very big*~~ (Correct form = *Brazil* ***is*** *very big*) and also in the second clause of a sentence, e.g., ~~*This is a small town and the people very friendly*~~ (Correct form = *This is a small town and the people* ***are*** *very friendly*). They confuse the forms *am/are/is*, e.g., ~~*Here is the answers …*~~ (Correct form = *Here* ***are*** *the answers to the homework*). They confuse colors because students often try to include the word *color* and may leave out *be*, e.g., ~~*It a blue color*~~ (Correct form = *It* ***'s*** *blue*). Students may also have problems with word order, e.g., ~~*They all are from Germany*~~ (Correct form = *They* ***are all*** *from Germany*). They confuse capitals and apostrophes in the contracted forms, e.g., ~~*Hes Spanish and i'm Brazilian*~~ (Correct form = ***He's*** *Spanish and* ***I'm*** *Brazilian*). They may also use *have* instead of *be*, e.g., ~~*She has 20 …*~~ (Correct form = *She* ***is*** *20 years old*).

d Individually, students complete the chart. They then check in pairs. Check answers as a class. Show students three fingers: point to the first finger and say *I*; point to the second and say *am*; and point to the third and say *not*. Then, close up the space between the first and second fingers to show how *I* and *am* are contracted as *I'm*. Repeat the process with *She's not*: close up the first and second fingers again to show how *she* and *is* are contracted as *she's*. Say *She is not*, point to your three fingers, and gesture to indicate for the class to show you which fingers should be closed up to represent the contraction *She's not* (i.e., first and second fingers). Repeat with *They are not*. Use this same strategy to show the alternative contraction that joins the form of *be* with *not*: *isn't* and *aren't*. Explain there are two possible answers, but the first contractions (*He's*, *She's*, *They're*) are more common in U.S. English.

Answers

Affirmative (+)	Negative (–)
I'm from Cartagena. He's a really good player. They say they're tired.	I'm not French. She's not from Medellín. / She isn't from Medellín. They're not at the game. / They aren't at the game.

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Excerpt
More Information

e 01.07 Students read the information in the Grammar Focus 1A on SB p. 138. Draw their attention to the different options for contractions that are possible. Play the recording where indicated, and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using contractions correctly. Tell students to go back to SB p. 11.

Answers (Grammar Focus 1A SB p. 139)

a 2 is 3 are 4 are 5 am / 'm 6 is / 's 7 is 8 are
b 2 It's a beautiful city. It's not a beautiful city. / It isn't a beautiful city.
3 We're from Los Angeles. We're not from Los Angeles. / We aren't from Los Angeles.
4 They're at a party. They're not at a party. / They aren't at a party.
5 I'm tired. I'm not tired.
6 You're right. You're not right. / You aren't right.
c 3 'm 4 's not / isn't 5 's 6 aren't 7 is 8 's 9 aren't 10 're
d 2 He's not / He isn't a doctor. He's a student.
3 They're not / They aren't my brothers. They're my friends.
4 We're not / We aren't from London. We're from Toronto.
5 I'm not a good cook. I'm a very bad cook.

f Complete the first sentence as an example with the class. Students work individually, adding the correct form of *be* to the sentences. Point out errors for students to self-correct. Check answers as a class.

Answers

1 My brother is in college in Madrid.
2 My mother and father aren't here.
3 Cartagena is very hot in August.
4 My friends are really interesting and fun.

EXTRA ACTIVITY

Demonstrate 3g and 3h before students start to write their own sentences, two affirmative and two negative. Write *True or false?* on the board and then tell students four sentences about yourself using the verb *be*, e.g., *My mother and father are from Italy. I'm from Toronto.*, etc. Two of these should be true and two false. Students listen and try to identify the false sentences. Check answers as a class and correct the false sentences, e.g., *I'm not from Toronto. I'm from Ottawa.*, etc.

g Individually, students write four sentences about themselves. Monitor and help with vocabulary and give students ideas if necessary.

h In pairs, students decide if their partner's sentences are true or false. To make this a class activity, have each student then read one or two of their sentences for the class to guess if they're true or false.

4 SPEAKING

a Divide the class into pairs and assign A and B roles. Student As read about Roberto on SB p. 130, and Student Bs read about Lora on SB p. 133. Monitor for any problems, and clarify these before students start on the pairwork stage. Put students into A/B pairs for them to ask and answer the questions about Roberto and Lora. As you monitor, don't interrupt fluency, but note any mistakes with *be*. After the activity, write these on the board, and ask students to correct them. Tell students to go back to SB p. 11.

b Put students into small groups to tell each other their names, countries, nationalities, and hometowns.

