

## LEAD-IN

### Introduction

The activities on the Lead-in page are designed to provide revision and communicative practice in lexical sets and functional language that elementary Ss should be familiar with. Use the Lead-in page to assess your Ss existing knowledge and revise/teach the target language in each activity.

## OBJECTS AND COLOURS

1A Do this as a whole class activity. First, allow Ss time to read the words in the box and tick the ones they know. Teach any new words and then ask Ss to circle the objects they can see in the classroom. Then, for each word, ask: Can you see a ... ? and elicit a simple yes/no answer from Ss.

Do not confirm answers yet or ask Ss to point to the objects – they will do this in Ex. 1B.

B Put Ss in pairs and check the rubric and example. Ss then take it in turns to point to an object for their partner to name. Go round monitoring and helping Ss where necessary.

C Ss complete the exercise alone and then check answers in pairs before class feedback.

Answers: 1 green 2 red 3 brown 4 yellow 5 white 6 orange 7 blue 8 black 9 purple

D In pairs, Ss take it in turns to ask and answer about their favourite colour.

## THE ALPHABET

2A Check the rubric and examples carefully and make sure Ss understand what they have to do. With weaker classes, give/ elicit a few examples first. Then play the recording for Ss to write the letters in the correct column.

Answers: Column 1: A, H, J, K Column 2: B, C, D, E, G, P, T, V Column 3: F, L, M, N, S, X, Z

Column 4: I, Y Column 5: O Column 6: Q, U, W Column 7: R

B Play the recording again for Ss to listen and repeat the letters.

C Check the example and do one more with a stronger student. In pairs, Ss then take it in

turns to spell a word for their partner to say. Monitor and note down any words Ss misspell, to highlight/correct in feedback.

#### QUESTION WORDS

3A Write the question words what, who, where, when, which and how on the board and check meaning. With stronger classes, invite Ss to give you an example question for each word. Ss

then complete the exercise alone and check answers in pairs before class feedback.

Answers: 2 Where 3 How 4 Who's 5 When 6 Why 7 Which

B Ss ask and answer the questions in pairs. Fast-finishers can ask/answer more questions,

e.g. What's your father's/mother's/best friend's name? Who's your favourite singer/football player?

#### CLASSROOM LANGUAGE

4A Allow Ss time to read the exchanges and ask you about any unknown words.

They then

complete the exercise alone and check answers in pairs. Do not confirm answers yet – Ss will

check them in Ex. 4B.

B Play the recording for Ss to check their answers to Ex. 4A. Then play it again for Ss to repeat.

Help them with intonation if necessary and let them repeat the questions as many times as

necessary until they are confident.

Answers: 2 don't 3 repeat 4 that 5 Could 6 page

#### NUMBERS

5A Give Ss time to complete the exercise alone and then check answers in pairs. Do not

confirm answers yet – Ss will check them in Ex. 5B.

B Play the recording for Ss to check their answers, then play it again for them to repeat

the numbers.

Answers: 1, 3, 9, 4, 10, 6, 12, 8, 2, 7, 11, 5, 15, 13, 50, 30, 100, 20

C Put Ss in pairs and give them 2–3 minutes for the activity. Fast-finishers can say/write more

numbers. Monitor closely to check/help Ss with pronunciation.

## OVERVIEW

### 1.1 NICE TO MEET YOU

SPEAKING | introduce yourself and others

LISTENING | listen to people introduce themselves

GRAMMAR | present simple: be

VOCABULARY | countries and nationalities

PRONUNCIATION | word stress

WRITING | improve your use of capital letters

### 1.2 TRAVEL LIGHT

VOCABULARY | objects

READING | read about travelling light

GRAMMAR | this/that, these/those; possessives

PRONUNCIATION | word stress; this, that, these, those

SPEAKING | identify objects

### 1.3 CAN I HAVE A COFFEE?

VOCABULARY | tourist places

FUNCTION | making requests

LISTENING | understand people in tourist situations

LEARN TO | listen for key words

PRONUNCIATION | polite intonation; sentence stress

SPEAKING | make requests

### 1.4 FAWLTY TOWERS DVD

DVD | watch an extract from a sitcom about a hotel

speaking | check into a hotel

writeback | complete a registration form at a hotel

### 1.5 LOOKBACK

Communicative revision activities

#### INTERVIEWS

What's your name?

This video consolidates the unit topic with people introducing themselves and talking about where they are from. The material extends into a discussion about what people like and don't like about where they live. Use the video at the end of Lesson 1.1, at the end of the unit or set it as homework.

### NICE TO MEET YOU

Introduction

Ss get to know each other. They learn/revise the present simple

of the verb *be* and the names of countries and nationalities, including their word stress. They also practise greeting people and making introductions.

#### SUPPLEMENTARY MATERIALS

Resource bank: p. 148

Language bank: p. 128–129

Photo bank: p. 152

Warm up optional extra activity: a tennis ball/an orange/  
a ball of paper or similar

Ex. 4A: a map of the world (e.g. from Google Earth)

Ex. 7A: photos of famous places and their food

Warm up

Your Ss may or may not know each other already but either way, you will want to break the ice and build rapport in the first lesson. Use a 'getting to know you' activity such as the *Meet and greet* worksheet on p. 148 of the Resource bank or a similar activity of your choice. This will also help you to assess your Ss' language level, especially their speaking skills.

#### Optional extra activity

If you are teaching a multilingual class, Ss may find the pronunciation of their classmates' names difficult. If so, you could follow up with this memory activity. Organise Ss into a large circle (if you have a large class, break Ss into smaller circles) and demonstrate the activity. Throw a ball (or similar) to a student, saying his/her name at the same time. The student then does the same to a different person in the circle. Ss continue this activity until they can remember their classmates' names fairly confidently.

#### SPEAKING

##### Culture notes

Greetings: In Britain it is becoming more common for friends to kiss each other on the cheek when they meet. However, it is still normal for people to shake hands when they are introduced, particularly in formal situations.

