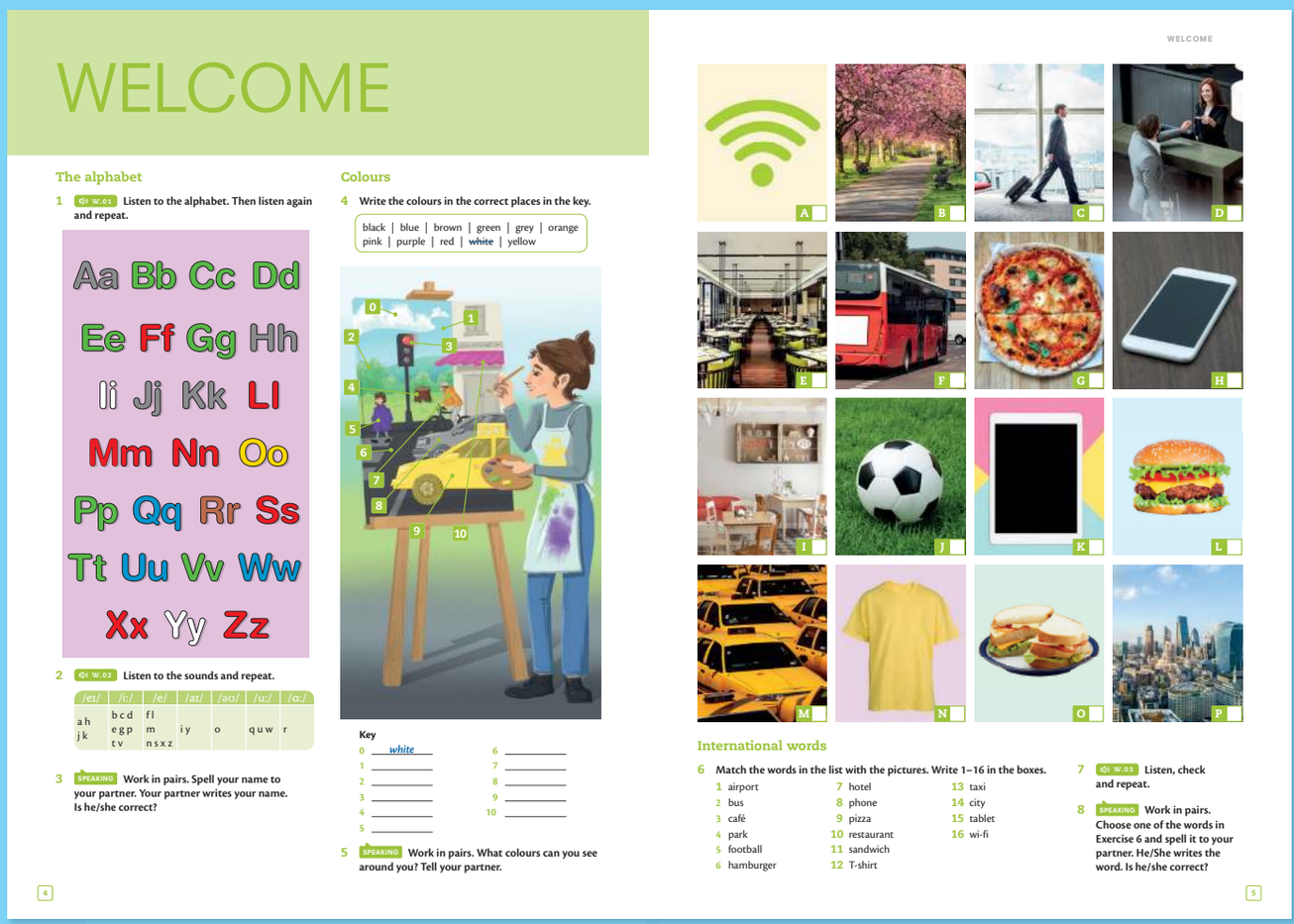
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Brian Hart
Excerpt
More Information

Welcome



WELCOME

The alphabet

1 W.01 Listen to the alphabet. Then listen again and repeat.

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo
Pp Qq Rr Ss
Tt Uu Vv Ww
Xx Yy Zz

2 W.02 Listen to the sounds and repeat.

/eɪ/	/iː/	/e/	/aɪ/	/əʊ/	/uː/	/ɑː/
a h j k	b c d e g p t v	f l m n s x z	i y	o	q u w	r

3 SPEAKING Work in pairs. Spell your name to your partner. Your partner writes your name. Is he/she correct?

Colours

4 Write the colours in the correct places in the key.

black | blue | brown | green | grey | orange | pink | purple | red | ~~white~~ | yellow

Key
0 white
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

5 SPEAKING Work in pairs. What colours can you see around you? Tell your partner.

4

WELCOME

International words

6 Match the words in the list with the pictures. Write 1–16 in the boxes.

1 airport
2 bus
3 café
4 park
5 football
6 hamburger
7 hotel
8 phone
9 pizza
10 restaurant
11 sandwich
12 T-shirt
13 taxi
14 city
15 tablet
16 wi-fi

7 W.03 Listen, check and repeat.

8 SPEAKING Work in pairs. Choose one of the words in Exercise 6 and spell it to your partner. He/She writes the word. Is he/she correct?

5

The alphabet

1 W.01
Students' own answers

2 W.02
Students' own answers

3 Students' own answers

Colours

4 1 blue 2 green 3 red 4 brown 5 purple 6 black 7 orange 8 grey 9 yellow 10 pink

5 Students' own answers

International words

6 1C 2F 3I 4B 5J 6L 7D 8H 9G 10E 11O 12N 13M 14P 15K 16A

7 W.03
Students' own answers

8 Students' own answers

THINK more

Workbook
The alphabet, Colours, International words
pp4–5, Ex.1–7

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Welcome



Articles: *a* and *an*

1 Match the sentences in the list with the pictures. Write 1–4 in the boxes.

1 It's a red T-shirt.
2 It's a black and green T-shirt.
3 It's an orange T-shirt.
4 It's a blue T-shirt.

A B C D

2 Write *a* or *an*.

0 ___an___ airport
1 _____ Indian restaurant
2 _____ red bus
3 _____ pizza
4 _____ black taxi
5 _____ orange phone
6 _____ American football player
7 _____ internet page

The day

3 Write the words in the list under the pictures.

afternoon | ~~evening~~ | morning | night

1 ___evening___
2 _____
3 _____
4 _____

Saying *Hello* and *Goodbye*

4 W.04 Complete the dialogues with the words in the list. Listen and check.

Bye | Good | have | Hi | How | morning | night | See you | thanks | ~~this~~

1
Carmen Hello. My name's Carmen.
Felix Hi, Carmen. I'm Felix, and [9] ___this___ is Isabella.
Isabella [1] _____, Carmen.
Carmen Hi, Felix. Hi, Isabella.

