

Welcome!

Language

Present simple: *be*

Communicative Aims

Introducing yourself and others
Talking about nationality

Vocabulary

Countries
Nationalities

Optional aids

Warmer 1: a soft ball (or a ball of paper)
Exercise 2 Optional activity: a map of the world

Follow-up activities: small cards; small cards with names of famous people and their countries written on them

Useful information

The River Thames, which you can see in the photo on pages 6–7, is the second longest river in the UK. It passes right through London, and so has always been very important in the UK for trade. The bridge in the photo is Blackfriars Bridge. The building with the large dome which you can see on page 6 is St Paul's Cathedral. The strange-shaped building on page 7 is 30 St Mary Axe, a tall office building that opened in 2004 called The Gherkin by Londoners.

WARMER 1

Introduce yourself to the class. Say *Hello, I'm ... My name is ... I'm from ...* Walk around the room introducing yourself to individual students and telling them where you are from. Use a soft ball to encourage students to introduce themselves. Throw the ball to a student who then introduces him/herself and says where he/she is from. He/She then throws the ball to another student who does the same. Continue until all the students have introduced themselves.

WARMER 2

Ask *What are the main news websites in your country?* Translate *websites*. Explain that in this book there is a news website called World2day. World2day is an imaginary website. It has regular competitions that you can complete online to win a prize.

1 OPENER

- The aim is to introduce the students to the photo story that runs through the book.
- Ask students to look at the photo on pages 6–7. Ask *What river is it?* Explain that the River Thames runs right through London and that many of London's most important landmarks are very close to it.
- In pairs, students read the competition questions and see if they know or can guess the answers. Explain to students that the head of state in the UK is the monarch (king or queen) and that the head of government is called the Prime Minister. Explain that the Prime

Meridian is a line going through the world from north to south, which divides the eastern hemisphere from the western hemisphere.

- Play the recording for students to check their answers.

1.01 Recording

London is the capital of England and the United Kingdom, and it's two thousand years old. It's the largest city in the UK – the population of Greater London is seven and a half million. The city is in the south-east of England, on the River Thames. The British Prime Minister lives in the centre of London at number ten Downing Street. And the Prime Meridian (zero degrees longitude) runs through the district of Greenwich, in the south-east of the city.

Competition answers

1 2,000 years old 2 7,500,000 3 the Thames
4 10 Downing Street 5 Greenwich

Optional activity

Students change the words and facts in the competition questions to make it into a competition about their country.

2 READING

- The aim is to introduce the coursebook characters and revise introductory personal statements.
- Students read the speech bubbles and find out how many competition winners there are.

Answer

Six

Optional activities

- ◆ 1.02 Play the recording of the speech bubbles for students to read and listen. Stop at any words you predict may cause pronunciation problems, e.g. *competition*, *Switzerland*, and ask students to repeat.
- ◆ Students find the countries and cities mentioned in the speech bubbles on a map of the world.

3 AFTER READING

- Ask students to read the speech bubbles again and to work in pairs to answer questions 1–10.
- Check the answers by asking different students to ask and answer the questions. Explain to students that the UK is made up of four countries – England, Scotland, Wales and Northern Ireland – but that Britain is just England, Scotland and Wales. People from England, Scotland or Wales will either say that they are English, Scottish or Welsh, or that they are British.

Answers

| | | | |
|---|----------------------------|----|-----------------|
| 1 | <i>She's a journalist.</i> | 6 | <i>Kristin</i> |
| 2 | <i>Emma</i> | 7 | <i>In Izmir</i> |
| 3 | <i>Leyla</i> | 8 | <i>Granada</i> |
| 4 | <i>Ramón</i> | 9 | <i>Kristin</i> |
| 5 | <i>Alexey</i> | 10 | <i>Emma</i> |

Your Response

- Ask any students who have visited London to tell the class some of the things they liked/didn't like.
- Ask students to work in small groups discussing whether they would like to visit London, and giving reasons for their answers.

4 SPEAKING

- Ask students to look at the photo again. Hold up your book and point at Kristin. Ask *What's her name?* and elicit *Her name is Kristin*. Ask *Where's she from?* and elicit *She's from Switzerland*. Now point at Jay, ask *What's his name?* and elicit *His name is Jay*. Ask *Where's he from?* and elicit *He's from the USA*. Highlight the link between *her/she* and *his/he*. Explain to students that USA stands for the United States of America.
- Point at another character in the photo and elicit the same questions and answers from the students
- Students continue the exercise in pairs.

Optional activity

In pairs, one student closes his/her book and the other asks questions about the characters. The student with the closed book answers from memory. They then change roles.

Extension Students write a sentence about each of the competition winners, to say where they are from. Point out to students that some of the winners only say which country they are from, not the town.

Possible answers

Jay is from the USA.
Leyla is from Izmir in Turkey.
Ramón is from Granada in Spain.
Emma is from Edinburgh in Scotland.
Kristin is from Switzerland.
Alexey is from Russia.

5 VOCABULARY

- Ask students to shut their books. Write the following countries on the board and elicit the nationalities by saying the name of the country: the USA – American, Britain – British, France – French, Germany – German, Italy – Italian, Russia – Russian, Scotland – Scottish, Spain – Spanish, Switzerland – Swiss, Turkey – Turkish.
- Drill the country and nationality words in chorus for pronunciation and stress, marking the stress on words of two or more syllables. Point out that nationalities start with a capital letter in English.
- Point to the different characters in the Student's Book and elicit statements from the students about their nationalities like the one in the example, e.g. *Leyla is Turkish*.
- Point at a character and ask *Is he/she Spanish/British/Russian?* and elicit *Yes, he/she is* or *No, he/she isn't*.

Optional activities

- ◆ Clean the board. Call out the names of the characters' countries. Students respond with the appropriate nationalities. Then call out the nationalities and students say the countries.
- ◆ With a confident class, elicit other nationalities by saying the name of the country, e.g. *Australia – Australian*, *Poland – Polish*, *India – Indian*.

Follow-up activities

- ◆ Use small cards to start a Vocabulary box. They can write new words on one side of the card and an explanation, illustration or translation on the other side.
- ◆ **Game** *Celebrity party* Give each student a card (see Optional aids). Set a time limit of three minutes. Students get up and move around introducing themselves and finding out who other students are and where they are from. They then have one minute to write down the name and country or nationality of the people they have met. The student with the most names and nationalities wins.

HOMEWORK

Ask students to write a question and answer dialogue of at least four lines about a famous person, using this model:
 Who's he/she? His/Her name is ...
 Where's he/she from? He/she's from ...

WEBLINK

Students may like to visit this website for live webcam pictures of London:
www.earthtv.com/en/camera-destination/london-great-britain

Units 1-2

Activities

Identifying the function of communicative language

Categorising vocabulary
Contextualising listening extracts

Project

Birthdays

Vocabulary

Music
Town Facilities
Colours
Clothes

Optional aids

Follow-up activity: slips of paper for students to write single words on

WARMER 1

If students did the homework in the last lesson, ask one student to read out the questions about a famous person and another to give his/her answers. In pairs, students take turns asking and answering the two questions.

