

1

am/are/is, my/your • This is ...
How are you? • What's this in English?
Numbers 1–10 and plurals

Hello!

Introduction to the unit

Starting Unit 1 of *New Headway Beginner* probably marks the beginning of a new course with a new group of students. The title of Unit 1 is 'Hello!' and aims to let the students get to know each other and you, and for you to get to know them of course! The context of greetings and introductions in different settings allows students to do this and shows them how they can communicate in English in a meaningful way with even quite basic language.

Key language aims are also fulfilled with the introduction of parts of *to be*, the introduction of some basic vocabulary (including some international words), numbers 1–10, and *-s/-es* plural endings.

Language aims

Grammar – *am/are/is* The verb *to be* is introduced in the singular with the subjects *I, you, this*, and *it* (*he/she/they* are introduced in Unit 2). The focus is on the positive and on questions with the question words *what* and *how*. (The question words are introduced through the functions of meeting people and greeting: *What's your name?*, *How are you?*, and talking about objects: *What's this in English?* Other question words are introduced and reviewed systematically throughout the course.)

Possessive adjectives *My* and *your* are introduced in the unit, with the other possessive adjectives being presented across the first four units of the course.

Vocabulary A set of key everyday words is introduced, some of which are international words, e.g. *camera*. There is an opportunity to extend this basic set via the classroom context.

Everyday English Numbers 1–10 and *-s/-es* noun plurals are introduced and practised. Students are introduced to the pronunciation of the *-s/-es* plural endings:

/s/	/z/	/ɪz/
books	cars	houses

Workbook *To be* and *my/your* are consolidated through further practice on greetings and introductions; key vocabulary, numbers 1–10 and *-s/-es* plurals are also practised.

Notes on the unit

STARTER (SB p6)

T 1.1 Smile, greet the class, and say your own name – *Hello, I'm (Liz)*. Point to yourself to make the meaning clear. Point to the speech bubbles and play the recording.

Invite students to say their own name, including the greeting *Hello*. If you have a very large group, you could ask a few students to say their name and then get students to continue in pairs. Keep this stage brief as students will have the opportunity to introduce themselves and each other in the next section.

WHAT'S YOUR NAME? (SB p6)

am/are/is, my/your

1 **T 1.2** Focus attention on the photos of Sandra and Hiro. Point to the conversation on p6 and ask students to read and listen. Play the recording through once.

Play the recording twice more, first pausing at the end of each line and getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs (see Teaching Beginners Tips and Techniques, TB p6). Encourage an accurate voice range – the amount by which pitch of the voice changes. (Many languages do not use such a wide voice range as English so this needs to be actively encouraged.) Also make sure students can accurately reproduce the contracted forms *I'm* and *name's*. If necessary, model the sentences again yourself to help emphasize the pronunciation in a visual way.

GRAMMAR SPOT

Focus attention on the contractions. Ask students to circle the contracted forms in exercise 1. Demonstrate this by writing the conversation on the board and putting a circle round the first contraction *I'm*.

- This is a mingle activity. Demonstrate the conversation with one student for the rest of the class. Then ask another two students to repeat the conversation in open pairs (see Teaching Beginners Tips and Techniques, TB p6). Demonstrate the meaning of 'stand up' and get the students to move around the class practising the conversation. You may like to encourage them to shake hands as they introduce themselves, particularly if they don't know each other. Monitor and check for pronunciation.

This is ...

- This section focuses on introducing people in a slightly more formal context, giving surnames as well as first names. Give your first name again: *I'm Liz*. Write it on the board: *Liz is my first name*. Then say your surname and write it on the board: *My surname is Brown*. Repeat *I'm Liz Brown – Liz is my first name, Brown is my surname*. Then ask a student whose first name you know: *Mayumi – Mayumi is your first name, what's your surname?* Elicit surnames from other students.

T 1.3 Focus attention on the photo of Sandra, Hiro, and John on p7. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording again and get students to point to the correct characters as they are referred to in the conversation.

Play the recording twice more, first pausing at the end of each line and getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs.

Encourage accurate pronunciation of the short sound /ɪ/ and of the linking:

/ɪ/ɪ/
this is John Mason

- Point to the gapped conversation. Choose two confident students to demonstrate the conversation with you for the rest of the class. Introduce the students to each other and encourage them to shake hands when they say *Hello*. Choose two more groups of three to practise the conversation in front of the class.