1A Ss do the activity alone, then compare answers in pairs. It is a good idea to follow this procedure with most exercise types as it promotes cooperation and builds Ss' confidence. In feedback, elicit answers and drill each line chorally, using

natural stress and intonation. Monitor closely to check problems. Help Ss with these while they work or check in feedback.

Answers: B 2 C 1 D 3

B Ss should now be ready to practise the conversation more freely. If your classroom is large enough, Ss can walk around, introducing themselves to each other.

C First, elicit some names of Ss from the class: point to a student and ask another student to say his/her name. Check the meaning of his and her. Ss can then practise in pairs or small groups.

### LISTENING

2A Elicit details about the photos. Ask questions depending on the level of your Ss, e.g. How many people are there in the photos? Are they students/teachers/business people/friends/family? Where are they? Get Ss to check answers in pairs before feedback.

Answers: A 3 B 1

### Teaching tip

While listening, Ss often miss the most important information because they try to understand every single word. Tell Ss not to worry about words they do not understand and to just concentrate on the task.

### Unit 1 Recording 1

1

D = Dave J = Jenny A = Anthony O = Omar

D: Hi, Jenny. Hi, Anthony. Good to see you.

J: Hi, Dave.

A: Hey, Dave. How are you?

D: Great, thanks. And you?

A: Good.

J: I'm fine.

D: Hi, erm ...

J: Oh, this is Omar.

D: Hi, Omar. I'm Dave. Nice to meet you.

O: And you.

D: Can I join you?

J: Sure, come and sit down.

D: Are you in Jenny's class?

O: No, we're friends. I'm not a student.  
D: Oh, so are you friends from school?  
J: Yes, we are. We're old friends from school. We ...

2

M = Marie K = Ken C = Chris

M: Hey, Ken. How are you?  
K: Oh hi, Marie. Good to see you. I'm OK. How are things?  
M: Not bad. Busy.  
K: Yeah, me too. Hi, I'm Ken.  
C: I'm Chris. Nice to meet you.  
M: Oh sorry, yes, Ken, this is Chris; Chris, this is Ken.  
K: Pleased to meet you, Chris.  
M: He's here from the UK.  
K: Really? First time in Hong Kong?  
C: Yeah. First time.  
K: What do you think?  
C: It's fantastic. Beautiful.  
K: Great. Hey, nice to meet you.  
C: You too.  
K: And good to see you, Marie.  
M: Good to see you, too. Goodbye.

3

R = Rita A = Andrea L = Liz M = Mark

R: Good morning, everyone. This is Andrea. Andrea, this is Liz and Mark.  
A: Pleased to meet you.  
L: Good to meet you.  
M: Nice to meet you.  
L: Sorry, is your name Andrew?  
A: No, it isn't. It's Andrea. It's an Italian name.  
L: Oh, are you from Italy?  
A: My mother is, but no, I'm British.  
M: Could you be, Andrew? Ah, Andrea – sorry, I'm bad with names.  
A: No, thanks.

B Check the place names ( UK , Hong Kong, Italy ) and his first time .

So then listen again, underline the correct answers and check in pairs before feedback.

Answers: 1b) isn't 2a) is 2b) is 3a) is 3b) isn't

### Teaching tip

It can be very useful at times to let Ss read the audio script while they listen, especially with weaker classes.

C If time, Ss can listen again and tick the phrases as they hear them. If not, just go through the example and let Ss complete the exercise individually. Check answers in feedback.

Answers: 2 F 3 F 4 N 5 F 6 N

GRAMMAR PRESENT SIMPLE: BE

3A Encourage Ss to try to work things out for themselves. They can complete the table alone or in pairs. Then play the recording for them to check their answers. If they have a lot of difficulty, you could play the recording again, pausing after each extract for them to check. Stronger Ss can check their answers in section 1.1 of the Language bank on p. 128. Otherwise, do feedback as normal, checking meaning, form and pronunciation.

Answers: 's, 're, 'm, Are, are, Is, isn't

Watch out!

Contractions: Ss often use the full form of the verb because it is easier (e.g. I am Pedro). To help Ss sound natural, encourage them to use contracted forms from the start. Model and drill the contracted forms of new verb forms thoroughly and correct the use of full forms when appropriate.

### Unit 1 Recording 2

1

A: Hi, Omar. I'm Dave. Nice to meet you.

B: And you.

2

A: He's here from the UK.

B: Really? First time in Hong Kong?

3

A: Are you in Jenny's class?

B: No, we're friends. I'm not a student.

4

A: Oh, so are you friends from school?

B: Yes, we are. We're old friends from school.

5

A: Sorry, is your name Andrew?

B: No, it isn't. It's Andrea.

Go through the notes with Ss. Check understanding and highlight the alternative negative forms: you're not, he's not, etc. Model and drill sentences with contractions in each box. Elicit more personalised examples for each use of be, e.g. She's Marta. It's a pencil. Ss can then ask and answer similar questions in open pairs across the class, e.g. Is Marcia a tourist? Are Boris and Hiroko students? Are you married?

Answers:

A 1 'm 2 're 3 's 4 's 5 're 6 're

B 1 Are 2 'm not 3 'm 4 Are 5 'm 6 Are 7 am

C 1 Debra isn't in the café. 2 Is your name Khan?

3 Mr and Mrs Cabrera aren't at the airport.

4 This is my friend Paolo. 5 What are their names?

6 Where's the health centre?

B Give Ss a couple of minutes to complete the conversation and check in pairs. Check answers. Model and drill the conversation chorally. Ss then practise reading the conversation in groups of three. Monitor and help them with pronunciation. Finally, invite three stronger Ss to act out the conversation to the class. With stronger classes, teach a few additional useful phrases: He's a friend of mine. She's my sister. He's a colleague.

Answers: 1 is 2 's 3 you 4 Are 5 am

C A er working in threes, groups could move round the class, introducing their partners to the others.

