

1 ONE WORLD

OBJECTIVES

FUNCTIONS: getting to know someone; talking about yourself and others

GRAMMAR: question words; the verb *be*

VOCABULARY: countries and nationalities; adjectives



- 2 **SPEAKING** Work in pairs. Talk about famous people from different countries.

Neymar is from Brazil.

READING

- 1 Match the names of the countries with the places on the map. Write 1–10 in the boxes.

- | | |
|-------------|-----------------|
| 1 the U.K. | 6 Brazil |
| 2 Mexico | 7 Portugal |
| 3 the U.S. | 8 Japan |
| 4 Australia | 9 Turkey |
| 5 Russia | 10 South Africa |

- 3 **1.16** Read and listen to the website and choose the correct words.

- 0 Pedro is from *Brazil* / the U.S.
- 1 Pedro is 10 / 11.
- 2 Brittany is from Manchester / London.
- 3 Missy Franklin is a swimmer / runner.
- 4 Oleg is Russian / Portuguese.
- 5 Oleg is 11 / 12.
- 6 Yumi is from Japan / the U.K.
- 7 ZhengJie is a runner / tennis player.

1 | ONE WORLD

READING

1 Display the world map picture on the Interactive Whiteboard (IWB) or ask students to look at it in their books. Ask them to point to their own country (or countries) on the map, and elicit its name (or their names) in English. Write the ten country names on the board. Practice pronunciation by first having the class repeat the names all together and then two or three students individually.

Students can work in pairs to try to match countries to the labeled areas on the map. Suggest that they start with the easier ones, which will reduce the number of options for the more difficult ones. Ask students to compare their ideas with another pair before you check answers together. As you do this, first say the name of the country for the students to repeat together and then two or three students individually. Pay special attention to the stress on the second syllable in *Australia* and *Brazil*.

Then ask different students to point to the country on the map and say its letter.

Answers

1 G 2 B 3 C 4 F 5 I 6 A 7 H 8 D
9 E 10 J

Mixed-ability idea

Stronger students can work on their own during the matching task.

2 **SPEAKING** Find a photo of Neymar on the Internet and show it to the class on the IWB or on a printout. Elicit or tell them who he is: *This is Neymar*. Then model the expression: *Neymar is from Brazil*. You can do the activity as a contest. Give pairs of students two minutes to think of a famous person from each of the ten countries in Exercise 1. Which pair can think of one for all ten? Use any mobile devices available to look up those people whose nationality the class disagrees on.

Background information

Neymar da Silva Santos Júnior (born 1992) is a Brazilian soccer player and is generally considered to be among the best in the game. After playing for the professional team Santos in his native country, he signed for FC Barcelona in 2013. He is a member of Brazil's international squad, and he appeared in the 2012 World Cup team.

3 **1.16** Look at the title together. Elicit a translation for *Crazy about the Olympics* to check comprehension. Ask students to skim the first section about Pedro quickly. Elicit or pre-teach *favorite*, *sportsperson*, and *amazing*. Look at the first two questions in the exercise. Ask students to find the information about the example, and write on the board: *Pedro is from Brazil.* = *Pedro is Brazilian*. Find the information for question 1 as a class. You might like to elicit a translation to check comprehension of *How old are you?*

Students read and listen to find the correct answers. Suggest that they first find and underline the information they need and then choose the option that matches it. Remind them that they should not worry about understanding every word as long as they can find the relevant pieces of information. Ask them to compare their ideas in pairs before you check answers with the class.

Check comprehension of the sports mentioned by asking students to mime the activities (running, swimming, tennis).

Ask students to find the country / nationality words. Then write these on the board as well, as before: *Pedro is Brazilian.* = *Pedro is from Brazil*.

Brittany is British. = *Brittany is from the U.K. / from Britain*.

Oleg is Russian. = *Oleg is from Russia*.

Yumi is Japanese. = *Yumi is from Japan*.

Answers

1 10 2 Manchester 3 swimmer 4 Russian 5 11
6 Japan 7 tennis player

THINK VALUES

The Olympic Spirit

Give students a minute or so to think about their own answers to the same questions. Monitor and provide any help they might need. Model the pronunciation of the questions by saying them and getting the class to repeat after you. Put students in pairs to take turns asking and answering the questions. Monitor their use of the country and nationality words. Ask two or three students to answer your questions in class. Finally, allow the class to ask you the same questions and give true answers.

Background information

Usain Bolt (born 1986) is a Jamaican sprinter. He is the fastest human in history and holds the world records for both the 100 meter (9.58 seconds) and 200 meter races (19.19 seconds). He won gold medals for both these events at the 2008 and 2012 Olympics.

Missy (Melissa) Franklin (born 1995) is an American swimmer. She won four gold medals at the 2012 Olympics at the age of 17 and holds the world record for the 200 meter backstroke. Her nickname is "Missile Missy."

