

1 Nice to meet you!

1 NICE TO MEET YOU!

The language of friendship is not words but meanings.
Henry David Thoreau

gondolier

buildings

bridge

gondola

canal

A gondolier in Venice, Italy.

OBJECTIVES

- talk about where you're from
- introduce a friend
- greet people
- fill in a form

Work with a partner. Discuss the questions.

- 1 Look at the picture. Which country is the man in?
- 2 What language(s) do you think he speaks?
- 3 What language(s) do you speak?

NICE TO MEET YOU! 1

The phrase is used for greeting someone when you meet them for the first time, or for saying goodbye to them on that occasion.

The quote suggests that friendship goes deeper than shared words – the words that we use to have conversations and discussions, share stories or even argue. Friendship involves knowing each other on a deeper level, at a level of emotion, feelings and understanding. This deep knowledge is sometimes difficult to describe in actual words.

Henry David Thoreau (1817–1862) was an American writer, poet and philosopher. His most famous work is *Walden*. He is widely thought of as a cultural hero and a great example of the classic American writer.

Ask students to label the photo if you need time to set up the class.

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Focus the students on the picture of Venice and the gondolier. Encourage them to guess where the man is, using clues in the picture – the canals, the gondola, his clothes. Ask them to name all the things they can see and build up a list of vocabulary in a column at the side of the board. Leave this there for the whole lesson, referring to the words as and when they come up.

Then ask students to read Questions 2 and 3. Answer the questions as a whole class. Encourage lots of students to answer and share their ideas. Again, add vocabulary to the board for students to use throughout the class. Add sentence stems to the board to support students, or give examples yourself.

I think he speaks Italian. Maybe he speaks English for his job. I speak English and ...

WORKSHEETS

Lesson 1.1 Say hello

Vocabulary: Countries; Numbers 0–10 (W1)

Grammar: Present simple *be: I, you* (W2)

Lesson 1.2 What's your job?

Vocabulary: Jobs (W3)

Grammar: Present simple *be: he, she, it* (W3)

1.1 Say hello

● Talk about where you're from

V countries

P syllables and syllable stress

V numbers 0-10

G present simple be: I, you

VOCABULARY

Countries

A SPEAK Work in pairs. Say hello. Say your name.

A: Hi, I'm Victor.

B: Hello, Victor. I'm Anna. Nice to meet you.

A: Hi Anna! Nice to meet you, too!

B Complete the greetings with names of countries.

Argentina Australia Brazil Britain Canada Egypt
Italy Mexico Morocco Spain Turkey Japan

Let's chat! It's easy! It's fun! Click and say hello!

1 Hi! I'm Emine. I'm from Turkey.

2 Hello, everyone! I'm Camilla. I'm from Mexico.

3 Hello! I'm Alexa. I'm from Brazil.

4 Hi, everyone! I'm Laura. I'm from Argentina.

5 Hi! I'm Yasmin. I'm from Egypt.

6 Hi, everyone! I'm David. I'm from Spain.

7 Hi! I'm Matteo. I'm from Italy.

8 Hello, I'm Emily. I'm from Britain!

9 Hello, everyone. I'm Hiro. I'm from Japan.

10 Hi! I'm Charlotte. I'm from Australia.

11 Hello! I'm Mark. I'm from Canada.

12 Hi, everyone. I'm Hamid. I'm from Morocco.

C SPEAK Work in pairs. Ask about each picture.

A: Where is it?

B: It's in Egypt.



PRONUNCIATION

Syllables and syllable stress

In English, we stress a different part of different words. A stressed syllable is loud and strong.

Ar-gen-ti-na

A Listen. Underline the stressed syllable in each word.
1.1 Which word only has one syllable? **Spain**

- | | |
|----------------------|---------------------|
| 1 Arg <u>en</u> tina | 7 <u>It</u> aly |
| 2 Aus <u>tr</u> alia | 8 Ja <u>pan</u> |
| 3 Bra <u>z</u> il | 9 <u>Me</u> xico |
| 4 <u>Ca</u> nada | 10 Mo <u>ro</u> cco |
| 5 <u>Ch</u> ina | 11 Spa <u>in</u> |
| 6 <u>Eg</u> pt | 12 <u>Tu</u> rkey |

B SPEAK Work in pairs. Ask your partner about these cities. Then underline the stressed syllable.

- | | |
|--------------------------------------|---------------------------------------|
| 1 Ber <u>lin</u> , <u>Ger</u> many | 4 Ja <u>kar</u> ta, <u>Indo</u> nesia |
| 2 Bu <u>d</u> apest, <u>Hun</u> gary | 5 <u>Mo</u> scow, <u>Ru</u> ssia |
| 3 <u>Bo</u> gotá, <u>Colo</u> mbia | 6 <u>Sto</u> ckholm, <u>Sw</u> eden |

A: Where's Berlin?

B: It's in Germany.

1.1 Say hello

LEAD-IN

As students come in, smile at individuals and say *Hi/Hello, I'm (your name). I'm from (your country). Nice to meet you!* After the first few, encourage them to reply in the same way.