#### VOCABULARY COUNTRIES AND NATIONALITIES

4A If you have a map of the world, ask Ss to locate the countries in the table on the map (or use the map in the Photo bank, p. 152). Elicit/Teach the nationalities. Model and drill the pronunciation. Ss then complete the table. In feedback, check spelling and write the words in a table on the board. Point out the endings of the nationalities in each line: -ish, -an / -ian, -ese. Ss should copy the table into their vocabulary notebooks (see Teaching tip below).

Answers:

Spanish, Turkish, British

Italian, Argentinian, Russian, American

Chinese, Japanese

B Do this exercise with the whole class. If you have a multilingual



class , elicit new countries/nationalities and add them to the table on the board.

C Ss listen and underline the stressed syllables. Play the recording a second time if necessary. In feedback, invite Ss to underline the word stress on the board; the class can agree/disagree. Check and drill problem words further.

Answers:

Spain, Spa nish; Tur key, Tur kish; the U K , Bri tish

I taly, I ta lian; Argen ti na, Argen ti nian; Ru ssia, Ru ssian; the US A , A me rican  
Chi na, Chin ese ; Ja pan , Japanese

D Put Ss in pairs. Give them one minute to complete the activity, then ask them to swap roles and repeat it. Monitor while Ss are working and check pronunciation problems in feedback.

Optional extra activity

As a light-hearted follow up, Ss work in small groups and take it in turns to mouth a country or nationality slowly and clearly (no sound must be made). The others have to say what it is.

TIP

Read the tip with Ss. Explain that noting word stress in their notebooks will help them remember how to pronounce new words. Refer to the countries/nationalities they have just learnt.

Teaching tip

This is a good opportunity to focus on the importance of keeping organised records. Ss should have a notebook/fi le for their English classes. They can write their grammar notes in the front and new vocabulary in the back.

PHOTOBANK p. 152

The Photo bank is a valuable resource and will enrich Ss' vocabulary. It is advisable to do the exercises in class as the vocabulary is o en useful for subsequent practice exercises.

1A Give Ss two minutes to match the countries in pairs. Those with the most correct answers win. Check answers in feedback and prompt Ss to self-correct any pronunciation mistakes.

B Point out to Ss that the nationalities are organised according to their endings. This will help them remember the words.

(NB: France / French is an exception, as are Germany / German, Greece / Greek, Thailand / Thai and Oman/Omani ). Ss could add the

new words to the table (Ex. 4A) in their vocabulary notebooks.

Answers:

1A 2 C 3 L 4 R 5 H 6 A 7 P 8 B 9 N 10 Q 11 F  
12 E 13 D 14 O 15 G 16 I 17 M 18 K 19 S 20 T

B 1 Egyptian 2 Brazilian 3 Indian 4 Australian  
5 Colombian 6 Canadian 7 Korean 8 Mexican  
9 Malaysian 10 Peruvian 11 Scottish 12 Irish  
13 Portuguese 14 Vietnamese 15 German 16 Greek  
17 Thai 18 Omani 19 French 20 South African

5A First, check the title of the quiz and any new words in the rubrics (e.g. shapes, food). Do the examples but do not teach the names of the dishes yet as this is part of the quiz. Play the recording for part 1. Then give Ss 2–3 minutes to finish the quiz in pairs.

B Ss check their answers on p. 163. In feedback, elicit/teach new food words, e.g. pasta, sushi, curry, paella, dumplings.

Answers:

1 1 E (balalaika) 2 A (Irish jig) 3 C (Turkish folk music)  
4 B (samba) 5 D (didgeridoo)  
2 1 C 2 E 3 B 4 D 5 A  
3 1 E (pasta) 2 D (sushi) 3 C (curry) 4 A (paella) 5 B (dumplings)

#### WRITING CAPITAL LETTERS

6A With weaker classes, first check the meaning of the words in the box by eliciting/giving an example of each one, e.g. city – London; famous place – the London Eye. Ss could do the exercise in pairs/small groups. In feedback, discuss which rules are the same/different in Ss' own language.

Answers: Ss should tick all categories except all nouns, jobs and food.

B In feedback, nominate Ss to write the corrected sentences on the board. The other Ss agree/disagree.

Answers: 1 The Eiffel Tower is in France.

2 'Buenos días!' is Spanish for 'hello'. 3 Sake is Japanese.

4 Spaghetti is food from Italy.

C Give Ss 2–3 minutes to complete the activity in pairs. In feedback, invite a few Ss to spell a name for you/other Ss to write on the board.

#### SPEAKING

7A If you have brought in photos of famous places/food, give them out so as to motivate Ss and/or provide support for weaker Ss.

B Do feedback in open pairs. Nominate a student from each pair

to read out their information for their partner to guess the country.

#### Homework ideas

- Ex. 6B: Ss write four sentences about their country.
- Language bank: 1.1, Ex. A–C, p. 129
- Workbook: Ex. 1–6, p. 5–6

#### TRAVEL LIGHT

##### Introduction

Ss learn/revise and practise this / that , these / those , the possessive 's and possessive adjectives and pronouns in the context of travelling.

#### SUPPLEMENTARY MATERIALS

Resource bank: p. 147 and 149

Language bank: p. 128–129

Photo bank: p. 152

Ex. 1A: realia or photos of some of the items from the word box, to help teach/check meaning (e.g. sunglasses, a magazine, keys, a credit card)

##### Warm up

Review of countries and nationalities: The Alphabet Game

The aim of the game is to activate and revise words from a particular category – in this case, countries and nationalities.

Demonstrate by saying the letter A. Ss must shout out the names of any countries/nationalities beginning with A, e.g. Australian, Argentina. Continue with the other letters of the alphabet: B, C, D, etc. If Ss cannot think of a word for a specific letter, move on quickly to the next one to maintain the pace. In feedback, add/elicit any words Ss missed and correct any pronunciation errors you noticed.

##### VOCABULARY OBJECTS

1A If you have brought in realia/photos, use them to elicit/teach the words – this would be particularly useful in a weaker class. Ss work alone and then check in pairs. In feedback, check answers and teach any unknown words. The pronunciation is practised in Ex. 1B.

