

Units 1–2

Activities

Identifying topics
Categorizing
vocabulary
Contextualizing
listening extracts

Project

Favorite things

Vocabulary

Clothes
Family
Music

Optional aids

Follow-up activities:
slips of paper

WARM-UP 1

If students did the homework in the last lesson, ask them to show their pictures to the class and read out their sentences.

WARM-UP 2

Draw two female faces and two male faces on the board. Explain to students that they are the international exchange students from Welcome! Point at each face in turn, asking *What's his/her name?* and *Where's he/she from?* and eliciting the answers.

WARM-UP 3

Ask students to look at the photos and speech bubbles on pages 10–11 and to say what they can see.

- The aim is to introduce students to the main topics and vocabulary they will cover in the first two units.
 - Explain that the two boxes at the top of the page show the communicative language and topics/vocabulary they will use in the first two units of *Inspired 1*.
 - Go through the topics in the second box with the class and make sure everyone understands them. Then ask them to look at pictures A–F and match them with six of these topics.

Answers

A music B family C possessions
D phone calls and messages E colors F clothes

- Explain that words from each of the three vocabulary categories (clothes, family, and music) are arranged in the word square. Give students two minutes to write the words in the correct category.
 - Students check their answers in pairs and then as a whole class.

Answers

Clothes: jacket, pants, skirt, sweater, T-shirt
Family: brother, sister, daughter, grandfather, mother
Music: piano, rap, guitar, band, drums

- Students match the words with the pictures.

Answers

1 camera 2 jeans 3 phone 4 window 5 bag 6 cap

- The aim of this activity is for students to contextualize a short listening extract by working out what the topic is. Explain that they should listen for the main gist of the extract and that it doesn't matter if they don't understand every word.
 - Play the recording. Students match each of the three extracts to the topics (A–C).

1.08 Recording

- Machu Picchu is on a mountain in Peru. It's 550 years old.*
- My favorite band is the Black Eyed Peas. It's a hip-hop band with four members: Will.I.Am, Apl.De.Ap, Taboo, and Fergie. They're from Los Angeles, California.*
- This is a photo of my family. My mother is on the right—her name is Renata. It's her fortieth birthday today.*

Answers

1 B 2 C 3 A

- Elicit or explain the meaning of *favorite*. Put students into groups of three and ask them to do the questionnaire, writing down their answers. Ask them to join other groups to share their answers.
 - Point out the "Believe it or not!" fact at the bottom of the page. Find out if there are any numbers in the students' own language(s) which have the same number of letters as the meaning.

Follow-up activity

In small groups, students brainstorm vocabulary for three other categories from the box on page 10. Give them an example for each category before they start and allow them to use dictionaries if they wish. Give them two minutes to write as many words as they can think of on slips of paper. When the time is up, ask them to shuffle their slips of paper so they are in jumbled order. They then swap slips with another group. Give them another two minutes to sort the slips they have received into the correct categories.

Homework

Ask students to interview family members or other students at the school to find out their favorite colors, numbers, months, and musical instruments. They then present their findings to the class in the next lesson.

That's a great bag!

Communicative aims

Talking about possessions (1)

Language

this/that
Indefinite article

Pronunciation

Alphabet and spelling

Vocabulary

Possessions
Alphabet and spelling

Optional aids

Warm-up 1: cards with names of famous people
Exercise 8 Optional activity: plastic bags
Follow-up activities: box and cards, sticky tape

WARM-UP 1

Game Famous people Students play in teams. One student from the class comes to the board, is given a card with a famous person's name on it, and draws a picture of the famous person on the board. The first team to shout out *His/Her name is ...* gets a point, as does the first team to say *He/She is from ...* Someone from another team draws the next person.

WARM-UP 2

Game First to 20 Divide the class into groups of four. The students take turns to say the numbers 1 to 20 in order. Each student can say one, two, or three consecutive numbers, then the next student continues. The student who says 20 is the winner.


3 After Reading

- Read through the questions with the students.
- Students read the dialogue again and answer the questions.
- Ask students to explain the full form of *What's* (*What is*). Drill the pronunciation of the questions.
- Check answers by having different students ask and answer the questions.

Answers

- 1 Azevedo
- 2 Her ID card, a bottle of water, an MP3 player, a photograph of her family, a wallet
- 3 A photograph of her family

Optional activity

 1.09 Play the dialogue again, sentence by sentence, for students to repeat for pronunciation and intonation practice.

Your response

Ask students to answer the question *What's in your bag?* for themselves. They could work in pairs if they wish. Go around the class eliciting answers and be ready to give help with vocabulary. Be sensitive about students who do not wish to reveal personal information about themselves and do not push them if they are embarrassed.

1 Opener

- The aim is to recycle the questions and answers from the *Welcome!* lesson. Ask *What's his name? What's her name?* Elicit more information from the class about Marisa and Adam. If students cannot remember, tell them to look back at pages 6–7. Ask *What else is in the picture?* Be prepared to teach *backpack* and *ID card*.
- Ask *What are they talking about?*

Answers

They are talking about what is in Marisa's bag.

2 Reading

- Ask students to predict what is in Marisa's bag.
- Play the recording. Students read and listen. Encourage them to guess unfamiliar vocabulary from the context. Be prepared to translate *last name*, *guess*, *wallet*.

**1.09 Recording**

See text on page 12 of the Student's Book.

Answers

A-Z-E-V-E-D-O. Look—it's on my ID card.

4 Pronunciation

- Play the first part of the recording and have students follow in their book.
- Play the first part again, this time with the students repeating the letters aloud.
- Establish the meaning of *vowels/consonants*. Explain that many letters in English have the same vowel sound. Play the next part of the recording a group at a time and elicit the common vowel sound of each group.
- Play the second part again, this time with the students repeating the letters aloud.

- Ask the students to listen to the final part of the recording and write down the words they hear. Play each word twice if necessary.
- Invite students to spell the answers back to you for you to write up on the board.
- Drill the pronunciation of the words and ask students to mark the stress.