VOCABULARY

Countries

- A** Focus students on the conversation. Read it out while they follow. Then read it line by line and get everyone to repeat, focusing on the contraction *I'm* with a natural tone and intonation. Then read part A and ask individual students to read part B. Put students into pairs and ask them to recall the conversation. Then ask them to stand up and mingle, having the conversation, using their own names. Join in with the students, helping and correcting as necessary.
- B** Read out the names of the countries and ask students to repeat as a class. Help with pronunciation. If you have a map in the class, get students to point out the countries. Point at yourself and say *Hi! I'm (your name). I'm from (your country)*. Focus on the weak form of *from*, with a stress on *I* and the country name, not *from*. Ask individual students to do the same. Then students complete the exercise in pairs. Check answers as a whole class.
- C** Show a picture of somewhere students might know, e.g. the Eiffel Tower. Ask *Where is it?* and elicit the answer, e.g. *It's in France* (insist on the country, not Paris). Then ask students to do the exercise in pairs. Walk around helping and correcting pronunciation, especially the link between *where* and *is* /weəɪz/ and the contraction of *it is* linking to *in* creating /'ɪtsɪn/. Use the **Vocabulary Worksheet** on page W1 for extra practice.

PRONUNCIATION

- 1.1** **A** Write *Argentina* on the board and say it, with slightly exaggerated stress on the stressed syllable. Repeat, underlining the stressed syllable. Get the class to repeat after you, then ask individual students to say the word. Play the first word on the recording to show the example, then play the audio. Write the words on the board while students do the exercise. Repeat if necessary. To give feedback, play the recording word by word and underline the stressed syllables on the board. Alternatively, students could come to the board to underline the stressed syllables.
- B** Put students into pairs. Demonstrate the first example and write the words on the board. Get students to ask and answer; help with the stress if necessary. Then elicit the stressed syllables and underline them on the board. Drill the pronunciation as a whole class and individually. Encourage students to exaggerate the stressed syllable; show how it is more forceful and a higher pitch and that the unstressed syllables tend to be quieter and shorter.

Extra activity

Prepare a list of capital cities for each of the countries in Pronunciation Exercise A on page 2 (e.g. Ottawa – Canada). Students work in pairs or small groups. Say the capital city and the students write the country. Conduct this as a quiz. Give one point for the country and one point for correct spelling.

GRAMMAR HUB

1.1

Present simple *be*: *I, you*

	Positive	Negative
I	I am from Germany. I'm from Germany.	I am not from Germany. I'm not from Germany.
you	You are from Canada. You're from Canada.	You are not from Canada. You aren't from Canada. You're not from Canada.

	Yes/No questions	Short answers
you	Are you from Argentina?	Yes, I am. No, I'm not.

- For the verb *be*, we use *am* with *I* and *are* with *you*.
I am happy.
You are happy.
- We can use the long form (*I am / You are*) or the contraction (*I'm / You're*). We often use the contraction when we speak.
I am from London. OR I'm from London.
You are from France. OR You're from France.

Be careful!

- Remember: *I am = I'm, You are = You're.*
I'm from Peru. NOT I'm am from Peru.
You're from Brazil. NOT You're are from Brazil.

1.1 Say hello

LISTENING

- 1.2** **A-D** Students complete Exercises A–C, checking answers in pairs and then as a class. Then students work in pairs to ask and answer where they are from. Encourage them to use full sentences.

VOCABULARY

Numbers 0–10

- 1.3** **A** Write numbers 0–10 on the board. Play the audio while students listen and repeat. Then drill by pointing at the numbers on the board. Ask students to listen and complete the phone numbers. Students then work in groups to practise giving and noting phone numbers. They can use their own numbers or false ones if they prefer. Use the **Vocabulary Worksheet** on page W1 for extra practice.
- 1.4** **B** Play the audio and elicit *oh*. Highlight that in American English (and international English in general) it is more usual to say *zero*. British English tends to use *oh*.

- 1.5** **C-D** Play the audio while students listen and complete the numbers. Students work in groups of four or five to complete the task. Tell them they can give false numbers if they don't want to share their real one! Use the **Vocabulary Worksheet** on page W1 for extra practice.

GRAMMAR

- 1.6** **A-C** Play the recording while students listen and complete the task. Students complete Exercise B alone. Encourage them to check their answers in pairs and then check as a class. Direct students to the **Grammar Hub** (see below and TB2). Use the **Grammar Worksheet** on page W2 for extra practice.

SPEAKING

- A-D** You could ask two stronger students to demonstrate the conversation for the class. Students practise reading in pairs. For Exercise B, demonstrate with information about yourself, and then ask students to do the same for themselves. Students have the conversation and then they can repeat with new partners. Monitor and provide feedback.

AUDIOSCRIPT

1.2

Listening, Exercise B

R = Receptionist L = Lisa

- R:** Good morning! Can I help you?
L: Hello! Yes, I'd like some English lessons, please.
R: Of course! What's your name?

- Ex C** **L:** My first name is Lisa, **L-i-s-a**, and my last name is Fuentes, **F-u-e-n-t-e-s**.
R: Thank you. Where are you from?
Ex C **L:** I'm from **Spain**.
R: Are you from Madrid?
Ex B **L:** No, I'm not. I am from **Bilbao**.
R: What's your phone number?
L: 0764 729 3387.
R: OK ... Now, let's find a class for you ...