WARMER 2

Draw three female faces and three male faces on the board. Explain to students that they are the competition winners from *Welcome!* Point at each face in turn, asking *What's his/her name?* and *Where's he/she from?*, and eliciting the names and countries of each character.

WARMER 3

Ask students to look at the photos and captions/speech bubbles on pages 8-9 and to answer the questions *What do the photos show?* *Who can you see in the photos?*

1

- The aim is to introduce students to the main areas of communicative language they will cover in the first two units, and to encourage them to think about the function of the language.
- Explain to students that the two boxes at the top of the page show the communicative language and vocabulary/topics they will use in the first two units. Students look at the first box and match the communicative aims 1-8 with the pictures A-H on pages 8-9.

Answers

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

Optional activity

Students write another example sentence or question for each of the communicative aims 1-8. Monitor and help where necessary.

2

- Elicit the meaning of the word *facilities*. Explain to students that words from each of the three vocabulary categories (music, town facilities and colours) are arranged in the word square. Give students two minutes to write the words in the correct category.

- Students check their answers in pairs and then as a whole class. Point out that *church* could potentially be a kind of music and also a town facility. Also point out that while *blues* is a kind of music, *blue* is only a colour.

Answers

Music: jazz, salsa, soul, world, hip-hop, reggae

Town facilities: church, cafe, hotel, market, museum, restaurant

Colours: green, red, blue, brown, purple, yellow

Optional activities

- ◆ Students rewrite the lists for music and colours in their notebooks in order, putting the ones they like most first and the ones they like least last.
- ◆ In small groups, students think of as many different words as possible to add to the three categories. Give them a time limit.

3

- Students write the name of each type of clothing under the correct picture.

Answers

1 cap 2 jumper 3 shirt 4 trainers 5 jacket
6 trousers

Optional activity

Game *Word tennis* Students close their books and, in pairs, play Word tennis. One student 'serves' the name of a type of clothing, then their partner 'returns' a different item and so on. Encourage students to include other names of clothes they know that were not included in the exercise if possible.

4

- The aim of the activity is for students to contextualise a short listening extract by working out what kind of passage it is extracted from. Explain to students that they should listen for the main gist of the passage and that it does not matter if they do not understand every word.
- Play the recording. Students match each extract 1-3 with the correct kind of passage A-C.

1.03 Recording

1 People all over England celebrate New Year. People often have parties on New Year's Eve. They may stay at home with their family or go out with friends. Many people who live in London go to Trafalgar Square and wait for midnight. At midnight the people in the square listen to the bells of Big Ben.

2

Big Ben

What is Big Ben? Is it a clock? In fact, Big Ben is really the name of one of the clock's bells and it weighs over thirteen tonnes. Big Ben is in the clock tower of the Houses of Parliament. The tower is 95.7 metres high and it's on the River Thames.

3

CARRIE Jay, welcome, where are you from?

JAY From the USA, from New York.

CARRIE Tell us about you and your family.

JAY Well, I'm sixteen and I live at home with my parents and my sister, Rose.

CARRIE And how old is Rose?

JAY She's only three and she's fantastic.

Answers

1 C 2 B 3 A

Optional activity

1.03 Play the recording again and ask students a comprehension question about each extract. 1 The woman is describing New Year celebrations in which country? (England) 2 What famous sightseeing attraction is the speaker talking about? (Big Ben) 3 Who is being interviewed? (Jay)

5

- Give students a few minutes to look through the Birthday Questionnaire. Elicit the meaning of difficult words like *celebrate*, *ordinary*, *ideal*.
- Students do the questionnaire in groups of four, making notes about their group's answers, especially any that are interesting or surprising.
- One person from each group moves to another group and gives a brief report about their group's answers, telling them anything interesting or surprising that they found out, e.g. *Most people in our group go out for their birthday, but Kurt always goes on holiday!*
- Point out the 'Believe it or not!' fact at the bottom of the page. Go around the class asking students to say when their birthdays are. If anyone has their birthday on the same day as someone else they should call out *Me too!* Point out to students that for dates they can either say *March 3rd* (March the third) or *3rd March* (third of March).

Birthday project

Ask students to work in pairs to decide on three or four of the most interesting questions from the birthday questionnaire. They prepare a survey sheet, e.g. a tally chart like the one in the example below, and use their sheet to interview all the students in the class.

| | |
|---|---------|
| Birthday project | |
| celebrate your birthday with your friends | HHH I |
| celebrate your birthday with your family | II |
| have a birthday party | IIII |
| don't have a birthday party | IIII |
| have a birthday cake | HHH III |
| don't have a birthday cake | III |

Students write a short report about the results of their survey, illustrating it with drawings or photos from magazines or the Internet (or from home). Encourage students to include a short introduction in their report, then to give the results, and then to try and draw some simple conclusions.

Display the projects in class so that students can look at each other's work.

Follow-up activities

- ◆ In groups of four, students brainstorm vocabulary for three other categories from the box on page 8: *jobs and occupations*, *adjectives*, and *carnivals and festivals*. Give students an example from each category before they start, and tell them they have two minutes for each category to write as many words as they can think of on slips of paper. After the time is up for each of the three categories, students shuffle their slips of paper so they are jumbled out of order. They then swap their slips with another group, and the students then have another two minutes to sort another group's slips into the correct categories.
- ◆ Students write four important dates in their notebooks. (These could be birthdays of family or friends, anniversaries, or dates when important things happened to them.) They then show the dates to a partner and talk about them, e.g. *February 4th is my mum's birthday.*

HOMEWORK

Ask students to interview someone who is older or younger than them for the Birthday Questionnaire and to write the person's answers down.

WEBLINK

Students may like to visit this website to find out which famous people share their birthday:

www.famousbirthdays.com

Do you really speak Chinese?

Communicative Aims

Talking about regular activities

Language

Present simple

Pronunciation

/s/ chats /z/ does
/ɪz/ watches

Vocabulary

Likes and dislikes
Routine activities

Optional aids

Follow-up activity:
small blank cards

Useful information

Every year, more than a thousand officers and men parade with 200 horses from Buckingham Palace along The Mall to Horse Guards Parade, Whitehall and then back again. This parade, which is called Trooping the Colour, has taken place almost every year for the last 250 years, on the birthday of the British king or queen.

WARMER 1

Game *Word tennis* Divide the class into two teams. Students 'serve' the name of a country to the other team, who must return the nationality, e.g. *France – French, Italy – Italian, China – Chinese*. Teams change roles after three countries have been 'served'.

WARMER 2

Ask students what they can remember about the characters who won the competition. Ask *Where is Leyla from? Who is from Russia?* etc. You can divide the class into teams and give a point for each correct answer.

1 OPENER

- The aim is to introduce the context for the presentation dialogue in exercise 2.
- Write the words *cats, dogs, computer games, films* on the board, and ask a confident student which of the things they like or don't like. (You may need to explain *computer games*.)
- Ask students to write a list of five things they like and five things they don't like. They can use some of the words from the board but must also think of their own ideas.
- Students work in pairs telling each other about the things they like and don't like, and taking notes about their partner.
- Ask some of the pairs to tell the rest of the class about the things their partner likes/doesn't like.

