

1 Welcome

Lesson 1.1

Meeting people

Grammar

be: present simple

Vocabulary

Introductions Alphabet A–Z

PRE-TEACHING

As this is the first lesson, it may be useful to introduce the target language with the books closed. Use the warm-up also for an initial diagnosis of strengths and weaknesses and areas for remedial work, especially in pronunciation.

CULTURAL POINT

Business and social greetings vary considerably from country to country, so be aware that some students might not be at ease shaking hands.

Write your name on a name card and introduce yourself. Get students to write their names on name cards and then introduce themselves to you and to each other.

Student A *Hello, I'm (name).*

Student B *Hi, I'm (name).*

Extend greetings to include *Nice to meet you*. Students could shake hands.

Student A *Hello, I'm (name). Nice to meet you.*

Student B *Hi, I'm (name). Nice to meet you.*

1a ▶▶▶ **1** Point to the photo of Claire and Joe and say their names. Ask students to listen and read as you play the recording.

1b Role play the dialogue with one or two students and then ask them to role play in pairs.

1c ▶▶▶ **2** Students listen and fill in the gaps individually, then compare their answers with a partner. Choose one or two pairs to perform the dialogues for the class.

Key

1 I'm 2 Hi 3 Nice 4 Welcome 5 Thanks

1d Vocabulary practice 1 → SB Page 94, Exercise 1.

Key

1 Hi 2 Hello 3 Nice 4 Welcome 5 Thanks

PRE-TEACHING

You may prefer to present and practise the alphabet orally before looking at the Student's Book. Write the alphabet on the board and point to each letter and pronounce it.

2a ▶▶▶ **3** Point to the alphabet. Play the recording. Students listen and repeat the letters.

2b In pairs, students practise the alphabet by saying letters and pointing at them. Monitor their pronunciation. Take note of any letters that students are finding difficult and model them at the end of the activity.

2c Write A, B, F, I and Q on the board. Model the sounds and write the phonetic symbols above them. Then say one or two more letters and ask students where they go in the chart. Students then fill in the chart individually and compare with a partner.

Quickly go through the whole chart with the class, getting students to call out the answers. Write the answers on the board.

Key

A	B	F	I	Q
H	C	L	Y	U
J	D	M		
K	E	N		
	G	S		
	P	Z		
	T			
	V			

CULTURAL POINT

If you have students who are not very familiar with the Roman alphabet, you should spend time presenting and practising the lower case letters of the alphabet, too.

2d ▶▶▶ **4** Students listen to the recording and write the number of the logos in the order in which they hear them.

Key

1 UPS 2 IBM 3 AOL 4 RNX Auto 5 TDK
 6 ZY Systems 7 VW 8 GEC 9 JFK Cargo
 10 Snack HQ


OPTIONAL ACTIVITY

Write letters at random on the board and have students say them. Contrast 'difficult' letters such as: I/E, G/J and R/A.

2e ▶▶▶ **4** Play the recording again for students to listen. They then practise saying the company logos, in pairs.

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2f Students work in pairs. If they can't think of more companies, brainstorm with the whole class and make a list of companies on the board (e.g. CNN, the BBC, BMW, DHL, IBM etc.), then let them continue.

3a  **5** Ask students to look at the photos. Say the names of the different characters. Students listen to the recording and fill in the gaps, then check their answers in pairs by reading the dialogue aloud to each other. Monitor, making sure that students are using the short form of the verb.

Key

1 She's 2 He's 3 They're 4 I'm 5 We're
 6 you're

GRAMMAR

be

The general rule is that we use the short form for speaking and informal writing, and the long form for formal writing. The exception is *this is* as there isn't a short form.

Always use the capital for *I* (*I am* and *I'm*). Use *she* for a woman and *he* for a man.

Grammar reference ...> SB Page 107, Section 1.

3b Grammar practice ...> SB Page 94, Exercise 2.

Key

1 We're 2 She's 3 They're 4 He's 5 I'm

3c In pairs students take it in turns to introduce the people in the photos using the prompts. Model this with one student first.