GRAMMAR HUB

1.1

Present simple **be: I, you**

A Choose the correct options.

- 1 I **am** / **are** from Madrid.
2 **You're** / **You're are** from Sweden.
3 I **not** / **I'm not** from Berlin.
4 You **not** / **aren't** from Hungary.
5 You **are** / **Are you** from New York?
6 I **are** / **am** from Germany.
7 You **are** / **am** from America.
8 **Am** / **Are** you from Indonesia?

B Write the negatives. Use contractions.

- 1 I'm from Italy.
I'm not from Italy.
- 2 You're from Brazil.
You aren't / You're not from Brazil.
- 3 I'm from China.
I'm not from China.
- 4 You're from Egypt.
You aren't / You're not from Egypt.
- 5 I'm from Japan.
I'm not from Japan.
- 6 You're from Turkey.
You aren't / You're not from Turkey.
- 7 I'm from Mexico.
I'm not from Mexico.
- 8 You're from Australia.
You aren't / You're not from Australia.

C Complete the conversations with the words in the box.

am are I I'm no not yes you

- 1 **A:** Are you from Italy?
B: Yes, I am.
- 2 **A:** Hello. Are you from Brazil?
B: Yes, I am.
- 3 **A:** Are you from Australia?
B: Yes, I am.
- 4 **A:** Are you from Morocco?
B: Yes, I am.
- 5 **A:** Are you from Canada?
B: No, I'm not.
- 6 **A:** Good morning. Are you from Argentina?
B: Yes, I am.
- 7 **A:** Hello Lisa. Are you from China?
B: No, I'm not.
- 8 **A:** Are you from Mexico?
B: No, I'm not.

► Go back to page 3.

LISTENING

A PREDICT Look at the photo. Read the information. Where are they? **They are in a language school.**

- B LISTEN FOR SPECIFIC INFORMATION** Listen to the conversation. Which city is the student from? **Bilbao**
- C LISTEN FOR DETAIL** Listen again. Find and correct three mistakes in the form.



Application for Language School

First name: **Luisa** Lisa

Last name: **Fuentez** Fuentes

Country: **Italy** Spain

Phone number: **07647 293387**

D SPEAK Work in pairs. Ask and answer.

A: Where are you from?
B: I'm from Turkey.

VOCABULARY

Numbers 0–10

- A** Listen and repeat each number.

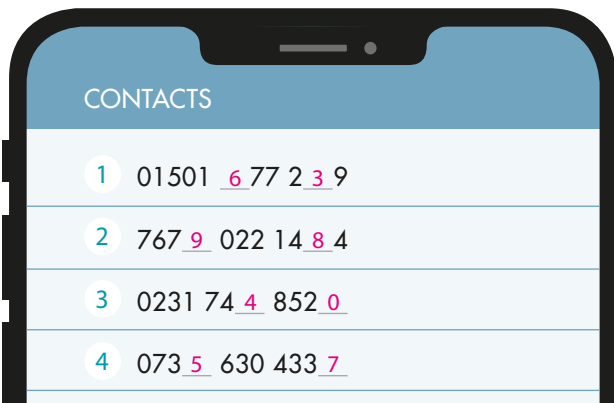


- B** Listen to Lisa's phone number. How does she say the numbers in bold?

07647 293387 **0 = oh**

33 = double three

- C** Listen and complete the phone numbers.



D SPEAK Work in a group. Ask each person for their phone number. Make a list.

A: What's your phone number?
B: It's 07790 521006.

GRAMMAR

Present simple *be: I, you*

- A** Listen to the examples. Underline the verbs.
- I'm from Spain.
Are you from Madrid?
No, I'm not. I'm from Bilbao.

I am = I'm

B WORK IT OUT Circle the correct verb.

am/are		
I	<u>1</u> 'm / 're	from Spain.
You	<u>2</u> 'm / 're	from Turkey.
I	<u>3</u> 'm not / aren't	from New York.
You	<u>4</u> 'm not / aren't	from Toronto.
<u>5</u> Am / <u>Are</u> you from Brazil?	No, I'm <u>6</u> not / aren't.	

C Go to the **Grammar Hub** on **page 98**.

SPEAKING

A PREPARE Read the conversation. Practise the conversation with a partner.

A: Hi! I'm Thomas. I'm from Argentina.
B: Nice to meet you, Thomas. I'm Anna. I'm from Germany.
A: Are you from Berlin?
B: No, I'm not. I'm from Hamburg.
A: Nice to meet you, too.

B PLAN Change the underlined words so the information is about you and your partner.

C PRACTISE Work in pairs. Practise your conversation.

D REPEAT Find a new partner. Practise the conversation again.

Talk about where you're from

1.2 What's your job?

● Introduce a friend

V jobs

S identifying personal pronouns

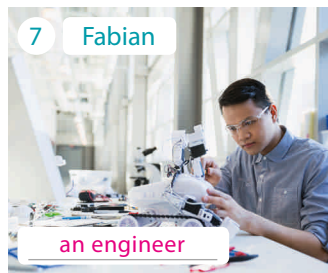
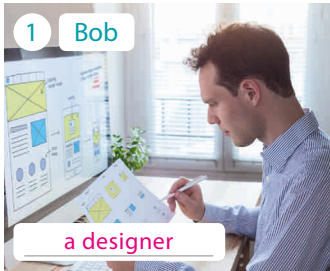
G present simple *be: he, she, it*

P contractions with *be*

VOCABULARY

Jobs

A SPEAK Work in pairs. Which jobs can you name?



