

- Write any incorrectly guessed letters under the picture so that SS don't repeat them. The object of the game is to guess the word before the man is "hanged." SS can make guesses at any time, but each wrong guess is "punished" by another line being drawn.
- The student who correctly guesses the word comes to the board and chooses a new word.
- SS can also play in pairs/groups drawing on a piece of paper.

### 3 SPEAKING

#### a 1.24

- Focus on the illustration, and remind SS that getting the rhythm right when they speak will help them to understand and be understood.

#### Pronunciation notes

- SS have already seen how within a word one syllable is stressed more strongly than the others. They also need to be aware that within a sentence, some words are stressed more strongly than others. Stressed words are usually "information" words, i.e., nouns, adjectives, verbs. Unstressed words are usually pronouns, articles, prepositions, and auxiliary verbs in *Wh*- questions.
- This mixture of stressed and unstressed words is what gives English its rhythm. It is this rhythm SS need to try to copy.
- Focus on the questions in 1c. Play the recording and get SS to listen and repeat. Pause after each question if SS need the extra time.

#### Extra idea

Get SS to underline the stressed words (see audioscript below).

#### 1.24

CD1 Track 25

- 1 What's your first name?
- 2 What's your last name?
- 3 How do you spell it?
- 4 Where are you from?
- 5 Are you a student?
- 6 How old are you?
- 7 What's your address?
- 8 What's your zip code?
- 9 What's your e-mail address?
- 10 What's your phone number?

- b • Put SS in pairs, A and B, and get them to sit so that they are facing each other. Explain that they're going to role-play the interview. A is the receptionist, and B is a new student. A is going to interview B.
- Tell SS to go to **Communication Interview** on page 111. Focus on the registration form, and elicit the questions. Then tell A to start the interview: *Hello. What's your first name?*...
- ▲ Tell SS they can invent their ages and phone numbers if they prefer not to give their own information.

#### Extra challenge

Get B to listen and answer the questions with *his/her* book closed.

- SS change roles.
- Quickly ask a few SS about their partners (e.g., *What's his address? What's her e-mail address?*).
- Tell SS to go back to the main lesson on page 9.

### 4 GRAMMAR possessive adjectives

- a • Focus on the questions.  
• Check answers.

you = a pronoun  
your = an adjective

#### b 1.25

- Focus on the chart and give SS in pairs two minutes to try to fill the blanks. Then play the recording once or twice for SS to check their answers.

#### Extra support

If your SS are true beginners and have never seen these adjectives before, you could do this as a listening presentation. Drill the pronunciation of the words. Then play the recording once or twice for them to fill the blanks.

#### 1.25

CD1 Track 26

I'm Italian. **My** family is from Rome.  
You're in level 1. This is **your** classroom.  
He's the director of studies. **His** name is Michael.  
She's your teacher. **Her** name is Lucy.  
We're an international school. **Our** students are from different countries.  
They're new students. **Their** names are Tina and Daniel.

- c • Tell SS to go to page 122 and focus on **Grammar Bank 1C**.  
• Go through the rules with the class. Model and drill the example sentences.

#### Grammar notes

- In some languages, the possessive adjective agrees with the following noun, i.e., it can be masculine, feminine, or plural depending on the gender and number of the noun that comes after it. In English, nouns don't have gender, so adjectives don't change, and the use of *his/her* simply depends on whether we are talking about something belonging to a man or to a woman.
- Remind SS that *your* is used for singular and plural.
- If SS don't know the difference between an adjective and a pronoun, explain (in their L1 if you prefer) that we use a pronoun **in place of** a name or noun, e.g., *John = he*, but an adjective goes **with** a noun, e.g., *his name, French food*, etc.
- Focus on the exercises for 1C on page 123. SS do the exercises individually or in pairs.
- Check answers.

- a 1 your 2 Their 3 its 4 her 5 Our 6 His 7 My  
b 1 What's his name?  
2 Is her mother German?  
3 Where are your parents from?  
4 Is your last name Zabłowski?  
5 How do you spell your name?

- Tell SS to go back to the main lesson on page 9.