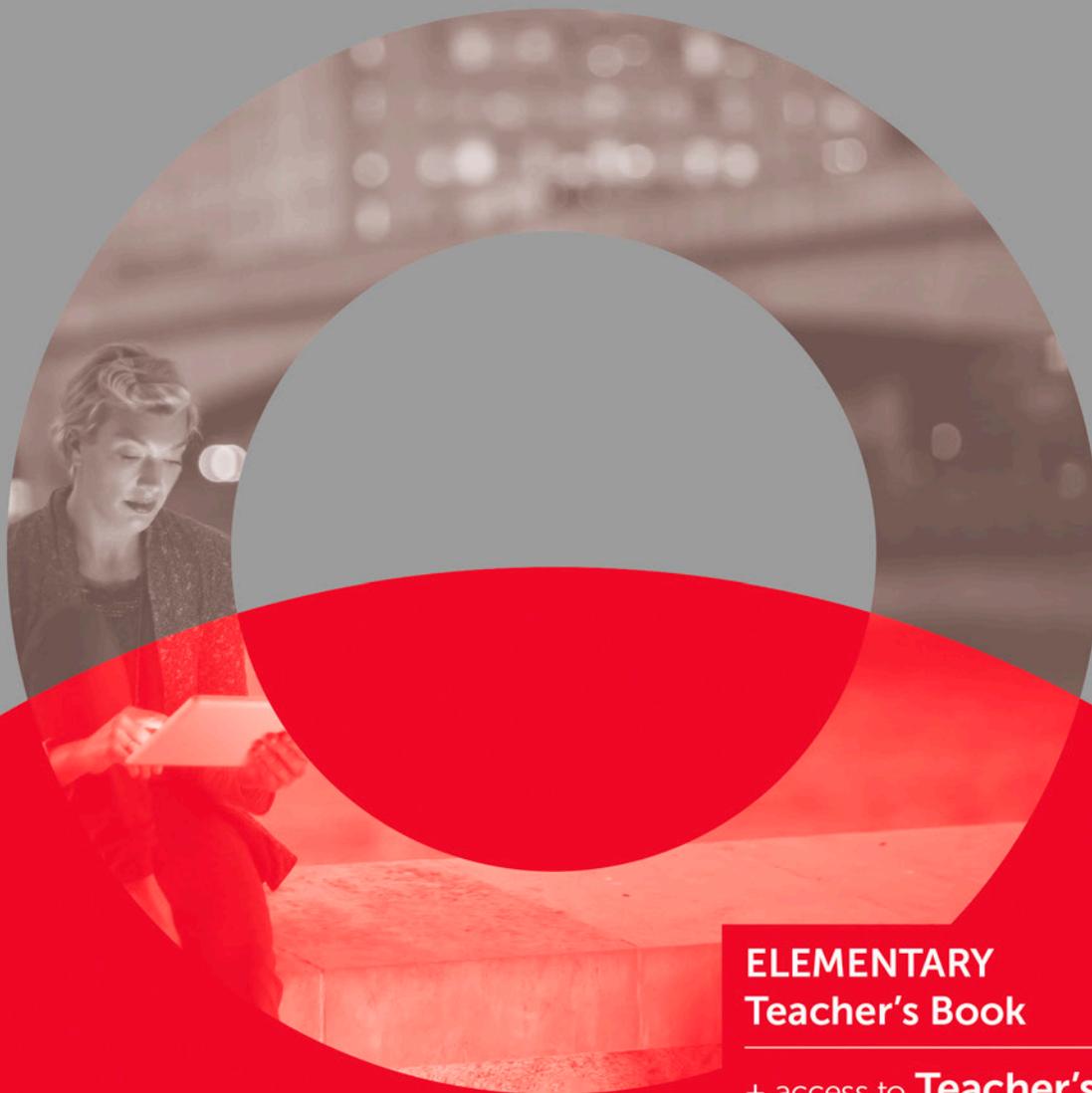


Language Hub



ELEMENTARY
Teacher's Book

+ access to **Teacher's App**

GARY PATHARE

1 Arrivals

1 ARRIVALS

clouds

sky

hills

skyscraper

harbour

city

traveller

Socrates

I am a citizen of the world.

A traveller watching the sun rise over a new city.

OBJECTIVES

- talk about countries and nationalities
- ask and answer questions about a place
- talk about everyday items
- greet people and make introductions
- fill in a form with personal details

Work with a partner. Discuss the questions.

- Where are you from?
- Look at the picture. Where is it?
- What's your favourite city?

ARRIVALS 1

Arrival (n) the time when someone arrives at a place from somewhere else
Synonyms: entry (n), homecoming (n)

Ask students to label the photo if you need time to set up the class.

Hong Kong Island, overlooking Victoria Harbour

Socrates means no one is a stranger where there is the same sun, moon and stars.

Socrates (470–399 BC) was a classical Greek philosopher, one of the founders of Western philosophy.

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Write *Hi! My name's [your name]. I'm from [your country]* on the board with the sentence stems in one colour and the name and country in another. Ask the class *Where am I from?* Write the answer on the board. Then put students into pairs to ask and answer *Where are you from?* For a big class, you could ask students to walk around the room and introduce themselves to everyone using the sentence stems on the board.

Then ask them to read Questions 2 and 3. Check students understand the vocabulary. Write useful sentence stems on the board, e.g. *I think it's ...*, *My favourite city is ...* Ask students to discuss the questions with their partner.

If you have time, bring the class back together to discuss Questions 2 and 3 as a group.

WORKSHEETS

Lesson 1.1 People and places

Countries and nationalities (W1)

Present simple *be*: positive and negative (W2)

Lesson 1.2 Where are you?

Big numbers (W3)

Present simple *be*: questions (W4)

Lesson 1.3 What's in your bag?

Everyday items (W5)

a/an and plural nouns; *this, that, these, those* (W6)

V countries and nationalities P syllable stress G present simple be: positive and negative



BOARDING PASS

1 Helen/ Veronica Martinez SEAT **3 15A/50A**

FROM Toronto DATE 19th Feb

TO **2 Toronto/Mexico City** DEPARTS 9.45 am



LISTENING

- A LISTEN FOR GIST** Look at the picture and listen. Are the two women friends? **No – they're meeting for the first time.**
- B LISTEN FOR DETAIL** Choose the correct options to complete the boarding pass. Then listen again and check.
- C LISTEN FOR KEY WORDS** Listen again. Choose the correct words to complete the sentences.

Canadian Mexico Mexico City names

- Helen likes Spanish names.
- Veronica is from Mexico.
- Helen is Canadian.
- Helen's company is in Mexico City.

D SPEAK Work in pairs. Introduce yourself to your partner.

A: Hi. I'm Anton.
B: Nice to meet you, Anton. I'm Katie.

VOCABULARY

Countries and nationalities

A Work in pairs. Look at the flight map. Match the numbers on the screen (1–4) with the countries in the box.

4 Brazil 1 Canada 3 Mexico 2 the USA

B Go to the **Vocabulary Hub** on page 146.

PRONUNCIATION

Syllable stress

- A** A syllable is a word or a part of a word that has only one vowel sound. Listen and repeat the words.

One syllable words	Two-syllable words	Three-syllable words	Four-syllable words
France	Japan	Canada	Canadian
French	China	Mexico	Brazilian
Spain	Chinese	Mexican	
	Brazil	Japanese	
	Spanish	Indian	
		Indian	

- B** Add the words in the box to the table in Exercise A. Then listen, check and repeat.

Brazil Brazilian India Indian Spain Spanish

- C** Underline the stressed syllables in the table in Exercise A. Use the information box to help you.

Syllable stress

In words with multiple syllables, one syllable is stressed more than others.

●● Japan ●● China ●●● Indian

LEAD-IN

Ask students to close their books. Write the names of these famous people on the board and ask students where they come from. The answers are in brackets.

Giorgio Armani (Italy) Lionel Messi (Argentina)
Ryan Gosling (Canada) Steve Jobs (USA)
Frida Kahlo (Mexico) Lewis Hamilton (UK)

LISTENING

- A** Focus students on the picture of two women talking on a plane. Ask the class if the women are friends. *Do they know each other?* Then play the audio. Check the answer as a class.
- B** Focus students on the picture of the boarding pass. Ask questions to check understanding, e.g. *Where do you get a boarding pass?* (at an airport) *Why do you need a boarding pass?* (to get on a plane) Highlight the information that students need to choose (i.e. first name, destination and seat number). In pairs, students try to remember any answers. Play the audio again.
- C** Allow time for students to read the sentences and predict the answers. Play the audio again. Then check answers as a class.
- D** Write the conversation on the board. Model the conversation using appropriate stress, pauses and intonation. Then model the conversation with a strong student using your own names. Next, put students into pairs and give them time to introduce themselves to their partner. Ask for one or two pairs to demonstrate to the rest of the class. Provide feedback on stress, pauses and intonation as necessary.

VOCABULARY

- A** Put students into pairs to match the numbers on the flight map to the countries in the box. As a class, check answers and model and drill the correct syllable stress for each country (*Brazil, Canada, Mexico, the USA*).
- B** Direct students to the **Vocabulary Hub** on page 146 (see TB page TB146 for answers). Give students time to complete exercises alone before checking with a partner. Give feedback as a class. Take the time to teach any additional countries/nationalities that are relevant to your class.

