



# WELCOME

## Student's Book page 4–5

### The alphabet

1  1.02 Look at the letters with students. Ask: *How many letters are there in the English alphabet? (26). Is the alphabet the same in your country?* Play the audio while students follow the alphabet on the page with a finger. Play the audio again, pausing after each letter for students to repeat and check pronunciation. If students need further practice, play the audio for a third time and ask students to read through the alphabet aloud as they listen. Point out that the colour of the letters indicates the vowel sound: grey features the /eɪ/ sound; green features the /i:/ sound; red features the /e/ sound; white features the /aɪ/ sound; yellow features the /əʊ/ sound; and brown features the /ɑ:/ sound.

2  1.03 Look at the table with students. This exercise shows similarities between the vowel sounds of different letters. As examples, read the phoneme and the first letter in the first two columns aloud. Play the recording while students follow the letters in the table. Play the audio again for students to repeat the letters.

#### Optional extension

To check understanding, ask students to work in pairs and test each other. Student A says the first letter in each column and Student B has to remember the letters with the same vowel sound. Students may also like to take it in turns to try to recite the whole alphabet.

3 **SPEAKING** Divide the class into pairs or small groups. Students take turns to spell their name and check spelling. For further practice, ask students to spell other words of their choice for their partner to write down. Listen to some examples in open class as feedback.

### Colours

1 As a lead-in, ask students, in L1 if necessary: *Do you know the names of any colours in English?* Write any correct answers on the board.

Read through the colours with students and look at the picture. In pairs, students write the colours in the correct places in the key. During whole-class feedback, say the colours for students to repeat and check pronunciation.

### Answers


- black
- brown
- pink
- grey
- red
- green
- purple
- yellow
- blue
- orange

2 **SPEAKING** Students work in pairs to talk about the colours around them. Listen to some examples in open class. After feedback, you could point to different objects in the classroom and see who can be first to say the colour of the object. Alternatively, say a colour and ask students to point to an object of that colour.

### International words

1 Books closed. As a lead-in, ask students: *Can you think of any words in English that are used in your country?* Give an example of your own to get them started. Elicit suggestions and write them on the board.

Books open. Ask students to read through the 16 words and see if they can find any of their predictions from the lead-in. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say: *airport*, and nominate a student to say the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs. Do not check answers at this stage.

2  1.04 Play the audio for students to listen and check their answers to Exercise 1. Play the audio a second time, pausing after each word for students to repeat. If students are having problems with the pronunciation of some words, drill these as a class.

### Answers

- F
- I
- P
- J
- L
- D
- H
- G
- E
- O
- B
- M
- N
- K
- A

- 3 **SPEAKING** Working in pairs, students complete the exercise. As a follow-up, say a word in open class and ask for volunteers to come to the front and write it on the board while the rest of the class check if it is spelt correctly.

#### Optional extension

Give students two minutes to memorise the words on page 5. Ask them to close their books and take it in turns to tell a partner as many of the words as they can remember in one minute.

### Student's Book page 6–7

#### Articles: *a* and *an*

- 1 Look at the four footballs and read through the sentences. Ask students to match the sentences with the pictures. Ask them to underline *a* and *an* in the four sentences. Explain that these words are articles and they are used when we are describing one thing. Ask students: *How do you say a/an in your language?* Ask: *Why do we say an in Sentence 2?* Elicit/explain that we use *an* with words that begin with the five vowels *a, e, i, o* and *u*, and *a* with words that begin with the other letters (consonants).

#### Answers

2 C 3 A 4 D

- 2 Students work with a partner to complete the exercise. Check answers in open class, paying attention to pronunciation. Make sure students are not stressing the article.

#### Answers

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

#### The day

- 1 Ask students to look at the pictures and work with a partner to match them to the words. Check answers in open class. Say the words for students to repeat and check pronunciation.