Mariya Savinova (born 1985) is a Russian runner. She won the gold medal for the 800 meter race at the 2012 Olympics.

Zheng Jie (born 1983) is a Chinese tennis player. She has won the bronze medal in doubles at the 2008 Olympics and reached the singles semi-finals at the 2008 Wimbledon Championships.

Crazy about the Olympics

HOME ABOUT NEWS CONTACT

Tell us about your Olympic favorites!

What's your name?
Pedro.

Where are you from?
I'm Brazilian. I'm from a city called Belo Horizonte.

How old are you?
I'm 10.

Who's your favorite sportsperson?
Usain Bolt.

Why is he/she your favorite sportsperson?
Because he's amazing!



What's your name?
My name is Brittany.

Where are you from?
I'm British. I'm from Manchester.

How old are you?
I'm 12.

Who's your favorite sportsperson?
My favorite sportsperson is Missy Franklin. She's a swimmer.

Why is he/she your favorite sportsperson?
Because she's great!



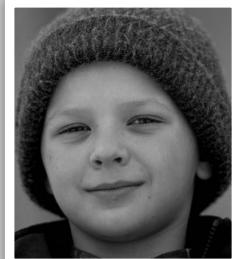
What's your name?
I'm Oleg.

Where are you from?
I'm from Russia. I live in Moscow.

How old are you?
I'm 11.

Who's your favorite sportsperson?
Mariya Savinova. She's a runner.

Why is he/she your favorite sportsperson?
Because she's fast!



What's your name?
My name is Yumi.

Where are you from?
I'm Japanese. I'm from Kyoto.

How old are you?
I'm 11.

Who's your favorite sportsperson?
Zheng Jie. She's a tennis player from China.

Why is he/she your favorite sportsperson?
Because she's awesome!



THiNK VALUES |

The Olympic Spirit

Answer the questions in the website for yourself. Write your answers. Tell a partner.

What's your name? _____

Where are you from? _____

How old are you? _____

Who is your favorite sportsperson? _____

Why is he/she your favorite? _____

VOCABULARY

Countries and nationalities

- 1  1.17 Write the country under the flag. Listen and check.

Australia | Brazil | Japan | Mexico | Portugal | Russia | South Africa | the U.K. | the U.S. | Turkey



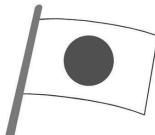
0 Russia



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

- 2 Look at Exercise 1. Complete the table with the nationalities of the countries.

<i>-an</i>	<i>-ish</i>	<i>-ese</i>
Russian		

- 3 **SPEAKING** Work in pairs. Describe a flag to your partner. Which country is it from?

This flag is white, blue, and red.

Is it the Russian flag?

Yes, it is!

Workbook page 12 

GRAMMAR

Question words

- 1 Look at the website on page 13 and complete the questions with the words in the list. Then circle the correct words to complete the rule.

How | What | Where | Who | Why

0 What's your name?

1 _____ are you from?

2 _____ old are you?

3 _____'s your favorite sportsperson?

4 _____ is he/she your favorite sportsperson?

RULE: *How, What, Where, Who*, and *Why* are ¹question / because words.

We often use the word ²question / because to answer a *Why* question.

- 2 Choose the correct words.

- 0 *(How)* / Why old is your best friend?
1 What / Where is your mother from?
2 How's / What's your favorite color?
3 Where / Who is your favorite singer?
4 Why / Where is he/she your favorite singer?

- 3 **SPEAKING** Work in pairs. Ask and answer the questions in Exercises 1 and 2.

What's your name?

My name is Belena.

Workbook page 10 

Pronunciation

/h/ or /w/ in question words

Go to page 120. 

VOCABULARY

Countries and nationalities

- 1 1.17 Refer back to the countries and nationalities on pages 12–13. If the four country / nationality pairs are not already on the board, ask students to look at page 13, and write them on the board for reference.

Point to the first picture and say: *This is a flag. This is a flag of Russia.* Check that students understand *flag*.

Students match the countries and flags individually. Suggest they start with the easier ones to eliminate options for the more challenging ones. Play the audio for students to check their answers and then again for them to listen and practice the pronunciation of each country name.

Answers

1 Turkey 2 Mexico 3 Japan 4 the U.S. 5 Brazil
6 Portugal 7 South Africa 8 Australia 9 the U.K.

- 2 Students copy the table in their notebooks. First, ask them to complete nationalities which they have encountered in the unit so far. Ask them to compare ideas in pairs and then check answers as a class. Then complete the remaining nationality adjectives together. Practice the pronunciation through repetition, first all together, then one or two students individually.

Explain that, in English, these are the three most common endings for nationality adjectives, but there are also some other possible endings, so each adjective should be learned along with its corresponding noun (country name).

