

Before the Lesson

OBJECTS AND COLOURS

1 A Look at the words in the box. Which objects are in your classroom?

chair notebook table pen
screen pencil desk computer
speakers bag book whiteboard

B Work in pairs and take turns. Student A: point to objects in the classroom. Ask your partner. Student B: name the objects.

A: *What is it?*

B: *It's a book.*

C Write the colours.



1 _____



4 _____



7 _____



2 _____



5 _____



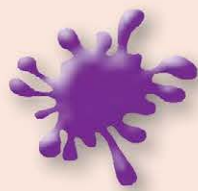
8 _____



3 _____



6 _____



9 _____

D Work in pairs. Ask and answer *What's your favourite colour?*

THE ALPHABET

2 A **L** Listen and write the letters in the correct as you hear.

A B C D E F G H I J K L M N O P Q R
S T U V W X Y Z

A	B	F	I	O	Q	R
	C					

B Listen and repeat.

C Work in pairs and take turns. Student A: spell an object or colour. Student B: say it.

A: *b-l-u-e*

B: *Blue!*

QUESTION WORDS

3 A Underline the correct question word.

1 How/What 's your name?

2 Who/Where are you from?

3 How/When are you today?

4 What/Who 's your favourite actor?

5 When/Where 's your birthday?

6 What/Why are you here?

7 Which/What spelling is correct:
c-h-i-a-r or c-h-a-i-r?

B Work in pairs. Ask and answer the questions above.

CLASSROOM LANGUAGE

4 A Complete the questions with a word from the box.

mean repeat don't that could page

1 A: What does 'capital' mean?

B: It means capital city, for example, London or Tokyo.

2 A: 'Work in pairs'? I _____ understand.

B: It means 'Work together'. So, you two ...

3 A: Could you _____ that?

B: Yes. Page ninety-five.

4 A: Could you spell _____?

B: Yes, m-e-e-t.

5 A: _____ you write it?

B: Yes, of course.

6 A: Which _____ is it?

B: Thirty-five.

B **L** Listen and check. Then listen and repeat.

NUMBERS

5 A Write the numbers.

<u>1</u> one	_____ twelve	_____ fifteen
_____ three	_____ eight	_____ thirteen
_____ nine	_____ two	_____ fifty
_____ four	_____ seven	_____ thirty
_____ ten	_____ eleven	_____ a hundred
_____ six	_____ five	_____ twenty

B **L** Listen and repeat the numbers.

C Work in pairs. Student A: say five numbers. Student B: write the numbers.



SPEAKING

1.1 Introduce yourself and others. 1.2 Identify objects. 1.3 Make requests.

LISTENING

1.1 Listen to people introduce themselves. 1.3 Understand people in tourist situations.

READING

1.1 Read about travelling light.

WRITING

1.1 Improve your simple sentences.

A



SPEAKING

1 A Put the conversation in the correct order (A–D).

- 1 Nice to meet you, Nick.
- 2 Hi, Susanna, I'm Nick.
- 3 You too.
- 4 Hello, my name's Susanna. **A**

B Work with other students and practise the conversation. Use your own names.

C Work in pairs. What are the names of the other students in the class?

A: His name's Juan.

B: Yes. And her name's Ana, I think.

A: No, her name's Anya, not Ana.

LISTENING

2 A Listen to three conversations. Which conversations are in the photos?

B Listen again and underline the correct alternative.

- 1 a Jenny and Omar are/aren't friends.
b Omar is/isn't a student.
- 2 a Chris is/isn't from the UK.
b It is/isn't his first time in Hong Kong.
- 3 a Andrea is/isn't an Italian name.
b Andrea is/isn't from Italy.

C Look at these expressions from the listening. Write N (a new person) or F (a friend or someone you know).

- 1 How are you? **F**
- 2 How are things?
- 3 Great. / Fine. / Good. / OK. / All right. / Not bad.
- 4 Nice to meet you.
- 5 Good to see you.
- 6 Pleased to meet you.



GRAMMAR

PRESENT SIMPLE: BE

3 A Work in pairs and complete the table. Then listen and check.

Positive and negative statements		
I	<u>'m</u>	Dave.
He	_____	here from the UK.
We	_____	friends.
I	_____ not	a student.

Questions and short answers			
_____	you	friends from school?	Yes, we _____.
_____	your name	Andrew?	No, it _____.

page

GRAMMAR BANK

B Complete the conversation.

A: Hi, Muhammed. Good to see you. This ¹ _____ Zofia. She ² _____ in my class.