2
Harper [2] _____ afternoon, Mrs Cortez.
Mrs Cortez Hi, Harper. [3] _____ are you?
Harper Great, [4] _____. And you?
Mrs Cortez I'm fine, thanks.

3
Leo Good [5] _____, Mr Williams.
Mr Williams Hello, Leo. How are you?
Leo I'm fine, thank you.
Mr Williams Good. I'll see you in class.
Leo [6] _____, Mr Williams.

4
Violet Bye, Ezra.
Ezra Bye, Violet. [7] _____ later.
Violet Yeah, [8] _____ a good day.

5
Lucia Good [9] _____, Mum.
Mum Night, Lucia. Sleep well.

Articles: *a* and *an*

1 1 C 2 D 3 B 4 A

2 1 an 2 a 3 a 4 a 5 an 6 an 7 an

The day

3 2 night 3 morning 4 afternoon

Saying *Hello* and *Goodbye*

4 W.04
1 Hi 2 Good 3 How 4 thanks 5 morning 6 Bye 7 See you 8 have 9 night

THINK more

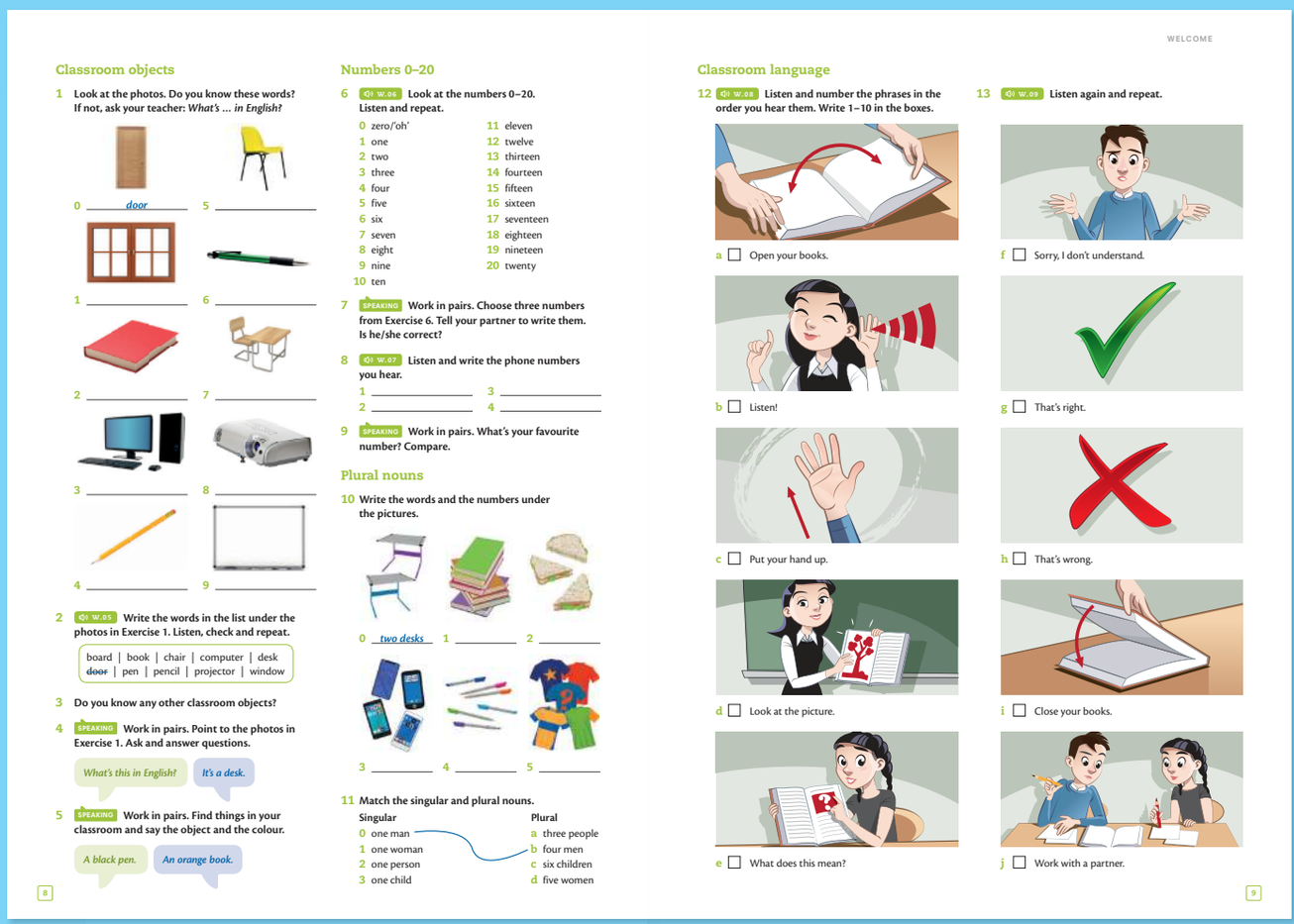
Workbook
Articles: *a* and *an*, The day, Saying *Hello* and *Goodbye* pp6–7, Ex.1–6

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Welcome



WELCOME

Classroom objects

1 Look at the photos. Do you know these words? If not, ask your teacher: *What's ... in English?*

0 door 5 _____
1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____

2 W.05 Write the words in the list under the photos in Exercise 1. Listen, check and repeat.

board | book | chair | computer | desk | ~~door~~ | pen | pencil | projector | window