#### Answers

2 night  
3 morning  
4 afternoon

#### Optional extension

In pairs, students write down any nouns that are in the pictures and that they know how to say in English. Make sure they add the correct article (*a chair, a table, a clock, etc.*). During feedback write any correct answers on the board and check pronunciation.

### Saying Hello and Goodbye

- 1 **1.05** Books closed. As a lead-in, say: *Hello, my name is ...* and encourage individual students to respond. Many students will know the word *hello* in English. Go round the class introducing yourself to the students and encourage them to say *Hello, my name is ...* to each other.

Books open. Give students a minute or two to read through the dialogues and the words in the list and check understanding. Students work with a partner to complete the exercise. Monitor and help with any difficulties. When the majority of the class have completed the dialogues, play the audio for students to check their answers.

#### Answers

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

#### Audio Script Track 1.05


- 1  
Andy Hello. My name's Andy.  
Tom Hi, Andy. I'm Tom, and this is Lucy.  
Lucy Hi, Andy.  
Andy Hi, Tom. Hi, Lucy.
- 2  
Abi Good afternoon, Mrs Hamilton.  
Mrs Hamilton Hi, Abi. How are you?  
Abi Great, thanks. And you?  
Mrs Hamilton I'm fine, thanks.
- 3  
Dave Good morning, Mr Thomas.  
Mr Thomas Hello, Dave. How are you?  
Dave I'm fine, thank you.  
Mr Thomas Good. I'll see you in class.  
Dave Bye, Mr Thomas.
- 4  
Jim Bye, Rachel.  
Rachel Bye, Jim. See you later.  
Jim Yeah, have a good day.
- 5  
Sue Good night, Mum.  
Mum Night, Sue. Sleep well.

### Optional extension

Play the audio again, pausing after every second sentence and asking students to say the next sentence. With stronger classes, ask students to try to respond without looking at their books. For further practice, ask students to work in pairs to recreate the dialogues. One student can look at the book while the other tries to remember the responses.

## Student's Book page 8–9

### Classroom objects


- 1 If you are using an IWB, zoom in on the pictures and ask students to work with a partner to name the objects. If students cannot name the objects, they can ask you the question *What's ... in English?* Remind students not to write anything down at this stage.
- 2  1.06 Students read through the words in the list and work in pairs to write the correct words under the pictures. Play the audio for students to listen and check their answers. Play the audio a second time, pausing after each word for students to repeat and check pronunciation.


#### Answers

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

- 3 Students work in small groups to make a list of any other classroom objects they know. Allow them to use a dictionary or the Internet to help them if necessary. After five minutes, brainstorm a list in open class and write any correct answers on the board.
- 4 **SPEAKING** Students work in pairs to ask and answer questions about the pictures. Listen to some examples in open class as feedback.
- 5 **SPEAKING** With a partner, students describe objects in the classroom. During whole-class feedback, pay attention to pronunciation.

### Numbers 0–20

- 1  1.07 Books closed. Elicit as many numbers from 0–20 as students know.  
Books open. Give students a minute or two to look at the numbers and words. Play the audio, pausing after each number for students to repeat. Check pronunciation and drill any difficult words with the whole class. For further practice, read individual numbers and ask students to tick the word they hear.
- 2 **SPEAKING** Students work with a partner to complete the exercise. Monitor to check students are pronouncing and writing the numbers correctly.

- 3  1.08 Explain to students that they will hear four phone numbers. Play the audio, pausing after each number if necessary to give students time to write their answers. Students compare answers before checking in open class.

#### Answers

- 1 4354619
- 2 08972387
- 3 6728076
- 4 7609234

### Audio Script Track 1.08

- 1  
My phone number is 435 4619. That's 435 4619.
- 2  
My phone number is 0897 2387. Once more: 0897 2387.
- 3  
Hi Deb? It's Oliver. Phone me, can you? It's 672 8076. OK?  
672 8076.
- 4  
Hi. This is 760 9234. Please leave a message after the tone.