Answers: A a pass port B a ticket C a watch D sham poo

E a sweater F a purse G a magazine H a newspaper

I a credit card J a camera K sunglasses L a laptop

M a mobile (phone) N a diary O an MP3 player and earphones

P keys (missing object: a tooth brush)

B Model the example by holding up two fingers to illustrate the

number of syllables. Highlight the stress on the first finger and emphasise the first syllable: camera. Play the recording twice if needed. In feedback, invite Ss to write the answers on the board, underlining the stress. Point out that most two-syllable nouns are stressed on the first syllable.

Answers: See Ex. 1A above.

C Monitor closely to assess Ss' pronunciation. Also note how well they are using the articles a / an with singular countable nouns and zero article with plural nouns. In feedback, correct/teach the use of articles if necessary.

D Demonstrate the activity with a stronger student, using your own bag. Then give Ss 2–3 minutes to discuss in their pairs. They could then walk around and find out if their classmates chose the same words. In feedback, ask: What are the five most common things? If you have not done so yet, ask Ss to write the new words from Ex. 1A in their vocabulary notebooks. Monitor to check how/where Ss are recording vocabulary and if they are underlining stressed syllables.

Teaching tip

Suggest Ss carry a vocabulary notebook in their bag/pocket so they can record and revise new words wherever they are!

## READING

2A Check the meaning of carry-on bag and give Ss two minutes to discuss in pairs. In feedback, ask if Ss always take any things in their carry-on bags which are not in the picture.

Teaching tip

It is a good idea to activate Ss' knowledge of the topic of a reading or listening text with a discussion related to it. For this text, if you have a stronger class, ask questions like: Do you travel a lot? Where do you go? What do you usually take?

B Read/Check the title, introduction and section headings before Ss read the text. Then give Ss 2–3 minutes to read the text and answer the question alone, before checking in pairs. Tell them not to worry about unknown words at this stage.

Answer: 11 (MP3 player, charger, laptop, adaptor, diary, keys, passport, ticket, purse, toothbrush, toothpaste)

C Give Ss two minutes to find the words and write them down.

Check answers in feedback and teach/check any new words from the text.

Answers: 1 adaptor 2 charger 3 coins 4 toothpaste

5 mobile (phone)

D First, elicit an example of good/bad ideas in the text. With weaker classes, you could discuss ideas in the Ss' own language.

Alternatively, write this sentence on the board as a prompt and drill with an example: It's a \_\_\_\_\_ idea to take \_\_\_\_\_ in your bag.

GRAMMAR THIS / THAT, THESE / THOSE;

POSSESSIVES

3A Ask Ss to look at the pictures. Ask: Where are these places/things? It is OK if Ss reply in their own language, but ensure they understand what each picture represents before they listen. Play the recording and check answers in feedback.

Answers: 1 C 2 A 3 B

Unit 1 Recording 6

1

S = Security guard W = Woman

S: Is this your bag?

W: Yes, it is.

S: Could you open it, please?

W: What's the problem?

S: This is the problem.

W: That's my shampoo.

S: Sorry, it's over a hundred millilitres.

W: Oh, sorry ... I forgot.

S: Have a good day.

2

S = Security guard M = Man

S: Come through, please.

M: OK.

S: Come over here, please. What's that in your pocket?

M: Ah, sorry, these are my keys.

S: OK, go ahead.

3

M = Man W = Woman

M: Excuse me, those are my friend's bags. Can I ... ?

W: Sorry, that's my bag. The black one in your hand.

M: No, this is my friend's.

W: Look, my name's on it. It's mine.

M: Oh, sorry, you're right. It's yours.

B With weaker classes, use objects around you to illustrate this / that and these / those, e.g. This is my book. Those are your books. Allow stronger classes to do the exercise first before playing the recording. In feedback, elicit the answers and briefly check how much Ss know about the use of the apostrophe 's and possessive adjectives/pronouns.

Answers: 1 this 2 This 3 That's 4 that 5 these 6 those  
7 friend's 8 that's 9 this 10 friend's 11 mine 12 yours

4 A Allow Ss to write and discuss their answers in pairs, then check in feedback.

Answers: 1 those 2 this 3 that 4 these

B Ss now practise using the weak forms in sentences. Play the recording for Ss to just listen, then play it again, pausing after each sentence for them to repeat chorally. Ss might not be able to distinguish between the /ɪ/ and /i:/ in this and these, so focus on the pronunciation here. Explain what the phonemic symbols are and that Ss will be looking at different sounds during the course.

5A Check the example. It may be helpful for Ss to compare the way they say this in their own language. Highlight the fact that 's is not the verb to be. Ss work alone, then check in pairs before class feedback.

Answers: 2 John's 3 my 4 mine 5 your 6 yours 7 Sally's

B Ss should now be more familiar with the forms. Use this exercise to check this before looking at the Language bank.

Stronger Ss could check their answers themselves on p. 128.

Answers: 2 Maria's 3 mine 4 yours 5 your 6 mine 7 Ali's  
Watch out!

The different uses of the apostrophe 's can be very confusing. Some Ss may translate from their own language and say, e.g. the car of my father instead of my father's car. This is not grammatically incorrect but sounds very unnatural. Ss need a lot of practice of seeing the language in context and learning how to understand the different meanings.

A Go through the first table. Teach/Demonstrate near and far.

Ss then work in pairs. One student points to objects in the room and their partner says, e.g. That's a bag. Those are books. Ss then do Ex. A. As a follow up, they could write and act out their own conversations, based on the ones here.

B/C Go through the notes for possessive 's and possessive pronouns. Drill personalised questions and answers, e.g. T: Is this Juan's book? S: No, it's Joanna's. T: Are these your pens? S: No, they're yours. Ss can do Ex. B and C in class or for homework.

Answers:

A 1 this 2 those 3 That 4 that 5 that 6 those 7 This  
8 that

B 1 Megan's 2 Vicky's 3 teacher's 4 Boris's 5 Ralph's

C 2 No, they aren't Stefan's. They're Daniela's.

