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UNIT 1 HELLO!

UNIT OBJECTIVES

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

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

UNIT CONTENTS

G GRAMMAR

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

V VOCABULARY

- Countries: Australia, Brazil, Britain, Canada, China, Colombia, Ecuador, England, Italy, Japan, Mexico, Spain, the U.K., the U.S.
- Nationalities: American, Australian, Brazilian, British, Canadian, Chinese, Colombian, Ecuadorian, Italian, Japanese, Mexican, Spanish

P PRONUNCIATION

- Sound and spelling: *I'm*, *we're*
- Syllables and word stress
- Stressed words
- Intonation

C COMMUNICATION SKILLS

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

GETTING STARTED

OPTIONAL LEAD-IN

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

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

CULTURE NOTES

The flags on the hot air balloons in the picture are as follows (starting on the right and going clockwise):

the U.S. (red/white stripes, with stars on blue background)

Italy (green/white/red stripes)

Japan (red circle on white background)

Canada (red/white with a maple leaf in the center)

Germany (black/red/yellow stripes)

The U.K. (partial view) (two red/white crosses on blue background)

France (partial view) (blue/white/red stripes)

b In pairs, students say the names of other countries they know in English. Ask pairs to share their answers with the class and write any new countries on the board.

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.

ADDITIONAL MATERIALS

Photocopiable activities: Pronunciation 1A

EXTRA ACTIVITY

00.02 Open books on SB p. 6. Demonstrate the classroom language. Say: *Listen*. and put your hand to your ear, and play recording 00.02 (just play the speaker saying *Track 00.02*, then stop the audio). Point to the picture and repeat the word: *Listen*. Repeat these steps, and encourage students to do the action for *Listen* with you. Use a similar procedure for the other classroom language on this page.

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

Books closed. Play recording 00.02 and do the movements for each action. Play the recording again and encourage students to do the movements while you stay still.

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1A I'M FROM MEXICO

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

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

OPTIONAL LEAD-IN

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

1 READING AND GRAMMAR
be: *I* / *you* / *we* affirmative and questions

a 01.01 Point to the pictures and play the recording for students to read and listen to the people saying hello and their names. Nominate a few students to say the sentences with their own name. In pairs, students say the sentences to each other.

b 01.02 Point to the three groups of people in the picture and the three conversations they are having. Play the recording for students to listen and match the conversations (1–3) with the groups of people (a–c). Play the recording again if necessary. Check answers as a class.

Answers
1 c 2 b 3 a

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

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

Answers

I / *we*	*you*
I'm Camila (= *I am* …) We're from Ecuador. (= *we are* …)	Are you from the U.S.? How are you?

CAREFUL!

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

d 01.03–01.05 Students read the information in Grammar Focus 1A Part 1 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Individually, students complete the exercises in Part 1 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 8.

Answers (Grammar Focus 1A Part 1 SB p. 117)
a
2 We're students.
3 You're Roberto.
4 I'm fine, thanks.
5 We're from Mexico.
b
2 Are you from the U.S.?
3 Are we in Ecuador?
4 Am I OK?
5 What's your name?

e **Sound and spelling** *I'm*, *we're*

01.06 Play the recording for students to listen and notice the difference in sound between *I am*, *I'm* and *We are*, *We're*. The contracted forms are shorter.

In Exercise 2, put students into pairs to practice saying the words.

f Put students into pairs, then into groups of three, then into new pairs to practice the three conversations in 1b. Monitor and check students' pronunciation of the target language and correct as necessary.

g Students repeat the conversations using their own names. Monitor and check how fluently students can speak to each other.

2 LISTENING AND GRAMMAR
be: *I* / *you* / *we* negative

a 01.07 Check that students understand the words *student* and *teacher* by pointing to a student in the class and asking: *Student or teacher?* Point to yourself and repeat the question. Play the recording for students to read and listen to the conversation and complete the task below it. Check answers as a class.

Answers
1 a 2 b

b Individually, students complete the chart. Check answers as a class.

Answers

Positive (+)	Negative (–)
I'm a student. (= I am) We're from England. (= we are)	I'm not a student (= I am not) We aren't from England. (= we are not)

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LOA TIP DRILLING

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

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

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

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

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

c 01.08 Students read the information in Grammar Focus 1A Part 2 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Part 2 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 9.