AUDIOSCRIPT

1.1

Listening, Exercise A, page 172
H = Helen V = Veronica P = Pilot

- H:** Excuse me, is this row 15?
Ex B Q3 V: Yes. I'm in seat 15A.
H: My seat is 15B. Hi, I'm Helen.
Ex A; Ex B Q1 V: Nice to meet you. I'm Veronica Martinez.
Ex C Q1 H: That's a nice name. I like Spanish names.
Ex C Q2 V: Thanks, but I'm not Spanish. I'm Mexican. I'm from Mexico. Where are you from?
Ex C Q3; H: I'm Canadian, but I live in Mexico. My company's office is in Mexico City.
Ex C Q4 P: Good morning, ladies and gentlemen. This is the 9.45 flight to Mexico City ...
Ex B Q2

PRONUNCIATION

- A** Books closed. Draw a table with four columns on the board. Write *France* in one column and *Japan* in the other. Drill the correct pronunciation of the words. Elicit the number of syllables in each. Add 'One-syllable words' and 'Two-syllable words' as headings to your table. Next, add *Canada* and *Canadian* to the third and fourth columns. Again, drill the correct pronunciation, elicit the number of syllables and add headings to your table. Ask students to open their books, then listen and repeat the words in the table.
- B** Use *Brazil* as an example with the class, drilling the correct pronunciation and adding it to the second column of your table. Then give students time to add the remaining words in the box to their own tables, before listening to check and repeat. As this is the first pronunciation section in the book, take the time to establish how you will drill new vocabulary. Remember to drill words both chorally and individually, and use gestures to clearly show what you expect of your students.
- C** Clear the board and write *Japan, China* and *Indian*. Drill the correct pronunciation for *Japan*, clearly indicating that the stress is on the second syllable. Mark the stressed and unstressed syllables using small and large circles (i.e. oO). Follow the same process for *China* (Oo) and *Indian* (Ooo). Then give students time to underline the stressed syllables in each word in the table in Exercise A, before giving feedback as a class. If necessary, play the audio again. Use the **Vocabulary Worksheet W1** for extra practice.

Extra activity

To consolidate the countries vocabulary, set up a simple A-Z race. Put students into groups and give them 2-3 mins to brainstorm as many countries beginning with each letter of the alphabet as possible. When the time is up, give feedback as a class, awarding one point for each correct answer. Build up a list on the board, drilling the correct pronunciation of anything new. With particularly strong groups, you could also try to elicit sentences using the nationalities of the countries listed on the board (e.g. *Javier Bardem is a Spanish actor*).

TEACHING IDEA

by David Seymour and Maria Popova

Vocabulary: Knowledge race

Use this activity to revise the vocabulary section. Say this to your students:

Work in groups of four and appoint one person to be the secretary. I'm going to name a country. You have one minute to write as many notes as you can about the people and the geography before I name the next country, e.g. *China – big, over a billion people, Great Wall, capital city Beijing.*
America, Sweden, India, Iceland, Spain, Russia, Brazil, Australia
You have five minutes to turn your notes into complete sentences, e.g. *China – It's a big country. There are over a billion people. The Great Wall is visible from space. The capital city is Beijing.* (Go round and help during this stage.)
Read out your sentences. You score one point for every sentence. You can challenge the other group's sentences on factual accuracy and claim their point.

GRAMMAR

1.1 **A** Get students to read the conversation and predict which contractions complete each gap. Give them time to compare answers with a partner, before playing the recording so they can listen and check. During class feedback, highlight the title of this section (*present simple be: positive and negative*), and tell them that the verbs in the conversation are all examples of the present simple of *be*.

B Give students time to complete the rules before checking answers as a class. To clarify understanding, elicit examples for each positive form of *be* and write them on the board. Use students' names and nationalities to provide personalised examples (e.g. *I'm from Germany. / Yuko's from Japan. / They're Italian.*). Elicit that these are positive sentences and write a '+' symbol above them. Next, follow the same process for the negative forms of *be*.

C Direct students to the **Grammar Hub** on page 122 (see below).

1.4 **D** Stronger students may benefit from reading the introduction and predicting the answers individually or in pairs. Play the audio and ask students to complete the introduction individually. Check answers as a whole class.

Chloe: Hi, I'm Chloe. I'm from France. I often go to Germany to see my friend, Camille. We're old friends. Camille lives in Berlin, but she isn't German. She's French like me. Her boyfriend, Luc, is German, but his mother and father aren't. They're French.

E Read through the task instructions and the example with students. Then write sentences about yourself on the board (one should not be true). Ask them to guess which sentence isn't true. Add any useful language produced by the students to the board (e.g. *I don't think you're ... , You're not ...*) to support the discussion exercise. Students then write three similar sentences about themselves. Model and assist as required.

F Put students into pairs to read their sentences and guess which isn't true. For whole-class feedback, ask individual students to say their sentences and invite other students to guess which sentences aren't true. Use the **Grammar Worksheet** on W2 for extra practice.

SPEAKING

A Explain that students are going to imagine they are on a plane, and write a conversation. Ask them to also imagine they are from a different country. Ask them not to say anything at this point to other students.

B Ask two stronger students to read out the conversation. Elicit from students which parts of the conversation can be changed (for example, *14B, 14A, Frederic*, etc). Ask students to decide what information they will change.

C Give students time to practise their conversation. If time allows, challenge students to look up from the page to say their parts, until they have memorised each section. Students swap partners and practise their conversations with others.

GRAMMAR HUB

1.1 Present simple be: positive and negative

	Positive	Negative
I	I am in this class. I'm in this class.	I am not in this class. I'm not in this class.
he/she/it	She is South Korean. She's South Korean.	He is not South Korean. He isn't South Korean.
you/we/they	They are from Japan. They're from Japan.	We are not from Japan. We aren't from Japan.

- We use *be* to talk about states, facts and personal details, e.g. name, nationality, age or status.
- We use a noun or subject pronoun (*I, you*, etc) before the verb *be*.

He's South Korean. NOT Is South Korean.

- We often use contractions when we speak.
I am 20 years old. → I'm 20 years old.
- In the negative contraction, we can also say: *You're not, He's not, She's not*, etc.
She isn't 24 years old. OR She's not 24 years old.

Be careful!

- We use *you* for one person and more than one person.
Tony, you're in this class.
Tony and Paola, you're in this class.

1.1 Present simple be: positive and negative

A Choose the correct form of *be* for each subject.

- 1 I am / is / are 4 they am / is / are
2 you am / is / are 5 she am / is / are
3 it am / is / are 6 we am / is / are

B Choose the correct form of *be* for each subject.

- 1 I am Italian.
2 We are / 're married.
3 She is / 's my friend.
4 It is / 's 20 years old.
5 You are / 're in class 4A.
6 Asim and Akil are Egyptian.

C Rewrite the sentences in the positive and negative. Use contractions.

	POSITIVE (+)	NEGATIVE (-)
1 He is sorry.	<u>He's sorry.</u>	<u>He isn't sorry.</u>
2 They are friends.	<u>They're friends.</u>	<u>They aren't friends.</u>
3 We are from Turkey.	<u>We're from Turkey.</u>	<u>We aren't from Turkey.</u>
4 You are famous!	<u>You're famous!</u>	<u>You aren't famous!</u>
5 It is Spanish.	<u>It's Spanish.</u>	<u>It isn't Spanish.</u>
6 She is in this class.	<u>She's in this class.</u>	<u>She isn't in this class.</u>

➤ Go back to page 3.

GRAMMAR

Present simple *be*: positive and negative

1.1 **A** Listen to the conversation between Helen and Veronica again. Complete the conversation with 'm, 's or 'm not.

Helen: Excuse me, is this row 15?

Veronica: Yes. I'm in seat 15A.

Helen: My seat is 15B. Hi, I¹ _____ 'm _____ Helen.

Veronica: Nice to meet you. I'm Veronica Martinez.

Helen: That² _____ 's _____ a nice name. I like Spanish names.

Veronica: Thanks, but I³ _____ 'm not _____ Spanish. I'm Mexican. I'm from Mexico. Where are you from?

Helen: I⁴ _____ 'm _____ Canadian, but I live in Mexico. My company's office is in Mexico City.

Pilot: Good morning, ladies and gentlemen. This is the 9.45 flight to Mexico City ...

B WORK IT OUT Choose the correct options to complete the rules. Use the conversation in Exercise A to help you.

Present simple *be*

- We use 'm, 's and 're to make **positive** / **negative** sentences with *be*.
- We use 'm not, isn't and aren't to make **positive** / **negative** sentences with *be*.

C Go to the **Grammar Hub** on page 122.

1.4 **D** Listen to Chloe introducing herself. Complete the introduction with the correct forms of *be*.



Hi, I¹ _____ 'm _____ Chloe.

I² _____ 'm _____ from France.

I often go to Germany to see my friend, Camille. We³ _____ 're _____ old friends.

Camille lives in Berlin, but she⁴ _____ isn't _____ German.