Divide the class into groups of three and get each student take it in turns to introduce the other two. Monitor and check for pronunciation and intonation. Depending on the class, when the activity is over, you may like to ask one or two groups to go through the conversation again while the whole class listens.

SUGGESTION

If appropriate, you can play a memory game based on the students' names. Ask one student to go round the class saying everyone's name while the other students help if necessary. Encourage students in a multilingual group to pronounce everyone's name as accurately as possible. (You might want to do the memory game yourself, too, to make sure you have remembered all the students' names!)

How are you?

- T 1.4** Focus attention on the photo of Sandra and John on p8. Check students can remember the names of the characters by asking *Who's this?* Point to the speech bubbles in the photo and ask students to read and listen. Play the recording through once.

Play the recording twice more, first pausing at the end of each line and getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs. Encourage accurate stress and intonation on the questions:

How are you?
And you?

- T 1.5** Focus attention on the photo of John and Hiro on p8. Check students can remember the names of the characters. Follow the same procedure as for exercise 1.
- Ask individual students *How are you?* to elicit the answer *Fine, /Very well, thanks*. And you? Reply to each student in turn. Make sure students realize that *And you?* requires an answer *Fine, /Very well, thanks*.

Then get students to ask and answer you and each other in open pairs across the class. It may be helpful to gesture to your partner when you say *And you?* to aid comprehension.

- 8 This is another mingle activity. (You may like to develop a gesture which means 'mingle'.) Focus attention on the speech bubbles. If necessary, check comprehension of *OK*, *fine*, *very well* with simple board drawings of faces – a straight face for *OK* ☹, a half smile for *fine* 😊, and a full smile for *very well* 😄. Demonstrate the conversation with one student for the rest of the class. Then ask another two students to repeat the conversation in open pairs. Get the students to move around the class practising the conversation. Monitor and check for pronunciation and intonation.

GRAMMAR SPOT

Focus attention on the gapped sentences. Elicit the word to complete the first sentence with the whole class as an example (*am*). Then ask students to complete the other sentences.

Answers

I am Sandra.

How are you?

This is John.

Read Grammar Reference 1.1 and 1.2 on p121 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it, in L1 if appropriate.

PRACTICE (SB p9)

Introductions

- 1 Focus attention on the photos and conversations. Give students 30 seconds to read. Hold up the book so the class can see the photos. Read out the first line of the first conversation and point to the female character in the photo. Ask *Anna or Ben?* Point to the male and ask *Who's this?* Elicit the identities of Carla and David for the second photo.

It is a good idea to write the first conversation gap-fill on the board and do it with the whole class, as students may not be familiar with this kind of exercise. Write students' suggestions (right or wrong) in the gaps.

T 1.6 Play the conversations for students to listen and check. See if they can hear and correct any mistakes themselves before you offer correction. Then check the answers with the whole class.

Answers and tapescript

- 1 **A** Hello. My name's Anna. What's your name?
B Ben.
 2 **C** Hello. My name's Carla. What's your name?
D My name's David.

Get students to practise the conversations first in open pairs and then in closed pairs. Monitor and check for accurate pronunciation. If necessary, model the conversations again, either yourself or from the tape, and get students to practise again.

- 2 If students had few problems with the gap-fills in exercise 1, you could put them in pairs to try to complete the conversations in exercise 2 together. Go round and monitor, but don't correct any mistakes yet.

T 1.7 Play the conversations for students to listen and check before you check the answers with the whole class.

Answers and tapescript

- 1 **B** Hello, Anna. How are you?
A Fine, thanks, Ben. And you?
B Very well, thanks.
 2 **D** Hi, Carla. How are you?
C Fine, thanks. And you?
D OK, thanks.

Get students to practise the conversations first in open pairs and then in closed pairs. Monitor and check for accurate pronunciation. If necessary, model the conversations again, either yourself or from the tape, and get students to practise again.