Answers (Grammar Focus 1A Part 2 SB p. 117)

a
2 You're Rebecca. You're not Rebecca.
3 I'm a teacher. I'm not a teacher.
4 We're in Paris. We're not in Paris.
5 I'm OK. I'm not OK.

b
2 I am
3 we're not
4 we are

EXTRA ACTIVITY

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

Ask: *Are you students?* (to the class) Students say: *Yes, we are.*

Ask: *Are you teachers?* (to the class) Students say: *No, we're not.*

Ask: *Are you at home?* (to the class) Students say: *No, we're not.*

Ask: *Are you a student?* (to one student) Student says: *Yes, I am.*

Ask: *Are you a teacher?* (to one student) Student says: *No, I'm not.*

Ask: *Am I a student?* (to the class) Students say: *No, you're not.*

Ask: *Am I a teacher?* (to the class) Students say: *Yes, you are.*

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

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

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

3 VOCABULARY AND READING Countries

a 01.09 Individually, students match the countries with the maps. Check answers as a class by pointing at each map and asking: *What country?* Drill the words.

Answers

1 Ecuador	3 the U.S.	5 Brazil	7 Mexico
2 China	4 the U.K.	6 Spain	8 Japan

b 01.10 Give students two minutes to read the student group profile and add the missing countries. Check answers as a class. You may wish to give students information from the Culture Notes below about the U.K. and the U.S.

Answers

1 Brazil	3 Mexico	5 Japan	7 Spain
2 Ecuador	4 China	6 the U.K.	8 the U.S.

CULTURE NOTES

England is part of the U.K. The U.K. (the United Kingdom or the United Kingdom of Great Britain and Northern Ireland, to give its full name) refers to the political union between England, Wales, Scotland, and Northern Ireland.

After declaring their independence from Great Britain, the Congress of the "United Colonies" changed their name to "the United States of America" in 1776. Today, people most commonly use the abbreviated form "the U.S." or "U.S.A."

c 01.11 Students complete the exercises in Vocabulary Focus 1A on SB p. 136. Play the recording for students to complete Exercise a. Then play the recording again for students to listen and practice saying the countries in Exercise b. For Exercise c, students write down the name of their country in English, if it isn't one of the countries in the box, and then tell a partner. Monitor and help with spelling and pronunciation as necessary. Tell students to go back to SB p. 9.

Answers (Vocabulary Focus 1A SB p. 136)

a

a the U.S.	d the U.K. / Britain	g Colombia
b Spain	e Mexico	h Ecuador
c China	f Japan	i Brazil

FAST FINISHERS

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

d Students write the name of a city and its country from 3a on a small piece of paper.

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

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4 SPEAKING

Divide the class into pairs and assign A and B roles. Student As read the conversation on SB p. 104. Student Bs read the conversation on SB p. 106. Give students two minutes to complete their part of the conversation. Monitor and help as necessary.

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

ADDITIONAL MATERIAL

Workbook 1A

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

1B HE'S ECUADORIAN

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

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

OPTIONAL LEAD-IN

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

1 VOCABULARY Nationalities

a Tell students to look at the pictures on SB p.10. Point to picture c and ask: *Do you know Venus and Serena Williams?* Put students into pairs to ask the same question about the other players. Ask the students to share their answers with the class. Draw a heart symbol on the board and ask: *Soccer, baseball, basketball, volleyball, or tennis: which is best?* Students will almost certainly be able to express their opinions on this, even with limited language! Take a vote to find out which is the most popular sport in the class.

b Point to the small flag on each picture. In pairs, students match the nationalities with the pictures. Check answers as a class by pointing to each picture and saying the nationality. You may wish to give students information from the Culture Notes.

Answers

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

CULTURE NOTES

Ricky Rubio (Spain, 1990) was the youngest basketball player to ever play for the Spanish ACB league, at the age of 14.

Shohei Ohtani (Japan, 1994) won the 2018 American League Rookie of the year award and recorded the fastest pitch in a baseball game in Japanese history so far.

The Williams sisters (Venus, 1980; Serena, 1981; U.S.) started playing tennis when they were around three years old. They have collectively won over 20 grand slam titles in their careers to date.

Antonio Valencia (Ecuador, 1985) scored 11 goals for his country since the beginning of his professional soccer career.

Neymar (Brazil, 1992) won the South American Player of the Year award in 2011 and 2012. He joined Paris Saint-Germain in 2017.

Heather Watson (U.K., 1992) won her first WTA singles title in the Japan Open, becoming the first British tennis player to win a singles title since 1988.