She⁵ _____ 's _____ French like me. Her boyfriend,

Luc⁶ _____ is _____ German, but his mother and father⁷ _____ aren't _____.

They⁸ _____ 're _____ French.

E Write three sentences about nationality – two true, and one false.

I'm Japanese. I'm not Chinese. My mother is Japanese.

F SPEAK Work in pairs. Read your sentences from Exercise E. Guess which sentence is false.

A: I'm Japanese. I'm not Chinese. My mother is Japanese.

B: You're Japanese. That's true. But your mother isn't Japanese. She's French!

SPEAKING

A THINK Imagine you are on an aeroplane. Choose the country you are from.

B PLAN You are going to introduce yourself to another passenger. Look at the model conversation and make notes on what you are going to say.

A: Hello, is this seat 14B?

B: Yes, it is. I'm in seat 14A. Hi, I'm Frederic by the way.

A: Nice to meet you, Frederic. I'm Sonia. I'm from Italy.

B: Nice to meet you, too, Sonia! I live in Italy, too. But I'm French. My wife is Italian.

A: Oh, great! I'm Italian, but my family isn't. They're Spanish.

C SPEAK Work in pairs. Practise your conversation.

○ Talk about countries and nationalities

1.2 Where are you?

Ask and answer questions about a place

V big numbers P similar numbers G present simple be: questions

READING

A Work with a partner. Look at the picture in the text message below. Where is it?

B READ FOR GIST Read the messages between Carlos and Lee. Where is Lee? **Tokyo, Japan**

C READ FOR DETAIL Read again. Are the sentences true (T) or false (F)? Correct the false sentences.

- Japan is far from where Carlos and Lee live. **T** **F**
- The picture is from Lee's hotel window. **T** **F**
- It isn't hot where Lee is. **It's very hot.** **T** **F**
- Lee likes Japanese food. **T** **F**
- Carlos is very busy at work. **Work isn't busy.** **T** **F**

VOCABULARY

Big numbers

A Match numbers (1–5) with the words (a–e).

- | | |
|-------------|------------------------|
| 1 100 | a one million |
| 2 1000 | b ten thousand |
| 3 10,000 | c one hundred thousand |
| 4 100,000 | d one thousand |
| 5 1,000,000 | e one hundred |

B Listen and write the numbers you hear.

- 6028 / six thousand and twenty-eight
- 628 / six hundred and twenty-eight
- 60,288 / sixty thousand, two hundred and eighty-eight

C SPEAK Work in pairs. How far is Lee from home? **6028 miles**

D SPEAK Work in pairs. Student A – say how far a city is from Paris. Student B – name the city. Then swap.

Paris → New York	3625 miles
Paris → Melbourne	10,427 miles
Paris → Seoul	5568 miles
Paris → Milan	529 miles
Paris → Cape Town	7965 miles

A: This city is 5568 miles from Paris.

B: It's Seoul. This city is ...

PRONUNCIATION

Similar numbers

A Listen to part of a phone call between Carlos and Lee. Which number does Lee say?

- thirteen (13)
- thirty (30)

B Listen and repeat. Underline the stressed syllables in the numbers in Exercise A.

C Listen and tick (✓) the number you hear.

- | | | | |
|--|--|--|--|
| a 17 <input type="checkbox"/> | 70 <input checked="" type="checkbox"/> | e 16 <input checked="" type="checkbox"/> | 60 <input type="checkbox"/> |
| b 19 <input type="checkbox"/> | 90 <input checked="" type="checkbox"/> | f 14 <input type="checkbox"/> | 40 <input checked="" type="checkbox"/> |
| c 15 <input checked="" type="checkbox"/> | 50 <input type="checkbox"/> | g 18 <input checked="" type="checkbox"/> | 80 <input type="checkbox"/> |
| d 12 <input type="checkbox"/> | 20 <input checked="" type="checkbox"/> | h 13 <input checked="" type="checkbox"/> | 30 <input type="checkbox"/> |

D Listen again and repeat the numbers.

1.8



1.2 Where are you?

LEAD-IN

Ask students to close their books. Write five numbers on the board that have significance to your life. For example, your apartment number, how many brothers or sisters you have, the year of your birth, an important date you need to remember, etc. Ask students to guess why the numbers are important to you. Then write the answers in a different order and ask students to match them. Then put students into pairs and ask them to replay the activity using their own five numbers. Has any student guessed all five numbers correctly?

READING

A Put students into pairs to discuss the picture, guessing where it is. Check answers with the whole class, and ask students to justify answers they give.

B Focus students on the text and ask students where they might see it (i.e. a text messaging service or an application on a smartphone). Give a time limit of one minute for students to read the text quickly. Check where Lee is (Japan), and ask students to give more information from the text, without looking back. Ask questions to prompt them (e.g. What city is Lee in? How hot is it?)

C Ask students to read the messages again in detail. Give them time to complete the exercise alone before checking their answers with a partner. Check answers as a class, asking students to explain their answers. If you have time, you could ask if anyone was in Japan. Ask which city they visited, how hot/cold it was and their opinion of the food.

VOCABULARY

A Give students time to complete the exercise alone before they compare answers in pairs. In class feedback, drill pronunciation of the numbers.

B Play the recording and ask students to write the numbers that they hear. Encourage them to write numbers rather than words. Check answers, drilling the pronunciation of each number.

1.5

TEACHING IDEA

by David Seymour and Maria Popova

Vocabulary: Numbers quiz

Use this activity to revise the vocabulary section. Say this to your students:

Here are the answers to some questions. (Write the answers in random order on the board.) Copy them as a list and practise saying them with a partner.

Join another pair and play as a team. I'll ask the questions and the first team to shout out the right answer gets a point.

- How far is London from Tokyo? (9562 km)
- How far is New York from Buenos Aires? (8454 km)
- What temperature does water boil at? (100°C)
- How many bones are there in the human body? (206)
- What is 477 + 345? (822)
- What is 1568 – 744? (824)
- How much of the world's electricity is used by America? (33%)
- How big is the Pacific Ocean? (179,679,000 km²)
- How high is Mount Kilimanjaro? (5895 m)
- What is the population of Australia? (19,888,000)

C Put students into pairs to answer the question. In class feedback, ask students to explain where in the text they found the answer (Lee's second text message – I'm 6028 miles from home ...).

D Explain that the table shows how far different cities are from Paris. Tell students that they are going to play a guessing game. Choose one of the cities from the table and say the following: This city is [number] miles from Paris. Elicit which city you're describing. Repeat a few times, before putting students into pairs to play the game themselves. Monitor and give feedback on students' pronunciation of big numbers. Use the **Vocabulary Worksheet** on W3 for extra practice.

PRONUNCIATION

A Play the audio. Students decide which number Lee says. Allow time for students to compare answers and play the audio again. Give feedback as a class.

Carlos: Is it hot?
Lee: Yes, it is! It's 30 degrees today!

B Play the audio again and give students time to underline the stressed syllable in each word. Give feedback, drilling the correct pronunciation of each word.

C Write the numbers 13 and 30 on the board. Say one of the numbers (repeating if necessary) and elicit which of the two numbers you said. Tell students that they're going to do the same thing for letters a–h, then play the audio. Give students time to compare answers, then play the audio again. In class feedback, write the pairs of numbers on the board. Play the audio one last time and ask students to identify the correct number. Circle the correct numbers on the board.

D Point out that a stressed syllable has a louder, longer, clearer vowel sound. Play the audio again and ask students to repeat the numbers.

- | | | |
|-----------|-----------|------------|
| a seventy | d twenty | g eighteen |
| b ninety | e sixteen | h thirteen |
| c fifteen | f forty | |

AUDIOSCRIPT

1.9

Listening, Exercise A, page 172

L = Lee C = Carlos

- L: Hello?
C: Hi Lee, it's Carlos. Where are you? Are you still in Tokyo?
L: Oh, hi Carlos! No, I'm not. I'm 1300 miles from Tokyo.
Ex A; Ex C 1+2 L: I'm in China now.
C: Wow! Where are you in China?
Ex A; Ex C 3 L: I'm in Beijing.
C: Cool. What's it like there?
Ex A; Ex C 4 L: It's very busy in the centre. There are lots of new buildings and long streets. It's a big city.
C: Is the food good?
Ex C 5 L: Yes, it is. I really like Chinese food.
C: What's your next destination?
Ex B 6 L: I don't know. Maybe Shanghai, or maybe the countryside.
C: Sounds fun! Send me more photos!
L: I will!

GRAMMAR

- A** Work together to complete the first question in the table, asking students to tell you where they found the answer in the text. Then give students time to complete the table alone before comparing their answers with a partner. Check answers as a class. Elicit that all of the words they added to the table are different forms of the verb *be*.
- B** Give students time to complete the rules alone, before giving feedback. Use the examples in Exercise A to help clarify and explain each rule. Write new examples for each rule if necessary.
- C** Direct students to the **Grammar Hub** on page 122 (see below). Read the examples and go through the rules with the class.
- D** Work together to match the first question with an answer. Highlight that *where* asks about a place, so *e* is the only possible answer. Give students time to complete the exercise alone before checking their answers with a partner. Check answers as a class.
- E** Write *Where/from?* on the board and elicit how to write a question from this (*Where are you from?*). Put students into pairs to complete the remaining questions with the correct form of *be*. Check answers as a class. Then put students into new pairs to ask and answer the questions. Monitor and assist as necessary. Use the **Grammar Worksheet** on W4 for extra practice.