OPTIONAL ACTIVITY

Write your name on the board and say: *How do you spell (name)?* Point to each letter on the board. Write the name of a student (or a famous person) and ask: *How do you spell ...?* and students spell the name as a class. For further practice ask students to write down three names of people they know, then spell them out to their partner, who writes them down.

4 **COMMUNICATION PRACTICE 1** ...> SB Page 78.

Students work in groups of three. Students choose their name according to whether they are a man or a woman. Model the activity with two students first. Make sure everyone has the opportunity to introduce other people.

5 Tell students to walk around the class introducing themselves. Once they have met more than one student they can introduce them to another student.

CULTURAL POINT

Some shy students might feel a little daunted doing this in their first lesson. In this case, use Resource sheet 1.1.

RESOURCE SHEET 1.1 ...> Page 88.

Give each student a card. Students walk around the class introducing themselves. Demonstrate with two or three stronger students first.

Lesson 1.2

Saying where you're from

Grammar

be: questions

Where ... ? Prepositions: *in* and *near*

Vocabulary

Countries Location

PRE-TEACHING

Use a map (or pictures of famous landmarks) to elicit the names of different countries. Elicit the names of their capital cities. Drill for pronunciation.

- 1a ▶▶ 6 Point to the photo and elicit that it shows Claire and David. Play the recording once for students to listen and fill in the gaps. Ask students to compare their answers with a partner. Play the recording again for them to check their answers.

Key

1 from 2 Right 3 you 4 OK 5 he

- 1b Students practise the dialogue in pairs. Ask one or two pairs to perform the dialogue for the class.
- 1c Students write the answers individually and compare with a partner. Check answers with the class. In pairs, students take it in turns to ask and answer the questions.

Key

1 He's from Lille. 2 He's from London.
 3 She's from New York. 4 I'm from ...

GRAMMAR

Questions with *where* and *be*

In questions we always put parts of the verb *be* before *I*, *you*, *she*, *he* etc.

Tell students that the contracted form *where's* is the most common in speech.

Grammar reference → SB Pages 107 and 108, Sections 1 and 8.

OPTIONAL ACTIVITY

You could do a simple drill with students to practise *Where's ... from?*. Say: *David. Where's David from?* Ask: *Paul?* to cue the question *Where's Paul from?* Continue round the class in the same way. You could also use *he/she* and names of students.

- 1d Grammar practice → SB Page 94, Exercise 3.

Key

1 Where's she from? She's from Beijing.
 2 Is Jim from London? No, he's from Manchester.
 3 Where are they from? They're from Montpellier in France. 4 Where are you from? I'm from Badajoz in Spain. 5 Are you from Germany? No, I'm from Austria.

- 2a Students look at the names and countries. Ask: *Is Brad Carrington from France? (No, he isn't.) Is he from the USA? (Yes, he is.)* Ask questions about Hans Schwartz and elicit a few guessed answers from students. Do not confirm if they are right or wrong. Students work in pairs, asking and guessing where the people are from, using their names as clues. Monitor to make sure they are producing the question form correctly.

- 2b ▶▶ 7 Students listen and check their answers.

Key

1 h 2 d 3 e 4 f 5 b 6 c 7 a 8 g

Transcript

1 I'm Brad Carrington. I'm from the USA.
 2 Hello. I'm Hans Schwartz. I'm from Germany.
 3 Hi. Jan Grabowski, from Poland.
 4 I'm Maria Gonzales and I'm from Spain.
 5 I'm Shen Lin, from China. Nice to meet you.
 6 I'm Nathalie Lemaire. I'm from France.
 7 Hi. I'm Pedro da Silva. I'm from Brazil.
 8 Hello. I'm Alison Smith, from the UK.

- 2c In pairs, students take it in turns to ask and answer about the people in Exercise 2a, and where they are from.

- 2d ▶▶ 8 Write the six stress patterns on the board. Pronounce *Brazil*, using a hand movement to show two syllables and raise the hand on the second syllable. Ask students which stress pattern it is. Write *Brazil* under the correct stress pattern. Repeat the process with *China*, using the hand movement but the hand raised on the first syllable and lowered to the second syllable.