- 4 **SPEAKING** Divide the class into pairs or small groups. Students ask and answer the question: *What's your favourite number?* As feedback, have a show of hands to find out which is the most popular number in the group.

### Plural nouns

- 1 Books closed. As a warm-up, ask students: *How many of the words can you remember from the classroom objects exercise?* Explain that these are all singular words. Take one of the words as an example, e.g. *door* and write it on the board. Elicit the plural *doors* and elicit or explain that we usually form a plural by adding *-s* to the singular noun.  
Books open. Students work with a partner to complete the exercise. Monitor to check students are spelling words correctly and that they understand they must give the correct number of objects in each case. As feedback, nominate individuals to come to the board and write the answers.

#### Answers

- 1 seven books  
2 five pens  
3 four windows  
4 six pencils  
5 three computers
- 2 Tell students that some words do not form a plural by adding *-s*. Look at the example and elicit or explain that the plural of *man* is *men*. Students work with a partner to match the remaining words. Check answers. Say the words for students to repeat and check pronunciation.

**Answers**

1 d 2 a 3 c

**Classroom language**

- 1 1.09 Look at the pictures and the phrases with students. Play the audio while students complete the exercise. Allow them to compare answers with a partner before a whole-class check.

**Answers**

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

- 2 1.10 Play the audio, pausing after each phrase for students to repeat. Divide the class into pairs or small groups for students to take it in turns to give each other instructions. Listen to some examples in open class. Nominate individuals to act as the teacher and give instructions to the rest of the class.

**Optional extension**

It is very important for students to learn to use classroom language at this early stage in learning. Ask: *Which two phrases are for students to say?* (e and f). Ask students to work in small groups and create a poster showing the two phrases for display on the wall of the classroom. Encourage creativity and the use of drawings. When students have completed their posters, hold a class vote to choose the best two posters and display them on the wall. These can be used for reference when students ask one of the questions in L1 or don't understand the teacher's instructions.

**Student's Book page 10–11****Numbers 20–100**

- 1 1.11 Books closed. Elicit as many numbers between 20 and 100 as students know. Encourage as many students to answer as possible rather than relying solely on stronger students.

Books open. Give students a minute to read through the numbers and words. Students work with a partner to match the numbers to the words. Play the audio for students to check their answers. Repeat the audio, pausing after each number for students to repeat and check pronunciation.

**Answers**

d fifty  
g eighty  
h ninety  
f seventy  
i one hundred  
b thirty  
a twenty  
e sixty  
c forty

- 2 1.12 Students work with a partner to complete the exercise. Monitor and help any students who are finding this difficult. Play the audio for students to check answers, pausing after each number for students to repeat.

- 3 Refer to the Look! box and show students how the numbers are formed. Point out the hyphens. Students work individually to write the numbers in word form. Monitor and make sure students are writing the correct numbers, and that they are including the hyphen between the two number parts (e.g. *twenty-four* not *twenty four*).

**Answers**

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

**Messages**

- 1 1.13 Look at the messages with students. Ask: *Who is the first message from?* (Oliver Holmes). *What information is missing?* (his house number, the bus number and his phone number). Play the audio while students complete the missing numbers. Students compare answers with a partner before a whole-class check. If necessary, play the audio again to clarify answers.

**Answers**

1 87  
2 36  
3 023 876 788

**Audio Script Track 1.13**

Hello. This is a message for Liam from Oliver Holmes. Just to let you know that my house number is 87. You can get the number 36 bus from the bus station. It stops outside my house. Any problems call me on 023 876 788. That's 023 876 788. See you Friday.

- 2 1.14 Repeat the procedure for Exercise 1.

**Answers**

1 63  
2 18  
3 0935 635 757

**Audio Script Track 1.14**

Hello. This is a message for Abi from Mrs Davis. Just to let you know that my house number is 63. You can get the number 18 bus from the bus station. It stops outside my house. Any problems call me on 0935 635 757. That's 0935 635 757. See you Friday.