LISTENING

- 1.9** **A** Focus students on the three photos, eliciting some of the differences between the images. Ask students where Lee is now, then play the audio. Check the answer.
- 1.9** **B** Explain that the questions are from the conversation but are in the wrong order.
- C** Put students into pairs to answer the questions in Exercise B. Give feedback encouraging students to tell you as much as they can remember from the recording.

SPEAKING

- A** Model the activity for students. Tell the class you are thinking of your home (or somewhere different, if they know your home). Elicit questions, based on the prompts given. Students ask you the questions. Give answers and ask students to guess which place you are thinking of.
- B** Students write questions based on the prompts in Exercise A. Monitor and assist as necessary.
- C** Students work in pairs to ask and answer the questions. They should guess where their partner is thinking of. Monitor and give positive feedback. Ask one or two pairs to ask and answer questions in front of the whole class, for everyone to guess where the place is.

GRAMMAR HUB

1.2 Present simple *be*: questions

Question	Positive short answer	Negative short answer
Am I in this class?	Yes, you are .	No, you aren't .
Are you married?	Yes, I am .	No, I'm not .
Is he/she/it French?	Yes, he/she/it is .	No, he/she/it isn't .
Are we in this class?	Yes, you/we are .	No, you/we aren't .
Are you married?	Yes, we are .	No, we aren't .
Are they friends?	Yes, they are .	No, they aren't .

- In questions, the subject pronoun (*I, you, etc*) comes after the verb *be*.

Am I in this class? NOT I am in this class?

- In negative short answers we can also say: *No, you're not., No, he's not., No, she's not., etc.*

Be careful!

- In positive short answers, we don't use contractions. *Yes, she is. NOT Yes, she's.*

Question word + *be* + subject + ?

Age	How old are you?
Place	Where are you from?
Thing	What's your name?

1.2 Present simple *be*: questions

- A** Use the prompts to write questions and short answers.

- 1 you / married
Are you married? (?) *No, I'm not.* (-)
- 2 your hometown / nice
Is your hometown nice? (?) *Yes, it is.* (+)
- 3 they / your new shoes
Are they your new shoes? (?) *Yes, they are.* (+)
- 4 he / in a relationship
Is he in a relationship? (?) *No, he isn't.* (-)
- 5 you / Turkish
Are you Turkish? (?) *No, I'm not.* (-)
- 6 you / a student
Are you a student? (?) *Yes, I am.* (+)

- B** Write *be* in the present simple in each gap.

- 1 What is your favourite food?
- 2 Where are you from?
- 3 How old are you?
- 4 What is your flight number?
- 5 Where is Max from?
- 6 How old is Cara?

➤ Go back to page 5.

GRAMMAR

Present simple *be*: questions

- A WORK IT OUT** Look at the text conversation between Lee and Carlos again. Complete the table with words from the text.

Wh- questions	Yes/No questions
A: Where ¹ <u>are</u> you?	A: ⁵ <u>Is</u> the food good?
B: I ² <u>'m</u> in Tokyo.	B: Yes, the food ⁶ <u>is</u> really good.
A: How ³ <u>are</u> you?	A: ⁷ <u>Is</u> it hot there?
B: I ⁴ <u>'m</u> fine.	B: It ⁸ <u>'s</u> very hot.

- B** Look at the table in Exercise A and complete the rules.

Present simple *be*: questions

- 1 We put question words before / after *be*.
- 2 We put the subject before / after *be*.
- 3 When we answer *yes/no* questions, we put the subject before / after *be*.

- C** Go to the **Grammar Hub** on page 122.

- D PRACTISE** Match the questions (1–5) with the answers (a–e).

- | | |
|---------------------------------|---------------------------|
| 1 Where are you? | a It's 10 hours by plane. |
| 2 How far is Mumbai from there? | b It's J230. |
| 3 Is your city big? | c No, I'm not. |
| 4 Are you Egyptian? | d Yes, it is. |
| 5 What's your flight number? | e I'm at the hotel. |

- E SPEAK** Work in pairs. Write questions, adding the correct form of *be*. Take turns to ask and answer questions.

- 1 Where / from? Where are you from?
- 2 food good / your country? Is the food good in your country?
- 3 your hometown / big? Is your hometown big?
- 4 your hometown / hot or cold? Is your hometown hot or cold?
- 5 How far / your home / from here? How far is your home from here?

LISTENING

- 1.9** **A LISTEN FOR GIST** Listen to Carlos and Lee talking on the phone. Where is Lee now? Choose the correct picture below. **Beijing**

- 1.9** **B LISTEN FOR DETAIL** Listen again. Number Carlos' questions in the order you hear them (1–6).

- | | |
|----------------------------------|--|
| <u>2</u> Are you still in Tokyo? | <u>6</u> What's your next destination? |
| <u>5</u> Is the food good? | <u>3</u> Where are you in China? |
| <u>4</u> What's it like there? | <u>1</u> Where are you? |

- C** Work in pairs. Answer the questions in Exercise B for Lee.

SPEAKING

- A PREPARE** Choose a place. It could be your home or another place that you know. Imagine you are in that place. What is it like? Think about:

- far from here?
- hot/cold at the moment?
- busy/quiet?
- what kind of food?

- B PLAN** Use the prompts in Exercise A to make questions to ask your partner about the place he/she is in.

- C SPEAK** Work in pairs. Take turns to ask and answer questions about your places. Guess where the place is.

Ex A - This is the correct picture.



Ask and answer questions about a place

1.3 What's in your bag?

● Talk about everyday items

V everyday items **G** a/an and plural nouns; *this, that, these, those* **P** vowel sounds: /ɪ/ /æ/ /i:/ /əʊ/ **S** reading for gist

What's in your hand luggage?



Ex A Three travel experts talk about the things in their hand luggage when they go on a plane.

Bruce I don't carry a lot of luggage when I go on a plane.
Ex B Q1+2 My bag is very small. I have a **bottle of water and tissues.** That's it. I usually sleep when I'm on a plane.

Wei I never use a suitcase. I put everything in my hand luggage, so there's no need to wait at baggage reclaim. My hand luggage is very heavy, but that's OK. **I have**

Ex B Q4 **two watches.** I wear one and I put one in my bag, so I always know what time it is at home. **I travel to lots of countries.** I just want to get off the plane and leave the airport as soon as I can.

Elif I always have a laptop and my phone in my hand luggage when I go on a plane. **I usually have an umbrella and my keys.** Flying is a good time to do my work. I can relax at home.



VOCABULARY

Everyday items

A Work in pairs. Look at the picture. Match the items in the picture (1–12) with the words in the box.

- 10 a bottle of water 1 a credit card
 4 headphones 12 keys 9 a laptop
 3 a magazine 8 a mobile phone
 5 a bag 7 tissues 6 an umbrella
 2 a wallet 11 a watch

B SPEAK Work in pairs. Tell your partner what is in your bag.

A: *What's in your bag?*

B: *My keys, a bottle of water and an umbrella.*

READING

A READ FOR GIST Read *What's in your hand luggage?* What is the text about? Things people ...

- a take to work.
 b take to a party.
c take on a plane.

Reading for gist

When you read a text for the first time, it is important to get a general idea of what it is about. To help you, think about:

- the title of the text and the pictures
- the general topic
- key words

B READ FOR DETAIL Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

- Bruce's bag is very big. **Bruce's bag is very small.** T/F
- Bruce takes a bottle of water and tissues on the plane. T/F
- Wei never uses a suitcase. T/F
- Wei always has his watch and a wallet in his bag. **Wei has a watch in his bag.** T/F
- Elif usually has an umbrella and her keys in her hand luggage. T/F
- Elif likes to relax on the plane. **Elif likes to work when she is flying. She relaxes at home.** T/F

GRAMMAR

a/an and plural nouns

A WORK IT OUT Look at the bold sentences in *What's in your hand luggage?* Underline the nouns in each sentence.

B Look at the nouns you highlighted in Exercise A and complete the rules.

a/an and plural nouns

- We use a/an with plural / singular nouns.
- We use a with singular nouns that begin with a consonant sound / vowel sound.
- We use an with singular nouns that begin with a consonant sound / vowel sound.
- We add -s / -es to most nouns to make a plural.
- We add -s / -es to nouns that end in -s or -ch to make a plural.
- For nouns that end in consonant + -y, we cut the -y and add -es / -ies.

C Go to the **Grammar Hub** on page 122.

D SPEAK Work in pairs. Point to items in the picture in Vocabulary Exercise A. Your partner says what it is.

1.3 What's in your bag?

LEAD-IN

Before the class prepare your own bag with as many of the items as you can find that appear in the illustration. Perhaps include a child's soft toy and give it a cute name to add an element of fun to help students remember the activity. To start the lesson, silently pull out each item and elicit a response from the class. Drill the students on each item. Repeat and see if the class can remember each item.