2 READING


- Students read the dialogue and decide which of the topics the group are talking about.

- Give students three minutes to read the dialogue. Then check answers.
- Encourage students to guess unfamiliar vocabulary from context. Be prepared to translate *surf the Web, chat to people online, do yoga*. Explain that people in Britain now commonly use the American English word *movie* for *film*.
- Revise classroom language as it comes up during the lesson. Encourage students to ask *What does ... mean?*

Answers

animals films languages

Optional activity

-  1.04 Play the recording of the dialogue for students to read and listen. Stop at any words that you predict may cause pronunciation problems, e.g. *horses, home, languages*, and ask students to repeat.

3 AFTER READING

- Students read the dialogue again and decide if sentences 1–8 are true or false. Ask them to underline the words in the dialogue that help them decide on their answers.
- Check the answers before students write corrections for the false sentences. Monitor and help where necessary.
- Ask students to read their answers to the class.

Answers

- 1 False. *Emma doesn't like horses at all.*
- 2 True.
- 3 False. *Jay watches DVDs but he doesn't often go to the movies.*
- 4 False. *Kristin goes to the cinema every Saturday.*
- 5 True.
- 6 True.
- 7 False. *Emma doesn't speak Chinese.*
- 8 True.

Optional activities

- ◆ **1.04** Play the recording of the dialogue sentence by sentence for students to repeat for pronunciation and intonation practice. Students act out the dialogue in groups of three. They then change roles. Monitor, listening for problems with intonation and pronunciation. Give feedback to students after the activity.
- ◆ Students note down new vocabulary in their notebooks.

Your Response

Ask students to work in pairs discussing the questions. Have some students tell the class about their partner.

4 LISTENING

- Tell students they are going to listen to some facts about four of the characters.
- Ask students to look at the photographs and tell you who the characters are and where they come from.
- Students listen and complete the sentences. Play the recording twice.

1.05 Recording

Hi, I'm Carrie. Welcome to World2day, and here are some facts about our competition winners. Ramón really likes music and he loves hip-hop and rap. Kristin chats to her friends online every evening in English and German. Leyla does gymnastics every Friday afternoon and then she goes swimming in the evening. Alexey plays basketball and does karate at the weekend.

Answers

Leyla does gymnastics and goes swimming every Friday.
Alexey plays basketball and does karate.
Ramón loves hip-hop and rap.
Kristin chats online in English and German.

- Ask different students to read their answers to the class. Elicit extra information, e.g. *Does Leyla do gymnastics in the evening? When does Alexey do karate? When does Kristin chat to her friends online?*

5 PRONUNCIATION

- Ask students to look at the words in the chart.
- Play the first part of the recording, pausing after each word for students to repeat. Remind students that /s/ is like the noise of a snake, and /z/ like a bee. The difference between /s/ and /z/ is that /s/ is unvoiced, ie the sound is produced without using the voice-box in the throat. Get students to say /z/ and feel their throat vibrate. When they say /s/ the throat doesn't vibrate.

1.06 Recording

/s/ chats drinks eats
/z/ does knows loves
/tʃ/ watches chooses finishes

- Ask students to copy the chart into their notebooks.
- Play the second part of the recording. Students write

the words from the box in the correct column. Pause after each word to give students time to write.

1.06 Recording

dances goes likes plays speaks teaches

Answers

/s/ chats /z/ does /tʃ/ watches
likes goes dances
speaks plays teaches

6 GAME

- The aim is to encourage learners to take responsibility for their learning by testing each other.
- Ask three or four students to spell words from the lesson. Use *How do you spell ...?*
- Divide the class into pairs or teams and ask them to take turns testing each other on ten words from the lesson. Give them time to choose their ten words. The winner is the person or team who gets ten words right.

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

7 SPEAKING

- Read the question in the example aloud: *Do you play football every week?* Point out the first line of the chart: *doesn't play football every week*. Elicit the questions for the other activities orally around the class. Students then write them in their notebooks.
- Explain that students must move around the classroom asking different students about each activity. When they find someone who does/doesn't do the activity listed, they write his/her name in their chart. The aim is to complete the chart with eight different names.
- Demonstrate the procedure first with two or three confident students. Set a time limit of five minutes.

Optional activity

In groups of four or five, students find one activity two/three/four/five of them do and one activity none of them do. They then report back to the class, e.g. *Two of us go swimming. None of us play tennis.*

Extension Ask a pair of students to read out the first question and answer in the example: *Does Mariella do yoga? / No, she doesn't.* Ask a confident student *Does (name) play football every week?* and encourage them to answer *Yes, he/she does.* or *No, he/she doesn't.* Start a question and answer chain around the class, with each student answering a question and then asking another student a new question.

8 WRITING

- Students write complete sentences in their notebooks to summarise the results in their charts in exercise 7. Go through the examples with the class first. Monitor and help where necessary.
- Describe your daily routines and habits during the week as a model for the second part of the exercise.
- Students think about their habits and routines and write five sentences about themselves. Monitor and help where necessary.

Optional activity

Students exchange their sentences and correct each other's work for spelling, grammar and punctuation.

Extension Tell students to write five sentences about another student: three true and two false. In pairs they take turns to read their sentences aloud. Each student's partner tries to guess which statements are false. Encourage partners to correct the false sentences, e.g. *False! He/she doesn't speak three languages.*

LANGUAGE WORKOUT

- Ask students to look at the Language box and to complete the sentences. Confident students can complete first and then check, while others can look back at exercises 2 and 3 and then complete.
- Students turn to page 112 of the Language File to check their answers.

Answers

go speaks do speak don't doesn't

- Highlight that:
 - we use the present simple to talk about things we do every day, week, month and to talk about how often we do things.
 - we add *s* for *he/she/it* in the affirmative form.
 - we form questions with *do/does* + verb.
 - we form the negative with *don't/doesn't* + verb.
- Drill the examples in chorus for pronunciation and stress.

PRACTICE

- Students do Practice exercise 1 on page 112 of the Language File. They complete the sentences with the correct form of the verb. Remind students not to forget the third person *s*. Write a large *S* on the board and refer to it during the exercise.
- Check the answers by asking different students to say the completed sentences.

Answers

*1 loves 2 goes 3 doesn't like 4 chats
5 doesn't play 6 do 7 Do ... see 8 Does ... speak
9 do ... fly 10 Do ... know*

Optional activity

Game *Question-and-answer chain* Student 1 asks a question using one of the verbs from the dialogue on page 10, e.g. *Do you chat online?* Student 2 answers *Yes, I do.* or *No, I don't.* Student 2 then asks Student 3 another question. Students who repeat a question are out. This can be played with the whole class or in big groups.

Follow-up activities

- ♦ **Game** *Vocabulary game* Students write on cards new vocabulary from the lesson associated with routines and activities. Collect the cards and divide the class into teams of three or four. One student from each team comes to the front of the class. Choose a card for each student. Show student 1 a card. He/She mimes the meaning of the word to his/her team, which wins a point for a correct guess. Students 2 and 3 then take turns to mime their words to their teams. Continue with different team members and words.
- ♦ Students think of a famous person. They write five sentences to describe what the person does every day. Students work in pairs and try to guess who their partner has described.
- ♦ Add words to the Vocabulary box. Students can write new words from the lesson on one side of a card and an explanation, illustration or translation on the other side of the card.