B Match the words in the box with the pictures in Exercise A.

an architect a computer programmer a designer a doctor an engineer a manager a student a teacher

C Listen and check your answers.

1.7

D Go to the **Vocabulary Hub** on [page 122](#).

READING

A READ FOR GIST Read the emails. What is Emma's job? **Emma is a designer.**

New job!
To: fashionista@mailhub.com
From: em173@design.nett
Hi Emma,
How's your new job? Is it fun? Is your manager nice? Please tell me all about it!
Keira

RE: New job!
To: em173@design.nett
From: fashionista@mailhub.com
Hi Keira,
Today is my first day in my new job! **Ex B Q1**
I'm on the design team. **It's a small team Ex B Q2**
with five people. **My manager isn't very Ex B Q3**
friendly, but she's OK. **Her name is Ex B Q4**
Amanda and she's from Brazil.
My colleague Anton is nice. He's new Ex B Q5
today, too. I'm not very busy because
it's my first day.
How are you?
Emma
PS **Here's a photo of me in my new job Ex A**
as a designer.



B READ FOR DETAIL Read the emails again. **Circle** the correct answer.

- Keira / **Emma** is in a new job.
- She's in a **small** / big team.
- Her manager **is** / isn't very friendly.
- Her manager is from **Brazil** / Canada.
- Anton **is** / isn't new.

Identifying personal pronouns

Pronouns talk about a noun.
My colleague Anton is nice. **He's** new today too.

C READ FOR DETAILED UNDERSTANDING What do the words in **bold** refer to? **Circle** the noun.

- How's your new **job**? Is it fun?
- I'm on the **design team**. It's a small team with five people.
- My **manager** isn't very friendly, but she's OK.
- Her name is **Amanda** and she's from Brazil.

1.2 What's your job?

LEAD-IN

To test prior knowledge, with books closed, write some of the job titles in halves on the board:

teach ger
 doc er
 mana er
 design tor

Invite students to come up and draw lines to match the halves. Check as a whole class. Elicit any other job titles known by students at this point and add them to a column at the side of the board. Refer to them if these words come up later in the lesson.

VOCABULARY

A-B In pairs, students look at the pictures and see if they can name the jobs. Students then match the job names to the pictures.

C Write the numbers 1–8 on the board. Play the audio and write the answers next to the numbers while students check their answers. Say the job titles one by one, emphasising the stress pattern, e.g. *a designer*. Drill students and repeat with all the jobs. Then circle the *a* in *architect* and *e* at the beginning of *engineer*, and write *an* in front. Clarify why we need *an* in front of a vowel by modelling the words with both *a* and *an* (the *n* enables us to link to the noun more easily). Write the other vowels on the board.

D Direct students to the **Vocabulary Hub** (see TB97). Students complete the exercise alone before comparing with a partner. Check the answers as a class. Teach any additional jobs that are relevant to the class. Use the **Vocabulary Worksheet** on page W3 for extra practice.

READING

A Focus students on the two emails. Ask *What is Emma's job?* Set a short time limit for students to find it.

B Students work individually to find the answers. Go through the answers together as a class, writing the correct sentences on the board. Circle *she* in sentence 2 and elicit that it refers to Emma in sentence 1 – circle *Emma* and connect the two words. Focus students on the *Identifying personal pronouns* box, and write the sentence from it on the board. Repeat the previous steps with *He/Anton*. Draw stick male and female figures and elicit which one needs *he* and which needs *she*: write the pronouns underneath. Then indicate students in the class and get the others to say *he* or *she* as appropriate.

C Students complete the exercise individually, then compare with another student before you give the answers. Add a stick picture of an animal and another of an object to your pictures on the board, e.g. a box, and write *it* next to both. Then drill the three pronouns by pointing at people and objects around the class. To extend learning for early finishers, students can create their own mini-quizzes by drawing five items (people, animals and objects). They can then test their classmates as to which is the correct pronoun.

GRAMMAR HUB

1.2

Present simple *be*: *he, she, it*

	Positive	Negative
he/she/it	He/She is a teacher. He's/She's a teacher.	He/She is not a teacher. He/She isn't a teacher. He's/She's not a teacher.
	It is small. It's small.	It is not small. It isn't small. It's not small.

	Yes/No questions	Short answers
he/she/it	Is he friendly? Is she the manager? Is it fun?	Yes, he is. / No, he isn't. Yes, she is. / No, she isn't. Yes, it is. / No, it isn't.

- For the verb *be*, we use *is* with *he, she* and *it*.
He is nice.
She is nice.
It is nice.
- We can use the long form (*He is / She is / It is*) or the contraction (*He's / She's / It's*). We often use the contraction when we speak.
He is busy. OR He's busy.
She is happy in her job. OR She's happy in her job.
It is a big company. OR It's a big company.

Be careful!