**Optional extension**

Ask students to work with a partner to prepare a similar message to those in Exercises 1 and 2. Pair students with a different partner and ask them to read out their message while their partner writes the numbers down. Students compare the numbers they wrote with the original message.

## Review

- 1  1.15 This game reviews vocabulary covered in the Welcome unit.

Look at the table with students and read through the instructions. Clarify that students should write down as many words as possible in each category and that some categories will remain empty. Divide the class into pairs. Play the audio while students write down the first letter, then give them five minutes to write down words beginning with that letter before repeating the process with the next letter. Alternatively, play the audio in full and ask students to write down the letters in the columns, then give them time to complete all the categories. Monitor to help with any questions and to check students are spelling words correctly. During whole-class feedback, complete the table on the board adding points up as you go along.

### Mixed-ability

Weaker students: Allow students to look back through the unit to find words.

Stronger students: Give students five minutes to look back at the unit to remind themselves of the language covered. They can then try to complete the exercise from memory.

### Answers

1 b 2 s 3 r 4 w 5 t

- 2 In open class, read the instructions and look at the example. Write the five vowels on the board. Students work with a partner to complete 1–11. Let them find the words in the unit to check their spelling before whole-class feedback. This exercise would work well as a competition with pairs racing to be first to spell the words and write them in the correct column. When students have completed the columns, give them three minutes to add more words to each column. Listen to some of their ideas in open class.

### Answers

- 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

- 3 **SPEAKING** Divide the class into pairs. Students choose three pictures and spell the words for their partner. Students check each other's spelling.

### Optional extension

In pairs, students spell out a word, pausing after each letter for their partner to guess the word. For example:

Student A: R.  
Student B: Ruler?  
Student A: No. E.  
Student B: R... e... red?  
Student A: No! S.  
Student B: R... e... s... restaurant!  
Student A: Yes!

Student B scores three points. The player with the fewest points wins.

- 4 Working with a partner, students put the dialogues in order. Check answers in open class. Drill the dialogues to practise pronunciation and intonation. In pairs, students practise the dialogues. Encourage them to take turns to close their books and say the dialogues from memory.

### Answers

Dialogue 1: 3 1 4 2

Dialogue 2: 3 1 2



# 1 | ONE IWB | WORLD

## Objectives

FUNCTIONS	getting to know someone; talking about yourself and others
GRAMMAR	question words; the verb <i>to be</i>
VOCABULARY	countries and nationalities; adjectives

Student's Book page 12–13

## READING

### BACKGROUND INFORMATION

**Usain Bolt** (born 21 August 1986) is a Jamaican sprinter. He is the fastest human in history and holds the world records for both the 100 metres (9.58 seconds) and 200 metres (19.19 seconds). He won gold medals for both these events at the 2008 and 2012 Olympics.

**Missy (Melissa) Franklin** (born 10 May 1995) is an American swimmer. She won four gold medals at the 2012 Olympics at the age of 17 and holds the world record for the 200-metre backstroke. Her nickname is Missile Missy.

**Mariya Savinova** (born 13 August 1985) is a Russian runner. She won the gold medal for the 800 metres at the 2012 Olympics.

**Zheng Jie** (born 5 July 1983) is a Chinese tennis player. She won the bronze medal in doubles at the 2008 Olympics and reached the singles semi-finals at the 2008 Wimbledon Championships.

- 1 In open class, brainstorm the names of any countries the students might know. Write the names of the countries on the board. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the map on the IWB. Say: *Mexico*, and nominate a student to call out the correct letter. Do the same with the remaining countries. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to agree or disagree with the answers. Say each of the names of the countries for students to repeat and check

### Answers

1 G 2 B 3 C 4 F 5 I 6 A 7 H 8 D 9 E 10 J

- 2 **SPEAKING** Ask individual students to name a famous person from their own country. Divide the class into pairs and ask students to think of famous people and say which country they are from. Ask: *Can anyone think of a famous person from each of the ten countries in Exercise 1?* Listen to some of their ideas in open class as feedback.