Answers

-an: Russian, Mexican, American, Brazilian, South African, Australian
-ish: Turkish, British
-ese: Chinese, Portuguese

Optional activity

Expand the lexical sets with the country names and nationality adjectives for the students' own country and its immediate neighbors.

- 3 **SPEAKING** Recap the adjectives for colors (introduced on page 4). Look at the example together and check that students understand how the guessing game works. Put them in pairs to take turns describing and guessing the flags. Monitor the use of the nationality adjectives, and prompt students to self-correct. At this stage, the focus is just as much on accuracy as on getting students to speak (fluency).

Mixed-ability idea

For stronger classes, you may like to introduce the expression *with a [star]*, and the words for *star(s)*, *crescent / moon*, *coat of arms*, and *cross* in case students want to describe details more accurately. If you teach *crescent*, pay attention to its pronunciation: /'kresənt/.

Optional activity

Ask students to prepare pairs of cards with the flag of each country discussed in the unit so far (including any you may have added to those in the book). They should make two cards with the same image for every country. They should not include any labels or extra information. All cards should look identical from the back.

Put students in pairs or small groups to use one set of cards to play Memory. Elicit or explain the rules: 1. The cards are laid out in rows on the table, face down. 2. The pairs or groups decide on who begins (e.g., the youngest player). They take turns in a clockwise order. 3. The player whose turn it is chooses and turns two cards face up. 4. If they match, the player keeps them and turns over another pair; if they don't, the cards are turned face down again, and the next player goes. 5. The person who finds the most pairs wins the game.

Workbook page 12

GRAMMAR

Question words

- 1 Ask students to complete the questions as they remember them, compare answers in pairs, and then check them in the text on page 13. Then ask them to complete the rule; check answers as a class. Get students to notice that question words usually begin with *Wh-*, with the exception of *How*, which is why they are often referred to as "Wh-questions."

Answers

1 Where 2 How 3 Who 4 Why

Rule

1 question 2 because

- 2 Students choose the words individually and then compare answers in pairs before you check them with the class.

Answers

1 Where 2 What's 3 Who 4 Why

- 3 **SPEAKING** To model the task, ask students to ask you the questions, and give your own answers. Correct any errors in the questions before you begin the pair-work activity.

Students ask and answer the questions in pairs. Monitor their use of the question forms, and provide any help they need with vocabulary.

Workbook page 10

Pronunciation 1.18 1.19

To practice pronunciation of /h/ and /w/ in question words, go to page 120.

LISTENING

- 1 Display the photos on the IWB or ask students to look at them in their books. Go through the five images, asking *What's this? Who's this?* for each one. Elicit any ideas students might have before you confirm the answers (*Maria Sharapova, sushi, Bruno Mars, cariocas, Chris Hemsworth*).

Students work in pairs to try to identify the nationality of each person or thing. Don't check answers with the class at this point.

- 2 1.20 Read the instructions together and check that students understand the context. Elicit or pre-teach: *radio quiz*. Play the audio through quickly, reminding students to focus on the information they need rather than on trying to understand every word. Then play the audio again, this time pausing after each piece of key information to allow students time to consider it. Check answers for Exercise 1 together.

Answers

- 1 Maria Sharapova is Russian / from Russia.
- 2 Sushi is Japanese / from Japan.
- 3 Bruno Mars is American / from the U.S.
- 4 Cariocas are Brazilian / from Brazil.
- 5 Chris Hemsworth is Australian / from Australia.

Focus on the personal (subject) pronouns in the LOOK! box. Check that students understand that there are three forms (masculine, feminine, and neuter) for the third person singular pronoun, and that the singular and plural form of the second person are exactly the same and take the same form of *to be*.

Language notes

- 1 We normally use the contracted forms of the verb *be* after pronouns and the full forms after names, especially with longer or more complex names or two names together. *The United States of America is a country* NOT *The United States of America's a country, John and Mark are friends* NOT *John and Mark're friends*.
- 2 In English, grammatical gender is confined to the pronouns. A person or an animal whose sex is known is referred to as *he* (if male) or *she* (if female). Things, concepts, and animals whose sex is not known or where this is unimportant are referred to as *it*. Nouns in general have no gender, unlike in many other languages. Note also that there is no separate form for gender in the third person plural, again unlike in some other languages. The pronoun is always *they*, no matter if we are talking about things or people – male, female, or both together.
- 3 Students complete the sentences. If you're short on time, you can assign this task for homework. Ask students to compare answers in pairs before you check them with the class.

Background information

Maria Sharapova (born 1987) is a Russian tennis player. She has been the number one women's tennis player on five separate occasions since 2005. Despite quite regular injuries, she has won five Grand Slam titles. She has also done a lot of advertising work and launched her own brand of sweets - "Sugarpova"!

Bruno Mars (born Peter Hernandez, 1985) is an American singer and record producer. He has had five U.S. number one hits including *Just the Way You Are*, *Grenade*, and *When I Was Your Man*. He has released two albums: *Doo-Wops & Hooligans* (2010) and *Unorthodox Jukebox* (2012).