- For negative short answers, we usually use the contraction.
No, she isn't. NOT No, she is not.

1.2 What's your job?

GRAMMAR

- A** Do the first sentence on the board as an example. Students then do the exercise in pairs while you write the other sentences on the board. Give answers and feedback on the board, and elicit what the pronouns refer to; circle and draw lines connecting the pronouns with the noun phrases, e.g. *My manager / she*.
- B** Students work alone to complete the table. Walk around helping as required. Give feedback by writing the full table on the board after enough time has passed. Check students understand.
- C** Direct students to the **Grammar Hub** (see below and TB4).
- D** Write *It is a small team with five people* on the board. Say the sentence using the contraction *it's*. Erase the *i* in *is* and replace it with an apostrophe, and write it as one word. Then focus students back on Exercise A, and get them to write the verbs as full forms. Write the answers on the board.
It's a small team with five people. = It is a small team with five people.
My manager isn't very friendly, but she's OK. = My manager is not very friendly, but she is OK.
- E** Demonstrate the task with one or two students, then let students read the conversation. Put students into pairs and give them a few minutes to ask and answer. Help with job vocabulary if they need it. To extend the practice, students mingle, asking and answering. Use the **Grammar Worksheet** on page W3 for extra practice.

PRONUNCIATION

- A** Play the audio while students read and listen.
1.8
- B** Play the audio again sentence by sentence and get students to repeat as a whole class. Then repeat with individual students.
1.8

- C** Play the audio for students to do the task. Play it again and write the answers on the board.
1.9
- D** Demonstrate with the first sentence, changing the pronoun to *it*. Then put students into pairs to do the exercise.

SPEAKING HUB

- A** Draw a thought bubble on the board, then look at the picture and write a name, e.g. *Ollie*, in the bubble to show that it is just your imagination. Then put students into pairs A and B and direct Student B in the pair to the **Communication Hub** (see TB97) and Student A to use the current page to complete the information.
- B** Briefly demonstrate the activity, saying the sentences out loud. Then ask students to practise by themselves.
- C** Demonstrate with one student. The student introduces their 'friend' to you. Then let students work in their pairs to present their 'friends'. Make sure they use full sentences.
- D** Students reverse roles. Walk around listening and noting any errors. When they finish, write any common errors on the board and get students to correct them as a whole-class activity.

Extra activity

Ask students to bring in photos of friends or to find photos of friends on their digital devices. Students write a description of their friends using the same sentence structures as in the Speaking Hub. Students then introduce their friends to their partner. You can model the activity first with a photo of one of your friends. The introduction-giving could be extended into a mingling activity.

GRAMMAR HUB

1.2

Present simple *be*: *he, she, it*

A Choose the correct options.

- 1 He ___ an architect.
a be **b** is
- 2 My friend is ___ a doctor.
a not b isn't
- 3 Maria is a manager. ___ very nice.
a It's **b** She's
- 4 I like my job. ___ fun.
a It's b She's
- 5 Paul isn't a teacher. ___ a student.
a He's b It's
- 6 Her name ___ Karen and she's from Canada.
a is b are

B Complete the email with the words in the box.

he's is (x4) isn't it's she's

Hi Tina!

I'm at work but I'm not very busy. My manager ¹ isn't here today because she ² is in England. Her name ³ is Sandra and ⁴ she's very nice. The job ⁵ is fun and I'm very happy here. Henri ⁶ is my colleague. ⁷ He's very friendly. We're on the design team. ⁸ It's a small team with four people.

See you soon!

Love,

Annette

C Write the correct short answers.

- | | |
|--|---|
| 1 A: Is Marco a manager?
B: <u>No, he isn't.</u> (-) | 4 A: Is Tina a teacher?
B: <u>No, she isn't.</u> (-) |
| 2 A: Is your job difficult?
B: <u>No, it isn't.</u> (-) | 5 A: Is your job fun?
B: <u>Yes, it is.</u> (+) |
| 3 A: Is Peter a student?
B: <u>Yes, he is.</u> (+) | |

► Go back to page 5.

GRAMMAR

Present simple *be*: *he, she, it*

A Read the examples from the emails. Underline the verbs.

It's a small team with five people.

My manager isn't very friendly, but she's OK.

My colleague Anton is nice.

How's your new job? Is it fun?

B WORK IT OUT Complete the table with 's, is or isn't.

Present simple <i>be</i> : <i>he, she, it</i>	
Positive	He/She/It <u>'s/is</u> nice.
Negative	He/She/It <u>isn't</u> nice.
Question	<u>Is</u> he/she/it fun?

C Go to the **Grammar Hub** on **page 98**.

D Look at the verbs in the first two sentences in Exercise A. What are the full forms of these verbs?

It's a small team with five people. = *It is a small team with five people.* **isn't = is not**

she's = she is

E SPEAK Work in pairs. Ask questions about your classmates.

A: *Is Anna from Italy?*

B: *Yes, she is. She's from Milan.*

A: *Is Raúl a doctor?*

B: *No, he isn't. He's an architect.*

PRONUNCIATION

Contractions with *be*

A Read and listen to the examples. Listen to the pronunciation of *he's, she's* and *it's*.