1.10 Recording and answers

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

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

O Q U W R

1 F-A-V-O-R-I-T-E

2 W-A-L-L-E-T

3 B-A-C-K-P-A-C-K

4 P-H-O-T-O-G-R-A-P-H

5 B-O-Y-F-R-I-E-N-D

Optional activities

- ◆ **Game** *First to Z* Divide the class into groups of four. The students take turns to say the alphabet in order. Each student can say one, two, or three consecutive letters, then the next student continues. The student who says Z is the winner.
- ◆ Students write down five words from the lesson and spell them to their partner, who writes them down.

5 Speaking

- Ask students to look back at the photo on pages 6–7. Point to the first person and elicit who it is and the spelling of his/her name.
- Students work in pairs and take turns to ask the name of the other people. Monitor, making sure they are using *his/her* correctly.

Extension Ask students to point at classmates and ask and answer the same questions.

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

6 Vocabulary

- Students match the words with the pictures individually then check with a partner.
- Students listen to the recording and check their answers.
- Drill the pronunciation of the words by playing the recording again and pausing for students to repeat the words.
- Ask students which words don't have the stress on the first syllable (*umbrella*, *MP3*, *alarm*).

1.11 Recording and answers

- | | |
|---------------------|----------------------|
| 1 a calculator | 9 an umbrella |
| 2 an MP3 player | 10 an alarm clock |
| 3 a pen | 11 a bottle of water |
| 4 an ID card | 12 a digital camera |
| 5 a pack of tissues | 13 a wallet |
| 6 a cell phone | 14 a photograph |
| 7 a comb | 15 a key |
| 8 a ticket | 16 a passport |

7 Listening

- Play the recording. Students listen and write down the objects they hear. Confident students should check the pictures while others check the words in exercise 6.

1.12 Recording

MARISA So what's in your bag? An MP3 player?

ADAM No.

MARISA A pen?

ADAM Yes.

MARISA A comb?

ADAM Yes.

MARISA A bottle of water?

ADAM Right.

MARISA A photograph of your girlfriend?

ADAM No. What else?

MARISA A cell phone?

ADAM Yes, my new cell phone.

Answers

a pen, a comb, a bottle of water, a cell phone

8 Speaking

- Model the first dialogue by pointing at a picture from exercise 6 and asking the questions and answering them yourself. If you haven't already looked at the Language Workout box with the class you could look at it now. Repeat with a different object but invite a student to answer the questions.
- Students work in pairs. Student B covers up the vocabulary list in exercise 6 while Student A points to one of the objects pictured, saying *What's this?* The students continue as in the dialogue. Student A can look at the words to check Student B's spelling. Pairs swap roles.
- Draw students' attention to the Language Workout box below and explain or elicit the difference between *this* and *that*.
- Model the second dialogue by pointing to something in the classroom saying *What's that called?* Invite the students to reply. Ask *How do you spell it?*
- Invite students to ask you questions about any classroom objects they want to know in English. Encourage them to write down the new words as you spell them.
- Students point at things in the classroom and ask a partner for the name and the spelling. Tell them that if they do not know what something is they should ask you. Encourage them to use *What's this/that in English?*

Optional activity

Students work in groups of five, each putting two items in a plastic bag. The first student takes out an item and the student to the left scores a point if they can say a true sentence about the object using a possessive adjective, e.g. *It's his/her pen, It's your pen, It's my pen*. If the student cannot make a sentence, the turn continues round the circle. Once a correct sentence has been said, that student takes out the next object. Continue until all the objects and their owners have been identified.

9 Writing

- Ask students to identify Marisa's three favorite things. Invite three students to read out the short descriptions. Check pronunciation and any questions of vocabulary.
- Explain to students that they are going to write sentences about their three favorite things. Monitor, helping them with vocabulary. Write the expression *What's ... in English?* on the board to encourage them to ask for new words.

Optional activity

Students draw three simple pictures of their three things. They point to each other's pictures and ask *What's this?* More confident students can speak without using their notes. Others can look back at their descriptions when necessary.

Extension Ask a confident pair to demonstrate the activity, with one reading out the question and the other using the sentences they wrote in exercise 9 to give their answers. Then ask the students to mingle and ask each other about their favorite things.

LANGUAGE WORKOUT

- Ask students to look at the top half of the Language Workout box and explain that we use *this* for talking about things which are close and *that* for things which are not close. Demonstrate with familiar objects close to you and objects more distant in the room.
- Ask students to complete the sentences in the box. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.

NOTEBOOK SECTION

Complete the sentences with *a* or *an*.

- 1 This is ____ alarm clock.
- 2 This is ____ ID card for school.
- 3 This is ____ photograph of my family.

- Drill the examples in chorus for pronunciation and stress.

Answers

What's this in English?

That's my backpack over there.

- Ask students to look at the bottom half of the Language Workout box and point out that we use *a* with singular nouns that begin with a consonant and *an* with those that begin with a vowel (*a, e, i, o, and u*). You could also point out that we say *an MP3 player* even though the word begins with a consonant because we spell out the letters at the beginning and *M* is pronounced /em/.

Follow-up activities

- ◆ **Game** *Alphabet race* Put students in teams of three. Each team has a secretary. Say a letter of the alphabet and give students one minute to write words that begin with that letter. Write all the words on the board. Give 2 points for an original word and 1 point for a word that two or more teams have written.
- ◆ **Game** *Label the classroom* Use classroom items and pictures to practice *What's ... in English?* Put students in teams and give them ten cards and some sticky tape. Students must write a word on the card and attach it to the item. Only one label per item! When a team has finished, they must all write ten words in their notebooks. This ensures the team works together!
- ◆ Students start a Vocabulary box. They can write new words from the lesson on one side of the card and an explanation, illustration or translation on the other side.

Homework

Students make a Favorite Things poster with sentences like *My favorite group is the Black Eyed Peas. My favorite color is blue.*

Students make ten new vocabulary cards of classroom objects or personal possessions. They find out the word using a dictionary or bring the cards to the next lesson to ask the teacher.