Zhu Ting (China, 1994) is a female volleyball player who has won several gold medals with the Chinese National Team, including the 2016 Olympic Games.

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

Guillermo Ochoa (Mexico, 1985) won his first league title in 2005 and was the club's first-choice goalkeeper up until 2011, participating in 4 FIFA World Cups.

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c 01.12 **Pronunciation** Write the following word on the board with a line between each syllable: *A|mer|i|can*. Say the word slowly, pausing where the gaps are, and pointing to each syllable as you say it. Then say the word again, clapping or moving your hand as you say each syllable. Play the recording for students to listen and decide how many syllables there are in each word. Check answers as a class.

Answers
Spa|nish = 2 syllables
Jap|an|ese = 3 syllables
A|mer|i|can = 4 syllables
Ec|ua|do|ri|an = 5 syllables
Bra|zil|i|an = 4 syllables
Brit|ish = 2 syllables
Chi|nese = 2 syllables
Mex|i|can = 3 syllables

LANGUAGE NOTES

A syllable is a unit of pronunciation which contains a vowel sound. For example, *Chinese* has two syllables, each containing one vowel sound: *Chi* /aɪ/ *nese* /i/.

In English, as in other languages, one syllable in each word is stressed more than the others. For example, the second syllable in *Chinese* is stressed more than the first. However, unlike some other languages, English words can stress any syllable. For example, the second syllable is stressed in *Brazilian*, and the final syllable is stressed in *Japanese*.

d 01.13 Play the recording for students to listen for the stressed syllable. Check the answer as a class. Write *American* on the board with the stressed syllable underlined.

Answer
A|mer|i|can

e 01.12 Play the recording again for students to listen and underline the stressed syllables in all the nationality words. Check answers as a class. Play the recording again for students to listen and repeat. Monitor and correct students' pronunciation as appropriate.

Answers
Spanish Japanese Ecuadorian Brazilian British
Chinese Mexican

f 01.14 Students go to Vocabulary Focus 1B on SB p. 136. Individually, students complete the chart in a. They then compare answers in pairs. Check answers as a class. In Exercise b, play the recording for students to listen and repeat the countries and nationalities. For Exercise c, write students' nationality or nationalities on the board and make sure they can all pronounce their nationality correctly. Put students into pairs for Exercise d. Tell students to go back to SB p. 10.

Answers (Vocabulary Focus 1B SB p. 136)
a

1 Brazil	3 Mexico	5 Spain	7 China
2 Colombia	4 the U.S.	6 the U.K.	8 Japan

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

a 01.15 Individually, students match the sentences. Play the recording for them to listen and check their answers. Check the answers again by reading each statement aloud and asking students to say the sentence that matches.

Answers
1 c 2 a 3 b

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

Answers
1 he's 2 they're

CAREFUL!

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

c 01.16 Students read the information in Grammar Focus 1B Part 1 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a in Part 1 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 11.

Answers (Grammar Focus 1B Part 1 SB p. 117)
a
1 He's
2 She's
3 She's
4 They're
5 They're
6 He's

LOA TIP ELICITING

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

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

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d Students write two sentences about the athletes, thinking about their sport and their nationality. Monitor and help as necessary.

Suggested answers

1 Ricky Rubio is Spanish. He's a basketball player.
2 Zhu Ting is Chinese. She's a volleyball player.
3 Javier Hernández and Guillermo Ochoa are Mexican. They're soccer players.

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

3 LISTENING

a 01.17 Play the recording for students to listen, read, and complete the task. Play the recording again if necessary. You may wish to elicit the meaning of *friends* (people you know well and like) by using the picture. Check answers as a class by nominating two students to read the completed conversation aloud.

Answers

1 Anna	3 Luis	5 Lucía
2 American	4 Colombian	6 Mexican

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

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

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

Answers

+	–	?
She's Spanish. They're Chinese.	She's not Spanish. They're not Chinese.	Is she Spanish? Are they Chinese?

b 01.18–01.20 Students read the information in Grammar Focus 1B Part 2 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises in Part 2 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 11.

Answers (Grammar Focus 1B Part 2 SB p. 117)

a
1 's not 2 're not 3 's not 4 're not 5 's not 6 's not

b
1 Is he Colombian? 3 Are they English? 3 Are they English?
2 ✓ 4 Is he Italian? 6 ✓

c
1 's 2 Is 3 's not 4 's 5 're 6 Are 7 're not 8 're

EXTRA ACTIVITY

Students write down the names of four more athletes on a piece of paper. In pairs, they use the *Who* questions from Grammar Focus 1B Part 2 on SB p. 116 to ask about the names. For example, *Who's he? Who are they?* They should also ask about nationality. For example, *Is he Spanish? Is she Japanese?*

c 01.21 Individually, students complete the task. Play the recording for students to listen and check their answers. Check answers as a class.