### Optional extension

When students have thought of some famous people, regroup students into pairs or small groups. Students take it in turns to say the name of a famous person for the rest of their group to say where he/she is from and what he/she does. Give an example of your own to get them started:

A: Justin Bieber.

B: He is from Canada. He is a singer.

- 3 **1.16** Tell students they are going to read about and listen to some information on a website. Check/clarify key vocabulary by asking students to mime: *runner, swimmer, tennis player*. Play the audio while students work individually and read the website to complete the exercise. When students have checked their answers with a partner, check answers in open class. Point out that we use a capital letter at the beginning of nationality words.

### Answers

1 10 2 Manchester 3 swimmer 4 Russian  
5 11 6 Japan 7 tennis player

### Optional extension

For further focus on the language in the website, ask students to work with a partner and find three nationalities (*Brazilian, British and Japanese*) and four adjectives (*amazing, great, fast and awesome*) on the website.

## THINK VALUES

### The Olympic Spirit

Ask students to close their books. Draw the Olympic five rings symbol (or search for an image and project it onto the IWB). Ask: *What do the five rings mean?* Elicit or tell students that they represent the five major regions of the world (Africa, the Americas, Asia, Europe and Oceania). If possible, show students a picture of athletes from different nations shaking hands or celebrating together. Write on the IWB: *Why do people do sport? Why do athletes go to the Olympics?* Ask students to discuss the questions in pairs or small groups, using English as much as possible, but in L1 if necessary. Monitor and help with any questions about vocabulary. For feedback, listen to some of their ideas in open class.

Read the rubric and the three slogans aloud. Check/clarify: *spirit, slogan, together*. Working with a partner, students choose the best slogan. When students have chosen, hold a class vote to find out which slogan the class think is best. Encourage students to give reasons for their choices.


### Optional extension

Ask students to work in small groups and invent a different slogan for the Olympics. Monitor and help with vocabulary. Listen to some of their ideas in open class and have a vote to decide which is the best slogan.

## Student's Book page 14–15

### VOCABULARY

#### Countries and nationalities

- 1  1.17 With books closed, ask: *What is the nationality adjective for your country? How many countries can you remember from the map on page 12?* Write the countries from Exercise 1 on page 12 on the IWB. Students open their books. Give them a few moments to look at the flags and read through the names of the countries. Students work in pairs and match the countries to the flags. Play the audio for students to check their answers.

#### Answers

1 Turkey 2 Mexico 3 Japan 4 the USA 5 Brazil  
6 Portugal 7 South Africa 8 Spain 9 the UK

- 2 Students complete the table with the nationalities of the countries from Exercise 1. Check answers on the IWB, saying each of the nationalities out loud to practise pronunciation and pointing out differences in spelling between each country and its nationality adjective. Tell students that there is no rule for the formation of nationality adjectives.

#### Answers

-an: Brazilian, South African, Mexican, American, Russian  
-ish: Spanish, Turkish, British  
-ese: Japanese, Portuguese

#### Fast finishers

Ask students to add as many more nationalities to each column as they can.

- 3 **SPEAKING** Ask two students to read the speech bubbles aloud. In pairs, students complete the exercise. Listen to some pairs in open class for feedback.

#### Mixed-ability

Encourage stronger students to describe flags that they know but that do not appear on the page.

#### Optional extension

If you have access to the Internet, do a search for a basic *flag quiz*. You will find a variety of websites with quizzes. Choose one that you think is at the right level for your students. Show the flags on the IWB and set a time limit for students to work in small teams and name the flags. Give one point for each correct answer.

Workbook page 13

### GRAMMAR

#### Question words

- 1 Students work with a partner to complete the exercise, looking back at the website. 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.

#### Answers

1 Where 2 How 3 Who 4 Why

Read through the rule in open class and elicit the answers.

#### Rule

1 question 2 because

#### Mixed-ability

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

- 2 Go through the example with the class. Students read through questions 1–4 and complete the exercise before whole-class feedback.