- 4 This is ____ calculator.
- 5 This is ____ address book.

Answers

1 *an* 2 *an* 3 *a* 4 *a* 5 *an*

How old is it?

Communicative aims

Telling the time
Describing places

Language

these/those
Plural nouns
Questions:
How old ...?
When ...?

Pronunciation

Numbers

Vocabulary

Numbers 21–10,000
Telling the time
Prepositions of place

Optional aids

Warm-up 1: a map of the U.S.
Exercise 6, optional activity: a large adjustable clock

Useful information

Bryant Park is a public park in central Manhattan. It was named after William Cullen Bryant (1794–1878), a poet and editor of the *New York Evening Post*. It has grass, trees and flowers, chairs, and a carousel. It is a popular place for people to meet, eat lunch, or sit quietly.

The New York Public Library building was opened in 1911. The building was designed by Dr. John Shaw Billings, a librarian. It cost \$9 million to complete. The building was renovated in 2011.

The Five Boro Bike Tour is public bike tour through all five boroughs of New York. It takes place every year on the first Sunday in May.

WARM-UP 1

Ask students to name some U.S. cities and write them on the board. Draw a map of the U.S. on the board. Divide the class into four teams, each with their own colored pen (or their own letter), who stand in lines at the back of the class. Call out a city. The first student runs to the board and puts a dot or a letter where they think it is. The remaining students can shout *up*, *down*, *left*, *right* to help their teammate. Allocate a point to the closest (have a map of the U.S. on hand) then call out the second place. A new student tries to locate the next place, and so on.

WARM-UP 2

If you set the vocabulary homework from Lesson 1, put the students in small groups to share the vocabulary they have discovered or to ask each other questions. Give students a short test on vocabulary from previous lessons. If you have started a Vocabulary box, choose words from the box.

WARM-UP 3

If you set the poster homework from Lesson 1, put the posters up around the room with numbers on. Students work in pairs to identify who made each one.

1 Opener

- The aim of the opener is to revise the questions and answers from the Welcome! lesson, as well as providing a context for the dialogue.
- Hold up your book and point to David King. Ask *What's his name?* and elicit *His name is Mr. David King*. Ask *Is he a student?* and elicit *No, he's a teacher*. Ask students to identify the other people in the photo by asking and answering questions in pairs.

Answers

The six people are from left to right: David King, Ricardo, Jake (at the back), Katya, Donna, Marisa (half hidden), and Adam.

- Check the answers by pointing at the photo and asking different students to identify the person. After each answer, ask the class *Where is he/she from?*
- Ask *Where are the students?* (New York).

2 Reading

- Play the recording. Students read and listen. Be prepared to translate *program*, *wow*, *bicycles*, *welcome party*.

1.13 Recording

See text on page 14 of the Student's Book.

Answer

Katya is pointing at lots of bicycles.

Optional activity

Students practice the dialogue in groups of four, each student taking the part of one of the characters. Model the intonation of the exclamations and questions.

3 After Reading

- The aim is to read the dialogue for specific information.
- Read the sentences to the class.
- Students read and decide if sentences 1–6 are true or false. Ask them to note down the words in the dialogue that help them decide on their answers.
- Check the answers orally with the class before asking students to write the corrections for the false sentences.

Answers

- 1 False. The students are in Bryant Park next to the Public Library.
- 2 True.
- 3 False. It's one hundred years old.
- 4 False. The number of people on the Bike Tour is about thirty thousand.
- 5 True
- 6 False. The welcome party is at a quarter to seven (6:45).

Optional activity

Students write more true/false questions about the dialogue and test each other in small groups.

Your response

Students work in pairs and discuss which activity they think is the best. Then have class feedback.

4 Vocabulary

- Students write the missing numbers in their notebook.
- Play the recording for students to check.
- Play the recording again for students to repeat the numbers.

1.14 Recording and answers

twenty twenty-one **twenty-five** thirty
 forty fifty sixty seventy eighty
ninety a hundred/one hundred two hundred
five hundred a thousand/one thousand
 two thousand **ten thousand**

5 Pronunciation

- Write the numbers 13–19 and 30–90 (in tens) in two columns on the board. Tell the students to copy them into their notebooks. Ask the students what problems they have with these numbers (they sound very similar).
- Drill the numbers in pairs (e.g. 13–30, 14–40, etc.), drawing students' attention to the pronunciation of the last syllable (*teen*—long and stressed, *ty*—short and unstressed).
- Students listen to the recording and write the numbers they hear.
- Play the recording again and check the answers.

1.15 Recording and answers

30 14 15 60 70 18 90

6 Listening

- Ask the students to look at the clock face. Drill the times starting at o'clock. Ask the class *What time is it?* Write up the answer using the stem *It's ...*
- Play the first half of the recording. Ask students to match a name to each watch.
- Check the answers by asking different students. Drill the students four times. Establish from the class the question each person was asked (*What time is it, please?*).

1.16 Recording

VOICE *Jake, what time is it, please?*
 JAKE *It's twelve thirty.*
 VOICE *Katya, what time is it, please?*
 KATYA *It's twenty-five after twelve.*
 VOICE *Adam, what time is it, please?*
 ADAM *It's a quarter after twelve.*
 VOICE *Donna, what time is it, please?*
 DONNA *It's twenty-five to one.*

Answers

Jake D Katya B Adam C Donna A

- Play the second half of the recording. Ask students to write the times in numbers.
- Ask individual students to read out their answers. Ask students to write the five times in words in their notebooks.