3 Do you know any other classroom objects?

4 SPEAKING Work in pairs. Point to the photos in Exercise 1. Ask and answer questions.

What's this in English? *It's a desk.*

5 SPEAKING Work in pairs. Find things in your classroom and say the object and the colour.

A black pen. *An orange book.*

Numbers 0–20

6 W.06 Look at the numbers 0–20. Listen and repeat.

0 zero/'oh'
1 one
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine
10 ten
11 eleven
12 twelve
13 thirteen
14 fourteen
15 fifteen
16 sixteen
17 seventeen
18 eighteen
19 nineteen
20 twenty

7 SPEAKING Work in pairs. Choose three numbers from Exercise 6. Tell your partner to write them. Is he/she correct?

8 W.07 Listen and write the phone numbers you hear.

1 _____ 3 _____
2 _____ 4 _____

9 SPEAKING Work in pairs. What's your favourite number? Compare.

Plural nouns

10 Write the words and the numbers under the pictures.

0 two desks 1 _____ 2 _____
3 _____ 4 _____ 5 _____

11 Match the singular and plural nouns.

Singular	Plural
0 one man	a three people
1 one woman	b four men
2 one person	c six children
3 one child	d five women

8

Classroom language

12 W.08 Listen and number the phrases in the order you hear them. Write 1–10 in the boxes.

a ☐ Open your books.
b ☐ Listen!
c ☐ Put your hand up.
d ☐ Look at the picture.
e ☐ What does this mean?
f ☐ Sorry, I don't understand.
g ☐ That's right.
h ☐ That's wrong.
i ☐ Close your books.
j ☐ Work with a partner.

13 W.09 Listen again and repeat.

9

Classroom objects

1 Students' own answers

2 W.05
1 window 2 book 3 computer 4 pencil 5 chair 6 pen 7 desk 8 projector 9 board

3 Students' own answers

4 Students' own answers

5 Students' own answers

Numbers 0–20

6 W.06
Students' own answers

7 Students' own answers

8 W.07
1 1435 4619 2 0897 2387 3 672 8076 4 760 9234

9 Students' own answers

Plural nouns

10 1 eight books 2 three sandwiches 3 four phones 4 six pens 5 five T-shirts

11 1 d 2 a 3 c

Classroom language

12 W.08
a 5 b 3 c 4 d 7 e 9 f 10 g 2 h 8 i 1 j 6

13 W.09
Students' own answers

TH!NK more

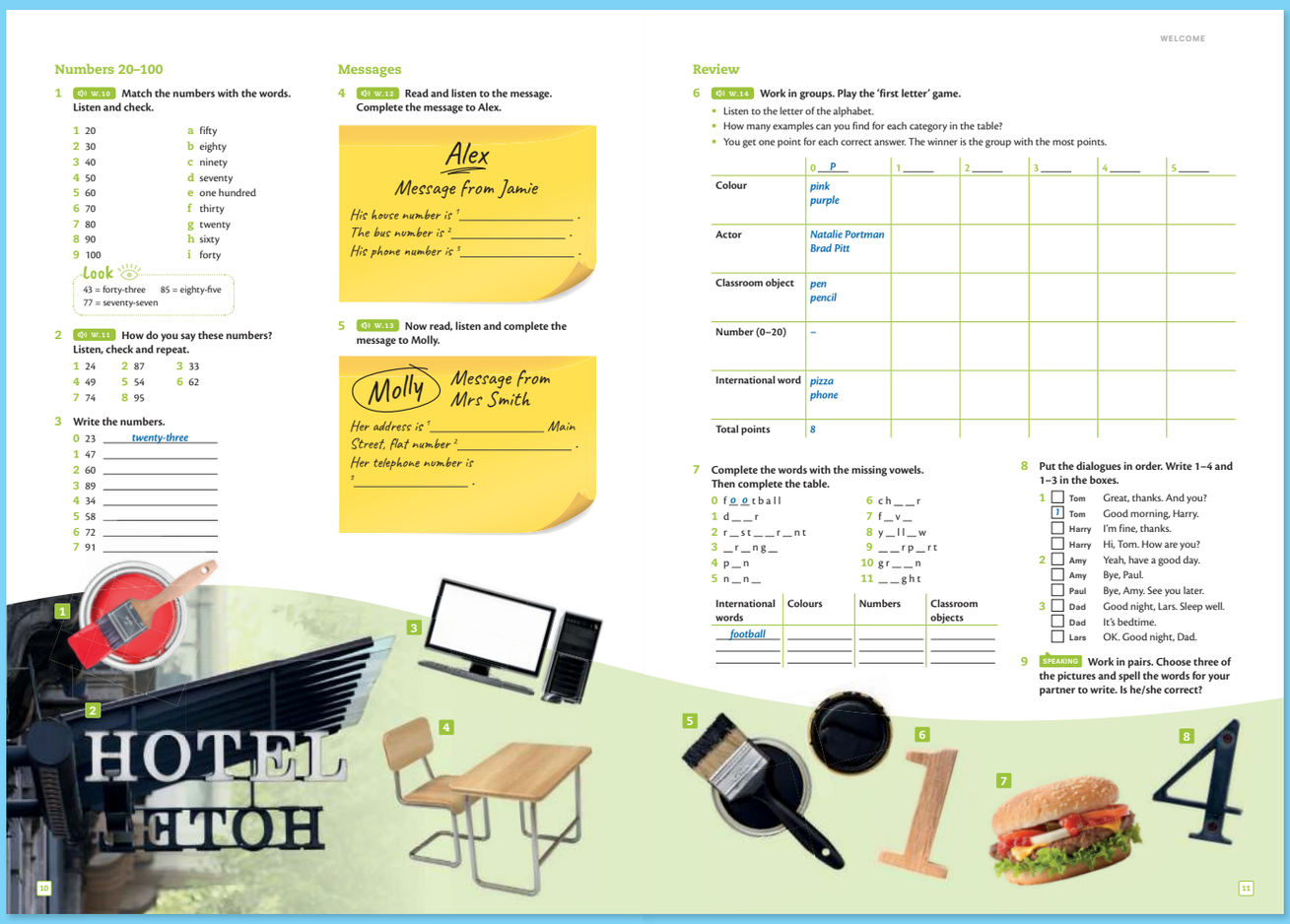
Workbook
Classroom objects, Numbers 0–20, Plural nouns, Classroom language pp7–8, Ex.1–6