Chris Hemsworth (born 1983) is an Australian actor. He is best known for his role as Thor in the *Thor* movies (2011 and 2013) and his work in *The Avengers* movies (2012 and 2015).

GRAMMAR

The verb *be*

- 1 Students match two pieces of information to each person or thing in 1–4. Ask them to compare ideas in pairs before you check answers with the class.

Answers

- 1 e, h 2 a, g 3 b, d 4 c, f

- 2 Students work in pairs to choose the correct word before you check answers as a class. Then elicit the rules to complete the table. Make sure students notice that only the first and third person singular have their own form of *be* (*am* and *is*, respectively), and all the other pronouns take *are*.

Answers

- 1 am 2 are 3 are

Rule

- 1 are 2 is

Answers

- 1 's / is 2 's / is 3 are 4 're / are 5 're / are

Workbook page 11

Be aware of common errors related to *be*. Go to Get it right! on page 122.

THINK SELF-ESTEEM

My flag

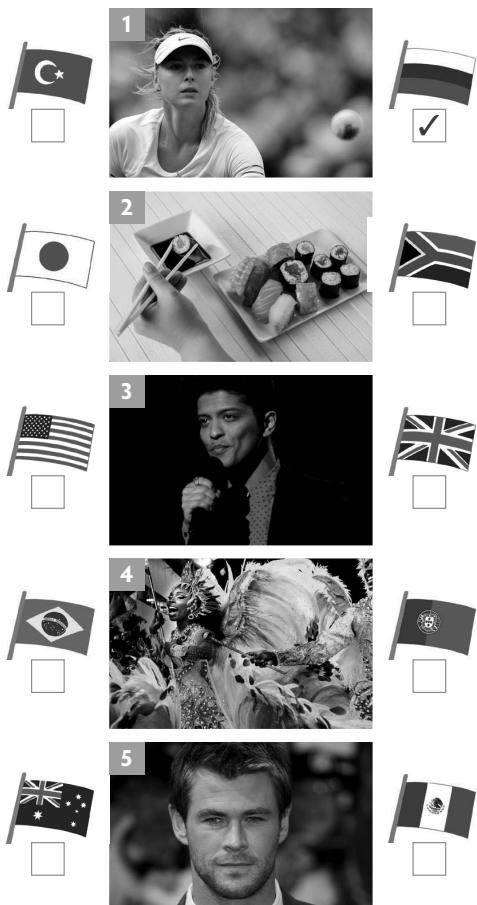
- 1 Focus on the drawing of the flag in Exercise 2. Elicit ideas for what the title may refer to. If necessary, explain in the students' first language.

Confirm or pre-teach the meaning of the prompts. Then allow students two or three minutes to think about their answers. Provide dictionaries so they can look up the English words they need, or provide them yourself.

- 2 **SPEAKING** Focus on the drawing of the flag again and the description, and check comprehension. Give students a minute or so to draw their flags. (You may need to provide colored pens or pencils, or ask students to share them.) Then put them in pairs to talk about them. Monitor and provide help where needed, but avoid interrupting for correcting mistakes unless they hinder comprehension. This is a personalized fluency activity where the main focus is on getting students to communicate about themselves, so too much error correction may demotivate less confident speakers.

LISTENING

- 1 Work in pairs. Look at the photos and check (✓) the correct flag for each photo.



- 2 1.20 Listen to a radio quiz called *The One-Minute Challenge* and check your answers.

GRAMMAR**The verb *be***

- 1 Match sentences a–h with items 1–4. Write the letters in the boxes.

- 1 Bruno Mars
2 Maria Sharapova
3 sushi
4 cariocas

e	

- a She's Russian.
b It's Japanese.
c They're Brazilian.
d It's food.
e He's a singer.
f They're from Rio de Janeiro.
g She's a tennis player.
h He's American.

- 2 Look at the sentences from the radio quiz. Choose the correct words. Then complete the rule.

- 1 I am / are from London.
2 You am / are wrong.
3 They am / are from Rio de Janeiro in Brazil.

RULE: The verb **be** changes for different subject pronouns.

I am American.
You/We/They ¹ _____ American.
He/She/It ² _____ American.

We often use contracted forms after pronouns.

I am = I'm
You/We/They are = You're / We're / They're
He/She/It is = He's / She's / It's

LOOK!

Singular	Plural
I	we
you	you
he/she/it	they

- 3 Complete the sentences. Use contracted forms where possible.

- 0 I ¹m _____ from New York.
1 She _____ a famous actor.
2 Jacob _____ from the U.S.
3 Lucas and Ben _____ my best friends.
4 We _____ in English class.
5 You _____ wrong. Sorry.