B: Hi, Zofia. Nice to meet ³ _____.

C: You too. ⁴ _____ you a student?

B: Yes, I ⁵ _____.

C Work in groups. Take turns to introduce people.

VOCABULARY

COUNTRIES AND NATIONALITIES

4 A Complete the table with the nationalities.

Country	Nationality
Poland, Spain, Turkey, the UK	<i>Polish,</i>
Italy, Argentina, Russia, the USA	
China, Japan	

B Circle your country and nationality above or add them to the table.

WRITING

CAPITAL LETTERS

6 A Tick the correct information in the box below.

Use capital letters for the first letter of:

countries ✓ all nouns famous places jobs
cities names of people nationalities food
languages the first word in a sentence

B Correct the sentences.

- the eiffel tower is in france.
- 'buenos días!' is spanish for 'hello'.
- sake is japanese.
- spaghetti is food from italy.

C Work in pairs. Student A: spell your name or the name of a famous person. Student B: write it. Then check your spelling with Student A.

A: De Luca: D, e, new word, L, u, c, a.

B: Vanessa Mae: V, a, n, e, s, s, a, new word, M, a, e.

SPEAKING

7 A Write the names of four countries. Add information about a place, food/drink and a famous person.

India – Taj Mahal, curry ...

B Work in pairs and take turns. Student A: read out your information. Student B: guess the country.

A: The Taj Mahal, curry.

B: Is it India?

A: Yes, it is.

page

VOCABULARY BANK

HEAR IT SEE IT TASTE IT!

1

Listen and match the countries to the music (A–E) you hear.

1 Russia _____ 2 Ireland _____ 3 Turkey _____ 4 Brazil _____ 5 Australia _____

2

Look at the maps and match the countries to the shapes you see.



1 France _____ 2 Egypt _____ 3 Peru _____ 4 Thailand _____ 5 New Zealand _____

3

Look at the pictures and match the food with the nationalities.



1 Italian _____ 2 Japanese _____ 3 Indian _____ 4 Spanish _____ 5 Chinese _____

VOCABULARY

OBJECTS

1 A Match the words in the box with objects A–P in the picture. Which object isn't in the picture?

a camera **J** a mobile (phone) keys a diary
a passport a magazine a credit card
an MP3 player and earphones a newspaper
a toothbrush a sweater sunglasses a watch
a purse a ticket a laptop shampoo

C Work in pairs and take turns. Student A: point to an object in the picture. Student B: name the object.

A: What's this?

B: It's a camera.

D Work in pairs and discuss. What five things are always in your bags?

A: I always have a laptop in my bag.

B: Me too.

READING

2 A Look at the picture again. Work in pairs and discuss. What five things are always in your carry-on bag on a plane?

A: I think a laptop is important.

B: Yes. Sunglasses? No. Take sunglasses in your pocket.

B Read the information and circle the correct number. Take 9 / 10 / 11 / 12 things in your carry-on bag.

C Read the text again and write the names of objects 1–5.



1 _____ 2 _____ 3 _____

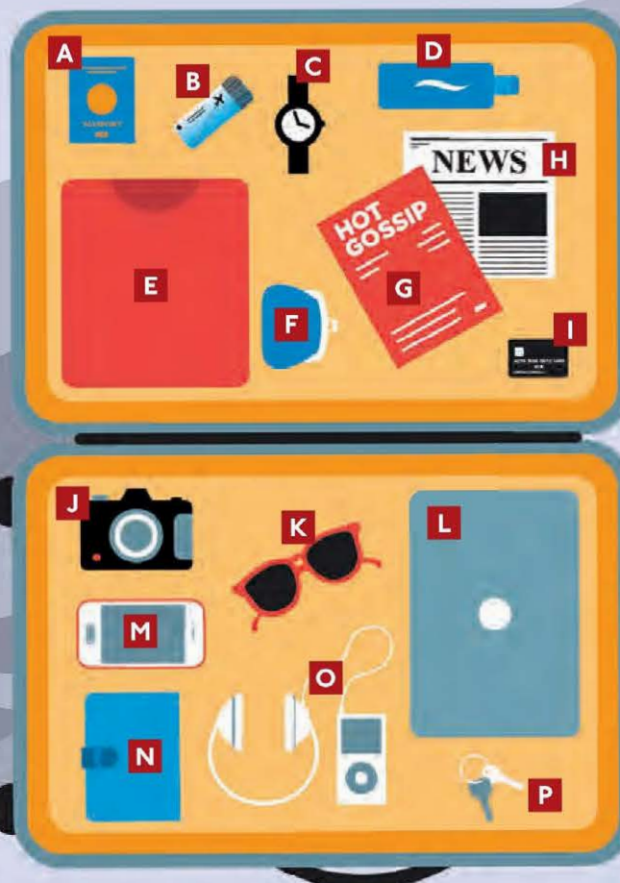


4 _____ 5 _____

D Read the text again and put a tick (✓) next to two good ideas and a cross (X) next to two bad ideas. Then work in pairs and discuss.