HOMEWORK

Students write the names of three important people in their lives in their notebooks, for example a friend, a family member or a celebrity. At home they write sentences to describe these three people's hobbies, routines and language abilities.

WEBLINK

You may like to visit this website for free access to a wide range of teaching resources: www.onestopenglish.com

You're standing on my foot!

Communicative Aims

Describing what's happening now

Language

Present continuous
Relative pronouns:
who/that

Pronunciation

Syllable stress

Vocabulary

Clothes
Colours
Actions

Optional aid


Follow-up activity:
large pieces of paper
or card

Useful information

The London Eye stands next to the River Thames, and at 135 metres high, it is the largest observation wheel in Europe. It was opened at the very end of the last millennium, on 31st December 1999, and is visited by more than three million people a year. The Eye weighs 2,100 tonnes and takes half an hour to revolve. People sit or stand in egg-shaped capsules which give spectacular views across London.

- Encourage students to guess unfamiliar vocabulary from context and to ask *What does ... mean?*

Optional activity

 1.07 Play the recording of the dialogue for students to read and listen. Stop at any words that you predict may cause pronunciation problems, e.g. *highest*, *juggler*, and ask students to repeat.

WARMER 1

Game *Memory chain* Student 1 says, e.g. *On Monday I go to school*. Student 2 says *On Monday I go to school. On Tuesday I go to the gym*. Continue round the class adding a new day each time. The eighth student goes back to Monday. Students who cannot remember the chain stop playing and are out.

WARMER 2

Game *Alphabet game* The game can be played in groups or as a whole class. Students try to think of a country beginning with each letter of the alphabet, omitting the letters Q and X. Students win one point for each correct country. An extra point could be added for saying in which continent the country is situated.

1 OPENER

- The aim is to prepare the vocabulary for the following exercises. Ask students to look at the photo on pages 12–13 and to see which items in the box they can find. They check their answers in pairs.

Answers

*bag (the girl in the orange top) camera (Alexey and Kristin)
hat and sunglasses (the juggler) map (Steve and Leyla)
shirt (Ramón) trees umbrella (Jay)
We cannot see a guitar.*

2 READING

- Ask students to read the dialogue and to identify the characters in the photo on pages 12–13. Point to each one and ask *Who's this? Where are they? What are they doing? What are they saying?* Invite as many class suggestions as possible.

3 AFTER READING

- Students read the dialogue again, and match the questions and answers. Make sure students understand that one answer is not needed.
- Check the answers. Ask students to give you extra information where appropriate, e.g. *Is Ramón wearing a jacket? No, he isn't. He's wearing a shirt.*

Answers

*1 e 2 g 3 f 4 b 5 i 6 h 7 a 8 d
Extra answer: c*

Optional activities

- ◆ Students act out the dialogue in pairs. Monitor, listening for problems with intonation and pronunciation. Give feedback to the class.
- ◆ Students write true/false statements about the dialogue. Monitor and help where necessary. Divide students into groups to test each other on the dialogue using their true/false statements.

Your Response

- Ask students to work in pairs discussing the questions. After a few minutes, ask each pair to get together with another pair and compare their answers.
- Then ask one student from each group to answer the questions. The emphasis here is on fluency rather than accuracy. Try to avoid interrupting/correcting unless students make mistakes with the target structure.
- Play the recording. Students listen and then describe what actually happened. Compare their original predictions with the recording.

1.08 Recording

RAMÓN *He's running this way! Got you!*
 ACTOR *Hey! What are you doing?*
 RAMÓN *You're a thief! Look – see what you're holding in your hand. It's that girl's wallet.*
 ACTOR *Yes, that's right. It's her wallet. Now can you see that man over there?*
 RAMÓN *You mean the man with a video camera?*
 ACTOR *Yes. We're making a film here. I'm not a thief, I'm an actor!*
 RAMÓN *Oh no! I'm really sorry!*

Optional activity

Students suggest what happens next. Discuss as a whole class.

4 PRONUNCIATION

- Remind students about syllable stress. Explain that in individual words one syllable is usually pronounced more strongly, as in the example in their books.
- Play the recording, pausing for students to count the syllables and mark the stress.

1.09 Recording and answers

■ behind (2) ■ camera (2)
 ■ happening (3) ■ jacket (2) ■ orange (2) ■ umbrella (3)
 ■ video (3) ■ wallet (2)

- Check the answers. Ask individual students to say each word aloud, exaggerating the stressed syllable. Ask individual students to tell you where the stress falls.
- Play the recording again for students to repeat the words.

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

5 VOCABULARY

- Check students understand the words in the Clothes Word Bank.
- Ask a pair of students to read out the first question and answer in the example: *Who's Emma? / She's the one who's wearing black trousers and a green top.*
- Ask *Who's Alexey?* and invite a confident student to complete the answer in the example: *He's the boy that's standing next to Kristin.*
- Ask the class to continue the questions and answers in pairs, using words from the Clothes Word Bank.

Suggested questions and answers

Who's Ramón? He's the one who's wearing a shirt (and jeans). He's the boy that's standing next to Emma.
Who's Emma? She's the one who's wearing a green top (and black trousers/boots). She's the girl that's standing next to Ramón.
Who's Jay? He's the one who's wearing a blue T-shirt (and jeans). He's the boy that has an umbrella.
Who's Steve? He's the one who's wearing a raincoat (and jeans). He's the man who's looking at the map.
Who's Leyla? She's the one who's wearing a red top (and jeans/boots). She's the girl who's looking at the map.
Who's Alexey? He's the one who's wearing the red shirt (and blue trousers). He's the boy who has a camera.
Who's Kristin? She's the one who's wearing the blue top.
Who's the actor? He's the one who's wearing the black clothes.
 (NB Students can swap 'the one' with 'the girl/boy/man' and 'who's' with 'that's'.)

- Ask a few students what questions they asked. Encourage the class to answer.

6 SPEAKING

- Read out the question and answer in the example.
- In pairs, students ask and answer questions about what people in the photo are doing.
- Ask each pair to read out a question and answer to the class.

Suggested questions and answers

What's Ramón doing? He's talking/standing next to Emma.
What's Emma doing? She's talking/standing next to Ramón.
What's Jay doing? He's listening to Steve.
What's Steve doing? He's talking about the London Eye.
What's Leyla doing? She's looking at the map.
What's Alexey doing? He's looking at his camera.
What's Kristin doing? She's helping Alexey with his camera.
What's the thin man doing? He's taking the girl's wallet.
What's the girl in the orange top doing? She's watching the juggler.
What's the juggler doing? He's juggling!

Optional activities

- ◆ Give students one minute to look at the photo in detail. Students then close their books. Ask quick-fire questions to test their memory (use the suggested questions above). This can be a quiz or a team game. Give one point for a correct answer and an extra point for the correct use of the present continuous.
- ◆ In pairs, one student closes his/her book and the other asks questions.