1.16 Recording

1
 VOICE *Mr. King, what time is it, please?*
 MR. KING *It's twenty to one.*
 2
 VOICE *Katya, what time is it, please?*
 KATYA *It's a quarter to one.*
 3
 VOICE *Adam, what time is it, please?*
 ADAM *It's ten to one.*
 4
 VOICE *Marisa, what time is it, please?*
 MARISA *It's five to one.*
 5
 VOICE *Ricardo, what time is it, please?*
 RICARDO *It's one o'clock.*

Answers

1 12:40 2 12:45 3 12:50 4 12:55 5 1:00

Optional activities

- ♦ If you have a clock with movable hands, show five different times to the students who write down the times in words. If not, draw clocks on the board.
- ♦ **Game** *Clock race* Put students in threes, numbered 1, 2, and 3. Each numbered student is in a different corner of the room with pen and paper and the teacher is in the other corner. Draw a time on a clock face. Student 1 comes up and looks at it and writes down the time in a digital form, e.g. 5:20. Student 1 tells student 2 who writes it down in the long form, e.g. *twenty after five*. Student 2 tells student 3 who draws the time on a clock face. Student 3 goes to the teacher to check the clocks are the same. Give 3 points for the first, 2 for the second, and 1 for all teams with correct times. Ensure all students have a turn at drawing the final clock.

7 Speaking

- Ask students to look at the model question and answer. Drill the sentences in chorus for pronunciation.
- Students work in pairs and ask and answer questions about the times on the watches in exercise 6.
- Ask students to look at the Student Exchange program on page 14. Establish the meaning of *tour*. Explain that *When* is used to ask what time something happens.
- Students take turns to ask each other about the Exchange program. Monitor and help where necessary.

8 Reading

- Ask students to look at the pictures in *Famous Places*. Ask if they recognize any of them.
- Invite four students to read the four descriptions. Draw students' attention to the *Prepositions of place* box to clarify the meanings of the prepositions.
- Ask students to match the photos with the descriptions.
- Play the recording for students to listen and check.
- Model the first question *Where is the Leaning Tower of Pisa?* and elicit the answer. Ask *How old is it?* Elicit the answer, insisting on a full sentence with *It's*. Make sure students pronounce the "t" in *It's* clearly.
- Students ask and answer the other questions in pairs, taking turns. More confident students can cover the text and answer from memory.

1.17 Recording

- 1 The Great Temple of Abu Simbel is in Egypt next to the Nile River. It's 3,200 years old.
- 2 The Leaning Tower of Pisa is in Italy. It is 840 years old.
- 3 The Taj Mahal is near Delhi in India. It's 370 years old.
- 4 Machu Picchu is on a mountain in Peru. It's 550 years old.

Answers

- 1 The Great Temple of Abu Simbel
- 2 The Leaning Tower of Pisa
- 3 The Taj Mahal
- 4 Machu Picchu

Optional activity

Students think of an object and describe where it is, e.g. *It's near the door, next to the table. It's on the floor.* The other students guess what it is, e.g. *Is it the trash can?*

9 Writing

- Ask students to think of three buildings in their country for which they can answer the three questions.
- Students write their three descriptions using the descriptions in exercise 8 as models.

Extension Students take turns to read out the descriptions they wrote in exercise 9 to the class, without saying the names of the buildings. The rest of the class guess what they are.

Consolidation and Extension p21

Language File pp114–15

LANGUAGE WORKOUT

- Ask students to look at the top half of the Language Workout box and complete the words.
- Drill the examples in chorus for pronunciation, drawing students' attention to the short vowel sound in *this* and *that* and the long vowel sound in *these* and *those*.
- Recap on the difference between *this* and *that*. Ask students to find examples of *these* and *those* in the text (... *these are copies of the program, ... look at all those bicycles*).
- Invite a volunteer to explain the difference between *these* and *those*.
- Ask students to look at the bottom half of the Language Workout box. Focus on the four ways of forming plural nouns and ask the students to complete the words.
- Students turn to page 114 of the Language File to check their answers.

Answers

that, these

visitors, years, watches, copies, parties

Practice

- Students do Practice exercise 3 on page 114 of the Language File. They complete the sentences with *these* or *those*. Check the answers.

Answers

1 These 2 those 3 those 4 these 5 These 6 Those

Follow-up activity

Write *English class, lunch* on the board. Elicit *When is the English class? When is lunch?* Ask the questions and write the answers on the board. Elicit other subjects. Students choose five and go around the class asking different students a question.

Homework

Students write a short description of their rooms using prepositions, e.g. *My computer is on the desk.*

Students find photos of their family for the next lesson.

NOTEBOOK SECTION

Draw lines to match the items in the two columns.

- | | |
|--------------------------|-------|
| 1 a quarter to twelve | 12:10 |
| 2 twelve o'clock | 11:45 |
| 3 a quarter after twelve | 12:00 |
| 4 ten after twelve | 11:50 |
| 5 ten to twelve | 12:15 |

Answers

1 11:45 2 12:00 3 12:15 4 12:10 5 11:50

Workbook Unit 1 Lesson 2 pp8–9

Photocopiable worksheet p164, notes p154

When's your birthday?

Communicative aims

Talking about your family

Language

Possessive adjectives

Pronunciation

Syllable stress

Vocabulary

Family members
Ordinal numbers
Months

Optional aids

Language Workout
Optional activity:
students' family
photos

Useful information

The original Roman year had ten named months *Martius* (March), *Aprilis* (April), *Maius* (May), *Junius* (June), *Quintilis* (July), *Sextilis* (August), *September* (September), *October* (October), *November* (November), *December* (December). The last four months literally mean 7th, 8th, 9th, and 10th months. At the time, there were probably two unnamed months in winter when there was little happening in agriculture. Numa Pompilius, the second king of Rome circa 700 B.C., added the two extra months *Januarius* (January) and *Februarius* (February), and made January the first month of the year.

Answers

brother—sister, daughter—son, father—mother, grandfather—grandmother, husband—wife

2 Reading

- Play the recording. Students read and listen. Encourage students to guess unfamiliar vocabulary from the context. Be prepared to translate *birthday*, *can't believe*, *middle*.
- Ask students to identify all the people in the photo. Ask *Who isn't in the photo?* (Katya.)

Katya Ivanova 1.18 **Recording**

This is a photo of my family. My mother is on the right—her name is Renata. It's her fortieth birthday today. I can't believe she's 40! The man next to mom is my father. His name is Yakov and he's 42. My sister Alina is on the left and she's 18. The boy in the orange T-shirt is my brother—he's named Igor. The two people in the middle are my grandparents, Veronika and Dmitri. Mom is their daughter. I'm not in the picture—I'm the family photographer!