VOCABULARY

- A** Put students into pairs to match the items in the picture to the words in the box. Give feedback, drilling the correct pronunciation of each word. Encourage students to connect the words in *a_bottle_of_water*, rather than saying each word individually. Ensure Spanish-speaking students pronounce *mobile* as /məʊbaɪl/, not /mɒbɪl/. To revise the items, you could (now or later in the lesson) produce these items from your own bag and ask students to say the word. This will help students to learn and remember the vocabulary.
- B** Model the conversation with a strong student. Prompt the student to ask you *What's in your bag?* Reply and show some items. Then ask the student *What's in your bag?* Support and assist the student as necessary. Then put students into pairs to talk about their own bags. Monitor and add any useful new vocabulary to the board. Use the **Vocabulary Worksheet** on W5 for extra practice.

READING

A Read through the *Reading for gist* box with the class. Elicit the title of the text (*What's in your hand luggage?*) and ask for suggestions for key words (repeated important words), e.g. *hand luggage, plane, bag*. Then give students time to read the text and complete the exercise before checking their answers in pairs. Check answers as a class, asking students to explain what information in the text helps them choose the correct option.

GRAMMAR HUB

1.3 a/an and plural nouns; this, that, these, those

- We use a/an with singular nouns.
- We use a with nouns that begin with a consonant sound (e.g. s, w) and an with nouns with a vowel sound (a, e, i, o, u).

a	a sandwich a wallet
an	an email an airport

- We don't use a or an with plural nouns.

	Singular	Plural
Add -s.	pen	pens
Add -es to nouns that end -s or -ch.	address watch	addresses watches
Change -y after a consonant to -ies.	country nationality	countries nationalities
Some nouns are irregular.	man child person	men children people

B Set a longer time limit for students to read through the text in detail and decide if the sentences are true or false. Students compare answers in pairs and correct the false sentences. Check answers as a class, asking students to explain where in the text they found the answers.

GRAMMAR

- A** Write the first bold sentence from the text on the board: *I have a bottle of water and tissues.* Elicit which words are nouns (*bottle, water, tissues*) and underline them. If necessary, explain that nouns are 'things' that we can name. Next, give students time to underline the nouns in the other sentences before checking answers as a class.
- B** Give students time to complete the rules before checking in pairs. In class feedback, ask students to identify the noun in the bold sentences which helped them to decide on the correct answer. Give new examples of each rule if necessary.
- C** Direct students to the **Grammar Hub** on page 122 (see below and TB7). Read the examples and go through the rules with the class. Elicit that we use *an* before a vowel sound.
- D** Put students into pairs to practise saying the words. Monitor and encourage students to use complete sentences, rather than individual words (e.g. *It's a bottle of water*). Use the **Grammar Worksheet** on W6 for extra practice.

Extra activity

For a flexible stage in your lesson, focus on the phrases 'a bottle of', 'a bag of' and 'a box of'. Put students into groups to brainstorm ideas. Monitor and help with any vocabulary. Give feedback as a class, building up a mind map on the board. Give students new vocabulary for other containers if necessary.

	this	With a singular noun that's near	This is my bag here.
	that	With a singular noun that's far	That is Paola's bag over there.
	these	With a plural noun that's near	These are our bags here.
	those	With a plural noun that's far	Those are your bags over there.

- In questions, the verb *be* comes before *this, that, these* or *those*.
Is that your bag over there? NOT ~~*That is your bag over there?*~~

LISTENING

A Check that students understand the meaning of *hand luggage* (a small bag that you can carry onto a plane when you travel), and elicit ideas. Elicit the names for each item in Exercise A and write them on the board. Then put students into pairs to discuss which of the items can be taken on a plane.

B Read through the task and the questions. Play the audio and allow time for students to compare their ideas before checking answers as a class.

C Give students time to read through the conversations and try to remember or guess the missing words. Play the audio for students to confirm and complete the sentences.

PRONUNCIATION

A Play the audio and ask students to repeat the words. Highlight the different vowel sounds in each group of words.

B Put students into pairs to practise the conversations in the Listening section.

GRAMMAR

A Give students time to complete the exercise, before checking with a partner.

B Give students time to complete the rules before checking with a partner. Check answers as a class.

C Direct students to the **Grammar Hub** on page 122 (see below and TB6). Read the examples and go through the rules.

SPEAKING HUB

A Model the activity by drawing six everyday items on the board. Ask students to guess what they are, before working in pairs to draw six of their own items.

B Students work alone to make a list of three items.

C Students play the game in pairs. Monitor, helping students with any new vocabulary if necessary. Focus on the accuracy of the students' grammar here, ensuring they're using *this/that* and *these/those* correctly.

AUDIOSCRIPT

1.10

Listening, Exercise B, page 172

N = Narrator **G** = Guard **W** = Woman **M** = Man

N: 1

Ex C Q1 G: Excuse me, madam. Is this your bag?

W: Yes, it is.

Ex B Q1 G: I need to look inside. Oh, is this a bottle of water?

W: Yes, it is.

G: Sorry – bottles aren't allowed.

W: Oh, of course. I'm sorry.

G: Is there a laptop or a phone in this bag?

Ex B Q1 W: No, there isn't.

Ex C Q2 G: OK. You can go. Oh, wait! Are these your keys?

W: Oh, yes, they are. Thank you so much!

N: 2

Ex C Q3 G: Excuse me, sir. Is that your bag?

M: Yes, it is.

G: Can you bring it here, please?

M: Sure.

Ex B Q2 G: Is your phone in this bag?

M: Yes, it is.

G: You need to take it out, please.

M: Oh, OK.

G: Thank you ... One more thing ...

M: Yes?

Ex C Q4 G: Are those your bags?

M: No, they aren't. I think they belong to that family over there.

G: I see. You can go.

GRAMMAR HUB

1.3 a/an and plural nouns; this, that, these, those

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

- MSU is a university in Moscow.
- Take an umbrella – it's raining!
- Tonya is a French student.
- Send me an email later.
- Mexico is a country in South America.
- This is an example.

B Complete the sentences with the plural form of the nouns in bold.

- Are these your keys? **key**
- There are two sandwiches for you. **sandwich**
- Where are my headphones? **headphone**
- Harvard and Stanford are universities in the USA. **university**
- He has six different watches! **watch**
- Poland and Sweden are countries in Europe. **country**

C Look at pictures (1–6) and choose the correct words to complete the sentences.



1 Is this / that / those your wallet?



4 Are these / those / that bags yours?



2 Those / These / This are my sunglasses.



5 This / These / Those suitcase is really heavy!



3 This / Those / These are my sandwiches.



6 Is those / that / this your pen?

➤ Go back to page 7.

LISTENING

A SPEAK Work in pairs. Which of these items can you take in your hand luggage?



B LISTEN FOR GIST Listen to two conversations at airport security. Which items from Exercise A does:

- the woman have in her bag? **a bottle of water; keys**
- the man have in his bag? **a phone**

C LISTEN FOR KEY WORDS Listen again. Complete the sentences with the correct words.

- A:** Excuse me, madam. Is this your bag?
B: Yes, it is.
- A:** OK. You can go. Oh, wait! Are these your keys?
B: Oh, yes, they are! Thank you so much!
- A:** Excuse me, sir. Is that your bag?
B: Yes, it is.
- A:** Are those your bags?
B: No, they aren't. I think they belong to that family over there.

PRONUNCIATION

Vowel sounds: /ɪ/ /æ/ /i:/ /əʊ/

A Listen carefully and notice the vowel sounds. Then listen again and repeat.

- | | | | |
|-----|-----------------|------|-------------------|
| /ɪ/ | this, kiss, sit | /i:/ | these, key, tree |
| /æ/ | that, hat, cat | /əʊ/ | those, toes, nose |

B SPEAK Work in pairs. Practise the conversations in Listening Exercise C.

GRAMMAR

this, that, these, those

A WORK IT OUT Look at the pictures. Match the situations (1–4) from Listening Exercise C with the pictures (a–d).



B Choose the correct words to complete the rules.

this, that, these, those

- We use this / that to talk about a singular noun that's near.
- We use this / that to talk about a singular noun that isn't near.
- We use these / those to talk about a plural noun that is near.
- We use these / those to talk about a plural noun that isn't near.

C Go to the **Grammar Hub** on page 122.

SPEAKING HUB

A Work in pairs. Imagine you are going on holiday. Draw six everyday items to take with you.

B PLAN Work alone. Choose three of the items in Exercise A to take in your hand luggage.

C DISCUSS Imagine you are at airport security. Try to find out what is in your partner's hand luggage. Follow these steps:

Student A – Point to a picture in Exercise A and ask a question with *Is this / Are these your ...?*

Student B – Answer Student A's question.

Student A – Keep asking questions until you know which three items are in your partner's bag.