Play the recording while students fill in the chart. In pairs students compare their answers. Elicit answers from the whole class and complete the chart on the board.

Key

○: France, Spain
 ○○: China, Poland
 ○○○: Germany
 ○○: Brazil
 ○○○: the UK
 ○○○○: the USA

PRE-TEACHING

Before looking at the mini-maps in the book, you could use a large map. Point to the map and teach *north, south, east, west* and *centre*, modelling them for students to repeat. Point again and elicit *north, south, east, west* and *centre* from different students around the class.

- 3a** Refer students to the mini-maps and the compass points. They complete the gap-fill activity individually and then compare answers in pairs.

- 3b** ▶▶ **9** Play the recording to check their answers. Point out the pronunciation of the unstressed *of* /əv/ (e.g. *south of France*). You could drill the sentences with the class.

⚠ Be aware that the sounds /θ/ (as in *north*) and /ð/ (as in *the*) will be particularly difficult for those students who do not have these sounds in their own language, and may be difficult to differentiate.

Key

1 south 2 centre 3 north-east 4 west

- 3c** Vocabulary practice → SB Page 94, Exercise 4.

Key

1 south, France 2 north, Poland 3 centre, UK
 4 east, Spain 5 west, Germany

OPTIONAL ACTIVITY

Say a direction and the first student to say the opposite gets a point. The first student to get three points is the winner:

Teacher *North-east.*

Student *South-west.*

- 3d** Model the dialogue by asking a student: *Where's Paris?* If students reply: *France*, ask: *In the north of France or in the south of France?* Students work in pairs, asking each other about the location of different cities.

- 3e** Write the dialogue on the board, but leave the city name blank. Read the part of A in the dialogue and choose a student to be B. Model the dialogue with the student, for the rest of the class, pointing to a city in the mini-maps. Repeat, with a different student reading the part of A, and choosing a different city. Monitor, while students practise the dialogue in pairs.

- 4** **COMMUNICATION PRACTICE 2** → SB Page 78.

Model the dialogue with a student pointing to one of the mini-maps. Students work in pairs, with Student A pointing to the maps and choosing a city for B to respond. Make sure they change roles each time, so they have equal practice at asking and answering.

- 5a** As an example, write the name of a city in English on the board, and its name in another language (e.g. *Paris* (English) and *Parigi* (Italian)). Elicit one or two other examples, then students can individually write down cities in their language. In pairs they say them to each other in English. Monitor pronunciation.

- 5b** Elicit the questions students will need to use (*Where are you from? Where's that?*). Tell students to walk around the class asking each other questions and writing their answers down on paper. When they have finished, ask what they found out about other students: *Where's (Maria) from? Where's that?* etc. If students come from the same city, use Resource sheet 1.2 as an alternative.

RESOURCE SHEET 1.2 → Page 89.

Before the activity starts, pre-teach the names of the countries *Russia, Ireland, Austria* and *Italy* if they have not yet come up in the course of the lesson. Copy the sheet and give a mini-map to each student. Students walk around the class, asking *Where are you from?* and *Where's that?*. They use the city on their mini-map to answer. They can swap maps after they have answered three or four times.

OPTIONAL ACTIVITY

You could have a group quiz by dividing the class into two teams. Ask them: *Where's ... Lyon, Bilbao, New York, Vienna, Recife, Hong Kong, Naples, Cologne and Krakow?* They must answer with the location, not just the name of the country. The team which gets the most correct answers is the winner.

Key

Lyon – in the south of France, Bilbao – in the north of Spain, New York – in the east of the USA, Vienna – in the east of Austria, Recife – in the east of Brazil, Hong Kong – in the south-east of China, Naples – in the south of Italy, Cologne – in the west of Germany, Krakow – in the south of Poland

Lesson 1.3

Offering and asking for drinks

Grammar

a/an

Vocabulary

Drinks

PRE-TEACHING

Present and practise the drinks vocabulary for Exercise 1, using magazine pictures or Resource sheet 1.3.

RESOURCE SHEET 1.3 → Page 90.