- 3 **T 1.8** Focus attention on the conversation and play the recording. Make it clear that students should just listen the first few times and not try to fill in the answers. Play the recording twice more, then write the first line up on the board and elicit what the second should be. Get them to fill in the number 2 on the correct line in their books, then finish the exercise individually or in pairs. Play the recording again for them to check their answers. Elicit the whole conversation in the correct order from the class and put it on the board for the practice stage which follows.

As this is a longer conversation than the students have practised up to now, play the recording two or three times and get the students to repeat chorally and individually. Then get them to continue in groups of three. (If appropriate, get them to stand up as this often encourages a more dynamic performance!) Let students refer to the correct order on the board, but discourage them from reading it word for word, as they will lose the correct intonation and not make eye contact with the other students. Monitor and check for accurate pronunciation and intonation. If you think more practice is needed at this stage, get students to repeat the conversation using their own names.

Answers and tapescript

R Hello. My name's Rita. What's your name?

T I'm Tina, and this is Mary.

R Hello, Tina. Hello, Mary.

M Hello, Rita. How are you?

B I'm OK, thanks. And you?

M Fine, thanks.

Read Grammar Reference 1.3 on p121 together.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 1–5 These provide further practice on greetings and introductions.

VOCABULARY (SB p10)

What's this in English?

- 1 Many of the words in the lexical set may be known to the students as they are 'international' words or may be similar in their own language. Focus on the example and then get students to work individually or in pairs or groups of three to match the rest of the words to the photos. Monitor and check for correct spelling.

Check the answers with the whole class.

Answers

2 a camera

3 a television

4 a sandwich

5 a hamburger

6 a book

7 a computer

8 a bag

9 a house

10 a car

- 2 **T 1.9** Play the recording and get students to listen and repeat the words. Check for accurate word stress and, if necessary, explain the system of stress marks used in *New Headway* by writing the words with more than one syllable on the board and highlighting the stress:

●
photograph

●
sandwich

●
television

●
hamburger

●
computer

●
camera

- 3 **T 1.10** Focus attention on the speech bubbles. Demonstrate the conversation by pointing to the example in 1 and asking *What's this in English?* Elicit the reply *It's a photograph*. Play the recording and get students to repeat. Point to different pictures on p10 and get students to ask and answer in open pairs. Check for accurate pronunciation of *It's a* and if students produce **Is a*, repeat the drill.

Students then continue asking and answering about the objects in exercise 1, working in closed pairs.

GRAMMAR SPOT

Focus attention on the contracted form. Ask students to circle the same form in the conversation.

- 4 Pick up a book and ask *What's this in English?* Elicit the reply *It's a book*. Pick up another object that students don't know how to say in English and elicit the question *What's this in English?* Give the answer *It's a (dictionary)*. Students then continue picking up or going to objects in the classroom and asking and answering. Write up the words on the board and highlight the word stress if necessary. (Try to avoid words beginning with a vowel and the need for students to use *an*. Also, try to limit students' questions to vocabulary that will be useful to them at this stage in their learning, e.g. *pen, dictionary, and try not to let the activity go on too long!*)

SUGGESTION

You can ask students for more examples of 'international' words or cognates with the students' own language (e.g. *supermarket, cinema, hospital, telephone, video, cassette, radio, tennis, golf, football*). Put the words on the board and practise the pronunciation.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 6 and 7 These provide further practice on vocabulary and pronunciation.

Exercise 8 In this exercise students translate sentences containing the main grammar points presented in the unit.

Numbers 1–10 and plurals

SUGGESTION

Students need a lot of practice with numbers, so from now on, use numbers as much as possible when referring to pages and exercises. Continue to do quick number revisions in future lessons, especially as more numbers are introduced. This can include number dictations, either with you dictating or with the students working in pairs:

Teacher dictation: Say numbers at random, writing them down yourself so that you have a means of checking. Students write the figures, not the words, as you say them. Have one student read their list of numbers out to check.

Pairs dictation: Students prepare a list of random figures to dictate to their partner. They take it in turns to dictate their list. The student who is taking down the dictated numbers writes the figures, not the words, and then reads the list back to their partner to check the answers.

Make sure you limit the range of numbers to those covered at any stage in the course, e.g. Unit 1: numbers 1–10.