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Welcome



Numbers 20–100

1 W.10 Match the numbers with the words. Listen and check.

1 20	a fifty
2 30	b eighty
3 40	c ninety
4 50	d seventy
5 60	e one hundred
6 70	f thirty
7 80	g twenty
8 90	h sixty
9 100	i forty

Look
43 = forty-three 85 = eighty-five
77 = seventy-seven

2 W.11 How do you say these numbers? Listen, check and repeat.

1 24 2 87 3 33
4 49 5 54 6 62
7 74 8 95

3 Write the numbers.

0 23 twenty-three
1 47 _____
2 60 _____
3 89 _____
4 34 _____
5 58 _____
6 72 _____
7 91 _____

Messages

4 W.12 Read and listen to the message. Complete the message to Alex.

Alex
Message from Jamie
His house number is [1] _____ .
The bus number is [2] _____ .
His phone number is [3] _____ .

5 W.13 Now read, listen and complete the message to Molly.

Molly
Message from Mrs Smith
Her address is [1] _____ Main Street, flat number [2] _____ .
Her telephone number is [3] _____ .

Review

6 W.14 Work in groups. Play the 'first letter' game.

- Listen to the letter of the alphabet.
- How many examples can you find for each category in the table?
- You get one point for each correct answer. The winner is the group with the most points.

	0 P	1	2	3	4	5
Colour	pink purple					
Actor	Natalie Portman Brad Pitt					
Classroom object	pen pencil					
Number (0–20)	–					
International word	pizza phone					
Total points	8					

7 Complete the words with the missing vowels. Then complete the table.

0 f o o t b a l l
1 d _ _ r
2 r _ s t _ _ r _ n t
3 _ r _ n g _
4 p _ n
5 n _ n _
6 c h _ _ r
7 f _ v _
8 y _ l l _ w
9 _ _ r p _ r t
10 g r _ _ n
11 _ _ g h t

International words	Colours	Numbers	Classroom objects
football			

8 Put the dialogues in order. Write 1–4 and 1–3 in the boxes.

1 [ ] Tom Great, thanks. And you?
[1] Tom Good morning, Harry.
[ ] Harry I'm fine, thanks.
[ ] Harry Hi, Tom. How are you?
2 [ ] Amy Yeah, have a good day.
[ ] Amy Bye, Paul.
[ ] Paul Bye, Amy. See you later.
3 [ ] Dad Good night, Lars. Sleep well.
[ ] Dad It's bedtime.
[ ] Lars OK. Good night, Dad.

9 SPEAKING Work in pairs. Choose three of the pictures and spell the words for your partner to write. Is he/she correct?

Numbers 20–100

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

2 W.11
Students' own answers

3 1 forty-seven 2 sixty 3 eighty-nine 4 thirty-four
5 fifty-eight 6 seventy-two 7 ninety-one

Messages

4 W.12
1 32 2 12 3 07913 65826

5 W.13
1 25 2 51 3 0820 515 327

Review

6 W.14
1 B 2 S 3 R 4 W 5 T
Students' own answers

7 1 door 2 restaurant 3 orange 4 pen 5 nine 6 chair
7 five 8 yellow 9 airport 10 green 11 eight
International words: restaurant, airport
Colours: orange, yellow, green
Numbers: nine, five, eight
Classroom objects: door, pen, chair

8 1 3, 1, 4, 2 2 3, 1, 2 3 3, 1, 2

9 Students' own answers

THINK more

Workbook
Numbers 20–100, Messages p9, Ex.1–4

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Warmer

Write the alphabet in a column on the board. Divide the class into two teams and give each team a different colour pen. Teams have five minutes to think of a country (in English) for each letter. When time is up, teams take turns to write the name of a country beginning with A on the board. When they have run out of ideas for A, move on to B. Do the same with C, D, E, etc. The winning team is the one with the most countries.

▶ 01 Get THINKing

Play the video and discuss the question with your class.

1 Put a copy of the map up on the board before students open their books. Challenge students in pairs to label it without seeing the list of countries.
A 5 B 2 C 12 D 1 E 11 F 8 G 7 H 10 I 6 J 3 K 9 L 4

2 If space allows, encourage students to walk around the classroom to find someone who has a person from a country that they don't have, so by the end of the activity all students have someone for each country.

3 **1.01 Check/clarify:** *singer, tennis player, pianist, musician, guitar player.*
Ask students to read the questions and options before they read. Encourage them to focus on answering the questions and not to worry if they don't understand every word.
1 ten 2 Newcastle 3 singer 4 Brazilian 5 11 6 Indonesia 7 pianist



1 ALL TOGETHER

OBJECTIVES
FUNCTIONS: getting to know someone; talking about yourself and others
GRAMMAR: question words; the verb *to be*
VOCABULARY: countries and nationalities; adjectives

Get THINKING
Watch the video and think: where do you live?

READING

1 Match the names of the countries with the places on the map. Write 1–12 in the boxes.

1 Brazil | 2 Ecuador | 3 Indonesia | 4 Japan
5 Mexico | 6 Russia | 7 South Africa | 8 Spain
9 Sudan | 10 Turkey | 11 the UK | 12 the US

2 SPEAKING Work in pairs. Talk about famous people from different countries.

Rafael Nadal is from Spain.

3 1.01 Read and listen to the website. Then choose the correct words.
0 Cenc is from *Brazil* / *Turkey*.
1 Cenc is *ten* / *11*.
2 Jess is from *Newcastle* / *Manchester*.
3 Bruno Mars is a *singer* / *tennis player*.
4 Flavia is *Brazilian* / *Russian*.
5 Flavia is *11* / *12*.
6 Li Jun is from *Japan* / *Indonesia*.
7 Yuja Wang is a *singer* / *pianist*.