Answers

1 Is; he's not
2 Are; they are
3 Is; she's not
4 Are; they're not
5 Is; he is

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

FAST FINISHERS

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

Language Plus *this / these*

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

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

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

5 SPEAKING

Divide the class into pairs and assign A and B roles. Student As go to SB p. 104. Student Bs go to SB p. 106. Give students two minutes to look at the picture and information box and to prepare what they're going to say about their own picture and ask about their partner's picture. They then cover the information box and talk with their partner. Monitor and note down any common mistakes/errors to deal with when giving feedback.

ADDITIONAL MATERIALS

Workbook 1B

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

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1C EVERYDAY ENGLISH

Nice to meet you

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

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

OPTIONAL LEAD-IN

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

1 LISTENING

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

b 01.22 Play Part 1 of the audio recording for students to check the answer. Check the answer as a class, and establish that it's Sophia's first day at Blue Web Technology. Ask: *Where's she from?* (Canada).

Answer
Yes, she is.

Audioscript (Part 1)

RECEPTIONIST Good morning. Welcome to Blue Web Technology.
SOPHIA Hi, my name's Sophia Taylor. It's my first day.
R Sophia? Sophia Taylor? From Canada?
S Yes, that's right. I'm here to see Mr. Wells.
R Hello, Mr. Wells? Sophia Taylor is here. OK.

c 01.22 Play Part 1 of the audio recording again for students to complete the sentences. Check answers as a class.

Answers
Good morning, welcome to Blue Web Technology.
Hi, my name's Sophia Taylor. It's my first day.

2 USEFUL LANGUAGE Greeting people

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

Answers
1 morning 2 afternoon 3 evening

b 01.23 **Pronunciation** Play the recording for students to listen for the number of syllables in each greeting. Check answers as a class.

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

c 01.23 Play the recording again for students to listen for the stressed syllables in each greeting. Check answers as a class and drill all the phrases.

Answers
good morning good afternoon good evening

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

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

3 LISTENING AND USEFUL LANGUAGE Meeting new people 1

a 01.24 Point to the picture of the manager of Blue Web Technology. You may wish to elicit or pre-teach the word *manager*. Play Part 2 of the audio recording for students to listen for the manager's name. Check the answer as a class.

Answer
David

Audioscript (Part 2)

DAVID Hello! Are you Sophia?
SOPHIA Yes, I am.
D Welcome, Sophia. I'm David.
S Nice to meet you, David.
D Nice to meet you, too. How are you?
S I'm good, thank you. And you?
D I'm fine, thanks. OK, come with me, please.

b 01.25 Play the recording for students to listen to the two sentences and underline the words they hear. Check answers as a class. Nominate a few students to introduce themselves using the two phrases.

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

c 01.26 **Pronunciation** Play the recording for students to listen to the conversation and notice the stress on the underlined words.

d In pairs, students practice the conversation.

e 01.27 Play the recording for students to listen and complete the expressions with words from the box. Play the audio a second time and check answers as a class.

Answers
1 thank you 2 not bad 3 I'm 4 morning

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

4 LISTENING AND USEFUL LANGUAGE
Meeting new people 2

a 01.28 Point to the picture of Isaac and Sophia in the office. Ask: *Where are they?* Elicit or teach the word *office*. Play Part 3 of the audio recording for students to answer the question. Check the answer as a class.

> **Answer**
> No, they aren't / they're not.

Audioscript (Part 3)

DAVID So, this is your office, Sophia. This is Isaac Jackson.
SOPHIA Nice to meet you, Isaac.
ISAAC Nice to meet you too, Sophia.
D OK. Well, you're in here with Isaac, and he can help you with …
I Everything!
S Thank you, Isaac. That's great.
D See you later, Sophia.
S Thank you, David.
D Bye!
I OK, so, … this is your desk.
S Great. Thank you.
I So, welcome to your new office, and welcome to Blue Web Technology.

EXTRA ACTIVITY

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

Sorry.	*Bye.*
Great!	*Sure.*
Of course.	*I'm sorry.*
See you later.	*Good!*

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

b 01.28 Play Part 3 of the audio recording again for students to complete the task. Check answers as a class. Referring back to the picture of Sophia looking lost, point to the picture of Sophia and Isaac in the office and ask: *Is Sophia OK now?* (yes).