- 1 **T 1.11** Play the recording once and get students to read and listen to the numbers. Write *two* and *eight* on the board and put a stroke through the *w* and the *gh* to show that they are silent. Play the recording again and get students to repeat. Get students to say the numbers round the class, starting again at *one* once they reach *ten*. You can also get students to say the numbers in reverse order if appropriate. If students need more practice, write figures at random on the board and get students to say the numbers as you write.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 9–11 These provide further practice on numbers.

- 2 This exercise presents and practises formation of plurals with *-s/-es*, and reviews the vocabulary from this unit and numbers 1–10. Focus attention on the pictures and get students to count the objects/people and say the correct number, e.g. 1 *ten*.

Look at the example with the whole class. Then get students to complete the rest of the exercise, referring back to the list of numerals and words at the top of the page. Monitor and check for correct spelling.

T 1.12 Play the recording and get students to check their answers. Get students to write the words on the board as a final check.

Answers and tapescript

- 1 ten sandwiches
- 2 two books
- 3 six bags
- 4 five computers
- 5 four houses
- 6 seven hamburgers
- 7 eight cameras
- 8 nine photographs
- 9 three cars
- 10 ten students

GRAMMAR SPOT

Focus attention on the singular nouns and the plural noun endings. Ask students to underline the plural endings in exercise 1.

Refer students to Grammar Reference 1.4 on p121.

- 3 **T 1.13** Play the recording through once and let students just listen. Play the recording again and get the students to repeat chorally and individually.

Refer students to Grammar Reference 1.4 on p121 and highlight the use of the *-ies* plural, e.g. *city – cities*.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 12 and 13 These exercises provide further practice on plurals. Exercise 13 recycles numbers.

Don't forget!

Word list

Ask the students to turn to p128 and look at the word list for Unit 1. Explain that this contains important words from the unit. Go through the words in class and then ask students to learn the words for homework. Test them on a few of the words in the following lesson.

2

Countries

Where are you from? • *he/she/they*
his/her • Numbers 11–30

Your world

Introduction to the unit

The title of Unit 2 is 'Your world' and it focuses on countries and cities, and talking about where people are from. The characters introduced in Unit 1 are shown again in a different context. The syllabus of *Wh-* question words is reviewed and extended, and students continue with numbers 11–30. In terms of skills, students meet their first unseen listening task and also a short reading text. These are important first steps in developing listening and reading skills and help to prepare students for handling progressively longer listening and reading texts across the course.

Language aims

Grammar – Where are you from?; *he/she/they* Students build on the *Wh-* questions introduced in Unit 1 with the introduction of *Where are you from?* The verb *to be* with *I* and *you* is consolidated and also extended to include *he/she/they*.

Possessive adjectives *His* and *her* are introduced and *my* and *your* are reviewed from Unit 1.

Vocabulary A set of common cities and countries are introduced.

Everyday English The numbers syllabus is extended to cover 11–30.

Workbook The key lexical set of countries and cities is reviewed, including focuses on spelling and pronunciation.

He/she and *his/her* is consolidated through gap-fill activities.

Talking about where people are from is further practised through gap-fill activities, and reading and listening tasks.

Numbers 11–30 are practised in a range of activities.

POSSIBLE PROBLEMS

- Beginners often make mistakes with *he/she* and *his/her* (especially if subject pronouns are not used and/or if the possessives are expressed differently in their own language). The course provides a lot of practice on this possible area of confusion, but be prepared to monitor and check the use of *he/she* and *his/her* and go over these points whenever problems occur. Further confusion is possible with the contracted form *he's*. It's worth taking the time to drill the pronunciation of *his* /hɪz/ and *he's* /hi:z/ to help students perceive and produce the difference.
- Students often have problems distinguishing 'teen' numbers (13–19) from 'ten' numbers (30, 40, 50, etc.). Highlight the different word stress:

•
thirteen

•
thirty

•
fourteen

•
forty

Notes on the unit

SUGGESTION

Take the opportunity to review the greetings covered in Unit 1 at the beginning of each class. Greet each student as they arrive in class and ask how they are. Encourage students to greet each other in English so that they get into the habit of using the language they have learnt in a meaningful way.

STARTER (SB p12)

- 1 Focus attention on the countries in the box and on the map on p13. Demonstrate the activity by getting students to locate Australia on the map. Students continue locating the countries in exercise 1 on the map, working in pairs. If there is any disagreement, check the answers with the whole class.