- 1 He's from Canada.
- 2 She's from Brazil.
- 3 He's new today, too.
- 4 She's really nice.
- 5 It's my first day.

B Listen and repeat the examples in Exercise A.

C Listen and **circle** the word you hear.

- 1 **He's** / **She's** from Vietnam.
- 2 **It's** / **She's** from Egypt.
- 3 **He's** / **She's** an engineer.
- 4 **He's** / **She's** a doctor.
- 5 **He's** / **It's** OK.

D SPEAK Work in pairs. Take turns to say sentences using *he's, she's* and *it's*. Listen to your partner. Do they say *he's, she's* or *it's*?

SPEAKING HUB

A PLAN Student A – Stay on this page. Student B – Go to the **Communication Hub** on **page 128**. Imagine the man in the picture below is your friend. Complete the information about him with your own ideas.

First name _____
 Last name _____
 Country _____
 City _____
 Job _____

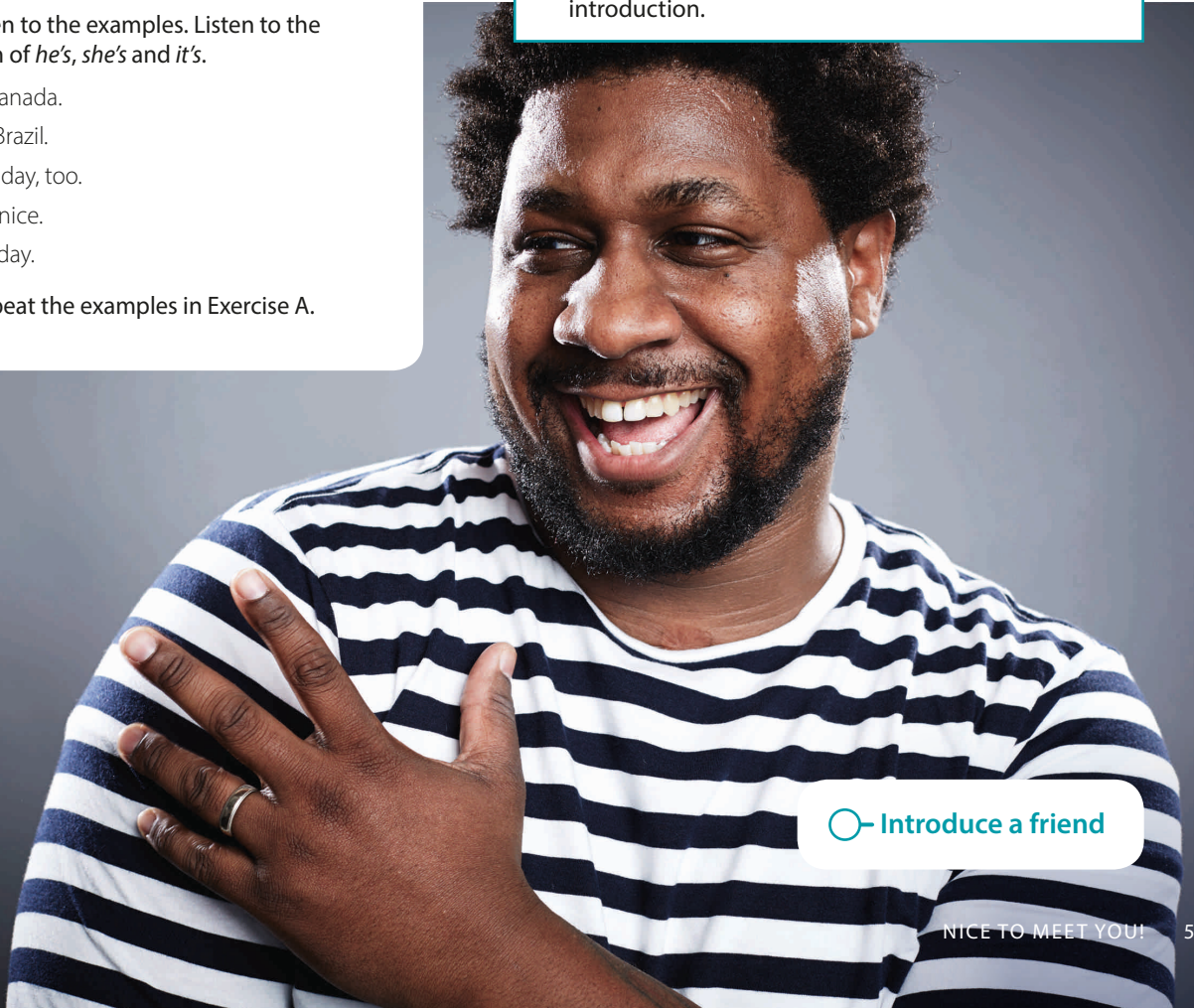
B PREPARE Prepare to introduce your friend to your partner. Practise by yourself.

This is a picture of my friend. His name is Ollie. He's from ...

He's _____.

C PRESENT Work in pairs. Introduce your friend to your partner.