12

Objectives

Functions and speaking Getting to know someone; talking about yourself and others
Grammar Question words; the verb *to be*
Vocabulary Countries and nationalities; adjectives
Values Don't stop the music!
Life Competencies Being patient

Resources for this unit

All available online

Videos
- Get THINKing: *Where do you live?*
- Grammar rap!: Question words
- Vlog: Being patient

Tests
- Unit, extension and skills test 1

Worksheets
- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: Around the world
- Communication: One world
- Get THINKing, Grammar rap! and Life Lessons video Worksheets

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4 **Check/clarify:** *slogan.*

5 At the end of the exercise, listen to some of the students' ideas and encourage open class discussion.

Homework

Ask students to find a photo of their favourite musician and make a fact file similar to the ones on the website. They should use the questions as a guide. As a follow-up, students can bring the fact file to the next lesson, present it to the class and discuss who the most popular musician is.

Culture notes

Ed Sheeran is a singer-songwriter from England. Born in 1991, Sheeran began recording music in 2004 and released his first collection of work, *Spinning Man*, independently. He released another EP in 2009 and by 2010 had begun to be seen by more people over the internet through YouTube. After signing with a record company, his debut album + (pronounced 'plus') was released in 2011. The following year, he won the Brit Awards for Best British Male Solo Artist and British Breakthrough Act. Sheeran has sold more than 150 million records worldwide, making him one of the world's best-selling music artists.

Bruno Mars is a singer-songwriter, record producer and multi-instrumentalist from the United States. Born in 1985 in Hawaii, his real name is Peter Gene Hernandez. He released his first studio album in 2010 and rose to fame. His third studio album, *24K Magic*, received seven Grammy Awards including Album of the Year. Mars has sold over 180 million singles worldwide, making him one of the best-selling music artists of all time.

Blackpink are an all-female four-piece pop band from South Korea. Their debut album *Square One* was released in August 2016. The first two singles from the album charted at number one and two on the Billboard World Digital Songs Sales chart, becoming the fastest act to do so. Within the first five months, the group had won several awards. Blackpink is the highest-charting female K-pop act on Billboard Hot 100 and, as of September 2019, the most-subscribed music group on YouTube, surpassing British boy band One Direction.

Yuja Wang is a classical pianist from Beijing, China. Born in 1987, she began playing the piano at the age of six. At seven, she was enrolled into Beijing's Central Conservatory of Music to begin seven years' study. At the age of 15, she began five years of study at the Curtis Institute of Music in Philadelphia and graduated in 2008. By the age of 21, was already an internationally recognised concert pianist, giving recitals around the world. In 2011, at the age of 24, she played the world-famous Carnegie Hall in New York.



Creative **TH!NK**ing
Creating new content from own ideas or other resources
Responds imaginatively (e.g. in the form of a story, poem, drawing) to contemporary or historical events and ideas.

TH!NK more

Worksheets
Project Around the world
Communication One world
Get **TH!NK**ing *Where do you live?*

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Unit 1
All together

Vocabulary; Grammar; Pronunciation

Warmer

Ask students to try to remember as many countries from the map on p12 as they can. Write them on the board.

1 1.02

1 the UK 2 the US 3 Turkey
4 Japan 5 Mexico 6 Russia
7 Sudan 8 Ecuador 9 Indonesia
10 South Africa 11 Spain

2 Before students do the task, ask *What is the nationality adjective for your country?* Ask students if they know any adjectives for the countries on the board. During feedback say each of the nationalities out loud to practise pronunciation. Point out differences in spelling between each country and its nationality adjective. Tell students that there is no rule for the formation of nationality adjectives.

-an/-ian: Mexican, Brazilian, Russian, Ecuadorian, Indonesian, South African, American
-ish: Spanish, British, Turkish
-ese: Japanese, Sudanese