Answers



Get students to write their own country on the map. Remind them of the question *What's ... in English?* from Unit 1 so that they can ask you for the name of their country, e.g. *What's (Belgique) in English?* (If you do not recognize the name of the country in the students' mother tongue, then ask them to point it out on the map.) Write up the names of the countries on the board and drill the pronunciation as necessary.

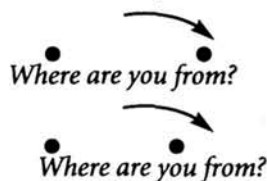
- 2 **T 2.1** Play the recording and get the students to repeat chorally and individually. Pay particular attention to stress. If you have a lot of students from other countries, get them to say the name of their country and check their pronunciation.

WHERE ARE YOU FROM? (SB p12)

he/she, his/her

- 1 **T 2.2** This conversation introduces the second person question form. Focus attention on the photos of Sandra and Hiro, who appeared in Unit 1. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording again and then ask *Where's Spain? Where's Japan?* Get students to point to the correct part of the map.
Play the recording again, pausing at the end of each line and getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs.

Encourage accurate reproduction of the contrastive stress in the questions, and of the falling intonation:



- 2 This is another mingle activity. If you have a multilingual class, make sure that all the students' countries are written on the board and practised beforehand. If you have a monolingual class, you might like to teach them *I'm from (town/city) in (country)* to vary the answers. Demonstrate the conversation with one student for the rest of the class. Then ask another two students to repeat, the conversation in open pairs. Get the students to move around the class practising the conversation. Monitor and check for pronunciation.
- 3 **T 2.3** Focus attention on the photos of Hiro and Sandra. Point to the sentences and ask students to read and listen. Play the recording through once. Play the recording again and get students to repeat. Encourage students to reproduce the long and short sounds in *his* and *he's*:

/ɪ/ /i:/
His name's Hiro. He's from Japan.

Write the sentences about Hiro on the board. Circle *his* and *he*. Repeat *His name's Hiro, he's from Japan* and model the sentence on another male class member: *His name's Erdi, he's from Turkey*. Now contrast with a female student: *BUT Her name's Ali, she's from Indonesia*. Write up the sentences about Sandra and circle *Her* and *She*. Elicit more examples from the class to consolidate the use of *he/she* and *his/her*.

GRAMMAR SPOT

Focus attention on the contractions. Ask students to circle the contracted forms in exercise 3. Read Grammar Reference 2.1 and 2.2 on p121 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 4 Focus attention on the passport photos on p13. Read sentence 1 with the whole class. Students continue working individually and then check their answers in pairs.

T 2.4 Play the recording through once and let students check their answers. Play the recording again and get students to repeat chorally and individually.

Answers and tapescript

- 1 His name's Rick. He's from the United States.
- 2 Her name's Sonia. She's from Brazil.
- 3 His name's Jack. He's from England.
- 4 His name's Sergio. He's from Italy.
- 5 Her name's Marie. She's from France.
- 6 Her name's Kim. She's from Australia.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercises 1–3 These provide further practice of the countries introduced in the Student's Book.

Exercise 5 This introduces the countries in the United Kingdom.

Questions

- 5 **T 2.5** This exercise introduces third person question forms. Play the recording and get the students to repeat chorally and individually. Check students can reproduce the falling intonation of the *wh*- questions.

GRAMMAR SPOT

Focus attention on the contraction *where's*. Ask students to circle the contraction *where's* in exercise 5. Check students recognize *What's* in exercise 5 as the contraction of *What is*.

Focus attention on the gapped sentences. Complete the first sentence with the whole class as an example (*is*). Then ask students to complete the other sentences.

Answers

- Where is she from?
Where is he from?
Where are you from?

Refer students to Grammar Reference 2.3 on p121.