Answers

From the left: Alina, Igor, Dmitri, Veronika, Yakov, Renata

3 After Reading

- Students read the text again and match the questions with the answers. Students can take turns to read a question to a partner to check answers.
- Check the answers with the whole class by inviting different students to ask the questions and others to answer.

Answers

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

Your response

Students work in pairs and tell each other the names of people in their family.

Optional activity

Students work in pairs. One student asks the questions from exercise 3 again, and the other answers from memory. Pairs change roles and repeat.

WARM-UP 1

Game Teacher Write _____ on the board.

Divide the class into two teams who take turns to guess a letter. Give one point for each letter they guess correctly. If one team guesses the word, they win all the remaining points. If they guess wrong they lose three points. Solution: *bicycle*. Play again with other words from the last lesson.

WARM-UP 2

Game Vocabulary challenge Put students in groups of three. One student has their book open and spells a word from a previous lesson. The other two students listen and say the word when they know it. Less confident students can write down the letters. Each student says five words. Monitor and make sure students are saying the letters correctly. Write any problematic letters on the board. Spell some words which include those letters at the end of the activity.

1 Opener

- The aim is to prepare the vocabulary for the following exercises. Ask students to look at the photo on page 16 and identify what it is. Establish that it is a photo of Katya's family.
- Students work in pairs. One student says a word from the box, the other says the word that goes with it to make a masculine/feminine pair, e.g. *brother/sister*.

4 Vocabulary

- Ask students to match the ordinal numbers with the words.

1.19 Recording and answers

1st	first	14th	fourteenth
2nd	second	15th	fifteenth
3rd	third	16th	sixteenth
4th	fourth	17th	seventeenth
5th	fifth	18th	eighteenth
6th	sixth	19th	nineteenth
7th	seventh	20th	twentieth
8th	eighth	21st	twenty-first
9th	ninth	22nd	twenty-second
10th	tenth	30th	thirtieth
11th	eleventh	31st	thirty-first
12th	twelfth	40th	fortieth
13th	thirteenth		

- Play the recording, pausing after each word for the students to repeat.

Extension Game Number tennis Divide the class into two teams. Students "serve" a number to the other team, who must "return" the ordinal number. If the ordinal number is correct, the receiving student returns another number to a different student who converts it, and so on until a mistake is made. First team to six points wins a set.

5 Pronunciation

- Play the recording. Students listen and mark the stressed syllable in each word.
- Play the recording again. Students listen and repeat the months.

1.20 Recording and answers

January, February, March, April, May, June, July,
August, September, October, November, December

Optional activity

Game First to December Divide the class into groups of three. The students take turns to say the months in order. Each student can say one, two, or three consecutive months, then the next student continues. The student who says *December* is the winner.

6 Listening

- Students work in pairs, look at the photos, and identify the famous people.
- Elicit the names from the class in the form *His/Her name is ...*
- Ask if anyone knows where the people are from (Usain Bolt, Jamaica; Scarlett Johansson, Johnny Depp, Christina Aguilera, and George Clooney, the U.S.). Encourage the students to produce full sentence answers.

- Students listen to the recording and write the birthdays.

1.21 Recording and answers

1
That's Usain Bolt. When's his birthday?
It's on August 21.

2
That's Johnny Depp. When's his birthday?
It's on June 9.

3
That's Christina Aguilera. When's her birthday?
It's on December 18.

4
That's Scarlett Johansson. When's her birthday?
It's on November 22.

5
That's George Clooney. When's his birthday?
It's on May 6.

- Drill the first two speech bubbles in chorus for pronunciation and stress. Draw students' attention to the preposition *on* which is used for dates. Explain to the students that when the date is not given the preposition is *in*, e.g. *My birthday is in November*.
- Demonstrate by pointing at Usain Bolt and asking *When's his birthday?* Elicit the answer *It's on August twenty-first*.
- Ask students to work in pairs and to take turns to point at the people and ask and answer the questions.
- Students ask each other about their own birthdays.

Optional activity

Game Birthday lines Divide the class into teams which stand in lines. Tell the teams to arrange themselves in birthday order by asking the question *When's your birthday?* Check the teams have got the order correct by eliciting the birthdays of each student in turn in the form *My birthday is on ____*.

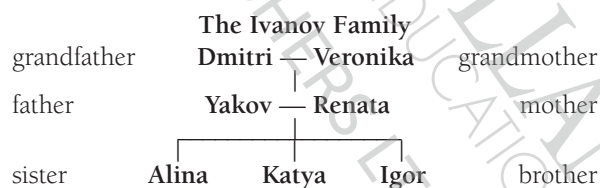
7 Speaking

- Drill the two questions and elicit answers from a couple of students. Students then ask each other questions about their families.

8 Writing

- Ask students to complete Katya's family tree with the correct family members. Remind students that the answers are all in relation to *Katya*.
Note: In Russian, last names change according to gender. So, Katya's last name is *Ivanova*, ending with the letter *a*, but the family name is *Ivanov*.

Answers



Extension Ask students to work in pairs and take turns to tell their partner about their family. Each student draws the family tree of their partner. Students swap partners and tell a new partner about the family tree they have drawn. This will practice the use of *his/her*.

Optional activity

Do a dictation of your family tree, e.g. *My name is Carlos. Julia is my sister. Enrique is my father.*

LANGUAGE WORKOUT

- Ask students to look at the Language Workout box and explain that we use possessive adjectives before nouns, e.g. *my book*.
- Ask students to complete the chart. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.
- Students turn to page 115 of the Language File to check their answers.

Answers

Personal pronouns	Possessive adjectives
<i>I</i>	<i>my</i>
<i>you</i>	<i>your</i>
<i>he/she/it</i>	<i>his/her/its</i>
<i>we</i>	<i>our</i>
<i>you</i>	<i>your</i>
<i>they</i>	<i>their</i>

- Drill the words in chorus for pronunciation.