3 Give your own example to get students started.

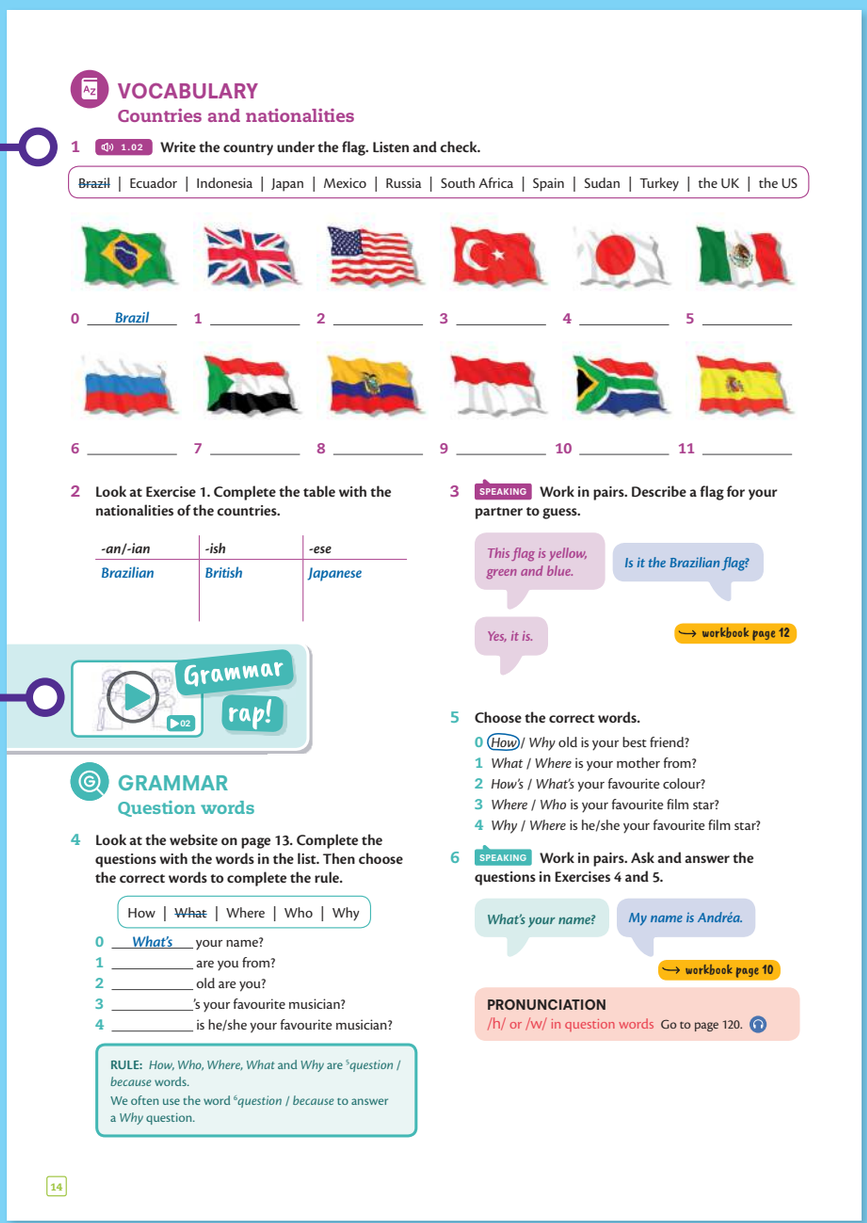
Workbook p12

▶ 02 Grammar rap! Question words

4 During feedback, say each of the sentences for students to repeat. Check pronunciation of the question words and that the intonation for each question is correct.

1 Where 2 How 3 Who 4 Why
RULE: 5 question 6 because

5 1 Where 2 What's 3 Who 4 Why



VOCABULARY
Countries and nationalities

1 1.02 Write the country under the flag. Listen and check.

~~Brazil~~ | Ecuador | Indonesia | Japan | Mexico | Russia | South Africa | Spain | Sudan | Turkey | the UK | the US

0 *Brazil* 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____

2 Look at Exercise 1. Complete the table with the nationalities of the countries.

-an/-ian	-ish	-ese
Brazilian	British	Japanese

3 SPEAKING Work in pairs. Describe a flag for your partner to guess.

This flag is yellow, green and blue. — *Is it the Brazilian flag?* — *Yes, it is.*

→ workbook page 12

Grammar rap! 02

GRAMMAR
Question words

4 Look at the website on page 13. Complete the questions with the words in the list. Then choose the correct words to complete the rule.

How | ~~What~~ | Where | Who | Why

0 *What's* your name?
1 _____ are you from?
2 _____ old are you?
3 _____'s your favourite musician?
4 _____ is he/she your favourite musician?

RULE: *How, Who, Where, What* and *Why* are [5]*question / because* words.
We often use the word [6]*question / because* to answer a *Why* question.

5 Choose the correct words.

0 (*How*) / *Why* old is your best friend?
1 *What* / *Where* is your mother from?
2 *How's* / *What's* your favourite colour?
3 *Where* / *Who* is your favourite film star?
4 *Why* / *Where* is he/she your favourite film star?

6 SPEAKING Work in pairs. Ask and answer the questions in Exercises 4 and 5.

What's your name? — *My name is Andréa.*

→ workbook page 10

PRONUNCIATION
/h/ or /w/ in question words Go to page 120.

14

6 You could move on to pronunciation at this stage, prior to doing the speaking task. Give students some time to think about their answers before they speak.

Workbook p10

Pronunciation
/h/ or /w/ in question words

Student's Book p120

Activity idea Fast finishers

Ask students to add as many nationalities to each column in Exercise 2 as they can.

Activity idea Mixed ability

Weaker classes may benefit from further practice of the question words. Ask students to read the question words. Elicit how they say them in their own language. Ask *Which words do we use for … people* (who), *places* (where), *manner* (how) *and reason* (why)?

TH!NK more

Workbook
Vocabulary p12, Ex.1–2
Grammar p10, Ex.1–3
Pronunciation p118

Worksheets
Vocabulary Worksheets 1
Grammar Worksheets 1
Grammar rap! Question words

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Unit 1
All together — Listening; Speaking; Grammar

7 Ask students to look at the flags and work with a partner to name the countries and the nationality adjectives. Invite students to share their ideas with the rest of the class, but do not give the answers yet.

8 1.05 Tell students not to worry if they don't understand every word, but to focus on completing the exercise by carefully listening for country or nationality words.
1 B 2 B 3 B 4 A 5 B

9–11 Give your own examples to get students started on this.

12 Before doing the task, look at items 1–4 with students and elicit which photos they match in Exercise 7. Point out there is one extra photo (Cape Town). During feedback, ask students what *'s* is short for (*is*).
1 a, g 2 b, d 3 c, f 4 e, h

13 Tell students it is very common to use the contracted form when we are speaking and say each of the contracted forms for students to repeat. Make sure they are not stressing the verb *to be*.
1 am 2 are 3 is
RULE: 4 are 5 is

14 **Check/clarify:** *best friends.*
If you're short on time, set this exercise for homework. During feedback, clarify that we can contract *is*/*are* in all sentences apart from sentence 2.
1 's 2 are 3 're 4 're

Workbook p11

Get it Right!
To be; Subject pronouns and *to be*

Student's Book p122

Homework
Ask students to write five true sentences and one false one about themselves, their friends and family using the correct form of *to be*. As a follow-up in the next lesson, students can work in pairs and try to guess which of their partner's sentences is false.

LISTENING

7 Work in pairs. Look at the photos and tick (✓) the correct flag (A or B) for each photo.



8 1.05 Listen to a radio quiz called *One-Minute Challenge* and check your answers.

SPEAKING

9 Choose things that you like.
- two colours
- two activities
- one animal

10 Use your ideas from Exercise 9 to draw a flag.

11 Tell your partner about your flag.

My flag is blue and yellow.
They're my favourite colours.
Here is a football. It's my favourite sport.
Here is music. I love music.
Here is a lion. It's my favourite animal.



GRAMMAR
to be

12 Match sentences a–h with items 1–4. Write the letters in the boxes.

1 Coco Gauff ☐ ☐
2 paella ☐ ☐
3 Cariocas ☐ ☐
4 Yalitza Aparicio ☐ ☐

a She's American.
b It's Spanish.
c They're Brazilian.
d It's food.
e She's an actor.
f They're from Rio.
g She's a tennis player.
h She's Mexican.

13 Look at the sentences from the radio quiz. Choose the correct words. Then complete the rule.
1 I *am* / *are* from Birmingham.
2 You *am* / *are* wrong.
3 It *is* / *are* a Spanish dish.