Take it or leave it!

With only 10 kilograms for your carry-on bag, what's important to take?



Electrical Things

- **MP3 PLAYER** good for music and audiobooks – put it in your bag.
- **MOBILE PHONE** put it in your pocket, but take the charger in your bag.
- **CAMERA** is your mobile a camera too? Then leave your camera at home.
- **EARPHONES** good for watching DVDs on your laptop. Put them with your mobile phone.
- **LAPTOP** in your bag, with an adaptor, of course.

Practical Things

- **DIARY** with all your important travel and contact information. Put it in your bag.
- **KEYS** put them in the bag so they're easy to find.
- **PASSPORT AND TICKET** these are important so have them in a pocket on your bag.
- **PURSE** coins are a problem at security. Put them in a purse in your bag – yes, men too.

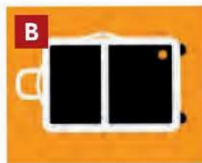
Other Things

- **MAGAZINES AND NEWSPAPERS** leave them at home; they're free on the plane.
- **SHAMPOO** most hotels have shampoo or buy it in town.
- **SUNGLASSES** go in your pocket or on your head, not in the bag!
- **SWEATER** wear it. It's good for the plane if it's cold.
- **TOOTHBRUSH AND TOOTHPASTE** max 100 ml in your carry-on bag.

GRAMMAR

THIS/THAT, THESE/THOSE; POSSESSIVES

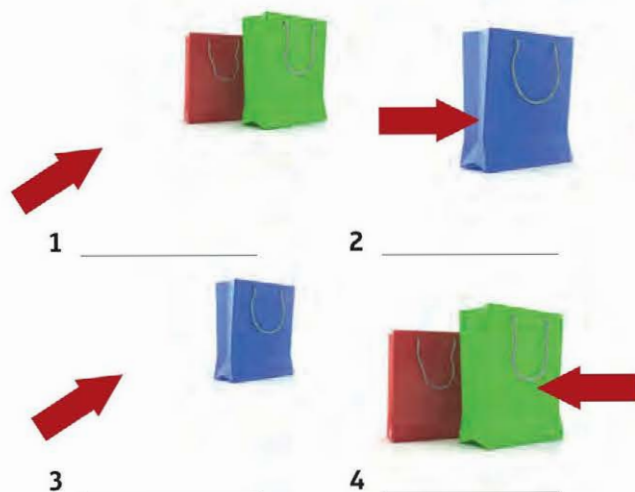
- 3 A** Listen to three conversations. Where are the people? Write the number of the conversation under the picture.



- B** Underline the correct alternative in the extracts below. Then listen and check.

- 1 S: Is ¹this/these your bag?
W: Yes, it is.
S: Could you open it, please?
W: What's the problem?
S: ²This/Those is the problem.
W: ³These/That's my shampoo.
- 2 S: What's ⁴that/those in your pocket?
M: Ah, sorry, ⁵these/those are my keys.
S: OK, go ahead.
- 3 M: Excuse me, ⁶that's/those are my ⁷friend/friend's bags. Can I ...?
W: Sorry, ⁸this is/that's my bag. The black one. In your hand.
M: No, ⁹this/these is my ¹⁰friend's/friend.
W: Look, my name's on it. It's ¹¹my/mine.
M: Oh, sorry, you're right. It's ¹²your/yours.

- 4 A** Write *this*, *that*, *these* or *those* under the pictures below.



- B** **WEAK FORMS: *this, that, these, those***
Listen to the pronunciation. Then listen and repeat.

- 1 Is this /ðɪs/ your bag?
2 Are these /ðiːz/ your bags?
3 Is that /ðæt/ your bag?
4 Are those /ðəʊz/ your bags?

- 5 A** Correct the sentences. Use Exercise 3B to help.