7 WRITING

- Students look at the photo on pages 12–13 and write sentences describing the people without using their names. Encourage them to include information about where they are, what they are wearing and what they are doing. Go through the example with the class first.
- Students exchange sentences and try to guess the names of the people described.

Extension Ask students to read the example in their book, and then ask one student to go and look out of the classroom window and say one thing that is or isn't happening outside, e.g. *A car is driving down the road.* Tell students to look out of the window (you could ask them to do this a few students at a time) and to write down four or five things that are or aren't happening outside. Remind students to listen out for noises as well as looking for things that are happening. Check students' answers and ask a few students to read their sentences out loud.

LANGUAGE WORKOUT

- Ask students to look at the top half of the Language box and explain that we use the present continuous for talking about things that are happening *now*.
- Ask students to complete the sentences in the box. Confident students can complete first and then check, while others can look back at exercise 2 and then complete. Ask students to look at the bottom half of the Language box and complete the sentence.
- Students turn to page 113 of the Language File to check their answers.

Answers

wearing are is isn't aren't that

- Drill the examples in chorus for pronunciation and stress.

PRACTICE

- Students do Practice exercise 2 on page 113 of the Language File. Ask students to write sentences using the present continuous.

Answers

- 1 *Steve is talking about the London Eye.*
- 2 *Leyla is visiting London for the first time.*
- 3 *Are Jay and Leyla looking at the map?*
- 4 *Alexey and Kristin aren't holding hands!*
- 5 *Is the thin man stealing the girl's wallet?*
- 6 *Jay is holding an umbrella.*
- 7 *Kristin is watching the juggler.*
- 8 *Ramón isn't listening to Steve.*
- 9 *Why are Emma and Ramón running?*
- 10 *I'm not taking photos at the moment.*

Optional activity

Individually, students write three new sentences about the photo using the present continuous. They then jumble up the word order and give the sentences to a partner, who must re-order them. Write an example on the board, e.g. *his hand in man the her putting is bag.*

Follow-up activities

- ◆ Draw a word map on the board. Write *CLOTHES* in the centre. Elicit different categories from the class and write them on the word map, e.g. different occasions, different seasons, men and women.
- ◆ Divide students into small groups to draw their own word map on a large piece of paper or card. Encourage them to think of their own categories, and add as many words as they can. Set a time limit and give out bi-lingual dictionaries if available. The word maps can be displayed in the classroom.
- ◆ Students choose to be A or B. Student A looks out of the window and answers questions about what is happening outside. Student B asks as many questions as possible and *draws* what is going on. Which pair has the best pictorial representation?

HOMEWORK

Students cut out pictures of people from magazines and write sentences to describe what the people are doing and what they are wearing. Ask students to bring their pictures and sentences to the next lesson.

WEBLINK

Students may like to visit this website for more information about the London Eye: www.londoneye.com

It's my sister's birthday

Communicative Aims

Talking about possessions

Language

Possessive adjectives and pronouns
Possessive 's and s'

Pronunciation

/i:/ eat
/eɪ/ break

Vocabulary

Computer terms and technology
Personal possessions
Jobs and occupations

Optional aids

Exercise 4 Optional activity: a bag

WARMER 1

If you set the homework suggested in the previous lesson, stick the students' pictures on the board and write a number next to each one. Students take it in turns to read out one of their sentences. The other students listen and guess which picture is being described. This could be played as a team game.

WARMER 2

Students stand back to back and describe what their partner is wearing. Alternatively, students take turns to describe someone in the room and the others guess.

1 OPENER

- The aim is to pre-teach the vocabulary for the following exercises and set the scene for the reading text. Find out how many students use Twitter, and ask which other social networking sites they use.
- Students read the words in the box and decide which are most likely to be in the text. Elicit the meaning of *account*, *password* and *username*.
- Students do the task individually and then compare their answers in pairs.
- Encourage them to discuss why they expect to find the words they have chosen.


2 READING

- Ask students to read the text about Twitter to confirm their guesses.

Answers

*account email address Internet password
text message mobile phone username*

Optional activity

 1.10 Play the recording of the text for students to read and listen. Stop at any words that you predict may cause pronunciation problems, e.g. *messages*, *tweets*, and ask students to repeat.

- The aim is to read for main ideas and to identify characters. Explain to students that they do not need to understand every word of the text at this stage.

- Give students two minutes to read the text and match the tweets with the characters. Students compare their answers in pairs before checking as a class.
- Elicit the key words in the tweets that helped students to make their decisions.

Answers

- A *Rosie's – interview*
B *Anna's – writing a song*
C *Luke's – trying to learn*
D *Teresa's – photos*
E *Bill's – I'm having fun in the office*
F *Simon's – dog, work with animals*

3 AFTER READING

- The aim is to read for specific information and detail. Set a short time limit. Students could work in pairs to find the answers and write full sentences in their notebooks.
- Check the answers by asking one student to ask a question and choosing another student to answer it.

Answers

- 1 *Linkin Park*
2 *It's about people's problems and what they can do about them.*
3 *Luke*
4 *Teresa's sister's*
5 *She's in a meeting.*
6 *Simon's*

Your Response

Give students some time to write their own tweet.

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

4 SPEAKING

- Ask students to look at the photos on pages 14–15 and find the objects in the box. Help students with any words they don't know.
- Ask *Whose is the book? Whose are the glasses?* Let students answer both questions and then drill the questions in chorus and individually. Encourage students to

link together *whose* is and *whose* are. Check that they understand the difference between *who's* (= *who is*) and *whose* (= *who is the owner of*).

- Students ask and answer the questions about the remaining objects in the box. This can be done as a whole class or in pairs.

Answers

- 1 *Whose is the book? It's Luke's.*
- 2 *Whose is the camera? It's Teresa's.*
- 3 *Whose is the dog? It's Simon's.*
- 4 *Whose are the glasses? They're Bill's.*
- 5 *Whose is the guitar? It's Anna's.*
- 6 *Whose is the laptop? It's Bill's.*
- 7 *Whose is the microphone? It's Rosie's.*
- 8 *Whose are the mobile phones? They're Bill's.*
- 9 *Whose is the pen? It's Bill's.*
- 10 *Whose is the pink shirt? It's Anna's.*
- 11 *Whose is the stethoscope? It's Simon's.*

- Introduce the second part of this exercise by picking up students' objects and asking the wrong owner *Is this yours?* Elicit *No, it isn't mine. It's hers/his/Maria's.* etc.
- Point out the guitar on page 14, and ask *Is it Bill's guitar?* Elicit *No, it isn't his. It's Anna's.* Drill the example exchange chorally and individually.
- Students ask and answer questions about the photos in pairs. Check answers with the class.

Answers

- 1 *Is it Luke's microphone?* No, it isn't his. It's Rosie's.
- 2 *Are they Teresa's glasses?* No, they aren't hers. They're Bill's.
- 3 *Is it Rosie's camera?* No, it isn't hers. It's Teresa's.
- 4 *Is it Bill's pink shirt?* No, it isn't his. It's Anna's.
- 5 *Are they Simon's mobile phones?* No, they aren't his. They're Bill's.
- 6 *Is it Anna's dog?* No, it isn't hers. It's Simon's.