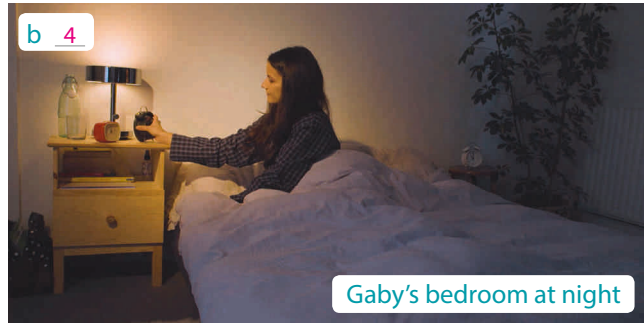
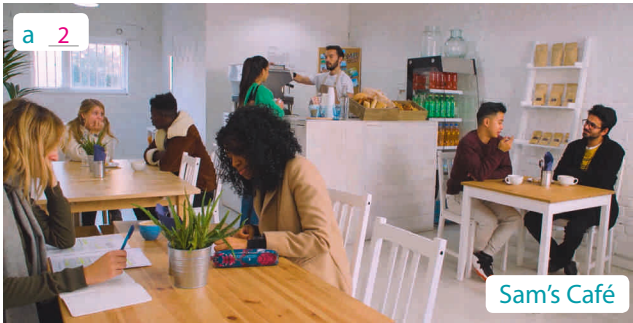
D REPEAT Change roles and listen to your partner's introduction.



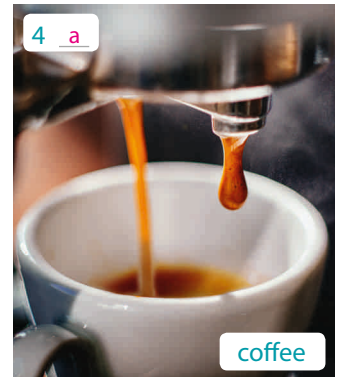
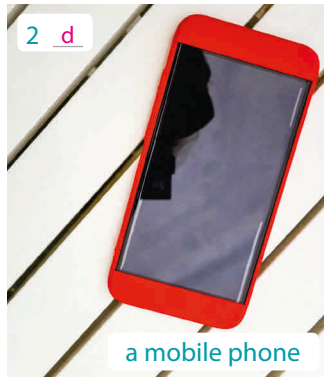
Introduce a friend

COMPREHENSION

A Watch the video. Number the pictures (a–d) in the order you see them (1–4).



B Match the objects (1–8) with the places (a–d) in Exercise A. Then watch the video again and check your answers.



C Match the numbers (1–5) with the letters (a–e) to make correct sentences.

- | | |
|-----------------------|-----------------------------|
| 1 Gaby is in | a Gabriela García Martínez. |
| 2 The café | b is Sam's Café. |
| 3 Gaby's coffee is | c London. |
| 4 Mark is | d a cappuccino. |
| 5 Gaby's full name is | e Gaby's English teacher. |

1.3 How are you?

LEAD-IN

With books closed, mime the following: ordering a coffee, paying for and then drinking the coffee. Elicit where you are and write *café* on the board. Do the same for sleeping (*bedroom*) and studying (*classroom*). To extend, students can mime other places they know the words for and have their partner or fellow students guess.

Extra activity

Ask students to look at the pictures in Exercise A and name any objects that they know. You could ask students to spell these for you, or invite them to come and write them on the board. You can then create a useful reference list on the board, adding the phonemic script and marking word stress.

COMPREHENSION

A ▶ Focus the students on the four images. Ask students to identify the places in each image. Then read through the task instructions with students. Students can predict the order of the pictures at this point. Play the video for students to watch and confirm the order. Check answers as a whole class.

VIDEOSCRIPT

G = Gaby S = Sam R = Receptionist M = Mark

G: Mum!
S: Good morning. Welcome to Sam's Café! Coffee?
G: Yes, a cappuccino, please.
S: Sure.
G: Ah, coffee! Thanks!
S: You're welcome.
G: Perfect! Hello!
R: Hello! Can I help you? Oh, yes. The new class starts tomorrow.
G: Great!
R: Ah! And here's your teacher.
M: Hi, I'm Mark.
G: Hi, I'm Gaby. How are you?
M: I'm fine, thanks. And you?
G: I'm fine, thanks.
M: Great. See you soon.
G: Bye!
R: OK, Gaby, what's your full name, please?
G: I'm Gabriela García Martínez.
R: Great, thank you. What's your phone number?
G: It's 07700 914865.
R: OK, thank you, Gaby. That's everything. The class starts tomorrow at nine o'clock in room seven.
G: Great, thanks. See you tomorrow at nine o'clock in room seven.
R: Yes. See you then.

B ▶ Ask students to study the images for a minute to try to memorise them and the words for them. Students then close their books as you elicit the words and spelling for each object and write these on the board. Do not correct at this point. Alternatively, students could come to the board and write their suggestions for the words and spelling. Students then open their books and check the words and the spelling. Make corrections to the words on the board. Students then work in pairs to recall which place each object was seen in the video. Play the video again for students to check.

C Read through the instructions with students and match the first parts of the sentence together. Students then work alone to complete the exercise. Allow time for students to compare in pairs before checking altogether as a group.

METHODOLOGY HUB by Jim Scrivener

Giving instructions: Complex instructions

How can I give clearer instructions?