3 No, it's yours. Mine's in my bag.

4 No, they aren't hers. They're ours.

#### SPEAKING

6 Model/Drill the example with the with a stronger student. Ss then practise in pairs. Monitor while they work in case they need help with new vocabulary. If time, ask different pairs to act out one of their conversations to the class.

7A Demonstrate the activity: collect two objects from different Ss and ask the class to say who they belong to, e.g. Marko's pen, Maria's book. Then put Ss in small groups and give them 2–3 minutes to complete the activity. Again, monitor while Ss identify the objects as they may need help with new vocabulary.

B Number the Ss in each group from Ex. 7A 1, 2, 3, etc. Then put Ss in new groups, with all Ss 1 working together, all Ss 2 working together, etc. Each student must take two objects from their group with them (not their own) so they can do the activity. Then repeat the process, by renaming the Ss in each group A, B, C, etc. Ss A group together, Ss B group together and so on, so they can do the activity again with different Ss. Monitor while Ss work and make notes of any problems. Give feedback by writing problem sentences on the board and asking Ss to correct them in pairs or as a class.

1A Ss will know some of the words, so use the exercises as a diagnostic tool. Ss work alone and then check in pairs. Check/Teach any new words in feedback and drill the pronunciation. Elicit the main stress and ask Ss to write new words in their notebooks, underlining the stress.

B First, elicit/check the rule for the use of the articles a / an with singular nouns and no article with plurals; a is used before consonants and an before vowels. In feedback, model/drill words Ss have problems with.

Answers:

1A 2 C 3 L 4 K 5 J 6 E 7 B 8 I 9 D 10 H 11 G  
12 F

B 3 an 4 – 5 a 6 – 7 an 8 – 9 a 10 a 11 a 12 –  
Homework ideas

- Ss find a photo of a room/place with lots of objects in it. They write a description of it as if they were actually there, talking to another person, e.g. This is a table and that's a ...

- Language bank: 1.2 Ex. A–C, p. 129
- Workbook: Ex. 1–6, p. 7–8

## CAN I HAVE A COFFEE?

### Introduction

Ss learn and practise how to make polite requests in tourist places. They also practise the skill of listening for key words.

### SUPPLEMENTARY MATERIALS

Resource bank: p. 150

Language bank: p. 128–129

### Warm up

Revision of possessives: memory game

Collect one item from every student in the class. It does not matter if some are the same as long as they look different, e.g. different watches or keys. As you collect the items, elicit and drill That's Magda's pen. Those are Marc's keys. Place all the objects where Ss can see them. Ask pairs of Ss to stand up in turn. Student A points to an object and asks: Is that Marc's pen? Student B answers: Yes, it is./No, it isn't. It's Magda's.

### VOCABULARY TOURIST PLACES

1A Ss look at the photos and then match them with the places.



Check/Drill the pronunciation of the places in feedback. With stronger classes, ask: Where are the places? Do you have them in your town/city? Do you go to them? Why/Why not?

Answers: 1 B 2 C 3 A

B Ask Ss to look at the words in the box and the word webs. Elicit/Teach the meaning of new words first, then let Ss complete the exercise. Do not confirm answers yet – Ss will check their answers in Ex. 1C.

C Ss listen and check their answers. Play the recording a second time for Ss to repeat. In feedback, recheck the meaning and pronunciation of the words in the box and the ones Ss added.

Answers:

tourist shop: a battery, a souvenir

train station: a single ticket, a return ticket, a platform

snack bar: an apple juice, a coffee, a sandwich

Teaching tip

Ss should copy the word webs into their notebooks. Word webs are a very effective way of recording vocabulary because the visual element helps Ss to remember it more easily. Encourage them to use word webs in their notebooks whenever possible.

D Demonstrate the activity: say tourist shop and elicit from Ss one thing you can buy there, e.g. a souvenir. Give Ss a minute to look at the words in Ex. 1B again and memorise them. Stronger Ss could use other places if they know any.

FUNCTION MAKING REQUESTS

2A Check/Teach the meaning of making requests in the heading (asking for something). Remind Ss not to try to listen to every word and to concentrate on doing the task. In feedback, ask Ss which words helped them to guess the place, e.g. battery and sandwich.

Answers: 1 in a tourist shop 2 in a snack bar 3 in a train station

## Unit 1 Recording 10

1

T = Tourist S = Shop assistant

T: Excuse me, do you speak English?

S: Yes. Can I help you?

T: Can I have one of those, please?

S: One of these batteries? For your camera?

T: Yes, that's right.  
S: OK. That's eleven euros, please.

2

T = Tourist W = Waiter

T: Can I have a sandwich and an apple juice, please?  
W: That's six euros.  
T: Ah, I only have five euros. How much is the sandwich?  
W: Four euros fifty. And the apple juice is one fifty.  
T: OK. Could I have the sandwich, but no juice?  
W: Yes, of course. That's four fifty.  
T: Thank you.

3

T = Tourist TS = Ticket seller

TS: Can I help you?  
T: Could I have a single to Sydney, please?  
TS: Today?  
T: Yes.  
TS: That's twenty-five dollars.  
T: Here you are. Which platform is it?  
TS: Platform three.  
T: Thanks.

B Ss listen again, write their answers, then compare them in pairs.

Play the recording again if Ss still have doubts. Check answers and elicit the spelling. With stronger classes, elicit more detail from the conversations, e.g. How much is the battery? (eleven euros)

How much is the sandwich? (four euros fifty) Where does the man want to go? (to Sydney).

Answers: 1 a battery 2 a sandwich 3 a single ticket (to Sydney)

Watch out!

The stress and intonation of polite requests can be hard for Ss to hear and produce. Model and drill the language clearly and thoroughly. Tell Ss that being polite is especially important in Britain and will make the difference between getting good or bad service!

3A Ask Ss to read the questions before they listen. Play the recording for them to complete the requests. If necessary, play it a second time, pausing after each request. In feedback, elicit/explain the difference between Can I and Could I (Could I is more formal

and polite).

Answers: 2 Can I have 3 Could I have

B Write the first sentence on the board and point out the rising intonation for polite requests. Ss then listen again and repeat.