FAST FINISHERS

Ask fast finishers to show each other pictures of their friends and families on their cell phones. They tell the group their names, countries, nationalities, and hometowns using the third person. Alternatively, ask fast finishers to continue talking about the other people in their group and practice giving information about each other using the third person.

ADDITIONAL MATERIAL

Workbook 1A

Photocopiable activities: Grammar 1A, Vocabulary 1A, Pronunciation 1A

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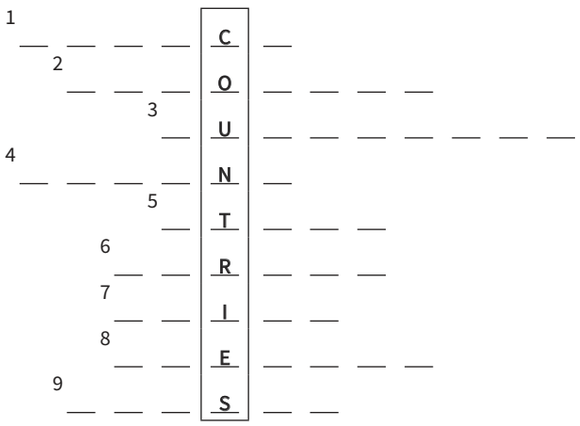
1B SHE'S A WONDERFUL PERSON

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

- read and understand short texts about pictures
- use a lexical set of personality adjectives correctly
- understand a conversation about people's nationalities and personalities
- use the simple present question form of *be*
- talk about people they know from other countries

OPTIONAL LEAD-IN

Books closed. Draw the following puzzle on the board:



Point to the first line of the puzzle and say: *1 She's Mexican. She's from … .* Elicit *Mexico* as an example. Ask students to spell out the answer and fill it in. Students then work individually as you read clues 2–9 to the class:

2 He's Colombian. He's from Bogotá in … . (Colombia);
3 They're not British. They're Australian. They're from … . (Australia);
4 He's Polish. He's from … . (Poland);
5 They're Italian. They're from Rome in … . (Italy);
6 She's not French. She's Turkish. She's from … . (Turkey);
7 They're Chinese. They're from … . (China);
8 She's Irish. She's from Dublin in … . (Ireland);
9 He's not Pakistani. He's Russian. He's from … . (Russia).

Students check in pairs. Then, check answers as a class. When checking answers, ask students to spell out the countries to you as you write them in the puzzle.

1 READING

a Discuss the question as a class and write students' ideas on the board.

b Students read the texts quickly and match them with the pictures. Check answers as a class and find out if students' guesses in 1a were correct. You may wish to help students with words in the Vocabulary Support box.

Answers
Suzi c (She's in Rio.)
James d (He's in San Francisco.)
Alex a
Saddah b

VOCABULARY SUPPORT

coworker (A2) – a person you work with at your job

cousin (A2) – the son/daughter of your father's/mother's brother/sister

c Read the first sentence with the class, and elicit who students think says it. Read the sentence aloud to justify the answer: *We're teachers and we work together in a school.* Individually, students decide who said the other sentences. They then check in pairs. When checking answers, elicit which words or sentences in the texts helped students decide.

Suggested answers
1 Saddah
2 Alex
3 James
4 Suzi

d In pairs, students talk about who they would like to meet and why. Ask students to share their answers to find out who the most popular person to meet is.

2 VOCABULARY Adjectives

a Point to picture c and read the sentence with the class. Read the adjectives again and elicit that the sentence is about Claudia.

Answer
Claudia

b Students work individually to find the other adjectives. You can tell them that there are two or three adjectives in each text. Check that students have found the correct words before they start to put them into the correct blanks. Students check in pairs. Then, check answers as a class.

Answers
1 wonderful, great, fantastic
2 kind, nice
3 well known
4 quiet
5 popular

c **Pronunciation** Model the pronunciation of the three words from the text and highlight the /k/ sounds for students. Look at one or two words together as a class before students work individually, underlining the /k/ sounds and identifying the two words that don't have /k/. When checking answers, model and drill all the words for students to listen and repeat.

Answers
cold, car, kitchen, like, coffee, quick, back, key, come, make, school, cat
Cheap and *know* don't have /k/.

FAST FINISHERS

Ask fast finishers to look at the countries in Vocabulary Focus 1A on SB p. 162 and identify the seven countries that have the /k/ sound (*Canada*, *Colombia*, *Mexico*, *Pakistan*, *South Africa*, *Turkey*, *the U.K.*).