- 1 That's the bag of my friend. ✗
That's my friend's bag. ✓
2 This is the mobile of John. ✗
This is John's mobile. ✓
3 That's mine bag. ✗ That's my bag. ✓
4 It's my. ✗ It's mine. ✓
5 They're yours bags. ✗ They're yours bags. ✓
6 They're your. ✗ They're yours. ✓
7 This bag is Sally. ✗ This bag is Sally's. ✓

- B** Complete the conversation. Use the words in brackets to help.

- A: Is that ¹my book? (I)
B: No, it isn't. It's ²hers. (Maria)
A: Where's ³hers? (I)
B: Is this ⁴hers? (you)
A: Yes, thanks. Is this ⁵hers bag? (you)
B: No, it isn't ⁶hers. (I)
A: Maybe it's ⁷hers. (Ali)

page

GRAMMAR BANK

SPEAKING

- 6** Work in pairs. Student A: point to an object in the classroom and ask your partner what it is. Student B: name the object.

A: What's **this** in English?

B: It's a dictionary.

A: What are **those** in English?

B: They're windows.

- 7 A** Work in groups. Put two objects from your bag/pocket on a table. Identify the objects.

Silvia's bag, Cheng's keys, my watch ...

- B** Work with a partner from another group. Look at their objects. Ask and answer questions.

A: Is that your pen?

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

A: Are these Jack's glasses?

B: No, they aren't. They're Veronika's.



1.3 CAN I HAVE A COFFEE?

F making requests

V tourist places



VOCABULARY

TOURIST PLACES

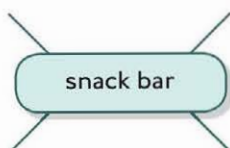
1 A Match photos A–C with these places.

- 1 a tourist shop _____
- 2 a snack bar _____
- 3 a train station _____

B Write the words from the box in the word webs below. Add one more word to each place.

a postcard an apple juice a battery
a single ticket a return ticket a coffee
a sandwich a platform a souvenir

a postcard



C Listen and check. Then listen and repeat.

D Work in pairs. Student A: say a place from Exercise 1B. Student B: say three things you can buy there.

FUNCTION

MAKING REQUESTS

2 A Listen to three conversations. Where are the people?

- 1 _____
- 2 _____
- 3 _____

B Listen again. What does each tourist buy?

- 1 _____
- 2 _____
- 3 _____

3 A Listen and complete the requests.

- 1 Can I have a sandwich, please?
- 2 _____ one of those batteries, please?
- 3 _____ a single to Sydney, please?

B Look at the question. Listen to the polite intonation. Then listen and repeat.

Can I have a sandwich, please?

page

GRAMMAR BANK

4 A **POLITE INTONATION** Listen to the speakers. Are they polite (P) or not very polite (N)?

B Work in pairs. Student A: you are in one of the places in the photos. Make requests. Student B: only answer if Student A is polite.

A: Could I have one of those postcards, please?

B: Yes. Here you are.



LEARN TO

LISTEN FOR KEY WORDS

5 A SENTENCE STRESS Read the conversation. Underline the key words in each sentence.

A: Can I have a sandwich and an apple juice, please? (3 words)

B: That's six euros. (2 words)

A: Ah, I only have five euros. How much is the sandwich? (3 words)

B: Four euros fifty, and the apple juice is one fifty. (7 words)

A: OK. Could I have the sandwich, but no juice? (3 words)

B: That's four fifty. (2 words)

B Listen to the conversation and check your answers. Then listen and repeat.

6 Listen to three conversation extracts and circle the correct prices.

Extract 1

1 an apple juice a) €2.00 b) €2.10 c) €2.20

Extract 2

2 a single ticket a) €4.20 b) €4.50 c) €4.80

3 a taxi a) €13 b) €23 c) €30

Extract 3

4 a coffee a) €2.15 b) €2.50 c) €3.50

5 a sandwich a) €2.25 b) €2.75 c) €3.75

6 a bottle of water a) €1.30 b) €1.40 c) €1.60

7 Work in pairs and take turns. Student A: look at page 162. Student B: look at page 164.

SPEAKING

8 A Work in pairs. Complete the menu with prices.

B Role-play the conversation. Student A: look at the menu. Choose and order your food and drink. Student B: take your partner's order. Say the price.

A: *Could I have a coffee and a cheese sandwich, please?*

B: *A coffee and a cheese sandwich? That's four euros fifty.*

The PASS Cafe

drinks

Coffee	€1.50
Tea	_____
Hot chocolate	_____
Mineral water	_____
Juice	_____

sandwiches

Cheese	€3.00
Egg	_____
Chicken	_____

cakes

Chocolate cake	_____
Coffee cake	_____