#### Answers

1 Where 2 What's 3 Who 4 Why

- 3 **SPEAKING** Look at the example with the class so the task is clear to students. Give students some time to think about their answers. Students take turns asking and answering. Monitor as they are doing this and give help with any extra vocabulary they need. Make a note of common errors as well as good usage. Write these errors on the board, without naming the students, and ask students to correct errors during whole-class feedback. Praise good usage. Ask two or three students to tell the class something interesting they learnt about their partners.

#### Optional extension

If you have access to an IWB, a fun way of practising *who*, *what* and *where* is to show an image on the IWB and hide it with a black screen. Slowly reveal a small section. Divide the class into two teams. Team A asks: *Who/Where/What is it?* Team B answers the questions. If they are right, they get one point. If they are wrong, reveal more of the picture. Swap roles.

This game can also be played with magazine pictures and post-its. Cover a picture with nine post-its numbered 1–9. Students call out a number, which is then removed from the picture and they have to answer a *Who/What/Where* question.

Workbook page 10 and page 122

### PRONUNCIATION

For pronunciation practice of /h/ or /w/ in question words, go to Student's Book page 120.


## LISTENING

## BACKGROUND INFORMATION

**Maria Sharapova** (born 19 April 1987) is a Russian tennis player. She has been the number one women's tennis player on five separate occasions since 2005. Despite quite regular injuries, she has won five Grand Slam titles. She has also done a lot of advertising work and launched her own brand of sweets – “Sugarpova”!

**Bruno Mars** (born Peter Hernandez, 8 October 1985) is an American singer and record producer. He has had five US number ones including *Just the Way You Are*, *Grenade* and *When I Was Your Man*. He has released two albums: *Doo-Wops & Hooligans* (2010) and *Unorthodox Jukebox* (2012).

**Javier Bardem** (born 1 March 1969) is a Spanish actor. He began making films in Spain in the 1990s and had his American breakthrough in 2007 when he won an Oscar for best supporting actor for *No Country for Old Men*. In 2010 he married fellow actor Penélope Cruz.

- As a warm-up, ask students to look at the flags and work with a partner to name the countries and the nationality adjectives. This could be done as a pair-work game, with one student saying the country and the other saying the nationality. Give students time to look at the photos and guess the correct flag for each photo. If students do not know the nationalities of the famous people, give some clues from the background information. Listen to some of their ideas in open class and write them on the board. Do not give the correct answers at this stage.
-  1.20 Tell students they are going to listen to a radio quiz. Play the audio while students check their answers from Exercise 1. 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. Allow students to check answers with a partner. If necessary, play the audio again before whole-class feedback. During feedback, refer to their predictions before the listening activity to see who predicted correctly.

## Answers

- 2 Japanese flag 3 American flag 4 Brazilian flag  
5 Spanish flag

## Audio Script Track 1.20

Presenter Hello and welcome to the *One-Minute Challenge*. On line 1 we have Paula. Where are you from, Paula?  
Paula Hi, John. I'm from London.  
Presenter That's great. OK, Paula, you have one minute. How many questions can you answer? Today's questions are all about ... nationalities.  
Paula OK.  
Presenter Paula, are you ready?  
Paula Yes, I am.  
Presenter So let's play ... the *One-Minute Challenge*. OK. Maria Sharapova, the tennis player, is from ...  
Paula Russia. She's Russian.  
Presenter Correct. Question 2. Sushi is from ...  
Paula Sushi? That's a type of food. It's South African.  
Presenter No, I'm sorry. You're wrong. It's a Japanese dish.  
Paula Of course.  
Presenter Bruno Mars is a singer. He's from ...

Paula Bruno Mars is American.  
Presenter Correct. Next question. Cariocas are people from ...  
Paula I've no idea.  
Presenter Cariocas. They're from Rio de Janeiro in Brazil.  
Paula I didn't know that.  
Presenter The actor Javier Bardem is from ...  
Paula He's from Spain.  
Presenter Correct. Salsa music is ... I'm sorry, Paula. We're out of time. Your score is three.