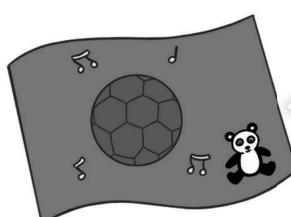
Workbook page 11 →

THiNK SELF-ESTEEM**My flag**

- 1 Choose things that are important to you.

- two colors
- one animal
- two activities

- 2 **SPEAKING** Use your ideas from Exercise 1 to draw your flag. Tell your partner about it.



My flag is blue and red. They're my favorite colors. Here is a soccer ball. It's my favorite sport. Here is music. I love music. Here is a panda. It's my favorite animal.

READING

- 1  1.21 Read and listen to the dialogue. Who knows more about soccer, Jamie or Marta?



JAMIE Nice shirt.
MARTA Thank you. It's the new Barcelona shirt.
JAMIE I know. I'm a Barcelona fan, too. So what's your name?
MARTA Marta. And what's your name?
JAMIE I'm Jamie.
MARTA Nice to meet you, Jamie.
JAMIE Nice to meet you, too. Where are you from, Marta?
MARTA I'm from Spain. I'm from a small town called Teruel.
JAMIE Spain is a beautiful country.
MARTA Yes, it is. So who's your favorite Barcelona player?
JAMIE Umm ... Lucas Silva.
MARTA The Brazilian player?
JAMIE Yes, he's great.
MARTA Yes, he is. But he isn't a Barcelona player.
JAMIE No?
MARTA He's a Real Madrid player.
JAMIE Oh!
MARTA It's late. Time to go. Bye, Jamie.
JAMIE OK, bye.

- 2 Mark the sentences T (true) or F (false). Write the correct sentences in your notebook.

- 0 Jamie is a Real Madrid fan.
Jamie is a Barcelona fan.
- 1 Marta is Spanish.
- 2 Marta is from a big town.
- 3 Lucas Silva is Italian.
- 4 Lucas Silva is a Barcelona player.

F

- 3 Write the questions.

- 1 Q _____
A I'm Jamie.
2 Q _____
A I'm from a small town called Teruel.
3 Q _____
A Lucas Silva.

FUNCTIONS

Getting to know someone

- 1  1.22 Put the dialogue in order. Listen and check.

- | | |
|--|------------------------------------|
| <input type="checkbox"/> GINA | Nice to meet you, too. |
| <input type="checkbox"/> GINA | I'm from San Francisco. |
| <input type="checkbox"/> GINA | Yes, it is. |
| <input type="checkbox"/> GINA | I'm Gina. |
| <input checked="" type="checkbox"/> GINA | What's your name? |
| <input type="checkbox"/> PAOLO | Nice to meet you, Gina. |
| <input type="checkbox"/> PAOLO | Where are you from, Gina? |
| <input type="checkbox"/> PAOLO | San Francisco is a beautiful city. |
| <input type="checkbox"/> PAOLO | I'm Paolo. And you? |

- 2 **SPEAKING** Work in pairs. Act out the dialogue.

- 3 **SPEAKING** Work in pairs. Make your own dialogue.

READING

- 1 1.21 Display the picture on the IWB, or ask students to look at it in their books and cover the dialogue for now. Say and point to each person: *This is Jamie / Marta. Where is Jamie / Marta from?* Accept any suggestions. Point to Marta's soccer shirt: *What's this?* Again, accept any suggestions. Confirm or pre-teach *shirt, fan, and player*.

Check comprehension of the question: *Who knows more about ...?* Students read and listen to the dialogue to decide on their answers. Elicit suggestions from the class.

Answer

Marta

- 2 Ask students to read the sentences first and then check comprehension.

Suggest that students first find the information that relates to each statement and underline it. Tell them the information is in the same order as the questions. When they have located all the information, they should read more carefully and decide on their answers. Because this is the first instance of a reading activity in the book, allow them as much time as they need. Monitor their progress by checking whether they are having any difficulties and by providing help as necessary, especially with rewriting the false items. Ask students to compare ideas in pairs before you check the answers with the class.

Answers

- 1 T
- 2 F – Marta is from a small town.
- 3 F – Lucas Silva is Brazilian.
- 4 F – Lucas Silva is a Real Madrid player.

Background information

Teruel is a small town in the mountains of Aragón, in Eastern Spain. With a population of around 35,000 it is the smallest provincial capital, and the only one without a railroad link to Madrid, Spain's capital. The town is famous for its Moorish-influenced Mudéjar architecture, which has its origins in the Arab occupation of the Iberian Peninsula in the 12th–16th centuries.

FC Barcelona and **Real Madrid CF** are the two largest, most popular, and most successful soccer teams in Spain. Real Madrid has won the Spanish League 32 times and the European Champions' League 10 times, while Barcelona has had 23 League victories and five Champions' League trophies. Both teams have won numerous other soccer awards.