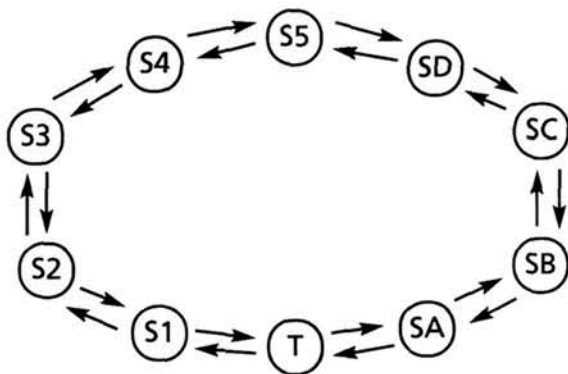
- 6 Go through the photographs on p13 yourself first asking *What's his/her name?* and *Where's he/she from?* and eliciting the answers, before getting students to do the same in pairs. Monitor and check for correct use of *he/she* and *his/her*.

SUGGESTIONS

- If students need further practice with *I/you, my/your, he/she*, and *his/her*, make a photocopy of TB p106 and cut out the role cards. This exercise provides further practice by giving students a new name and country. The cards provide a male and a female name from each of the countries in the Student's Book and also from the countries introduced in exercise 5 in Unit 2 of the Workbook (*Wales, Scotland, and Northern*

Ireland). *Canada* is also included from later in the unit. You can either just use the cards with the countries introduced in the Student's Book, or pre-teach/check the other countries.

- Review the exchanges *What's your name? My name's (Robert). Where are you from? I'm from (the United States)*, writing them on the board if necessary. Also review when to use *he/she*.
- Give the role cards out to the students, telling them this is their new name and country. Ask students to stand up and go round the class asking and answering the question. Tell them they must try to remember everyone's new name and country.
- When students have finished, point to various students and ask the class *What's his/her name?* and *Where's he/she from?* If the class is good, you can also check with the student in question whether the class has remembered correctly, asking *Is that right?*, and having them answer *Yes* or *No*.
- Alternatively, or in addition to the above suggestion, you could bring in pictures of famous people for further practice. You could use them for open pairwork, or you could try a question and answer chain as follows:



- 1 Stand in a circle with the students, with the pictures in your hand.
- 2 Turn to S1 on your left, show the first card and ask *What's his/her name?* and *Where's he/she from?* S1 answers, and receives the picture from you.
- 3 S1 then turns to S2 and asks the same question. S2 answers, and receives the picture.
- 4 While S1 is asking S2, turn to SA on your right, show the second picture, and ask the question *What's his/her name?* and *Where's he/she from?* SA answers, receives the picture, and turns and asks SB.
- 5 While SA is asking SB, turn back to S1 again with the third picture, and ask the question.
- 6 Continue the process until all the pictures are in circulation and the students are asking and

answering. There will probably be a bottleneck when the student opposite you starts getting questions from both sides at once, but that's part of the fun. Eventually the pictures should all come back to you.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercise 6 This consolidates *he/she – his/her*.

Exercise 7 This focuses on *Where are you from?* and also reviews the greetings from Unit 1.

PRACTICE (SB p14)

Cities and countries

- 1 Focus attention on the names of the cities on p14 and drill the pronunciation chorally and individually. Model the conversation and get students to repeat chorally. Students repeat the conversation with a different city, e.g. Paris, in open pairs. Students continue working in closed pairs.

T 2.6 Play the recording and let students check their answers.

Answers and tapescript

Where's Tokyo?	It's in Japan.
Where's Paris?	It's in France.
Where's Barcelona?	It's in Spain.
Where's Milan?	It's in Italy.
Where's Oxford?	It's in England.
Where's Rio de Janeiro?	It's in Brazil.
Where's Boston?	It's in the United States.
Where's Sydney?	It's in Australia.

- 2 This is the first information gap exercise that students have encountered in the book, and it therefore needs careful setting up. Make sure students understand that they shouldn't look at each other's pages until the end of the activity. Each student has the name and country/city of four of the eight people in the photos. The aim is for each student to find out about the other four by asking their partner. If possible, explain this using the students' own language and demonstrate a couple of question and answer exchanges with a good student yourself first. Remind students of the forms they will need to talk about the men and women in the photos (*What's his/her name?* and *Where's he/she from?*). Drill all four questions again if necessary.

Divide the class into pairs and make sure students know if they are Student A or B. Student A should look at p14 in the unit and Student B at p138 at the end of the book. Students can refer to each photo by saying the number. They should write their answers in the spaces provided.