Optional activity

Students who have brought in family photos show them to another student, who asks *Who is this/that?* The student with the photo points to the person, saying *This is my ...*

Practice

- Students do Practice exercise 4 on page 115 of the Language File. They complete the sentences with possessive adjectives and check their answers in pairs, referring to the dialogue if necessary.

Answers

1 *My* 2 *our* 3 *her* 4 *their* 5 *his* 6 *your, my*

Follow-up activity

Students ask each other what their favorite month is and why. Elicit the question and the answer stem *I like ... because ...* Help students to formulate their reasons in English, putting some examples on the board to support them.

Homework

Students draw their own family tree and then write a paragraph describing it.

NOTEBOOK SECTION

Circle the correct option in each sentence.

- She's/Her* name is Sally.
- These are *he's/his* keys.
- He's/His* from Mexico.

4 *This/These* is my pen.

5 *They/Their* are students here.

Answers

1 *Her* 2 *his* 3 *He's* 4 *This* 5 *They*

Consolidation and Extension p21

Language File p115

Workbook Unit 1 Lesson 3 pp10–11

Photocopiable worksheet p165, notes p154

Skills

Reading School Website
 Listening Noting down
 personal details
 Speaking Interviewing
 Writing Personal information

Learner Independence

Classroom English
 Vocabulary notebook
 Phrasebook

Vocabulary

Personal information
 Useful expressions

Optional aids

Exercise 6 Optional activity
 and Follow-up activities:
 magazines to make personal
 posters, ideally with famous
 people in them, cardboard,
 scissors, glue

WARM-UP 1

Write on the board jumbled questions asking for personal information from Unit 1. Students re-order the questions and then take turns to ask a partner.

WARM-UP 2

Elicit the months from the class and write them on the board with *January* at the top. Ask a volunteer to guess your birthday. Elicit the meaning of *guess*. Explain that after each guess you will point up or down. Pointing up means they must guess closer to January and down means they must guess closer to December. All guesses must follow the structure *I think your birthday is on the (ordinal) of (month)* which you can write on the board to support the students. Continue until a student successfully guesses the date. Students can repeat the game in pairs, playing with a student they don't usually work with.

- Ask different students to ask the question and answers across the class first for Marisa, then for Ricardo and Katya.

Answers

What is her/his last name?	(Marisa) Azevedo	(Ricardo) Morales	(Katya) Ivanova
What is her/his nationality?	Brazilian	Mexican	Russian
Where is she/he from?	Salvador, Brazil	Acapulco, Mexico	Moscow, Russia
How old is she/he?	15	14	15
When is her/his birthday?	April 22	September 2	February 20
Who is her/his favorite singer?	Justin Bieber	Beyoncé	Ke\$ha

Optional activity

Give students three minutes to memorize all they can from the texts. Students close their books. Read the texts including some false information, e.g. *Ricardo's from Acapulco in Brazil*. Students shout *Stop!* when they hear incorrect information and correct it.

1 Opener

- The aim is to encourage students to predict before reading. Ask students to look at the photos on page 18 with their hand covering the text, and describe what they can see. Then ask them to guess where the places in the photos are.

Answers

Salvador, Acapulco, and Moscow

2 Reading

- Ask students to explain the difference between *What* and *Who* questions (for things and people) and establish when we use *Where* (for places) and *When* (for times/dates).
- Ask students to complete the questions with *How*, *What*, *Where*, *When*, *Who*. Check the answers by inviting students to read each question. Drill the questions with the whole class.
- Ask students to work in pairs to ask and answer the questions for Marisa, Ricardo, and Katya. Ask students the two possible ways of saying one's age, referring to the text if necessary. (*I'm 15 years old / I'm 15*).

3

- Ask students to match the answers for Jake to the questions in exercise 2.
- Check the answers across the class. One student asks the question and another student answers.

Answers

- What is his last name? Turner.
- What is his nationality? Canadian.
- Where is he from? Toronto.
- How old is he? 14 (years-old).
- When is his birthday? March 11.
- Who is his favorite singer? Jay-Z.

4 Listening

- Ask students to look at the information profiles for Donna and Adam.
- Before you play the recording, ask the class how many numbers they are going to write (two for each person—one cardinal and one ordinal).
- Play the recording. Students listen and complete the missing information.
- Allow the students time to check with a partner before listening again. Write *How do you spell it?* on the board to support the students.
- Play the recording again.
- Check the answers across the class.

1.22 Recording

Hi. I'm Donna. And my last name is Miller—M-I-L-L-E-R—Miller. I'm American and I'm a student at Riverside High School. I'm fourteen and my birthday is on January 25. And my favorite singer is Shakira. That's S-H-A-K-I-R-A.

Hello there. I'm Adam. Adam Campbell— that's C-A-M-P-B-E-L-L, and I'm American too. I'm at Riverside High School and I'm fifteen years old. My birthday is on August 10. And my favorite singer? It's Alicia Keys. That's A-L-I-C-I-A K-E-Y-S.

Answers

Miller, American, 14, January 25, Shakira
Campbell, American, 15, August 10, Alicia Keys

5 Speaking

- Explain to students that they are going to interview three other students and complete the information shown on the form.
- Ask students to look at the questions in exercise 2, and establish what changes they will have to make to the questions (*is his/her* → *is your*, *is he/she* → *are you*). Elicit the six questions from the class and answer them yourself.
- Put students in groups of four. More confident students begin the interviews. The others write down the questions before speaking.

Optional activities

- ◆ Elicit other questions with the stem *What is your favorite ...?* e.g. *soccer team, movie, color*. Allow students to ask these questions in their interview.
- ◆ **Game** *Tic-Tac-Toe* Draw a grid of nine squares. In each square write a word that is the answer to a *What is your favorite ...?* question. Divide the class into two teams. Each team takes turns to choose an answer and attempt to ask the right question. If the team is successful, mark their respective O or X in the square. Make sure different students take turns. The first team to get a line of three Xs or Os in any direction wins the game. This could also be played in smaller groups.