- 3 Quickly elicit the *Wh*-question words students have learned previously and write them on the board. Ask students to cover the dialogue on the left and write the questions. They should first compare their ideas in pairs before they reveal the dialogue to find and check their answers. Confirm answers together as a class.

Answers

- 1 What's your name?
- 2 Where are you from (Marta)?
- 3 Who's your favorite (Barcelona / soccer) player?

Fast finishers

Students write their own answers for the questions. They can replace the soccer player question with a sports question of their own choice.

FUNCTIONS

Getting to know someone

- 1 1.22 Ask students to read through the scrambled dialogue quickly. Check students' comprehension. You may need to pre-teach *beautiful*. Remind students that the sentences are in the wrong order.

Write the following on the board, using your own name:

A *I'm [David]. / My name's [David].*

B _____

Refer students back to the dialogue in the Reading section and elicit the polite response to an introduction: *Nice to meet you* (when someone introduces themselves to you) or *Nice to meet you, too* (when someone responds to your introduction by introducing themselves in return).

Students work in pairs to order the dialogue. Monitor their progress, and play the audio when they have finished. Ask the students to listen and repeat each line, trying to copy the rhythm and intonation, as well as the pronunciation of individual words.

Answers

5, 7, 9, 3, 1, 4, 6, 8, 2

- 2 **SPEAKING** Students practice role-playing the dialogue in pairs. Monitor their preparation. Then ask one or two volunteer pairs to perform in front of the class. Ask the rest of the class to check if the speakers have left out anything.

- 3 **SPEAKING** Give students ample time to prepare their own dialogue. As you monitor, help out with vocabulary and grammar they might like to use to enhance their conversations. Alternatively, provide dictionaries for the students' use during preparation.

Call upon two or three volunteer pairs to perform for the class. Ask the rest of the class to write down the names and places they mention – and check this after each performance. Remember to praise the performance of each volunteer pair, highlighting whatever you feel their strong point was. (Find a strong point to mention, no matter what their level actually was.) This will motivate them, as well as other students, to volunteer again later! You could also get the class to vote on the best performance or best script.

VOCABULARY

Adjectives

- 1 1.23 With books closed, write the nouns on the board, some of which students will have encountered on pages 5 and 8 of the Welcome unit: *computer, shirts, pizza, phone, bus, pen, car, TV, bike, and tickets*. Elicit a translation, or a simple explanation, or ask students to draw a picture of their meanings. Pre-teach any words that are unfamiliar to them.

Ask students to read through the list. Elicit a translation for *a big TV* to clarify that the unfamiliar words are adjectives. Give students two minutes to match the expressions to the pictures. Play the audio for students to check their answers without explaining meaning at this point.

Answers

- 1 a new pen 2 an expensive computer 3 clean shirts
4 an old phone 5 a small pizza 6 a fast car
7 a dirty bike 8 cheap tickets 9 a slow bus

Ask students to study the adjectives and the pictures more carefully and try to figure out what they might mean. Ask them to compare ideas in pairs, using their first language if necessary.

- 2 Continuing their discussion from Exercise 1, students in pairs try to match the opposites. Check answers as a class. Say each word and ask the class to repeat, first all together then two or three students individually, to really practice the pronunciation.

Answers

- 1 c 2 e 3 b 4 a

- 3 Ask students to cover the top of the page and order the expressions. Make sure they notice that when we add an adjective to a singular noun in English, the indefinite article *a / an* moves before the adjective (and changes if the initial sound of the adjective is different from that of the noun), and the correct order is: article + adjective + noun. There are no indefinite articles in English before plural nouns or before adjectives preceding plural nouns.

Focus attention on the LOOK! box and ask students to consider *dirty shoes* in Exercise 3 and, in Exercise 1, *clean shirts* and *cheap tickets*. In English, the form of the adjective never changes! Ask students to say if this is similar to or different from their own language.

Answers

- 1 a new bike 2 an expensive hotel 3 a fast train
4 dirty shoes 5 a cheap book

Language note

Depending on the first language of the students, it may be worth highlighting the fact that the adjective precedes rather than follows the noun it modifies. As there is no grammatical gender in English (apart from the pronouns, as discussed on page 15), adjectives do not have to match this, either. This is different from, for example, Romance languages such as French, Spanish, Portuguese, Italian, or Romanian, which usually place the adjectives after the noun.

Workbook page 13

WRITING

Personal information

Read the heading and introduction together, and check comprehension – if necessary, by eliciting a translation. Students then complete the form with their own answers. If you're short on time, you could assign this task for homework.

Optional activity

Alternatively, students could use the questionnaire as part of a Speaking activity instead. Set a time limit, and encourage students to ask as many students as they can to complete the form for them.