Optional activity

Game *Whose is this?* Ask each student to give you an object secretly. Place the objects in a bag. Take one object out at a time. In pairs, students note the name of the object and who the owner is. Then pick up each object in the same order and ask *Whose is this?* Elicit guesses from students, e.g. *It's Stefan's* before checking, e.g. *Stefan, is this pen yours?*

5 PRONUNCIATION

- Ask students to look through the words in the box.
- Play the first part of the recording, pausing after each word for students to repeat.

1.11 Recording

*break eat great meal mean meet
plane play speak take*

- Ask students to copy the chart into their notebooks and write the words in the correct column.
- Play the second half of the recording for students to check their answers.

1.11 Recording and answers

*/i:/ eat, meal, mean, meet, speak
/ei/ break, great, plane, play, take*

6 VOCABULARY

- Students match the definitions with jobs from the Word Bank. Explain to students that there are six extra jobs in the Word Bank.
- Students check answers in pairs and then with the whole class. Encourage students to say whole sentences when giving their answers, e.g. *A photographer is someone who takes pictures.*

Answers

*a photographer d reporter
b actor e vet
c musician f PA (personal assistant)*

Extension Students choose two other jobs from the Word Bank and write definitions for them. In pairs, they read out their definitions and see if their partner can guess the job. Invite some students to read out their definitions for the rest of the class to guess.

Suggested answers

*firefighter – someone who helps to put out fires
nurse – someone who cares for sick people
pilot – someone who flies planes
receptionist – someone who helps people when they arrive at a hotel or office
teacher – someone who gives lessons to children
waiter – someone who brings food or drink to the table in a cafe or restaurant*

Optional activity

Put students in groups, and give each student a job from the Word Bank. They write the name of the job on one piece of paper and the definition on another. Students mix their papers up and then, in their groups, match the definitions with the jobs.

7 SPEAKING

- The aim is to contrast the present simple and present continuous. Refer students to the Language File on pages 112–113, which explains the use of these two tenses.
- In pairs or as a class, students follow the first example. They then look back at the photos and tweets on pages 14–15, and the jobs in the Word Bank on page 15, and make notes about what job each person does and what they are doing at the moment.
- Students then take it in turns to ask and answer questions about the people, saying what they do and what they are doing now.

Suggested answers

- What does Rosie do? She's a reporter.*
- What's she doing? She's waiting to interview Linkin Park.*
- What does Anna do? She's a musician.*
- What's she doing? She's writing a song.*
- What does Luke do? He's an actor.*
- What's he doing? He's trying to learn his lines for a new play.*
- What does Teresa do? She's a photographer.*
- What's she doing? She's having a meal in a restaurant for her sister's birthday.*
- What does Bill do? He's a PA.*
- What's he doing? He's having fun in the office.*
- What does Simon do? He's a vet.*
- What's he doing? He's giving his dog Goldie a health check.*

8 WRITING

- Ask students to read the example.
- Students work individually writing sentences describing what each of the characters from the photos does and is doing at the moment.
- In pairs students compare their sentences.

Suggested answers

- Anna is a musician and she's writing a song about people's problems and what they can do about them. It's called You Can Get it Right and she hopes we like it.*
- Luke is an actor and he's trying to learn his lines for his new play, which starts tomorrow. Everyone else knows their lines.*
- Teresa is a photographer and she's having a meal in a great restaurant for her sister's birthday. She's taking lots of photos.*
- Bill is a PA, and he's going on Twitter. His boss says he can't go on Twitter at work. But she's in a meeting, and it's his lunch break, so he's not working! He's having fun.*
- Simon is a vet, and he's giving his dog Goldie a health check. He works with hundreds of animals, but he only has one of his own.*

Extension Write the name of a famous celebrity on the board, and ask students *What does he/she do?* Then ask *What do you think he/she is doing at the moment?* Elicit suggestions from students, reminding them to use the present continuous. Ask students to think of three celebrities and to write sentences about them like the one in exercise 8, to say what they do and what students think they are doing at the moment.

WEBLINK

Students may like to visit this website to find out more about Twitter: www.twitter.com

Revision and Extension p19

Language File p113

LANGUAGE WORKOUT

- Ask students to look at the top half of the Language box and to complete the chart. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.
- Students turn to page 113 of the Language File to check their answers.

Answers

your our mine their

- Highlight the difference between possessive adjectives and possessive pronouns (*pronouns are not used with nouns*). Point out that we don't use *the* with possessive adjectives or possessive pronouns, ie *It's ~~the~~ mine*.
- Drill the examples in chorus for pronunciation.
- Ask students to look at the bottom half of the Language box. Highlight that we can use the possessive 's form with or without a noun, e.g. *It's Emma's bag./It's Emma's*.

PRACTICE

- Students do Practice exercise 3 on page 113 of the Language File. They complete the sentences with the correct possessive pronoun and check their answers in pairs.

Answers

1 yours, mine 2 ours, theirs 3 hers, his 4 yours, ours

- Students do Practice exercise 4 on page 113 of the Language file. They write phrases using 's or s' and then check their answers in pairs.

Answers

- 1 my parents' car 5 his sisters' books*
- 2 the teacher's glasses 6 the people's clothes*
- 3 the children's school 7 students' work*
- 4 your doctor's name 8 Alexey's watch*

Follow-up activity

Game *Twenty questions* Student A thinks of a job and their partner asks questions, e.g. *Do you work with animals?* to guess the job. Student A can only answer *yes* or *no*. If student B guesses the job with less than 20 questions they swap roles.

HOMEWORK

Students write a short paragraph about a family member's job. They define the job, and say what the person usually does and what he/she is doing at the moment.

Skills

Reading Connecting ideas: magazine interview

Listening Checking details of personal information

Speaking Interviewing
Writing Personal profile

Learner Independence

Finding the meaning
Personal phrasebook

Vocabulary

Personal information
Useful expressions

WARMER 1

Check students' memory of the job vocabulary from Lesson 3, exercise 6. Give the job definitions and ask students to write the jobs down in their notebooks without looking in the Student's Book. Check their answers and their spelling.

WARMER 2

Give students a short test on vocabulary from previous lessons. If you have started a Vocabulary box, choose words from the box. Give students definitions and ask them to write down the word. Check their answers and their spelling.

1 OPENER

- The aim is to encourage students to predict before reading. Ask students where Leyla comes from. Tell students to close their books and ask them the two questions. Students discuss their guesses in pairs.

2 READING

- The aim is to read and connect ideas by matching questions and answers, and to review personal information. Explain to students that extracts like this one from the World2day website appear throughout the book.
- Students read through the interview once before completing it with the correct sentences. With a less confident class, start the exercise with the whole class.
- Play the recording for students to listen and check their answers.

1.12 Recording

CARRIE *Leyla is one of the winners of the World2day London holiday competition. What's she like? Find out here!*

LEYLA *Hi Leyla. Where do you live?*
In Izmir in Turkey, but at the moment I'm staying at the Royal Hotel in London.