## GRAMMAR

## to be

- Look at items 1–4 with students and nominate individuals to match them to the photos in Listening Exercise 1. Point out that there is one extra photo. Ask students to read through a–h before completing the exercise with a partner. During whole-class feedback, ask students what 's stands for (*is*).

## Answers

- 1 e, h 2 a, g 3 b, d 4 c, f

- Read through the sentences with students. Ask them to choose the correct options individually before checking with a partner. Check answers.

## Answers

- 1 am 2 are 3 are

Complete the rule with students in open class. 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*.

## Rule

are is

Ask students to complete the Look! box with the correct form of *be*. Display the Look! box on the IWB and nominate individuals to come to the board and complete the table.

## 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.*~~

- If you're short on time, set this exercise for homework. Check/clarify: *best friends* (ask: *Who are your best friends?*) and *wrong* (the opposite of *right*). Students work with a partner to complete the exercise. Check answers. Clarify that we can contract *is/are* in all sentences apart from sentence 3.

## Answers

- 1 's/is 2 's/is 3 are 4 're/are 5 're/are



### Fast finishers

Ask students to write true sentences about themselves and their friends and family using the correct form of *to be*.



Be aware of common errors related to *be*, *go* to Get it right on Student's Book page 122.

Workbook page 11 and page 122

## THINK SELF-ESTEEM

### The 'Me' flag

- 1 Students like finding out things about their teacher, so you might like to use this as an opportunity to describe some of your favourite things to them. Choose two activities, one colour and one animal and draw a flag on the board with these items. Tell students what the items in your flag are and why you like these things. Give students some time to work individually and choose the things that are important to them. Monitor and help with any questions about vocabulary.
- 2 **SPEAKING** Look at the example flag and description with students to check that students understand that the flag represents what the person says in the speech bubble. Students draw their own flag, using the items from Exercise 1, then explain it to their partner. Alternatively, ask students to stand up and move around the class describing their flags to other students. As students repeat their description, they should become more confident and fluent. Listen to some examples from volunteers in open class as feedback.

### Optional 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.

## Student's Book page 16–17

### READING

- 1 1.21 As a warm-up, ask students questions about football. You could show them photos of famous players and ask: *Who is this?* or ask: *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.

Look at the picture in open class and ask students: *Which football shirt is the girl wearing?* (Barcelona). Tell students they are going to read and listen to a dialogue between the boy and the girl. Check/clarify *fan* by asking students: *Which club are you a fan of?* Play the audio and ask students to answer the question. Students check the answer with a partner before whole-class feedback.

### Answer

Marta

- 2 Read the sentences, and check students understand the example. Students read the dialogue again to decide if the sentences are true or false. Tell them to underline key information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they underlined. Make sure students understand why the false sentences are incorrect.

### Answers

- 1 T
- 2 F – Marta is from a small town (called Teruel).
- 3 F – Tony Kroos is German.
- 4 F – Tony Kroos is a Real Madrid player.

- 3 If you're short on time, set this exercise for homework. Students work with a partner to complete the exercise. Tell them to look back at the dialogue to help them. Monitor and make a note of any repeated errors to refer to anonymously during feedback.

### Mixed-ability

If your students have difficulty with this exercise, jumble up the words in the answers and write them on the IWB. This can be done for each sentence (e.g. *name / what's / your*) or with words from all answers jumbled randomly. Ask students to write the words in the correct order.

### Answers

- 1 What's your name?
- 2 Where are you from, (Marta)?
- 3 Who's your favourite Real Madrid player?

## FUNCTIONS

### Getting to know someone

- 1 1.22 To introduce this topic, draw two faces on the IWB with speech bubbles coming out of them. Tell students the two people are meeting for the first time and elicit things they might say to each other. Give prompts (*What's ...? Where ...?*) if necessary. Give students a minute to look through the sentences, then ask them to order the dialogue with a partner. Play the audio for students to check their answers.