VOCABULARY

Adjectives

- 1 1.23 Write the words in the list under the pictures. Listen and check.

a big TV | a dirty bike | a fast car | a new pen
a slow bus | a small pizza | an expensive computer
an old phone | cheap tickets | clean shirts



2 _____



3 _____



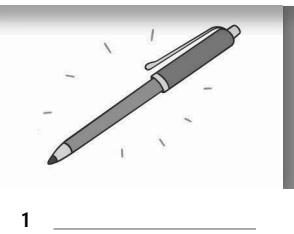
6 _____



7 _____



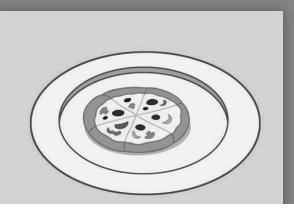
0 a big TV



1 _____



4 _____



5 _____



8 _____



9 _____

2 Match the opposites.

- | | | |
|---------|--------------------------|---|
| 0 new | <input type="checkbox"/> | d |
| 1 big | <input type="checkbox"/> | |
| 2 dirty | <input type="checkbox"/> | |
| 3 cheap | <input type="checkbox"/> | |
| 4 fast | <input type="checkbox"/> | |

- | |
|-------------|
| a slow |
| b expensive |
| c small |
| d old |
| e clean |

3 Put the words in order.

- | | |
|--------------------------|------------------------|
| 0 old / computer / an | <i>an old computer</i> |
| 1 a / bike / new | <hr/> |
| 2 expensive / an / hotel | <hr/> |
| 3 train / fast / a | <hr/> |
| 4 dirty / shoes | <hr/> |
| 5 book / cheap / a | <hr/> |

LOOK! In English adjectives always stay the same.

new pens **NOT** news pens

green cars **NOT** greens cars

Workbook page 13

WRITING

Personal information

Look at the questionnaire. Answer the questions about you in full sentences.

The New York English Summer Camp

We're really excited about your visit next month.

Answer the questions about yourself to find the perfect roommate.

What's your name?

Where are you from?

How old are you?

Who's your favorite singer?

What's your favorite color?

PHOTOSTORY: episode 1

Just a little joke

1 Look at the photos and answer the questions.

- 1 There are three friends in photo 1. What are their names?
- 2 Who's the other boy?
- 3 Where is he from?

2 1.24 Now read and listen to the photostory. Check your answers.



RUBY Hi, Ellie.

ELLIE Hi, Ruby. How's it going?

RUBY Great, thanks. Oh, hello, Dan.

DAN Hi, you two.

1



RUBY Who's that?

DAN That's Thomas.

ELLIE Who's he?

DAN He's in my class. He's new.

2



ELLIE Where's he from?

DAN He's from Paris. He's cool. Oh, time to go now. See you tomorrow.

RUBY Bye, Dan.

ELLIE See you later.

3



ELLIE He's from Paris?

RUBY Paris. That is so awesome!

ELLIE I know!

4

PHOTOSTORY: episode 1

Just a little joke

1 Display the photostory on the IWB, or ask students to look at it without reading the dialogues. Ask: *Who are they? How old are they? Where are they from?* and direct students to discuss their ideas about the characters in pairs. Don't worry if they use some of their first language to do so at this level. The aim is only to get them engaged with the context before reading the story.

Read the questions together and check students' comprehension. Elicit or pre-teach *friends* and *other* as well as *boy* and *girl*, if necessary. Ask students to read through the dialogues quickly, answer the question, and then compare their ideas in pairs.

2  1.24 Play the audio for students to read, listen, and check their predictions from Exercise 1. Check answers as a class.

Allow students to ask you about any unfamiliar language. Elicit or explain their meaning.

Answers

- 1 Their names are Ruby, Ellie, and Dan.
- 2 He's Thomas.
- 3 He's from Paris.

DEVELOPING SPEAKING

- 3 **EP1** Read the questions together. Elicit students' ideas about how the story might continue. Then play the video for them to check their predictions and find the answers to the questions. Check answers as a class.

Answers

- 1 No.
- 2 He's from Paris, Texas, in the U.S.

- 4 **EP1** Ask students to read the sentences. Then check their comprehension. Elicit or pre-teach any new vocabulary: *ice cream shop, fast food restaurant, chocolate, (not) very good*. Show the video again.

Answers

- 1 Ruby
- 2 American
- 3 Paris, Texas
- 4 very good

PHRASES FOR FLUENCY

- 1 Students look back at the dialogue on page 18 to find out who says each sentence. Ask them to compare ideas in pairs before you check them with the class.

Answers

- 1 Ellie
- 2 Ellie
- 3 Ruby
- 4 Ellie

- 2 Elicit translations for each expression in the students' own language. Do they express these ideas in a similar way or differently?

Optional activity

You could add the expression *Time to go* to those in Exercise 1, and follow the procedure there as well as in Exercise 2.

- 3 Students rewrite the expressions then check their ideas in pairs before you check answers with the class.

Answers

- 1 That is so awesome!
- 2 How's it going?
- 3 I know!
- 4 See you later.