RULE: The verb ***to be*** changes for different subject pronouns.
*I **am** American.*
You/We/They [4]_____ *American.*
He/She/It [5]_____ *American.*
We often use contracted forms after pronouns.
I am = I'm
You/We/They are = You're / We're / They're
He/She/It is = He's / She's / It's

Look

Singular	Plural
I	we
you	you
he/she/it	they

14 Complete the sentences. Use contracted forms where possible.
0 I *'m* _____ from New York.
1 She _____ a famous actor.
2 Liam and Ben _____ my best friends.
3 We _____ in Class 2B.
4 You _____ wrong. Sorry.

→ workbook page 11

15

Language note
Point out to students that we do not contract *are* when we name people. *David and Violet are actors. ~~David and Violet're actors.~~*

Activity idea Extension
Ask students to work with a partner and draw a flag for a famous person of their choice. Divide the class into groups of four and ask students to guess whose flag the other pair has drawn.

THINK more

Workbook
Listening p16, Ex.1–3
Grammar p11, Ex.4–6

Worksheets
Grammar Worksheets 1

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Unit 1
All together

Reading; Functions

Warmer

Ask students questions about football. You could show them photos of famous players and ask *Who is this? What is your favourite football team? Who knows more about football – boys or girls?* Divide the class into pairs for students to discuss their answers. Listen to some of their ideas in open class.

1 **1.06 Check/clarify:** *fan.* Tell students to cover the dialogue and ask *Which singer is on the girl's T-shirt?* (*Ariana Grande*). Tell students not to focus on understanding every word for now, but to focus on listening for the answer.
Camila

2 Tell students to underline key information in the dialogue that helped them answer each question.
1 T 2 F Camila is from a small town.
3 T 4 F Shawn Mendes is from Canada.

3 If necessary, tell students to look back at the dialogue to help them.
1 What's your name?
2 Where are you from?
3 Who's your favourite singer?

4 **1.07** Elicit things people might say to each other when they meet for the first time.
5, 7, 9, 3, 1, 4, 6, 8, 2

5 Encourage students to express interest when asking questions and listening to answers. During feedback, check pronunciation and intonation.

6 Give students six to eight minutes to prepare their dialogues. Monitor to make sure all students are on task. Encourage them to use the key language.

READING

1 1.06 **Read and listen to the dialogue. Who knows more about music, Steve or Camila?**

Steve Nice T-shirt.
Camila Thank you. It's Ariana Grande.
Steve I know. I'm an Ariana Grande fan, too. So, what's your name?
Camila Camila. And what's your name?
Steve I'm Steve.
Camila Nice to meet you, Steve.
Steve Nice to meet you, too, Camila. Where are you from?
Camila I'm from Spain. I'm from a small town called Teruel.
Steve Spain is a beautiful country.
Camila Yes, it is. Who's your favourite singer?
Steve Umm ... er ... well, it's that British guy, Shawn Mendes.
Camila Shawn Mendes?
Steve Yes, he's great.
Camila Yes, he is. But he isn't a British singer.
Steve No?
Camila No! He's from Canada!
Steve Oh!
Camila I need to go now. Bye, Steve.
Steve Oh, OK! Bye!



2 **Read the dialogue again. Mark the sentences T (true) or F (false). Then write the correct sentences.**

0 Steve is a Taylor Swift fan. F
Steve is an Ariana Grande fan.
1 Camila is Spanish. ☐
2 Camila is from a big town. ☐
3 Shawn Mendes is a singer. ☐
4 Shawn Mendes is from the UK. ☐

3 **Write the questions.**

1 Q _____
A I'm Steve.
2 Q _____
A I'm from a small town called Teruel.
3 Q _____
A Shawn Mendes.

FUNCTIONS
Getting to know someone

4 1.07 **Put the dialogue in order. Listen and check.**

☐ **Anna** Nice to meet you, too.
☐ **Anna** I'm from Rome.
☐ **Anna** Yes, it is.
☐ **Anna** I'm Anna.
1 **Anna** What's your name?
☐ **Manuel** Nice to meet you, Anna.
☐ **Manuel** Where are you from, Anna?
☐ **Manuel** Rome is a beautiful city.
☐ **Manuel** I'm Manuel. And you?

5 SPEAKING **Work in pairs. Act out the dialogue.**

6 SPEAKING **Work in pairs. Make your own dialogue.**



16

Culture notes

Ariana Grande is a singer-songwriter and actress from the United States. Born in 1993, she began her career at the age of 15 in the Broadway musical *13*. She rose to fame in 2010 playing the role of Cat Valentine in the TV series *Victorious*. Her debut album, *Yours Truly*, was released in 2013 and entered the US Billboard 200 chart at number one. She is currently the only artist to have their first four number one songs debut at the top. In 2016 and 2019, *Time* magazine named her as one of the 100 most influential people in the world.

Shawn Mendes is a singer-songwriter from Canada. Born in 1998, he gained a following in 2013 after posting song covers on a video-sharing application. Mendes released a self-titled debut EP in 2014 and his debut studio album *Handwritten* in 2015. Entering the chart at number one, the album made Mendes one of only five artists ever to debut at number one before the age of 18. His third album, also self-titled, was released in 2018 and went straight to number one, making him the third-youngest artist to achieve three number one albums.

THINK more

Workbook
Reading p14 Ex.1–3

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Brian Hart
Excerpt
More Information

Unit 1
All together — Vocabulary; Writing

7 1.08 **Check/clarify:** *train, trousers.*
Before students do the task, write the nouns from Exercise 7 on the board. Ask what they might describe with the adjectives, e.g. *What is expensive?* (*a car, jeans,* etc.).
1 a dirty T-shirt 2 a small hotel
3 a new football 4 a cheap car
5 a fast train 6 a big hotel
7 clean trousers 8 an old football
9 a slow train