○ Talk about everyday items

COMPREHENSION

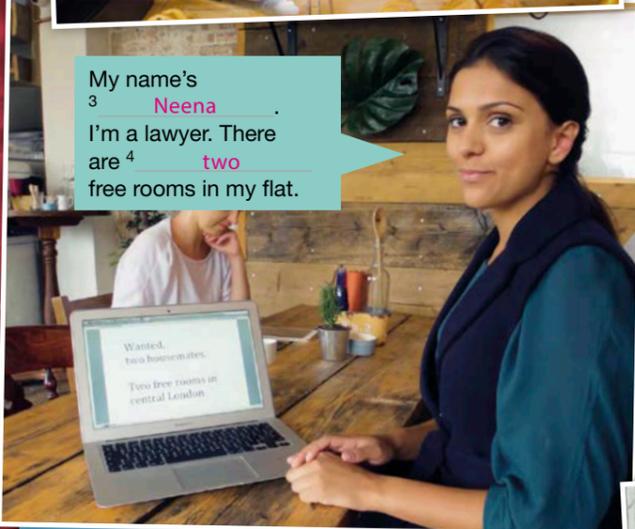
A Watch the video. Complete the information about each person in the photo captions below.

B Write a question about each person in Exercise A.

- 1 How old is Sam?
- 2 Where is Gaby from?
- 3 Is Milly married?

C SPEAK Work in pairs. Close your books and ask each other your question from Exercise B.

- A: How old is Sam?
B: He's 34.



FUNCTIONAL LANGUAGE

Greeting people and making introductions

A Complete the phrases with the words in the box.

bad fine Hi meet morning See too you

Say hello	Greet people + reply
Hello.	How are you?
1 <u>Hi</u> .	Not too 3 <u>bad</u> .
Hey!	I'm 4 <u>fine</u> , thanks.
Good 2 <u>morning</u> .	Very well, thanks.
Good afternoon.	
Good evening.	
Introduce people + reply	Say goodbye
This is ...	Bye.
This is my friend ...	See 7 <u>you</u> .
It's nice to 5 <u>meet</u> you.	See you soon.
Nice to meet you, 6 <u>too</u> .	8 <u>See</u> you later.

B Watch the first part of the video again. Check your answers to Exercise A.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

A Match the useful phrases (1–3) with the replies (a–c).

- | | |
|------------------------|---|
| 1 What would you like? | a Thanks. |
| 2 That's £2, please. | b Can I have a croissant to go, please? |
| 3 Take a seat. | c Here you go. |

B Watch part of the video again and check your answers to Exercise A.

PRONUNCIATION

Word stress

A Watch part of the video again and read the conversation. Notice that the underlined words are stressed.

- Neena:** Good morning. How are you Sam?
Sam: Not too bad. How are you?
Neena: I'm fine, thanks. This is my friend, Milly.
Sam: Hi Milly. Nice to meet you.
Milly: Nice to meet you, too.

B Watch again and repeat the conversation. Copy the word stress.

C SPEAK Work in groups of three. Practise the conversation in Exercise A. Remember to use the correct stress.

SPEAKING

A PREPARE Walk around the class. Introduce yourself to your classmates.

- A: Hello, I'm Andreas. It's nice to meet you.
B: It's nice to meet you, too.

B DISCUSS Work in pairs. Walk around the class. Greet the people you know and introduce your partner.

- A: Hello, I'm Andreas. It's nice to meet you.
B: It's nice to meet you, too.
A: This is Nadia.

C PLAN You're going to record a 'selfie' presentation. Make notes about what you want to say. Then record it.

Introducing	
Hi! My name's ...	I'm ...
My friends call me ...	I'm from ...
I'm single/married ...	I'm a ...

D PRESENT Work in groups. Compare your presentations.



F Greet people and make introductions

Turn to page 160 to learn how to fill in a form with personal details.

COMPREHENSION

- A** ▶ Read through the text and focus students on the photos. Ask students to predict which words or which kinds of words (e.g. *a noun, a number*, etc) are missing from each person's information. Play the video and allow time for students to compare and confirm answers.
- B** Look at the example questions with students. Highlight the form of *be* in each question and the word order. Students then work alone to write a question about each person in Exercise A. Monitor and assist as necessary.
- C** Put students into new pairs. Ask them to close their books and use their questions to test each other about the characters in the video. Monitor and assist as necessary.

FUNCTIONAL LANGUAGE

- A** ▶ Students work alone to complete the phrases. Allow time for students to compare answers in small groups.
- B** ▶ 00:00-01:14 Play the first part of the video again for students to check their answers to Exercise A. Give feedback, drilling the correct stress and intonation for any of the longer phrases.

USEFUL PHRASES

- A** Students match the useful phrases with the replies. Encourage them to think about the situations they could use each phrase in.
- B** ▶ 00:24-01:14 Play the next part of the video again for students to check their answers. Check answers as a class.

PRONUNCIATION

- A** ▶ 00:24-01:14 Go through the conversation with students. Elicit why some of the words are underlined (*they are stressed when we say them*). Ask why only the first part of *morning* is underlined (*it has two syllables and the first one is stressed*). Ask students to identify another similar word (*Milly*). Then play part of the video again so students can hear the stressed words in context.
- B** ▶ 00:24-01:14 Play the video and ask students to repeat the conversation, copying the word stress.
- C** Put students into groups of three to practise the conversation.

SPEAKING

- A** Model the conversation for students. Ask students to identify the word stress before drilling the correct intonation. Ask one or two pairs to model the conversation in front of the whole class. Then set a time limit and ask students to mingle and greet everyone in the class, including you.
- B** Ask students to identify the stressed syllables the word stress, before drilling the correct intonation. Model the conversation with another student, using natural clear stress, pauses and intonation. Then put students into pairs and ask them to mingle, introducing themselves and their partner to all of the other pairs in the class.
- C** Tell students that they're going to give a short presentation about themselves. Give them time to make notes about what they want to say, using the Useful language box for help.
- D** Students give their presentations in groups. Monitor and assist as necessary.

METHODOLOGY HUB by Jim Scrivener

Running a fluency activity

If the main aim is to get the students to speak, then one way to achieve that would be for you to reduce your own contributions. Probably the less you speak, the more space it will allow the students. It could be useful to aim to say nothing while the activity is underway, and save any contributions for before and after. In an activity mainly geared towards encouraging fluency, you are likely to monitor discreetly or vanish.

Ideas for correction work after a fluency activity:

- Write up a number of sentences used during the activity and discuss them with the students.
- Write a number of sentences on the board. Ask the students to come up to the board and correct the sentences.
- Invent and write out a story that includes a number of errors you overheard during the activity. Hand out the story the next day, and the students, in pairs or as a whole group, find the errors and correct them.

VIDEOSCRIPT

S = Sam N = Neena G = Gaby Z = Zac

- S:** Hi! Good morning! My name's Sam. I'm 34 and this is my café. Ah! customers!
- N:** Good morning. How are you, Sam?
- S:** Not too bad. How are you?
- N:** I'm fine, thanks. This is my friend, Milly.
- S:** Hi Milly. Nice to meet you.
- M:** Nice to meet you, too.
- S:** What would you like?
- M:** Can I have a croissant to go, please?
- S:** Sure. That's £2, please.
- M:** Here you go.
- S:** Thanks Milly.
- M:** Thanks. See you later, Neena.
- N:** Bye, Milly. See you soon!
- M:** Bye, Sam.
- S:** Bye, Milly. What would you like Neena?
- N:** Can I have a black coffee, please?
- S:** No problem. Take a seat.
- N:** Thanks. So ... My name's Neena, that's N-E-E-N-A. I'm a lawyer. I live in a flat and there are two free rooms. This is my ad. See you later.
- Z:** Hey! My name's Zac. I know Sam. He's a good friend. I love that guy. I'm American – I'm from Seattle, but I live here in London.
- G:** Hi! I'm Gabriela, but my friends call me Gaby. It's nice to meet you! I love London, but I'm not from here. I'm Spanish. I'm from a small town near Madrid.
- M:** Hello. I'm Milly, I'm 25 and I'm single. And this is my clothes store! I'm American. I love clothes and ... I love music. Well ... See you!

1 Writing
Fill in a form with personal details

W capital letters

A Look at the visitor card. Where would you fill in a card like this?

a At a university
b On a plane
 c At work

B Complete the visitor card with the words in the box.

07713 8765543 1997 10 months
 Poland Polish student

Visitor card

Family name: Kowalska
 Given name(s): Marta Irena
 Nationality: Polish
 Date of birth: day 1 month 0
 year 1997
 Country of birth: Poland
 Occupation: student
 Passport number: Z5 0067389
 Address in the UK: 24 Bridge Street, Leeds, LS5 7RT
 Email: mkowalska23@polemail.com
 Phone number: 07713 8765543
 What is the main reason for your visit?
 business / tourism / other
I am here to do a course at a university in Leeds.
 Duration of visit: 10 months

C Complete the rules in the box with words from the visitor card in Exercise B.

Capital letters

You use capital letters for:

- the names of countries Poland
- the names of towns and cities Leeds
- nationalities Polish
- people's names Marta Irena Kowalska
- the personal pronoun 'I' I am here to do a course at Leeds University.

D Look at the student registration form. Find and correct five mistakes with capital letters.