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d Read the examples with the class. Students work in pairs or small groups, talking about people they know. If they wish, they can show pictures of the people they are talking about on their cell phones if they have them. Monitor, but don't interrupt fluency unless students make mistakes with the adjectives.

e 01.08–01.09 Students complete the exercises in Vocabulary Focus 1B on SB p. 163. Play the recordings as necessary and monitor students as they speak. Check answers as a class, making sure students are pronouncing the words correctly. Tell students to go back to SB p. 13.

Answers (Vocabulary Focus 1B SB p. 163)
a 1 not very good 2 very good 3 very good 4 not very good
b old – modern; poor – rich

EXTRA ACTIVITY
Ask students to give an example for each adjective, e.g., *a rich celebrity, an awful national dish*. Remember that they still have limited vocabulary, so praise them for making the correct connections between the meaning of the adjectives and other words.

3 LISTENING

a 01.10 Point to the man in the first picture and say: *This is Roman.* Then ask: *What's his nationality?* Play the first part of the recording for students to listen and complete the nationality on the profile. Check the answer as a class. Then repeat the process with Diego and Mia and Laura. Make sure students understand that they should give the nationality, not the country, in each case. You may wish to pre-teach the word *married* (when you have a husband/wife).

Answers
1 Polish 2 Mexican 3 Spanish

Audioscript

1
A This is my good friend Roman. He's really friendly.
B Is he from Poland?
A Yes, he is.

2
A These are my friends Mia and Diego. They're really great.
B Are they married?
A Yes, they are.
B Are they Brazilian?
A No, they're not. They're from Mexico.

3
A This is my friend Laura. She's really cool.
B Is she Italian?
A No, she's not. She's from Spain.

b 01.10 Play the recording again without stopping for students to listen for the specific adjectives and complete the profiles. They compare in pairs. Then, check answers as a class. When checking answers, ask students: *How do you spell (word)?* Write the correct answers on the board.

Answers
4 friendly 5 great 6 cool

4 GRAMMAR
be: questions and short answers

a 01.11 Look at picture c and text 1 on SB p. 12 again. Books closed. Write: *Claudia / Spanish (+)* on the board and elicit the affirmative sentence: *Claudia is Spanish.* Then write: *Claudia / French (–)* on the board and elicit the negative sentence: *Claudia's not French.* Finally, write *Claudia / Spanish (?)* on the board and see if students can form the question *Is Claudia Spanish?* Students open their books. Then, read the questions in 4a with the class. Individually, students complete the short answers. Play the recording for students to listen and check. Check answers as a class.

Answers
1 's not 2 is 3 are 4 're not

b Individually, students complete the chart. Remind them that there are two possible alternatives for the negative form of *he/she* and *they*. They then check in pairs. Check answers by copying the chart onto the board and asking individual students to come up and complete the blanks.

Answers

Questions (?)	Short answers	
Are you Australian?	Yes, I am.	No, I'm not.
Are you Brazilian?	Yes, we are.	No, we're not./we aren't.
Is he/she Turkish?	Yes, he/she is.	No, he/she 's not./isn't.
Are they Ecuadorian?	Yes, they are.	No, they 're not./aren't.

LOA TIP CONCEPT CHECKING
- Write example questions on the board to check that students are assimilating correct word order. Point to each question one by one and ask students: *Is this correct?* Ask them to correct the questions as necessary, e.g., *She is Italian?* (No), *He French is?* (No), *From the U.S. is he?* (No), *Are they Pakistani?* (Yes), *They're Canadian?* (No).
- Check that students understand that they also need to think about the verb forms. Write example questions with correct word order, but with incorrect verb forms and ask students to correct them, e.g., *Is they from Japan?* (Are they from Japan?), *Am Laura Spanish?* (Is Laura Spanish?), *Be you Chinese?* (Are you Chinese?).

CAREFUL!
The most common student mistake with *be* questions and short answers is for students to use *it* instead of *that* in *Yes*/*No* questions that ask if something is OK, e.g., ~~*Is it OK?*~~ (Correct form = *Is* ***that*** *OK?*), or ~~*Is it good for you?*~~ (Correct form = *Is* ***that*** *good for you?*). Students may also have problems with the inversion required to form questions, possibly because there is no change in the word order for questions in their own language, e.g., ~~*Claudia is Spanish?*~~ (Correct form = ***Is Claudia*** *Spanish?*).

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