CARRIE *What are your favourite clothes?*

LEYLA *It depends. I often wear jeans and a sweatshirt, but I like dresses in the summer.*

CARRIE *And your favourite colours?*

LEYLA *That's easy. Pink and black!*

CARRIE *What is your favourite English word?*

LEYLA *'Sorry'. The English say 'sorry' all the time!*

CARRIE *What makes you angry?*

LEYLA *People who don't listen.*

CARRIE *What makes you happy?*

LEYLA *Sunshine and blue sky!*

CARRIE *How do you relax?*

LEYLA *I listen to music.*

CARRIE *What languages do you speak?*

LEYLA *Turkish, of course, and French. And I'm learning English.*

CARRIE *Is there someone very important to you?*

LEYLA *What do you mean? Do I have a boyfriend? I'm not telling you! But my mother is very important to me.*

CARRIE *Is there something special you do every day?*

LEYLA *That's difficult. Let me think. I know. I try to help someone every day.*

CARRIE *What are you reading at the moment?*

LEYLA *An English book called This is London. It's great!*

CARRIE *Thank you, Leyla!*

Answers

1 c 2 d 3 a 4 b 5 e

Optional activity

Students read and act out the interview in pairs.

3

- Students read Ramón's answers to some of the questions in the magazine article and decide which questions they match.

Answers

- 1 What makes you happy?
- 2 What makes you angry?
- 3 How do you relax?
- 4 Is there someone very important to you?
- 5 Is there something special you do every day?

Optional activities

- ◆ Students interview you, asking similar questions.
- ◆ In small groups, students make up answers to five of the questions in the interview to give to another group. Groups exchange answers and guess the questions.

4 LISTENING

- The aim is to listen for specific details. Students read the profile. Confirm that students know what to do. Ask them to predict what the incorrect information is. Tell them not to worry about correcting the mistakes on the first listening.
- Play the recording. Students listen to check details and note the mistakes. They compare their answers in pairs before you play the recording again.

1.13 Recording

CARRIE Hello and welcome to our World2day podcast and 'Five Minutes With ... Jay.' Jay is one of the winners of our London holiday competition. What's he like? Let's find out. Jay, welcome, where are you from?

JAY From the USA, from New York.

CARRIE Tell us about you and your family.

JAY Well, I'm sixteen and I live at home with my parents and my sister, Rose.

CARRIE And how old is Rose?

JAY She's only three and she's fantastic.

CARRIE Ah, that's nice ... And tell me, what are your favourite clothes?

JAY That's easy – shorts and T-shirts.

CARRIE And your favourite colours?

JAY Hmm. Red, white and blue.

CARRIE And what's your favourite word?

JAY I don't have a favourite word.

CARRIE OK ... and what makes you angry?

JAY Nothing!

CARRIE Wow! That's great! Right, Jay, now tell me: what makes you happy?

JAY My friends – it's great to be with good friends.

CARRIE How do you relax?

JAY I play with DJ in the park – she's my dog.

CARRIE DJ ... nice name ... Right. And what languages do you speak?

JAY I speak English and I'm learning Spanish.

CARRIE Spanish? Great! And is there someone very important to you?

JAY Not one person, but my friends are very important to me. I'm missing them here in London.

CARRIE And is there something special you do every day?

JAY I read for half an hour every evening. I love it!

CARRIE Thank you very much, Jay. That's great.

JAY Thank you.

- Play the recording again for students to correct the mistakes. They check their answers in pairs. Play the recording again if necessary.

Answers

- 1 California New York
- 2 17 16
- 3 green blue
- 4 His favourite word is 'Yes'. He doesn't have a favourite word.
- 5 French. Spanish.
- 6 watches TV reads

Optional activities

- ◆ In pairs, Student A covers the text and tells Student B everything he/she remembers about Jay. Student B listens and checks in the book.
- ◆ Students close their books and remember as many questions from the article on page 16 as they can.
- ◆ Students write the correct information about Jay in full sentences in their notebooks. Monitor and help where necessary.

5 SPEAKING

- In pairs, students act out an interview using the questions in the article about Leyla on page 16. Students sit opposite each other. Student A writes in his/her notebook while Student B answers. Then they change roles.

Optional activity

Students go round the class choosing different people to interview. Set a time limit and tell students to ask as many questions as they can.

6 WRITING

- The aim is to write a personal profile using a model for guidance. Students read Jay's profile again and match each paragraph with the questions. Check the answers with the class.

Answers*Paragraph 1**Where do you live?**What are your favourite clothes?**Paragraph 2**And your favourite colours?**What is your favourite English word?**What makes you angry?**What makes you happy?**Paragraph 3**How do you relax?**What languages do you speak?**Is there someone very important to you?**Is there something special you do every day?*

- Students write a similar three-paragraph profile based on the answers from their interview in exercise 5. Remind students not to forget the third person *s*. Write a large *S* on the board and refer students to this as you monitor. Give students a few minutes to check their paragraph for grammar, spelling and capital letters. They then give it to another student to check.

Optional activity

Ask students to tell you something interesting about the student they interviewed.

7 LEARNER INDEPENDENCE

- The aim is to identify students' preferred way of finding the meaning of new words and to encourage them to experiment with other ways. Write three or four words or phrases from the previous lessons on the board, e.g. *account, password, receptionist, chat to people online*. Do students remember the meanings of these words? Ask *How can you find out the meaning of these words?* Find out who has a dictionary and if it is monolingual or bilingual. Discuss the advantages and disadvantages of these two types of dictionaries.
- Students look at the list in exercise 7 and mark from 1 to 6 (1 = best) their favourite way of finding a word. They compare their order with another student's.
- Elicit feedback from the class and compare the advantages and disadvantages of each method. Encourage students to try and find the meaning of the word themselves before asking for help. Equally, it is better to guess from the context before consulting a dictionary or asking for help.
- Suggest that students try out a new way of finding out the meanings of words for a week and then report back to the class.

8

- The aim is to encourage students to develop their own store of words and expressions in English. Ask students to

look back through the unit and tell you expressions that they like and want to learn. Write five or more of their chosen expressions on the board. Ask students to help you find the best translation by guessing or using a dictionary.

- Ask students to copy the expressions and translations into their notebook under the heading of Personal Phrasebook: Unit 1.
- Then ask students to work on their own and find five more expressions to translate and write into the Personal Phrasebook section of their notebooks. Circulate and help students to find correct translations of the expressions.
- Emphasise the importance of students revising the expressions in their Personal Phrasebooks at home.

9 PHRASEBOOK

- Ask students to look through the unit and find the expressions, and notice how they are used.
- Then play the recording for students to listen to and repeat the idiomatic expressions.

1.14 Recording and answers*Of course not. (Emma, Lesson 1, ex 2)**It's a joke, silly! (Emma, Lesson 1, ex 2)**What's happening? (Ramón, Lesson 2, ex 2)**Let me see! (Ramón, Lesson 2, ex 2)**Ow! (Emma, Lesson 2, ex 2)**Hey! (Ramón, Lesson 2, ex 2)**I can't wait! (Leyla, Welcome! speech bubble)**I hope you like it. (Tweet B, Lesson 3, ex 2, not recorded)**It depends. (Leyla, Lesson 4, ex 2)**What do you mean? (Leyla, Lesson 4, ex 2)*

- Students can add expressions which they like to their Personal Phrasebooks. Help with translation where necessary.
- Ask students to work in pairs to make up the four-line dialogues. Ask some confident pairs to act out their dialogues in front of the class.