6 Writing

- Students use the information from exercise 5 to write a paragraph about each student they interviewed. Less confident students can refer to the examples on page 18.

Optional activity

Students make a poster for one of the students they interviewed. They can cut out pictures from magazines to illustrate the student's "favorite things". The posters can be presented to the class and/or put up around the classroom.

7 Learner Independence

- The aim is to encourage students to use English when they have questions about vocabulary.
- Play the recording. Students listen and repeat.
- Ask students to give you some examples of the phrases in use by pointing at things and asking for the word in English, or by asking for translations of words.

1.23 Recording

What's this? What's that?

What's it called?

What's the English word for ...?

What's ... in English?

How do you spell it?

Sorry, I don't understand.

How do you pronounce F-E-B-R-U-A-R-Y?

What does "beautiful" mean?

Optional activities

- ◆ Students close their books. Play the recording as a dictation for them to write the phrases in their notebooks.
- ◆ Give one phrase to each student to produce a poster with the phrase, plus a picture that explains its usage, e.g. someone with a puzzled face, holding a giant object with a speech bubble saying *What's this in English?* Put the posters around the classroom and use them as reference when needed. After one month take down one of the phrases. On a subsequent lesson elicit which phrase is missing. Each day take down a different phrase until they are all gone.

8

- Ensure all students have a notebook to record vocabulary. Make sure they have four sections with the following headings: *Telling the time, Family, Months of the year, Classroom English*.
- At various stages during the course have a notebook inspection to see if all students are recording vocabulary effectively.

9 Phrasebook

- Ask students to look through the unit, find the expressions, and notice how they are used. Help with translation where necessary. Students can add phrases they like in a Personal Phrasebook section of their notebooks.
- Play the recording for students to listen and repeat the expressions.



1.24 Recording and answers

Hello. (David King, Welcome!)

Hi. (Katya, Welcome!)

Sorry? (Marisa, Lesson 1)

Oh, I see. (Marisa, Lesson 1)

Guess! (Marisa, Lesson 1)

OK. (Adam, Lesson 1)

Right! (Marisa, Lesson 1)

Thank you. (Katya, Lesson 2)

Wow! (Katya, Lesson 2)

Great! (Adam, Lesson 2)

Excuse me. (Katya, Lesson 2)

- Go through the example dialogue. Ask students to work in pairs to produce a short dialogue using one or more of the expressions. Students read their dialogues to the class.

Follow-up activities

- Students work in small groups and produce a fantasy family tree, cutting out the heads of famous people and making a family tree like the one on page 17. Students present their family trees to the class orally, e.g. *This is Justin Bieber—his sister is Rihanna and his father is Johnny Depp.*
- Choose five words that have been misspelled in written work over Unit 1. Say each word twice for students to write down. Students say and spell the words back to you.

Homework

Students make sure they have their vocabulary notebooks up-to-date. They find six new words related to family.

Students interview a family member and produce a short information sheet.

Students write an interview with a star using the questions from exercise 2.

NOTEBOOK SECTION

Complete the sentences using these words: *Who, What, Where, When, How.*

1 ____ old are you?

2 ____ is your birthday?

3 ____ is your phone number?

4 ____ is your favorite actor?

5 ____ are you from?

Answers

1 How 2 When 3 What 4 Who 5 Where

Consolidation and Extension p21

Workbook Unit 1 Lesson 4 pp12–13

Inspired EXTRA!

Optional aids

Game: Bingo cards, Extension, Lesson 3: a family photo

LANGUAGE LINKS

- Check that students understand the signs in the photo.
- Give students a few minutes to decide which of the words they can see in signs in their town.
- Ask students to report back to the class. Then elicit any other English words they see on signs in their country.

Game Word Bingo

- The aim is to revise vocabulary from Unit 1. Ask students to look at the pictures. Check they know what the things are. (All have been covered in Unit 1.)
- Distribute one Bingo card to each student. Ask them to choose nine things from the pictures and write them on the Bingo card. Tell the students to cross off a word when they hear it. The first student to cross off three words in a line shouts out *Line*. The first to cross off all nine numbers shouts out *Bingo*!
- Play the recording and monitor the students.

1.25 Recording

calculator MP3 player ID card comb ticket
umbrella clock camera pen wallet
photo key passport map watch

Optional activity

Play *Bingo* again. To reuse the cards, tell the students to cross off items heard in the first game with a diagonal line through each square. To play again, students cross off words they hear with a diagonal line from the other corner. Play again. Put students in groups of five. One student is the caller and the other four play the game.

Skit Backwards

- The aim is for students to enjoy using their English, while also getting valuable stress and intonation practice. Ask them to read and listen to the dialogue.
- With a more confident class, play the recording with books closed. Then play it again with books open. With a less confident class, play the recording once while the students follow in their books, and then once again with books closed.
- Ask the class to explain what *backwards* means. Elicit examples of things that are back to front in the text (*nine after twenty, Lirpa, Yam, Kcab*).

1.26 Recording

See text on page 20 of the Student's Book.

- Students work in pairs. Play the recording again, with one student repeating A and the other B. Encourage them to exaggerate stress and intonation.
- Ask students to close their books, and play the recording again. Students work in pairs and read the skit aloud. Choose several pairs to act out the skit in front of the class.

Optional activities

- ◆ Make an audio or video recording of students performing the skit.
- ◆ **Game Backwards** Spell some words from Unit 1 backwards. The students write the words and shout out the actual word when they know it. Students could also play this in small groups.

Consolidation

Lesson 1

Answers

- A a bottle of water
- B a cell phone
- C an umbrella
- D a (digital) camera
- E a pack of tissues

Lesson 2

Answers

- A It's three thirty.
- B It's ten to five.
- C It's a quarter to four.
- D It's a quarter after twelve.
- E It's five to two.
- F It's twenty-five to eight.

Lesson 3

Suggested answer

That's her sister on the left. Her name is Alina and she's 18. Next to Alina is her brother, Igor. Next to Igor is her grandfather. His name is Dmitri. Next to him is her grandmother, Veronika. Next to Veronika is Katya's father. His name is Yakov. On the right is her mother, Renata.