Teaching tip

To help Ss understand intonation patterns, use visuals or movement. Beat the stress with your hands while you model the questions and move your arms to illustrate the falling/rising intonation at the end of the request.

LANGUAGEBANK 1.3 p. 128–129

Go through the notes with Ss. The important thing to stress here is the responses. Drill some requests and responses chorally and then in open pairs across the class. Ss then complete Ex. A. After feedback, they could practise the conversation in pairs, taking turns to be A and B.

Answers: 1 Can 2 could 3 postcard 4 stamps 5 That's 6 Here 7 you 8 Thanks 9 too

4A Ss hear two versions of each of the requests in Ex. 3A: one polite and one not very polite. Play the first pair of sentences and ask: Which one is polite? Which one is not very polite? Why? (The intonation in the first one is flat and the speaker sounds bored/rude. In the second version, the speaker uses polite and friendly intonation.) Play the rest of the recording for Ss to note down their answers. In feedback, drill the polite requests.

Answers: 1 N 2 P 3 P 4 N 5 N 6 P

B Give Ss a few minutes to prepare their questions. They could do this in pairs, then ask and answer the questions with another partner. Monitor discreetly and give feedback on problem areas.

LEARN TO LISTEN FOR KEY WORDS

5A First, ask Ss to read the conversation. Check/Teach How much is ...? Also explain the conventions for talking about prices, e.g. four euros fi - y vs one fi - y. Model the example, slightly exaggerating the stressed words to highlight the point here. Then read the Speakout tip with Ss. Let Ss complete the exercise and compare answers in pairs, but do not confirm answers yet – Ss will do this in Ex. 5B.

Teaching tip

Highlight the importance of sentence stress by explaining that

stressed words are usually the key words in a sentence. Ss will be able to understand the main information when listening if they listen for the stressed words.

B Play the recording for Ss to check their answers, then play it a second time, pausing after each sentence for Ss to repeat. Ss could then practise the conversation in pairs and act it out to the class.

Answers:

B: That's six euros .

A: Ah , I only have five euros. How much is the sandwich ?

B: Four euros fifty . And the apple juice is one fifty .

A: OK . Could I have the sandwich , but no juice ?

B: That's four fifty .

6 Ask Ss to read the questions before they listen. Remind them to listen for the key, stressed words. Monitor while they check in pairs, noting how well they understood the pronunciation of 15 / 50 and 13 / 30 . Focus on this in feedback if necessary.

Answers: 1 c) 2 c) 3 a) 4 b) 5 c) 6 a)

## Unit 1 Recording 14

1

A: How much is an apple juice, please?

B: It's two euros twenty.

2

A single ticket is four euros eighty and a taxi is thirteen euros.

3

That's two euros fifty for the coffee and another three seventy-five for the sandwich and a bottle of water – that's one thirty. That's seven euros and fifty-five cents altogether.

7 First, put Ss in pairs, facing each other. Tell them not to show their books to their partners. (NB: The success of communicative activities like this depends largely on preparing and organising your Ss carefully.) Ss look at the relevant page in the back of their books. Explain that they are in a snack bar. They have the same menu but different prices. They have to complete their menu by asking questions. Drill the examples, getting Ss to write their answers in the grid. Check/Teach the meaning of the words in the grid and then set a time limit of 5–6 minutes for the activity. Monitor closely, making notes of any problems for feedback.

## SPEAKING

8A Ss should write the prices in euros – or in their own currency if you have a monolingual class. Elicit some examples and write the prices on the board.

B Set the activity up carefully. Check the examples and elicit/drill some example requests/responses from different Ss. Also check the meaning of the food and drinks on the menu. With monolingual classes, Ss could design their own menus with food and drink prices from their country. This is especially appropriate if food and drinks are very different in a snack bar there. Monitor discreetly while Ss work, making notes of correct language as well as problems for feedback. After feedback, invite pairs to act out their conversations to the class.

### Teaching tip

Feedback after a fluency activity can be dealt with in several different ways. It is important to bear in mind that the main focus does not always need to be on grammar. It can also be on vocabulary, pronunciation and function. It is a good idea to balance your feedback with positive comments, as well as things that could be improved. Task achievement is more important than errors of accuracy in a fluency activity. However, a focus on accuracy is always very useful, as long as the focus is on language that Ss should be familiar with and is central to the task.

### Homework ideas

- Ex. 1: Ss write new conversations set in the places in Ex. 1.

Each conversation should include at least one request.

- Language bank: 1.3 Ex. A, p. 129
- Workbook: Ex. 1–6, p. 9

## FAWLTY TOWERS

### Introduction

In this lesson, Ss practise the four skills. First, they have the opportunity to watch an amusing excerpt from an authentic BBC sitcom of the 1970s, *Fawlty Towers*, set in a quirky British hotel. They then learn some basic language for hotel situations: checking into a hotel and filling in a registration form and a booking form.

### Warm up

Use the photos in the Students' Book and the Culture notes below

to lead in to the lesson. First, write these words on the board:

hotel, manager, waiter and waitress. Tell Ss not to worry if they do not know all of the words yet. Put them in pairs and give them two minutes to find the people in the photos. Check answers in feedback – you could ask Ss to stand up and point to the people in the photos. Then use the photos to teach any words Ss do not know, e.g. manager. Finally, ask: Do you know the people here / the TV programme Fawlty Towers? Ss may recognise John Cleese. If so, elicit what they know about him. Otherwise, tell them about him and the programme.

#### Culture notes

Fawlty Towers is a legendary BBC sitcom. It is about a group of eccentric characters in a badly-run hotel, who get involved in farcical situations. First broadcast on BBC1 in 1975, only 12 episodes were made. In spite of that, the sitcom is still very popular now and reruns are played all over the world. In 2004 it was voted the top favourite BBC sitcom in an international poll. Basil Fawlty was played by the actor John Cleese, who is also known for his roles in the Monty Python films, such as The Life of Brian, and as Q in some of the James Bond films.