> **Answers**
> 1 meet 2 office 3 desk

c 01.29 Students put the conversation in order. Play the recording for them to listen and check.

> **Answers**
> 1 **DAVID** This is Isaac Jackson.
> 2 **SOPHIA** Nice to meet you, Isaac.
> 3 **ISAAC** Nice to meet you too, Sophia.

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

5 PRONUNCIATION Intonation

a 01.30 Say: *Good morning, how are you?* with a flat voice, with no intonation change at all. Then repeat it in a cheerful way. Repeat it, and gesture with your hands to show how your voice moves when you want to sound cheerful. Say: *This is "intonation."* Write *intonation* on the board. Explain that, in the Student's Book, they will sometimes see an arrow symbol to denote whether intonation changes or stays the same. Draw two small arrows on the board: a horizontal arrow, similar to the one on page 13, Exercise 5a, to show that intonation stays the same, and an arrow slanting upwards, to show how intonation goes up. Repeat: *Good morning, how are you?* with a flat voice while pointing to the horizontal arrow. Repeat the greeting in a cheerful way, while poinitng to the second, upward arrow.

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

> **Answer**
> The intonation changes.

LANGUAGE NOTES

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

b 01.30 Play the recording again for students to listen and repeat. Monitor carefully, pausing the recording to correct sensitively any mistakes with the intonation that you hear.

6 SPEAKING

a 01.31 Tell students that they can now practice using all the language from the lesson. Students complete the conversation individually. Play the recording for them to listen and check their answers. Check answers as a class.

> **Answers**
> 1 is 2 meet 3 you 4 good

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

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7 WRITING

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

Answer
She's from Toronto.

b Students go to Writing Plus 1C on SB p. 158. Read the information in Exercise a. If appropriate for your students, ask them to do Exercise b individually. Check answers by inviting a few students to come and write the correct capital letters on the board. Similarly, as students complete Exercise c, copy the uncorrected sentences onto the board and invite students to come and correct the punctuation. Tell students to go back to SB p. 13.

Answers (Writing Plus 1C SB p. 158)
b
2 B 3 D 4 E 5 G 6 H 7 Q 8 R 9 T
c
1 We're from Brazil.
2 He's a student.
3 This is Ruben.
4 I'm in a class with Amy Lee.
5 My name is Sandro.
6 Their apartment is in Mexico City. It's small.

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

FAST FINISHERS

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

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

ADDITIONAL MATERIALS

Workbook 1C

Unit Progress Test

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UNIT 1
Review

1 GRAMMAR

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

Answers
1 'm 2 we are 3 're not 4 Am I 5 are you 6 're

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

Answers
1 's not 2 are 3 is 4 Are 5 're not 6 Is, 's not

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

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

Answers
1 No, he's not / he isn't from China.
2 Are you OK?
3 Yes, I am.
4 Is she Colombian?
5 I'm not Brazilian.
6 Are they from the U.S.?

2 VOCABULARY

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

Answers
1 United States
2 Mexico
3 Spain
4 China
5 Japan
6 Brazil

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

Answers
1 Canadian
2 Brazilian
3 American
4 Japanese
5 British
6 Italian

FAST FINISHERS

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

EXTRA ACTIVITY

Put students into pairs. Give them one minute to write down the names and nationalities of two or three famous people from different countries. The nationalities must be in the list in Vocabulary Focus 1B on SB p. 136. Join pairs with other pairs. They take turns saying a name and asking: *Where's she from?* or *Where's he from?* How many questions can each pair answer correctly?

3 SOUND AND SPELLING

a Give students one minute to complete the chart with the short forms of the verb *be*. Clarify any doubts that may appear at this point individually.

Answers

Full forms	Short forms
I am	I'm
They are	They're
She is	She's
We are	We're
It is	It's
I am not	I'm not
He is not	He's not / He isn't

b 01.32 Have students listen and repeat the short forms on the chart.

c 01.33 Play the recording twice to give a chance for all students to finish. Check answers as a class. Play the recording again, then put students into pairs to practice saying the sentences.

Answers
1 Good morning
2 How are you?
3 They're American.
4 We're teachers.
5 Nice to meet you.

d 01.33 Play the recording one more time for students to check their answers. Check answers as a class.

LOA REVIEW YOUR PROGRESS

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

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