Lesson 4

Suggested answers

Donna's last name is Miller. She is American. She is 14 and her birthday is on January 25. Her favorite singer is Shakira.

Adam is American and his last name is Campbell. He is 15 years old. His birthday is on August 10. His favorite singer is Alicia Keys.

Extension

Lesson 1

Insist on full sentences, e.g. *In my bag I have a cell phone and three pens.*

Students' own answers

Lesson 2

Students' own answers

Lesson 3

Elicit the prepositions students might need here: *on the left/right, next to.*

Students' own answers

Lesson 4

Remind students of the third person subject pronouns and possessive adjectives.

Students' own answers

YOUR CHOICE!

The aim is to give students more learner independence and help them identify their preferred ways of learning. Encourage them to choose an activity that they feel less comfortable with if they want a challenge, or are aware that they need practice in a particular area.

How do you spell it? gives students the opportunity to practice spelling and revise new words from Unit 1.

Count and clap gives students the opportunity to practice saying numbers aloud.

Language File pp114–15

Workbook Unit 1 Inspired EXTRA! pp14–15

Countries around the world

Optional aids

Exercise 6, Optional activity: large pieces of paper, pictures of sights in different countries;
Exercise 7: map of the world

Useful information

The Hobo-Dyer Equal Area Projection Map. The challenge for map makers has always been to represent a round earth on a flat piece of paper. The method most commonly used is the Mercator Projection which increases the size of areas according to their distance from the equator. The map on pages 22–3 is the Hobo-Dyer Equal Area Projection Map, which attempts to represent areas of land as accurately as possible.

WARM-UP

Write the ten countries in the listening exercise on the board as anagrams. Students work in pairs to order the letters correctly. Check the answers with the whole class and drill the pronunciation. Ask the students to write the capital city of each of the ten countries in three minutes. Students turn to pages 22–3 to check their answers.

1 Opener

- Students look at the map of the world on pages 22–3 and identify what is interesting about it.

Answers

It has south at the top and north at the bottom, unlike most world maps which have north at the top. The size of the countries is also different from those shown on most maps.

2 Listening

- Go through the information on population and languages in the boxes, and make sure students can pronounce them all.
- Play the recording. Students listen and complete the missing information.



1.27 Recording and answers

Our first country is **Australia**. The capital of Australia is **Canberra** and the population is **22 million**. The main language in Australia is **English**.

The next country is **Brazil**. The capital of Brazil is **Brasilia** and the population is **193 million**. The main language in Brazil is **Portuguese**.

Brazil is big, but **Canada** is very, very big. Its capital is **Ottawa** and the population is **34 million**. The main languages are **English** and **French**.

And now another very big country: **China**. Its capital is **Beijing** and the population is **1,340 million**. The main language in China is **Chinese**.

Our next country is **Germany**. The capital is **Berlin** and the population is **82 million**. The main language in Germany is **German**.

Next is **Mexico**. Its capital is **Mexico City** and the population is **111 million**. The main language in Mexico is **Spanish**.

And now **Russia**, another very big country. Its capital is **Moscow** and its population is **142 million**. The main language in Russia is **Russian**.

Then **Spain**. The capital of Spain is **Madrid** and the population is **46 million**. The main language in Spain is **Spanish**.

Now **Switzerland**. The capital is **Bern** and the population is **8 million**. The main languages in Switzerland are **German, French, and Italian**.

And the **U.S.A.** is last. Its capital is **Washington, D.C.** and its population is **310 million**. The main languages in the U.S. are **English** and **Spanish**.

Optional activity

Before you play the recording, put the students in groups and ask them to guess where the population and language information should go in the boxes on the map.

3 Pronunciation

- Students copy the countries and languages in order into their notebooks.
- Play the recording, pausing after each word for students to repeat.
- Play the recording again, this time students mark the stress on each word.
- Ask which countries and which languages don't have the stress on the first syllable (Australia, Brazil; Chinese, Italian, Portuguese).



1.28 Recording and answers

Australia	Brazil	Canada	China
Germany	Mexico	Russia	Spain
Switzerland	the U.S.A.—the United States of America		
Chinese	English	French	German
Italian	Portuguese	Russian	Spanish

4 Speaking

- Ask the example questions and elicit answers from the class.
- Students work in threes. One student has their book open and asks the other two students three questions. The first student to answer each question scores a point.
- Pre-teach expressions for reacting to guesses, e.g. *Almost, Good guess!* Encourage the student asking the questions to use these expressions.
- Students take turns to ask the questions.

5 Listening

- Keep students in the same groups of three. Tell them to listen and say where the music is from.
- Play the recording. Students discuss and write down their answers. Check the answers by asking for volunteers. Put the expression *We think it's ...* on the board.
- Reveal the answers.



1.29 Recording

Six different types of music

Answers

1 Mexican 2 French 3 Italian 4 Chinese 5 Russian
6 Spanish

6 Writing

- Ask students to work in pairs or small groups, and brainstorm information about five of the countries.
- Students produce five short texts about their chosen countries.

Optional activities

- ◆ Students decorate their texts with pictures and drawings to make class posters.
- ◆ Pre-teach the expression *is famous for ...* and give an example, e.g. *Spain is famous for paella*. More confident students can include similar statements in their texts.

7 Mini-Project Countries Around The World

- Students work in pairs and find out information for five more countries. They then join other pairs and share their information.
- Ask the students to write their information neatly on a piece of paper. Attach these to a map of the world displayed on the wall, with arrows joining the information to the correct countries.

NOTEBOOK SECTION

Complete the sentences.

- 1 What's the ____ of Venezuela? Caracas.
- 2 What's the ____ of Mexico? 111 million.
- 3 The main language in Spain is ____.
- 4 The main language in Brazil is ____.

- 5 The main language in China is ____.

Answers

- 1 capital
- 2 population
- 3 Spanish
- 4 Portuguese
- 5 Chinese

Workbook Culture pp16–17