Follow-up activities

- ◆ Write jumbled sentences from previous lessons on the board for students to re-order.
- ◆ Quick dictation: dictate five sentences from the recording in exercise 4. Students exchange their sentences and correct each other's work.

HOMework

Students try out the methods from the Learner Independence section to learn new vocabulary from the previous lessons.

WEBLINK

Students may like to visit this website for information about easy-to-read books for learners of English: www.macmillanenglish.com/readers

Inspiration EXTRA!

LANGUAGE LINKS

- Check that students understand the meaning of *Congratulations* and ask them to work in pairs to think of situations when you might say the word, e.g. when someone passes a school exam, gets engaged/married, etc.
- Ask students to share their ideas with the class.
- Give students two minutes to work in pairs matching the words for *Congratulations* with the correct language.

Answers

Congratulazioni! – Italian, *Felicitats!* – Catalan
Felicitaties! – Dutch, *Félicitations!* – French
Glückwünsche! – German, *Parabéns!* – Portuguese
Tebrikler! – Turkish, *¡Felicitaciones!* – Spanish
Pozdravlyayu! – Russian

- Ask students if anyone can say any of the words, and encourage them to demonstrate, letting the class repeat.
- Ask students if they know how to say *please* and *thank you* in other languages.

GAME SPELLING CHAIN

- Revise the pronunciation of the letters of the alphabet.
- Read the instructions in the Student's Book with the class. Demonstrate the example with three confident students. Point out that A can't say anything at the end because he/she doesn't know any words starting with X.
- Divide the class into two teams and play the game.

SKETCH THE TICKET INSPECTOR

- The aim is for students to enjoy using their English while also getting valuable stress and intonation practice. Ask students to look at the cartoon and elicit train vocabulary: *ticket*, *station*, *ticket inspector*. Ask *What does a ticket inspector do?*
- With a more confident class, play the recording with books closed. Then play it again with books open. With a less confident class, play the recording while students follow in their books, and then again with books closed.



Recording

See text on page 18 of the Student's Book.

- Divide the class into two groups and play the recording again, with one group repeating in chorus as the Waiter/Inspector and the other as the Passenger. Encourage students to exaggerate stress and intonation.
- Ask students to close their books and play the recording again. Then ask students to work in groups of three and read the sketch aloud. Choose several groups to act out the sketch in front of the class.

REVISION

Lesson 1

Suggested answers

Kristin loves horses. She goes to the cinema on Saturdays. She goes to yoga on Saturdays.
Emma doesn't like horses at all. She thinks dogs are OK. Cats are her favourite pets. She has two cats at home. She does yoga every Tuesday. Her mum teaches yoga. She doesn't speak Chinese.
Jay loves dogs. He never plays computer games. He surfs the web and chats to people online. He watches DVDs. He doesn't often go to the movies.

Lesson 2

For possible answers, read the dialogue and look at the answers to exercises 5, 6 and 7.

Lesson 3

Refer students to their *Clothes* word map (Lesson 2) for ideas.

Lesson 4

If necessary, point out that the three paragraphs in Jay's profile follow the order of the questions in Leyla's interview.

EXTENSION

Lesson 1

Students' own answers.

Lesson 2

Students' own answers.

Lesson 3

Suggested answers

Whose is the purple dress? It's Rosie's.
Whose is the black jacket? It's Bill's.
Whose is the silver ring? It's Teresa's.
Whose is the blue top? It's Simon's.
Whose is the colourful T-shirt? It's Luke's.

Lesson 4

Remind students to write three paragraphs.

YOUR CHOICE!

The aim is to give students more learner independence and help them to identify their preferred ways of learning. Encourage students to choose an activity that they feel less comfortable with if they want a challenge or are aware that they need practice in a particular area.

Who Am I? gives students the opportunity to practise free writing.

Whose is This? gives students the opportunity to practise speaking.

Welcome to London

Useful information

St Paul's Cathedral

The highest point of the dome is 114 metres. During the building of the dome, Sir Christopher Wren was pulled up and down in a basket at least once a week to inspect the work.

Tate Modern

The building which houses Tate Modern was a working power station until 1981. Its central chimney, which is 99 metres high, was specially built to be lower than the dome of St Paul's Cathedral.

The Museum of London

It is part of the Barbican complex that was built in the 1960s and 1970s in a bomb-damaged area of the city. There are over two million objects in its collection.

Covent Garden

At one time, the British government wanted to pull down the old market buildings to build new hotels and offices, but the British public campaigned against them and instead the buildings were restored. Now more than 30 million people visit Covent Garden every year.

Big Ben

The bell is called Big Ben after Sir Benjamin Hall who was responsible for the building of the tower in 1858-9. People called Sir Benjamin 'Big Ben' because he weighed 108 kilos!

Madame Tussaud's

Madame Tussaud was French and made wax masks of the heads of the French Royal family after they were cut off in the French Revolution. In 1802 she moved to London and opened an exhibition of the masks.

1 OPENER

- The aim is to arouse the students' interest in the topic of London.
- Ask students to look at the photos of famous places in London. Ask if anybody knows any of them and what they are called.
- Students look at the headings of the London sightseeing guide A-I and try to match the places with the photos.

2 READING

- Students read the guide and check their answers.

WEBLINK

Students may like to visit this website for more information about sightseeing in London:
www.london-sightseeing-guide.com

Answers


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

- Check that students understand all the questions.
- Students find the answers in the sightseeing guide. Point out that some questions have two answers.
- Check the answers orally with the whole class.

Answers

- 1 *Madam Tussaud's*
- 2 *The London Aquarium*
- 3 *Covent Garden*
- 4 *The London Eye; the Monument*
- 5 *Tate Modern*
- 6 *Big Ben (Houses of Parliament)*
- 7 *The Museum of London*

Optional activities

- ◆  1.16 Play the recording of the guide for students to read and listen. Stop at any words that you predict may cause pronunciation problems, e.g. *monument*, *cathedral*, *exhibition*, and ask students to repeat.
- ◆ Ask students to close their books. Have a quick quiz: say a fact about one of the places and students have to name the place.

3 VOCABULARY

- Students work individually to match the words with the definitions, and then compare their answers in pairs.

Answers

1 e 2 c 3 a 4 f 5 d 6 g 7 b

4 MINI-PROJECT – SIGHTSEEING GUIDE

- Ask students to work in pairs or small groups and choose three well-known places in their town or country. Then students take turns to describe one place simply and the others have to name the place.
- In pairs, students choose one place and write a short description of it using the questions and the London sightseeing guide to help them.
- Students could also do extra research to find information about the place they have chosen.
- Encourage them to illustrate their work with photos or extra information from magazines, newspapers or online, or with drawings.
- When students have written their descriptions, ask them to check their work and then join with other pairs and put their descriptions together to make a sightseeing guide.