#### DVD PREVIEW

1 Check the rubric and remind Ss not to worry about unknown words at the moment. Give them two minutes to read the text and then discuss their answers in pairs. In feedback, check answers and ask further comprehension questions if appropriate to your Ss' needs (e.g. What is Fawlty Towers? Where is Manuel from? Is Fawlty Towers a good hotel?). Also teach/check the meaning of comedy, married, terrible, angry, guest and staff.

Answers: A Sybil Fawlty B Basil Fawlty C Manuel D Polly

2A Ss should be familiar with most of these icons/words, so could do the exercise alone. Check meaning and pronunciation in feedback, highlighting the word stress.

Answers: B stairs C a restaurant D reception

E room service F air-conditioning G free Wi-Fi H parking

B Tell Ss that this is a memory test, so they have to close their books. Elicit an example word from Ex. 2A and write it on the board. Elicit and underline the stressed syllable. Then give Ss 2–3 minutes to do the exercise. Fast-finishers could check their

answers together. In feedback, invite different Ss to write the words on the board and underline the stressed syllables. The others correct the spelling and stress if necessary. Ss can then copy the corrected words into their vocabulary notebooks .

C Check the example and put Ss in pairs. Give them two minutes to discuss, using the new vocabulary in Ex. 2B and their own ideas.

Monitor to check/teach other words they might want to use, e.g.

price , place, good food, comfortable beds , a good view, friendly staff .

In feedback, discuss Ss' opinions. Write the most popular ideas on the board and any new words that have come up.

## DVD VIEW

3A Check the meaning of funny and play the DVD. Ss can then share their answers in pairs or as a whole class.

B Read the rubric and questions with Ss. Check surprised by miming it. Before Ss watch again, put them in pairs and tell them not to worry about words they do not understand – they only need to answer the four questions.

Answers: 1 T (Manuel speaks English, but not very well.) 2 F

3 T 4 T

C Check the example. While Ss are working, you may need to feed in new vocabulary, e.g. cook , tired, remarkable. Ss will check their answers in Ex. 3D.

D Play the DVD again. Ask Ss to shout Stop! when they hear an answer. Point out that Samson's is the name of a shop in the local town. If feasible, have a class discussion about the DVD. Ask:

Do you like it? Do you think it's funny? Why/Why not?

Answers: 2 well 3 book 4 today 5 fine 6 animal 7 £12

8 Canadian

### DVD 1 Fawlty Towers

Mn = Manuel M = Major BF = Basil Fawlty

Mn: How are you, sir? You see, I speak English well. I learn it from a book. Hello, I am English. Hello. How are you, sir? I can speak English. Ah, hello, Major. How are you today?

M: Oh ... I'm fine, thank you.

Mn: It's a beautiful day today.

M: Is it? Oh ... yes, yes. I suppose it is.

Mn: Yes, I can speak English. I learn it from a book.  
 M: Did you, did you, really? Oh, there you are, Fawltly.  
 BF: Yes. I'm just going to open up, Major.  
 M: Oh, fi ne. I say, that, that's a remarkable animal you have there,  
 Fawltly. Er ... where did you get it?  
 BF: Er ... Samson's. In the town.  
 M: Really? Well, was, was it expensive?  
 BF: Er ... twelve pounds, I think.  
 M: Good Lord! Japanese, was it?  
 BF: Canadian, I think, Major.

#### Optional extra activity

Exploit the DVD further by playing it again, pausing to ask comprehension questions, e.g. Where is Manuel/the animal's head? Why is the Major surprised? Why does the Major ask Fawltly about the animal? The Major's language is particularly interesting. He's an old-fashioned army officer and uses rather anarchic expressions such as I say and Good Lord!

#### speakout at a hotel

4A Check the meaning of guest and receptionist in the rubric. The Key phrases are fairly simple, but be prepared to teach/check them, especially reservation, surname and keycard. Ss will check their answers in Ex. 4B.

B Play the recording for Ss to check their answers. Monitor to see if they have any doubts. If so, play the recording again. In feedback, model and drill each answer chorally and individually. (The Key phrases are in bold in the audio script below.)

Answers: G, R, R, R, R, R, G, G

C Ss listen again and complete the information. In feedback, check answers and elicit/drill the questions Could you spell that? and What's your phone number?

Answers: (Je ) Baumann, 212 4742 285, PI936

#### Unit 1 Recording 1.15

R = Receptionist G = Guest

R: Good evening. Can I help you?  
 G: Good evening. Yes, I have a reservation. My name's Baumann.  
 R: Ah, yes. Mr Baumann. For two nights?



G: That's right.

R: Could I ask you to complete this form?

G: Oh, I haven't got my glasses. Can you help?

R: Certainly. What's your surname?

G: Baumann.

R: Could you spell that?

G: B-a-u-m-a-n-n.

R: Is that double N?

G: Yes, that's right.

R: Your first name?

G: Jean .

R: And what's your phone number?

G: 212 4742 285.

R: OK. You're in room 407. That's on the fourth floor. The lift's over there.

G: Room 407?

R: Yes, and this is your keycard .

G: Thank you. What's the WiFi code?

R: It's P1936.

G: Thank you. What time's breakfast?

R: From seven to ten.

G: And where is it?

R: In the restaurant, over there.

G: Thank you.

R: Have a good stay.

G: Thanks.

Watch out!

The importance of setting up fluency and writing activities carefully should not be underestimated. The more time and support is given to Ss during preparation time, the more accurate and confident their performance will be. The extra activity that follows illustrates one way of setting up a role-play.

Optional extra activity

Prepare Ss for Ex. 5. Ask: Why does the receptionist read out the questions to the guest? (Because he hasn't got his glasses.) Then write these prompts on the board: Baumann , B-A-U-M-A-N-N , Jean , 212 4742 285, from seven to ten , in the restaurant . Elicit the questions the receptionist/guest asked for each of these words

( What's your surname? Could you spell that? Your first name?  
What's your phone number? What time's breakfast? And where  
is it? ) and write them on the board.