8 **Check/clarify:** *opposite.*
1 c 2 e 3 b 4 a

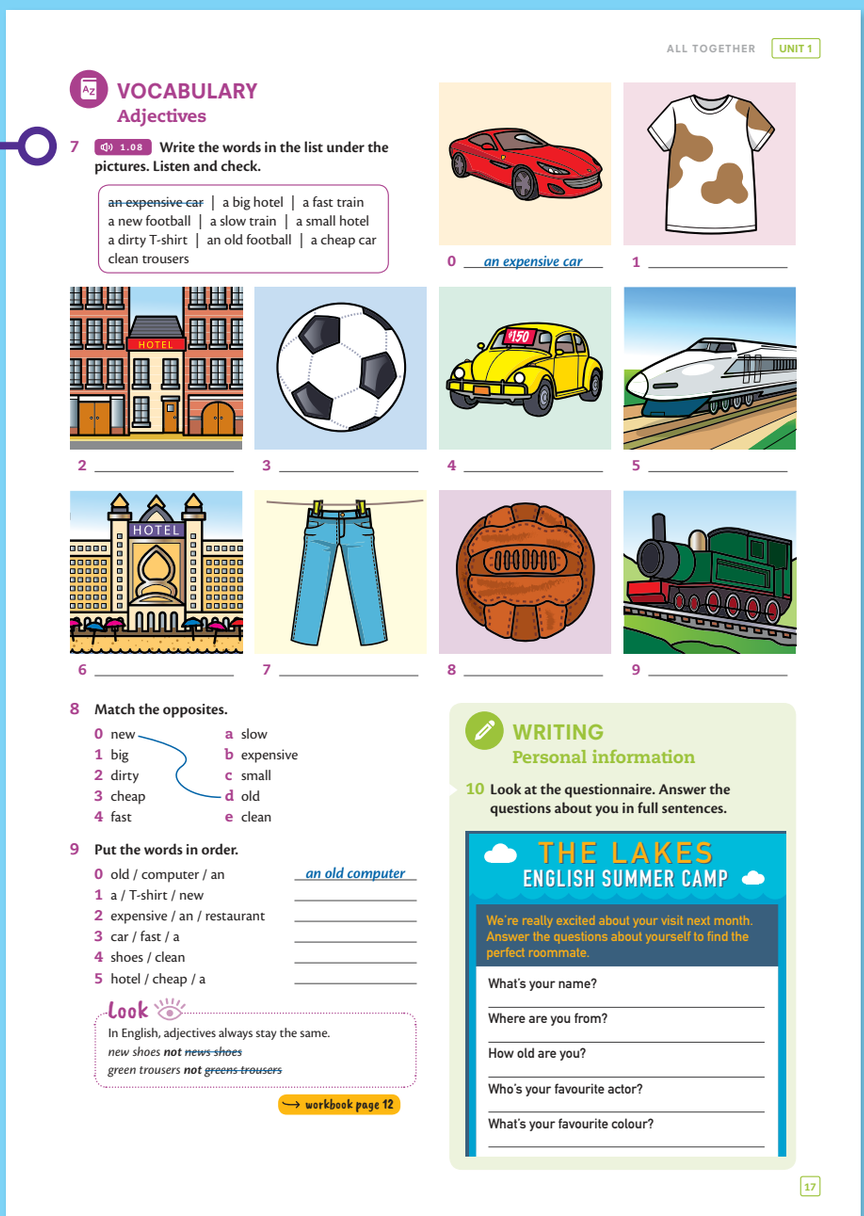
9 Remind students that we use an article with a noun and that the adjective comes between the article and the noun. Elicit or explain that there is no article with *shirts* and *tickets* because they are plural.
1 a new T-shirt
2 an expensive restaurant
3 a fast car 4 clean shoes
5 a cheap hotel

Workbook p12

10 **Check/clarify:** *roommate.*
If space allows, encourage students to walk around the classroom to find someone who could be their perfect roommate.

Homework
Ask students to interview a member of their family and complete a similar questionnaire.

Activity idea Extension
Students take turns to close their books and remember as many of the items in Exercise 7 as possible. To get a point, they have to say both the adjective and the noun. An alternative to this activity is for students to close their books and use the adjectives from the exercise to say items that were not in the exercise, e.g. *a slow car, an expensive pizza.* However, these have to make sense in order to score a point, e.g. they can't say *a fast pizza*!



ALL TOGETHER UNIT 1

VOCABULARY
Adjectives

7 1.08 **Write the words in the list under the pictures. Listen and check.**

~~an expensive car~~ | a big hotel | a fast train | a new football | a slow train | a small hotel | a dirty T-shirt | an old football | a cheap car | clean trousers

0 *an expensive car* 1 _____
2 _____ 3 _____ 4 _____ 5 _____
6 _____ 7 _____ 8 _____ 9 _____

8 **Match the opposites.**

0	new	a	slow
1	big	b	expensive
2	dirty	c	small
3	cheap	d	old
4	fast	e	clean

9 **Put the words in order.**

0 old / computer / an *an old computer*
1 a / T-shirt / new _____
2 expensive / an / restaurant _____
3 car / fast / a _____
4 shoes / clean _____
5 hotel / cheap / a _____

Look
In English, adjectives always stay the same.
new shoes **not** ~~*news shoes*~~
green trousers **not** ~~*greens trousers*~~

workbook page 12

WRITING
Personal information

10 **Look at the questionnaire. Answer the questions about you in full sentences.**

THE LAKES
ENGLISH SUMMER CAMP
We're really excited about your visit next month. Answer the questions about yourself to find the perfect roommate.
What's your name?
Where are you from?
How old are you?
Who's your favourite actor?
What's your favourite colour?

17

Language note Indefinite articles
The indefinite articles *a* and *an* are used before a singular noun. They show that what is referred to is not already known to the speaker/writer: *Do you have a cat?* This can be seen in contrast to *the* which is a definite article and shows that what is referred to is already know to the speaker/writer: *Where is the cat?*

We used *a* /ə/ before a consonant sound: *a car, a T-shirt, a big apple.* We use *an* /ən/ before a vowel sound: *an **o**ld car, an **e**xpensive T-shirt, an **a**pple.*

Note that some words that begin with a vowel letter in writing have a consonant sound and so do not use *an*: *a university, a one-year-old child* and *vice versa.*

THINK more

Practice Extra
Unit 1 Practise it!

Workbook
Vocabulary p12, Ex.3–4
Vocabulary Extra p13, Ex.1–2
Developing Writing p15

Worksheets
Vocabulary Worksheets 1

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