- 4 Students complete the dialogues. If you're short on time, you could assign this for homework. Ask students to compare ideas in pairs before you check answers with the class.

Answers

- 1 How's it going?
- 2 That is so awesome!
- 3 See you later.

FUNCTIONS

Talking about yourself and others

- 1 Students match the questions and answers. Ask students to compare ideas in pairs. When you check answers, ask a different pair to read each exchange aloud as if in a dialogue.

Answers

- 1 a
- 2 d
- 3 c

- 2 Students work in pairs to order the three dialogues. In a weaker class, you might want to do the first one together as a class before handing the activity over to pairs to continue. Ask pairs to check ideas with another pair before checking the answers as a class. When you elicit answers, ask a different pair to read each completed dialogue aloud. Ask the rest of the class to listen, check, and correct answers if necessary.

Answers

- 1
A: Who's that?
B: That's Mary.
A: Where's she from?
B: She's from the U.K.

- 2
A: Who are they?
B: They are Mario and Alex / Alex and Mario.
A: Where are they from?
B: They are from Mexico.

- 3
A: Hi, what's your name?
B: I'm Rob.
A: How old are you, Rob?
B: I'm 12.
A: Who's your favorite singer?
B: Ed Sheeran.

- 3 **SPEAKING** Students practice role-playing the dialogues. Monitor their practice and provide help with any problems they might have. Correct any persistent errors in the use of the language from Unit 1 while they are working in closed pairs. Keep error correction to a minimum, though, to encourage students to focus on fluency in this activity.

Ask a different volunteer pair to perform each dialogue. Encourage them to say their lines from memory and only look at the book if they get stuck. Ask the class to listen and check whether they have included all the lines correctly.

Give pairs of students six-to-eight minutes to choose a dialogue for rewriting and prepare their own version of it. They may include their own details or make up information, whichever they prefer. Encourage them to be as creative as they can be and, if they want, they can extend their dialogue with whatever they would like to add.

Ask three or four volunteer pairs to perform their dialogues in front of the class. Ask the class to listen and take notes on any details (names, places, favorite things, etc.) they learn from them. At the end, vote on the best script and the best speaking performance.

DEVELOPING SPEAKING

- 3 EP1 Watch to find out how the story continues.
- 1 Is Thomas from France?
 - 2 Where is he from?
- 4 EP1 Watch again. Choose the correct word in each sentence.
- 0 They are in *an ice cream shop* / a fast food restaurant.
 - 1 The chocolate ice cream is for *Ellie* / *Ruby*.
 - 2 Thomas is *American* / *French*.
 - 3 He's from *Paris, Texas* / *Paris, France*.
 - 4 The ice cream's *very good* / *not very good*.

PHRASES FOR FLUENCY

- 1 Find the expressions 1–4 in the story. Who says them?
- 1 How's it going? _____
 - 2 See you later. _____
 - 3 That is so awesome! _____
 - 4 I know! _____
- 2 How do you say the expressions in Exercise 1 in your language?
- 3 Change the underlined expressions. Use an expression from Exercise 1.
- 1 A This is my new bicycle.
B Great! _____
 - 2 Hi, Jorge. How are you? _____
 - 3 A This is a nice computer.
B Yes, it is. _____
 - 4 OK, time to go. Goodbye! _____
- 4 Complete the mini-dialogues with the expressions from Exercise 1.
- 0 A This concert is great!
B I know !
 - 1 A Hello, Ben!
B _____ ?
 - 2 A Look at my new phone.
B _____ !
 - 3 A Goodbye, Mike.
B _____ , Annie.

FUNCTIONS

Talking about yourself and others

- 1 Match the questions and answers.
- | | |
|-------------------------------|----------------------------|
| 0 Who's that? | <input type="checkbox"/> b |
| 1 Where's he from? | <input type="checkbox"/> |
| 2 How old are you? | <input type="checkbox"/> |
| 3 Who's your favorite singer? | <input type="checkbox"/> |
- | | |
|--------------------|--------------------------|
| a He's from Paris. | <input type="checkbox"/> |
| b That's Thomas. | <input type="checkbox"/> |
| c Beyoncé. | <input type="checkbox"/> |
| d I'm 11. | <input type="checkbox"/> |
- 2 Put the words in the correct order to make dialogues.
- 1 A that / who's / ?
Who's that? _____
 - B Mary / that's

 - A she / from / where's / ?

 - B the U.K. / from / she's

 - 2 A they / are / who / ?

 - B Mario / are / and / they / Alex

 - A are / from / where / they / ?

 - B from / they / Mexico / are

 - 3 A Hi, / your / name / what's / ?

 - B Rob / I'm

 - A old / you, / how / are / Rob / ?

 - B 12 / I'm

 - A favorite / your / singer / who's / ?

 - B Ed Sheeran.

- 3 **SPEAKING** Work in pairs. Act out the dialogues. Then make similar dialogues.