While the students are asking and answering about the people in the photos, go round monitoring and helping out. If the names cause problems, get students to write them on a separate piece of paper and show it to their partner. When they have finished, you can check by asking individual students to tell you about one of the people in the photos. Say *Tell me about number one*, etc.

Answers

Tell students to look at each other's pages.

Talking about you

- 3 Point to a few students and ask the class *What's his/her name?* and *Where's he/she from?* Focus attention on the speech bubbles and get students to practise the questions and answers in open pairs across the class. Then get students to replace the examples in exercise 3 with students' names and countries and to include the name of a city/town if appropriate. Students continue working in closed pairs.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercise 4 This reviews towns and countries.

Questions and answers

- 4 **T 2.7** Focus attention on the photo of Sandra and Luis on p15. Ask students *What's her name?* about Sandra and elicit the answer. Ask *What's his name?* about Luis and use the opportunity to elicit/teach *I don't know*. Play the conversation through once and get students to complete as many gaps as possible. (With a weaker group, you may want to let them listen through once before they fill in the gaps.) Play the conversation again and get students to complete their answers. Check the answers with the whole class.

Answers and tapescript

S Hello, I'm Sandra. What's your name?
L My name's Luis.
S Hello, Luis. Where are you from?
L I'm from Spain. Where are you from?
S Oh, I'm from Spain, too. I'm from Madrid.

Play the recording again, pausing at the end of each line and getting the students to repeat as a class. Get a couple of pairs of students to practise the conversation in open pairs and then get the class to continue in closed pairs.

SUGGESTION

If you have pictures of famous people of different nationalities, you can use these for further practice. If not, you can write on the board the names of some famous people whose nationalities students will know, for further question and answer practice.

- 5 **T 2.8** This exercise consists of three short conversations with people from different countries and it is the students' first unseen listening. They should be well prepared for the language by now, but some students tend to panic without the support of the written word. Explain that they only have to listen for two countries in conversations 1 and 2, and one country in conversation 3. Tell them not to worry if they don't understand every word!

Play the first conversation and elicit where Akemi is from (Japan). Play the rest of the recording and let students compare their answers in pairs. Play the recording again as many times as is necessary to let students complete their answers.

Answers

- 1 Gérard: France
Akemi: Japan
- 2 Bud: the United States
Charles: England
- 3 Loretta and Jason: Australia

T 2.8

- 1 G Hello, I'm Gérard. I'm from France.
A Hello, Gérard. I'm Akemi from Japan.
- 2 C Hello. My name's Charles. What's your name?
B Hi, Charles. I'm Bud. I'm from the United States. Where are you from?
C I'm from Oxford, in England.
B Oh, yeah. I'm from Chicago.
- 3 L Hi, I'm Loretta. I'm from Sydney, Australia.
J Hi, Loretta. I'm Jason. I'm from Australia, too.
L Wow! Are you from Sydney?
J No. I'm from Melbourne.

SUGGESTION

Allowing students to tell you other details that they have understood from a listening can help build their confidence, so you can ask extra questions within the students' language range, e.g. *What's his/her name? Where in (England)?*

- 6 Look at the example with the whole class. Elicit the match for question 2 (Her name's Irena) and then get students to continue working individually before checking their answers in pairs.

T 2.9 Play the recording and let students check their answers.

Answers and tapescript

- 1 Where are you from? I'm from Brazil.
- 2 What's her name? Her name's Irena.
- 3 What's his name? His name's Luis.
- 4 Where's he from? He's from Madrid.
- 5 What's this in English? It's a computer.

6 How are you? Fine, thanks.

7 Where's Toronto? It's in Canada.

Check it

- 7 Focus attention on the first pair of sentences as an example. Check students understand that the convention of ticking (✓) indicates that something is correct. Students continue working individually to choose the correct sentence.

Get students to check their answers in pairs before checking with the whole class.

Answers

- 2 What's his name?
- 3 'What's his name?' 'Luis.'
- 4 He's from Spain.
- 5 Where's she from?
- 6 What's her name?

READING AND LISTENING (SB p16)

Where are they from?

- 1 This is the first reading text that the students have encountered in the book. It presents the subject pronoun *they*. Focus attention on the photo and get students to guess where Miguel and Glenna are from. Get students to read the text through quickly and check (Miguel – Brazil, Glenna – Canada). Check comprehension of *Canada* by getting students to locate it on the map on p13.