Student registration

Family name: puentes Puente
 Given name(s): Ricardo
 Nationality: mexican Mexican
 Date of birth: day 1 month 0
 year 1997
 Country of birth: usa USA
 Occupation: student London
 Address in the UK: 11 Lark Close, London, SW5 9JT
 Email: m.puente@hotmail.com
 Phone number: 07665 456829
 What is the main reason for studying English?
 business / tourism / other
I want to study at university in the UK.
 Duration of visit: 2 weeks

WRITING

Imagine you are on a plane. Complete the visitor card. Remember to use capital letters correctly.

Visitor card

Family name: _____
 Given name(s): _____
 Nationality: _____
 Date of birth: day month
 year
 Country of birth: _____
 Occupation: _____
 Passport number:
 Address in the UK: _____
 Email: _____
 Phone number:
 What is the main reason for your visit?
 business / tourism / other
I am here to do a course at Leeds University.
 Duration of visit: _____

Students can complete this card or write it out in their notebooks.

Refer students to this card as a model for the writing task.

Other rules you could mention are abbreviations like BBC or UN, languages like English and Spanish or the titles of books or films.

WRITING

In this writing lesson, students will learn how to fill in a form with personal details and learn how to use capital letters for proper nouns and to begin a sentence.

A Focus students on the blue visitor's card that has already been filled in. Use this as a model for students to follow when they come to the final writing task. Ask students where they would see a card like this. Say it is given out on the plane or at a place of arrival like an airport, port or border crossing point. Elicit what data people need to use to complete the forms.

B Ask students to look at the numbers and words in the box. Ask students to read them out. Remind them that a '0' in a telephone number is pronounced 'oh' in British English and 'zero' in US English. Then ask them to say what each word or number might be. Finally ask students to match the words to the gaps in the card.

C In pairs, students match the rules to the examples in the two model answers. You might need to point out that 'university' does not take a capital letter but as part of 'Leeds University', it is a proper noun and so it needs a capital letter.

D Students work alone to identify the five mistakes with capital letters before comparing answers in pairs. Ask them to look at the Capital letters rule box as required. Check answers as a class.

WRITING TASK

Ask students to write their own card either in the class or at home. If students are not sure how to do the task, point out that they should use the models on the page to copy. Otherwise, you could model one example as a whole class on the board using your own information first and elicit responses from the class. If students are unwilling to use their own data, say that they can invent data to fill in the form.

TB8-9 ARRIVALS

ARRIVALS TB10

VOCABULARY

A Complete the table with the correct countries and nationalities.

Country	Nationality
Brazil	1 <u>Brazilian</u>
2 <u>China</u>	Chinese
3 <u>Egypt</u>	Egyptian
India	4 <u>Indian</u>
Japan	5 <u>Japanese</u>
6 <u>Portugal</u>	Portuguese
Sweden	7 <u>Swedish</u>
The UK	8 <u>British</u>

B Correct the mistakes in each sentence.

- Tokyo is the capital of Japanese. **Tokyo is the capital of Japan.**
- IKEA is a Sweden company. **IKEA is a Swedish company.**
- My father's from Hanoi in Vietnamese. **My father's from Hanoi in Vietnam.**
- I'm from New York, in USA. **I'm from New York, in the USA.**
- I love Switzerland chocolate! **I love Swiss chocolate!**

C Match the words (1-8) with the numbers (a-h).

- | | |
|----------------------------|-------------|
| 1 one million | a 500,000 |
| 2 five hundred and ten | b 510 |
| 3 fifty-five thousand | c 5002 |
| 4 one thousand two hundred | d 1,000,000 |
| 5 five hundred thousand | e 1200 |
| 6 one hundred thousand | f 55,000 |
| 7 five thousand and two | g 250 |
| 8 two hundred and fifty | h 100,000 |

D Complete the everyday items with a, e, i, o or u.

- h e a d p h o n e s
- a c r e d i t c a r d
- m o n e y
- a m o b i l e p h o n e
- a b o t t l e o f w a t e r
- a w a t c h
- a b o x o f t i s s u e s
- a l a p t o p
- a m a g a z i n e
- a w a l l e t

E SPEAK Work in pairs. Discuss the questions.

- Where are you from?
- How old are you?
- What nationality are your parents?
- What's the capital of your country?
- What's in your bag?

GRAMMAR

A Choose the correct words to complete the sentences.

- I 'm / 's from the USA.
- We 's / 're Russian.
- They isn't / aren't married.
- You 's / 're my friend.
- She isn't / aren't American.
- He 'm / 's 36 years old.
- I isn't / 'm not from Sweden.

B Write questions and short answers.

- you / Japanese
Are you Japanese (?) Yes, I am. (+)
- they / students
Are they students (?) Yes, they are. (+)
- he / German
Is he German (?) No, he isn't. (-)
- she / 18 years old
Is she 18 years old (?) Yes, she is. (+)
- you / married
Are you married (?) No, I'm not. (-)

C Match the questions (1-4) with the answers (a-d).

- | | |
|-----------------------|--------------------|
| 1 What's your name? | a Oakland. |
| 2 How old are you? | b It's in the USA. |
| 3 Where are you from? | c Susan. |
| 4 Where's that? | d 26. |

D Complete the text with a, an or - (no article).

This is my bag. I usually carry ¹ an apple, ² a mobile phone and ³ - keys. Oh, and ⁴ a credit card!

E Choose the correct words to complete the sentences.

- Is this / these your phone?
- That / Those aren't my keys.
- That / Those 's my book.
- Are this / these your sunglasses?

FUNCTIONAL LANGUAGE

A Complete the conversation with the words in the box.

from Good Hi meet small Where

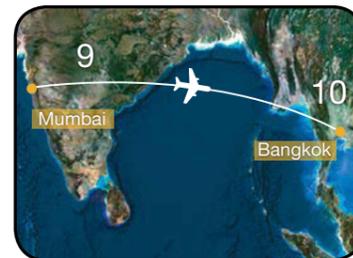
- A: ¹ Hi. I'm Andreas.
 B: Nice to ² meet you, Andreas. I'm Tia.
 A: ³ Good to meet you, too, Tia.
 B: ⁴ Where are you from, Andreas?
 A: Switzerland. I live in a ⁵ small village near Zurich.
 B: Really? I'm ⁶ from Chicago, but I live in Paris.

B Work in pairs. Practise the conversation in Exercise A. Use your own information.

1.1 Countries and nationalities

A Match countries (1-12) with the words in the box.

Brazil Chile China Egypt France
India Italy Japan Portugal
Spain Thailand Turkey



- | | |
|-------------------|--------------------|
| 1 <u>Portugal</u> | 7 <u>Turkey</u> |
| 2 <u>Spain</u> | 8 <u>Egypt</u> |
| 3 <u>France</u> | 9 <u>India</u> |
| 4 <u>Italy</u> | 10 <u>Thailand</u> |
| 5 <u>China</u> | 11 <u>Brazil</u> |
| 6 <u>Japan</u> | 12 <u>Chile</u> |

B Complete the table with the words in the box.

British Greek Russia Poland South Korean
Swedish Switzerland Vietnamese

Country	Nationality
	-ian/-an
Colombia	Colombian
South Korea	1 <u>South Korean</u>
2 <u>Russia</u>	Russian
	-ish
Finland	Finnish
3 <u>Poland</u>	Polish
Sweden	4 <u>Swedish</u>
	-ese
Sudan	Sudanese
Vietnam	5 <u>Vietnamese</u>
	Other
The Netherlands	Dutch
Greece	6 <u>Greek</u>
7 <u>Switzerland</u>	Swiss
the UK	8 <u>British</u>

➤ Go back to page 2

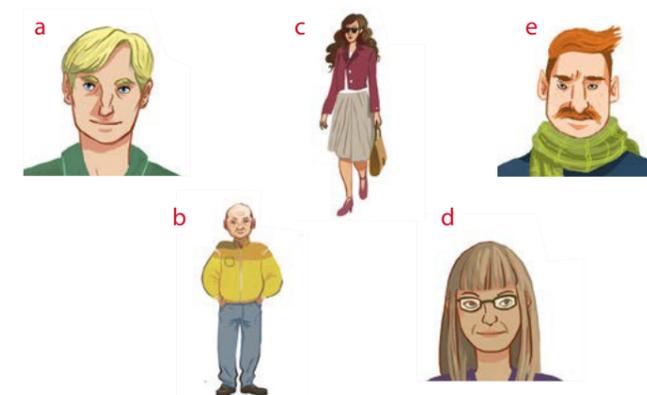
2.2 Describing appearance

A Complete the table with the words in the box.

bald a beard glasses large
a moustache short slim tall

Face / head:	bald; a beard; glasses; a moustache
Height:	short; tall
Build:	large; slim

B Match the descriptions (1-5) with the pictures (a-e).