5 First, write an email address on the board (e.g. john.smith@yahoo.co.uk ) and check how to say it: john-dot-smith-at-yahoo-dot-co-dot-uk. Read and check the rubric with Ss. Then look at the form and example conversation. Ss then work in pairs to check the questions they need to ask, if they did not do the extra activity above. Monitor and support Ss with spelling and grammar while they write. Weaker Ss can use the audio script for support if necessary. They can write out their conversation and rehearse it before the role-play. When this stage has been completed, Ss do the role-play with a different partner: they each ask/answer questions and complete the form. Monitor discreetly during this stage, taking notes of both good language and any problems for a brief feedback session.

writeback a form

6A Give Ss a minute to read the form, then check new words: block capitals , postcode , ID , arrival, departure, card holder , expiry date, signature. Ss then answer the questions and check in pairs before feedback.

Answers:

- 1 twice (Surname/First name, Name of card holder)
- 2 four (Arrival date, Departure date, Expiry date, Date)
- 3 b), c) (You have to write in block capitals.)

B Ss work alone to fill in the form. Monitor closely to provide support, especially to weaker Ss , who could also work in pairs if necessary. Alternatively, pair a stronger student with a weaker one so the former can help the latter.

Homework ideas

- Ex. 5: Ss complete the form in with information about a friend/a relative and then write the conversation between the receptionist and guest.
- Ex. 6: Ss fill in another booking form with information about a famous or fictional person.

## LOOKBACK

### Introduction

Lookback exercises can be used as extra practice or preparation for an exercise in the Students' Book, e.g. a role-play.

### SUPPLEMENTARY MATERIALS

Ex. 4C: common everyday objects

PRESENT SIMPLE: BE

1A Ss do the exercise alone. Check answers to the gap fill but do not discuss the questions. Ss will answer them in Ex. 1B.

Answers: 1 's 2 are 3 's 4 are 5 'm, 's

B Ss answer the questions in pairs. They could then join with another pair to compare/discuss their answers. In feedback, elicit other things Ss know about these people/places.

Answers:

- 1 in Malaysia
- 2 Germany, the UK/England, China, Portugal
- 3 in Istanbul, Turkey
- 4 Argentina, Brazil/Bolivia, Chile/Columbia
- 5 (as relevant)

QUESTIONS WITH BE

2 Check the rubric and example and demonstrate the activity with a stronger student. Then put Ss in pairs and give them 3–4 minutes for the activity. Monitor closely to provide support. To make the activity more competitive, restrict the number of questions Ss can ask to eight or ten. If they cannot guess the person, they lose. If time, Ss could repeat the activity with new partners.

### COUNTRIES, NATIONALITIES AND CAPITAL LETTERS

3A Ss work alone to write the answers and then check in pairs.

Fast-finishers can prepare other jumbled countries and write them on the board in feedback.

Answers: 1 Russia 2 Egypt 3 Spain 4 Thailand 5 Mexico  
6 India

B Encourage stronger Ss to do this without looking back in their books.

C Ss work in pairs to spell each other's words. Monitor and give feedback on their accuracy.

OBJECTS, THIS / THAT / THESE / THOSE

4A Ss work alone. To provide more challenge, ask them to underline the stressed syllable in each noun.

Answers: 1 mobile (phone) 2 key 3 watch 4 purse 5 lap top  
6 tooth brush

B Ss do the exercise alone and check in pairs. Check answers in feedback. Ss can then practise reading the conversations in pairs, to prepare them for the next exercise. Monitor and check their pronunciation.

Answers: 1 that 2 these 3 those

C If you have them, hand out common objects Ss know. This activity could be done as a class mingling activity. Ss take their object(s) with them and ask/answer each other's questions.

## POSSESSIVES

5A Check the meaning of poem and hands. Elicit/Explain that the final words in each line of a poem often rhyme with each other, e.g. look, cook. Ss check their answers in pairs before feedback.

Answers: 2 mine 3 my 4 fine 5 your 6 Ann's 7 yours  
8 hands

B Ss practise reading the poems aloud until they can say them from memory. Invite them to say/read the poems to the class.

## WORD GROUPS

6A Check the rubric and examples. Weaker Ss can check back in their books if they need help. Monitor to support Ss and check their progress.

B First, read out your own words as an example for the class (e.g. a passport, a laptop, a sandwich) and elicit two-syllable words from a student. Monitor while Ss do the activity. In feedback, Ss take it in turns to write two words from one of the groups on the board. Invite the class to correct spelling mistakes if necessary. They then have to guess the word group. With stronger classes, you could follow up with a more personalised activity. In small teams, Ss choose other word groups, e.g. jobs, food, drink, and write three or four examples for each one. The teams then compete with each other to guess the word groups.

Suggested answers:

1 laptop, MP3 player, battery, adaptor, charger, camera

2 glasses, toothbrush, euros, ticket, return, sandwich, Russia, Britain, Poland, Japan, Thailand

3 hotel, café, restaurant, train station, snack bar

### MAKING REQUESTS

7A Check the example with Ss. Explain that they have to add a word from the box in some lines. Ss work alone and then compare answers in pairs. Weaker Ss could work together. Monitor to assess their performance. Check answers in feedback. Prompt Ss to self-correct or invite other Ss to correct their classmates' mistakes.

Answers:

B: A single or return ?

A: How much is it ?

A: And which platform is it?

B: Platform three. Over there .

A: Thank you.

B Remind Ss that key words provide the main information in a sentence. Do the first one as an example. Ss make their list alone, but you may need to provide support to weaker Ss .

Suggested answers: A: ticket, Rome B: single, return

A: return, How B: Twenty-five, euros A: platform B: three, there

A: Thank

C First, Ss compare their answers in pairs. Remind them that key words are usually stressed in a sentence. Monitor while Ss practise the conversation. Make notes on pronunciation and accuracy problems for feedback or assessment purposes. In feedback, invite pairs to act out the conversation.

BBC interviews and worksheet

What's your name?

This video consolidates the unit topic with people introducing themselves and talking about where they are from. The material extends into a discussion about what people like and don't like about where they live.