T 2.10 Play the recording and ask students to read and listen. Then explain any new words. Words and phrases not previously introduced are *married*, *doctor*, *hospital*, *teacher*, *school*, and *in the centre of*. *Married* can be explained by referring to a famous married couple. To explain *doctor*, you can turn to p18 of the Student's Book (the start of Unit 3), where there is a picture of a doctor. Ask students *Where?* about the doctor to elicit/explain *hospital*. *Teacher* and *school* should be easy to explain in the context of the classroom. *In the centre of* can be illustrated on the board.

GRAMMAR SPOT

Focus attention on the gapped sentences. Complete the first sentence with the whole class as an example (*is*). Then ask students to complete the other sentences.

Answers

- She is a doctor.
He is a teacher.
They are from Brazil.

If necessary, highlight the use of *he/she/they*, by pointing to a male student and saying *he*, a female student and saying *she*, a pair of students and a group of students and saying *they*.

Refer students to Grammar Reference 2.4 on p121.

- Students work in pairs to complete the sentences about the text. Make sure they understand they can give the country or city as the answer to number 1. Go over the answers by asking individual students to read out their completed sentences.

Answers

- Miguel is from **Brazil/Rio**.
- He's a **teacher**.
- His school is in the **centre** of Rio.
- Glenna is from **Toronto** in Canada.
- She's a **doctor**.
- Her **hospital** is in the centre of Rio.
- They **are** in New York.
- They **are married**.

- Focus attention on the questions in the speech bubbles in exercise 3. Highlight the use of the contraction 's. Get students to ask and answer in open pairs. Students then work individually to write questions about Miguel and Glenna, using the prompts. Then get students to write other questions using *What ... ?* and *Where ... ?* Monitor and help as necessary. Students ask and answer in closed pairs. Monitor and check for correct use of *he/she* and *his/her*, and for falling intonation on the *wh*- questions.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercises 8 and 9 These provide further reading and sentence completion practice.

Exercise 10 This is an exercise to practise listening for correct information.

Exercise 11 In this exercise students translate sentences containing the main grammar points presented in the unit.

EVERYDAY ENGLISH (SB p17)

Numbers 11–30

- Get students to say numbers 1–10 round the class, repeating as many times as necessary until students can say them without hesitation.
- T 2.11** Focus attention on numbers 11–20. Remind students of the system used in the book for highlighting word stress. Play the recording and get students to listen, read, and repeat chorally. Play the recording again and get students to repeat individually. If necessary, remind students that the *gh* in *eighteen* is silent by writing the

word on the board and crossing out the letters.

Get students to say numbers 1–20 round the class. Again, get them to repeat as many times as necessary until they can say the numbers without hesitation.

- Give students a number dictation. (See Unit 1 *Everyday English* Suggestion TB p12.) Then write a random selection of numbers 1–20 (as figures) on the board and get students to say the numbers first chorally, then individually.
- Focus attention on the example. Then get students to continue matching in pairs.

T 2.12 Play the recording through once and get students to check their answers. Play the recording again and get them to repeat, first chorally then individually. Check students can distinguish the word stress on *thirteen* and *thirty*:

● ●
thirteen thirty

Get students to say numbers 1–30 round the class. Get them to repeat as many times as necessary until they can say the numbers without hesitation.

- T 2.13** Focus attention on the panel of numbers in exercise 5. Play the first number as an example and focus on the answer (12). Play the recording through once and get students to tick the numbers. Let students check their answers in pairs and then play the recording again if necessary. Check the answers with the whole class.

Answers and tapescript

- twelve
- sixteen
- twenty-one
- seventeen
- thirty

- Get students to do a number dictation in pairs using numbers 1–30 (See Unit 1 *Everyday English* Suggestion TB p12). Student A should say the numbers and Student B write. Then get students to change roles. Monitor and check for accurate pronunciation and comprehension of the numbers. Note any common errors, and drill and practise the numbers again in the next lesson.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercises 12–16 These exercises review and consolidate numbers 11–30.

Don't forget!

Word list

Ask the students to turn to p128 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.