This activity is a memory game which students can play in pairs (one sheet per pair). Copy a sheet and cut up into cards. Place the drinks cards face up on the table and give a minute for students to memorise them. Tell one student to look away while the other student removes a drinks card. The first student looks at the cards again and guesses which drink has been taken away. Change roles.

⚠ Students who do not have articles in their mother tongue will find the use of *a/an* demanding. Students whose mother tongue has masculine/feminine/neuter nouns may think that *a/an* is linked to the gender of the noun.

1a Point to one of the pictures and say the name of the drink. Students write the name of the drink under the picture. They can compare their answers in pairs.

Key

1 coffee 2 orange juice 3 iced tea 4 apple juice
 5 tea 6 mineral water

1b Write the stress patterns 1–6 on the board. Say *apple juice* out loud to the class, clearly stressing the first syllable of *apple*. You could also use hand movements, with the hands raised for the stressed syllable and lowered for less stressed syllables. Write *apple juice* under the correct stress marks (as in the exercise) so students can see the bigger circle represents a stressed syllable. Say one of the other drinks, and elicit which stress marks it matches. Students can continue the exercise individually, then compare answers in pairs. Finally, check answers with the class and have them repeat the words chorally, with the correct stress.

Key

1 apple juice 2 orange juice 3 mineral water
 4 iced tea 5 coffee 6 tea

1c ▶▶ **10** Play the recording of people asking for drinks. Students write the letter for the drinks they hear.

Key

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

Transcript

- 1 A coffee, please.
- 2 An orange juice, please.
- 3 Could I have an iced tea, please?
- 4 An apple juice, please.
- 5 Um ... a tea, please.
- 6 Could I have a mineral water, please?

1d ▶▶ **10** Write *a coffee* and *an iced tea* on the board. Say the words and underline the *c* in *coffee* and the *i* in *iced tea*. Write *a, e, i, o* and *u* and point to *an*.

Students listen to the recording again and fill in the chart. Elicit answers from the students and fill in the chart on the board.

Key

a: coffee, tea, mineral water
an: orange juice, iced tea, apple juice

OPTIONAL ACTIVITY

In pairs, one student says a drink and the other student has to say *a* or *an*. Change roles.

GRAMMAR

a/an

An is used before a vowel sound. Refer students to the grammar reference for more detail and more examples.

Grammar reference → SB Page 107, Section 4.

1e Grammar practice → SB Page 94, Exercise 5.

Key

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


2a ▶▶ **11** Play the recording once and have students fill in the gaps individually, then compare answers in pairs. Students listen for the second time to check their answers. Choose one pair to read the dialogue to the rest of the class.

Key

1 Would 2 Yes 3 please 4 Could

Transcript

Joe Would you like a drink, Claire?
Claire Yes, please. Could I have a tea?
Joe Yes. Milk? Sugar?
Claire With milk, please. No sugar.
Joe OK. And Anne?
Anne Could I have an orange juice, please?
Joe Sure.

2b  **12** The focus is on the weak schwa sound in the pronunciation of *a* /ə/ and *an* /ən/.

Read out the question in the rubric. Play the recording for students to listen and repeat. Ask the question again and elicit the pronunciation /ə/ and /ən/.

2c Say the phrases in 2b aloud (or play the recording again) and have students repeat them chorally. Students can then practise the sentences in pairs, while you monitor and help with the pronunciation.

2d Vocabulary practice → SB Page 94, Exercise 6.

Key

1 d 2 e 3 b 4 a 5 c

3 COMMUNICATION PRACTICE 3 → SB Page 78.

Divide students into pairs. Tell students to look at the picture prompts on page 78 and to imagine they are in a café with their partner. Model the example dialogue with a student, in front of the class, taking the part of A. Repeat, this time taking the part of B, and using the picture prompts. (Demonstrate that the crosses indicate 'no milk/sugar'.) Remind students to change roles after each dialogue. Monitor while students do the activity.

4a Students can work in pairs for a few minutes to brainstorm the names of drinks. Then hold class feedback and write up the drinks on the board.

4b Students stand up and move around, asking other students about their favourite drink. They could make a note of the answers and turn the activity into a class survey, to find the most popular drink.

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WORKBOOK → Pages 5–7.