- | | |
|--|----------|
| 1 She's tall and has got curly hair. | <u>c</u> |
| 2 She's got long, straight hair and glasses. | <u>d</u> |
| 3 He's got red hair and a moustache. | <u>e</u> |
| 4 He's got fair hair and blue eyes. | <u>a</u> |
| 5 He's short and bald. | <u>b</u> |

➤ Go back to page 14

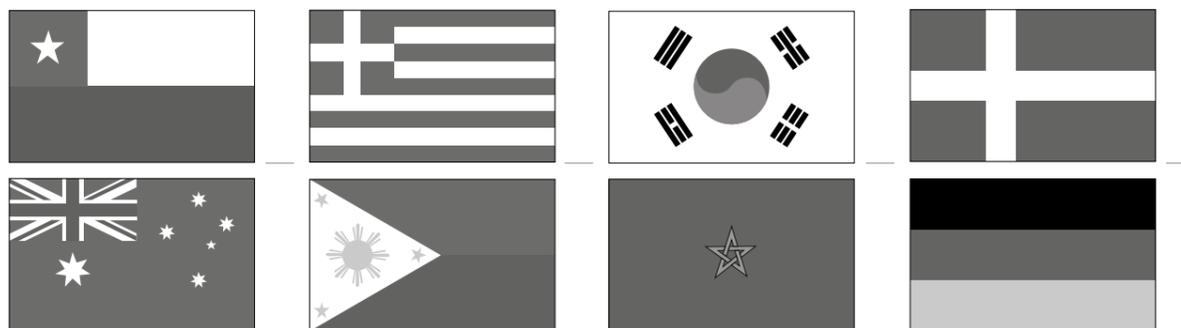
Countries and nationalities

A Match the countries (1–8) with the nationalities (a–h).

- | | |
|---------------|----------------|
| 1 Australia | a Greek |
| 2 Chile | b Filipino |
| 3 Greece | c Moroccan |
| 4 Denmark | d Australian |
| 5 Germany | e Chilean |
| 6 Morocco | f South Korean |
| 7 South Korea | g German |
| 8 Philippines | h Danish |

B Write the nationality. Then label the flags (1–8) to match the sentences.

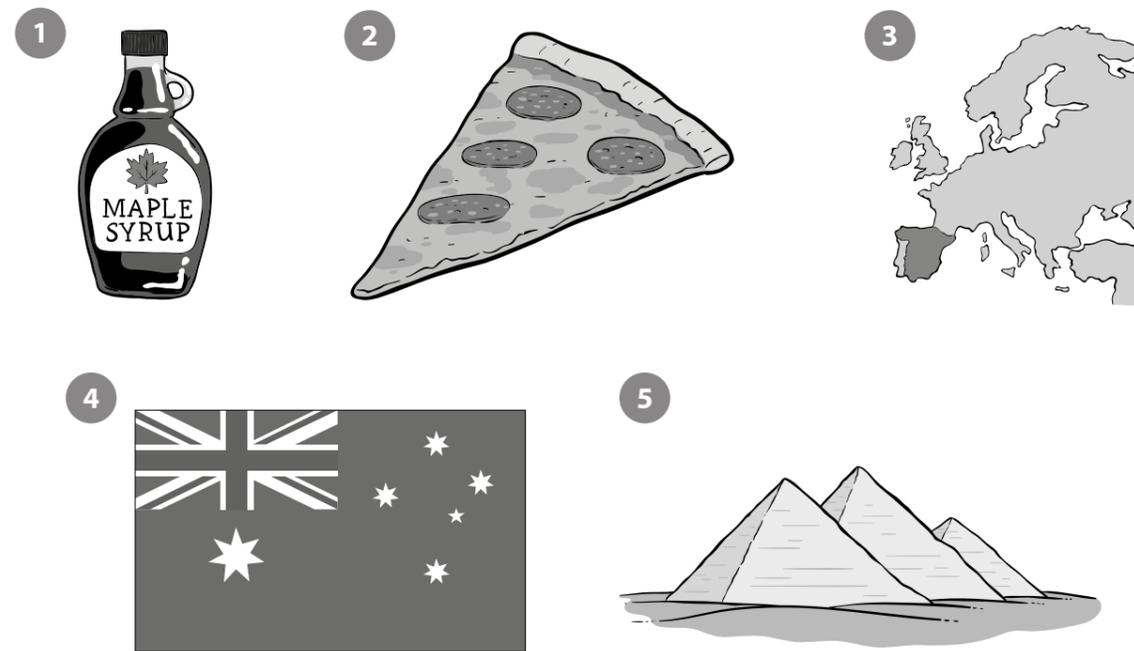
- I'm from Australia. I'm ... _____
- I'm from Chile. I'm ... _____
- I'm from Greece. I'm ... _____
- I'm from Denmark. I'm ... _____
- I'm from Germany. I'm ... _____
- I'm from Morocco. I'm ... _____
- I'm from South Korea. I'm ... _____
- I'm from the Philippines. I'm ... _____



C Work in pairs. Practise saying the sentences in Exercise B.

Present simple be: positive and negative

A Work in pairs. What are the pictures of? Complete the words with *a, e, i, o* or *u*.



- M__pl__ syr__p
- P__zz__
- Sp__n
- __str__l__n fl__g
- Pyr__m__ds __f G__z__a

B Complete the sentences with *is, isn't, are* or *aren't*.

- Pizza _____ Italian.
- The Pyramids of Giza _____ in Mexico. They _____ in Egypt.
- Maple syrup _____ British. It's Canadian.
- We _____ from Spain.
- This _____ the Australian flag.

C Work with a partner. Cover the sentences. Look at the pictures and say the sentences. Then make new sentences.

Pizza is Italian.
 Correct! Can you think of a new sentence?
 Er, pasta is Italian!



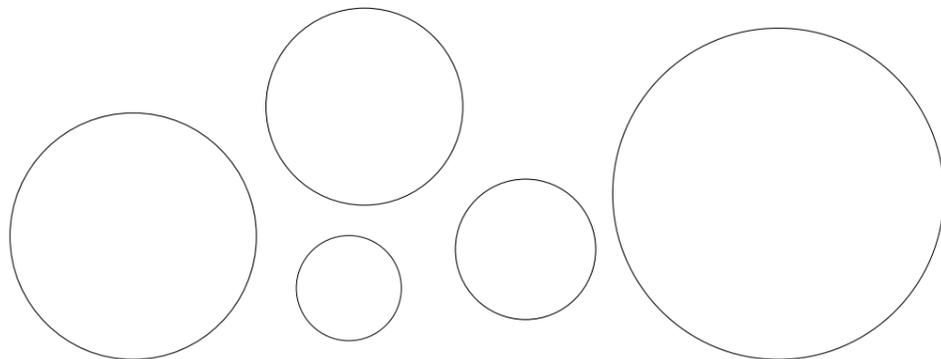
Big numbers

A Write the numbers in words.

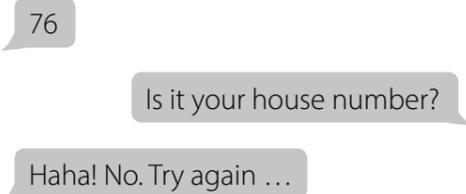
- 1 9000 nine thousand
- 2 300 three hundred
- 3 5000 _____
- 4 128 _____
- 5 70,000 _____
- 6 68,000 _____
- 7 125,000 _____
- 8 2,000,000 _____

B Write five numbers that are important to you in the circles below. Use the prompts to help you or your own ideas.

- your house number
- your grandmother's age
- your favourite number
- the number of friends you have on Facebook
- the number of brothers you have



C Work in pairs. Student A: Say a number from Exercise A. Student B: Try to guess why that number is important. Swap and repeat.



Present simple *be*: questions

A Complete the conversation with *am*, *is* or *are*.

Vijay: Hi. How ¹ _____ you?
Andy: I ² _____ fine, thanks. And you?
Vijay: Good. What's your name?
Andy: My name ³ _____ Andy.
Vijay: Andy? My name ⁴ _____ Vijay.
Andy: Hi Vijay. Where ⁵ _____ you from?
Vijay: I ⁶ _____ from India. ⁷ _____ you from Germany, Andy?
Andy: No, I ⁸ _____ from the USA.

B Work in pairs. Practise the conversation in Exercise A.

C Work in pairs. Write a new conversation using your own names and nationalities.

D Practise your conversation from Exercise C.

Everyday items

A Work with a partner. You are going to a museum. Choose five items to take. Number the items in order of importance, from 1 (most important) to 5 (least).

a bottle of water



a watch



keys



money



an umbrella



a laptop



tissues



headphones



a magazine



a credit card



a mobile phone



a bag



B Work with a partner. Choose a new place to visit. Decide on the five most important things to take with you.

Let's go to the cinema.

Good idea! OK, so we need money ...

Definitely ... and a bottle of water ...

a/an and plural nouns

A Complete the sentences with *a*, *an* or *-*.

What's in your BAG?



This week, we speak to **Mark Pinder** – a 28-year-old businessman from London, UK.

I have a lot of things here. I have
 1 _____ bottle of water, 2 _____
 money, 3 _____ tissues, 4 _____
 wallet, 5 _____ umbrella,
 6 _____ headphones, 7 _____
 credit card, 8 _____ keys, 9 _____
 laptop, 10 _____ mobile phone
 and 11 _____ watch.



B Work in pairs. Tell your partner what's in your bag using *a* or *an*.

C Work in groups. Take three things from your bag and put them on the table. Then ask questions with *this/that* and *these/those*.

Is this your laptop?

No, that's my laptop!