### Answers

5 7 9 3 1 4 6 8 2

### Audio Script Track 1.22

Gina What's your name?  
Paolo I'm Paolo and you?  
Gina I'm Gina.  
Paolo Nice to meet you, Gina.  
Gina Nice to meet you, too.  
Paolo Where are you from, Gina?  
Gina I'm from Paris.  
Paolo Paris is a beautiful city.  
Gina Yes, it is.

- 2 **SPEAKING** Students act out the dialogue with a partner. Monitor and help students pronounce words correctly. Encourage students to express interest when asking questions and listening to answers. During whole-class feedback, check pronunciation and intonation.
- 3 **SPEAKING** Divide the class into different pairs. It is good for students to interact with as many different partners as possible in order to share knowledge of grammar and vocabulary. Students work together to create a dialogue of their own. They can either be themselves or pretend to be someone else. Monitor and help with any questions. Listen to some examples in open class as feedback.

#### Mixed-ability

Weaker students can write their dialogues and practise them before acting them out without looking at their notes.  
Stronger students can invent dialogues spontaneously.

#### Optional extension

You'll need to write out the dialogues on the board or IWB for this activity. Make AB pairs so that half of the class are A and half are B. Students practise the dialogues from Exercise 1 in their pairs. Cover a small section of the dialogue. Students repeat the dialogues in their same AB pairings trying to remember the whole dialogue, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks of language.

- 2 Check/clarify: *opposite*. Students work with a partner to complete the exercise. Check answers.

#### Answers

1 c 2 e 3 b 4 a

- 3 If you're short on time, set this exercise for homework. Look back at the words in Exercise 1. Remind students that we use an article with a noun and that the adjective comes between the article and the noun. Elicit or explain out that there is no article with *shirts* and *tickets* because they are plural. Students put the words in order. Allow them to check their answers with a partner before whole-class feedback.

#### Answers

1 a new bike 2 an expensive restaurant  
3 a fast train 4 dirty shoes 5 a cheap book


#### Optional extension

Students take it in turns to close their books and remember as many of the items in Exercise 1 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 words 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!*

Workbook page 13

## VOCABULARY

### Adjectives

- 1  1.23 Ask students to close their books. To introduce this language, write the nouns from Exercise 1 on the board. Ask students what they might describe with the adjectives, e.g. *What is expensive?* (a TV, a smartphone, a car, etc.). Focus attention on the Look! box, read the rule together and check understanding. Then with their books open, students work with a partner to match the words in the list with the pictures. Play the audio for students to check their answers. Pause after each phrase for students to repeat. Ask students to think of another word that has the same vowel sound as the vowel sound in each of the adjectives (e.g. *small – ball; new – you; dirty – her*, etc.). This type of comparison is a useful technique as it compares new words with words that students can already pronounce, as well as showing that vowels do not always have the same sound in English.

#### Answers

1 a new pen 2 an expensive computer 3 clean shirts  
4 an old phone 5 a small pizza 6 a fast car  
7 a dirty football 8 cheap tickets 9 a slow bus

## WRITING


### Personal information

This task can be done in class or set as homework. Read through the instructions and questions and check/clarify: *roommate*. Students complete the questionnaire. At the beginning of the next class, put the students in groups to compare their answers and find out who gave the most similar responses to them.

### Student's Book page 18–19

## PHOTOSTORY: episode 1

### Just a little joke

- 1 Tell students they are going to read and listen to a story about a group of teenagers. First, students look at the photos but cover up the dialogue. If you are using an IWB, project the images onto the board and ask students to close their books. Ask students to look at the photos and read the questions. Ask them to guess answers to the questions if possible. Write their ideas on the board.
- 2  1.24 Play the audio for students to listen and check their answers from Exercise 1. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

#### Answers

four school