I propose five steps towards better instructions:

- 1 Become aware of your own instruction-giving (listen to yourself; record yourself; ask others to watch you and give feedback).
- 2 For a while, pre-plan essential instructions. Analyse the instructions beforehand so as to include only the essential information in simple, clear language, and sequence it in a sensible order. Use short sentences – one sentence for each key piece of information. Don't say things that are visible or obvious (e.g. *I'm giving you a piece of paper*). Don't give instructions that they don't need to know at this point (e.g. what they'll do after this activity is finished).
- 3 In class, separate instructions clearly from the other chit-chat, telling off, joking, etc that goes on. Create a silence beforehand, make eye contact with as many students as possible, find an authoritative tone, make sure they are listening before you start. Use silence and gestures to pace the instructions and clarify their meaning.
- 4 Demonstrate rather than explain wherever possible.
- 5 Check that students have understood what to do. Don't assume that everyone will automatically understand what you have said. Get concrete evidence from the students that they know what is required. Getting one or two students to tell you what they are going to do is one very simple way of achieving this.

1.3 How are you?

D ▶ 01:32–02:28 Write the form on the board without the information completed. Ask students to tell you the information by reading from the book and to spell out Gabriela's name. Write the information on the form on the board. Ask students to identify any mistakes at this point if they can. Play the video for students to check the information. Check answers as a whole class.

The phone number is 07700 914865.

The classroom number is 7.

The class starts at nine o'clock.

Extra activity

For extra practice with numbers, ask students to make a grid with four squares (two rows of two squares) and to write one number from 0 to 10 in each square. Write *Bingo* on the board and your own grid to demonstrate. Say a number and cross through the number if you have it on your grid. If you don't have the number, do nothing. Continue until all your numbers are crossed out and then call *Bingo!* Play the game with students as a whole class or in smaller groups.

USEFUL PHRASES

▶ 00:40–01:28 Students work in pairs to recall who says what. Play the relevant part(s) of the video again to check. Ensure all students' understanding before moving on.

FUNCTIONAL LANGUAGE

- A** Focus the students on the box. Highlight the three headings and mime saying hello, greeting and saying goodbye to clarify. Students complete the phrases with the words in the box.
- B** ▶ Play the video again for students to compare their answers. Then check answers as a whole class.

PRONUNCIATION

- A** 1.10 Highlight the underlining in the conversation. Ask students to guess what this represents (*stressed syllables*). Play the conversation for students to listen and notice the stressed syllables.
- B** 1.10 Play the audio again and drill students on each line, emphasising the stressed syllables.

Extra activity

Ask students to practise the conversation in pairs until you are confident they have memorised it word for word. Then ask students to stand up in a circle. Get the first student to say the first word of the conversation *Hello!* Then the next student says the next word, *Good*. The next student says the next word *morning*, then the next one says *How* and so on around the circle, with each student adding one word at a time. Keep going round the circle, with the students repeating the conversation one word at a time. If a student makes a mistake or hesitates, they are out of the game and have to sit down. Keep going until you have a winner. As an alternative, you could give each student three lives and the winner (or winners) is the one with the most lives left when you bring the game to an end. As the game goes on, encourage the students to get faster and faster.

SPEAKING

- A** Students work in pairs to practise the conversation. Monitor and remind students to stress the appropriate syllables. After one or two practices, encourage students to look up when saying their lines and highlight that they should aim to speak rather than read.
- B** Model the activity by moving around the class and introducing yourself to individual students. Use the students' names and key phrases from the conversation in the Pronunciation section. Students then mingle, introducing themselves to their classmates.

METHODOLOGY HUB by Jim Scrivener

Use conversations

When you work with printed conversations, don't just read them silently, but get students to spend time thinking about how to say them. A useful task is to ask them to go through the text, deciding and marking which syllables are stressed. After that, students can practise them, read them out and eventually perform them without scripts. The aim is to speak naturally – which is hard to do when you are reading from text, so it's important to include some textless work. Don't worry about students learning it word-perfectly; give feedback on whether they get the feeling right or not, rather than whether they get the grammar spot-on.

METHODOLOGY HUB by Jim Scrivener

Stress and meaning

Stress typically marks out the content-carrying words in the sentence; thus it mostly affects nouns, verbs and adjectives. The content word that carries the main meaning of the sentence is usually the one you are going to stress and so the following pattern seems most likely (although others are possible):

Caroline was going to leave for Africa on Tuesday.

We can demonstrate patterns of prominence either on the board or by using Cuisenaire rods or tapping, clapping, humming the rhythm, etc. By getting the students to work out the patterns themselves, we can help to make them more aware of the importance of stress. Poetry and songs are good for focusing on stress. Shadow reading (reading simultaneously with a recording, trying to keep up with the speed and follow the rhythm) is a useful language laboratory or classroom activity.



GABY



SAM



LUCY

D ▶ 01:32–02:28 Watch part of the video and correct the mistakes in the numbers on the form.

ENGLISH, ENGLISH, ENGLISH, AND ENGLISH Student Registration Form

Name: Gabriela García Martínez

Phone number: 07700 00707 914865

Classroom number: 76

Teacher: Mark

Time: 9 10 am

USEFUL PHRASES

▶ 00:40–01:28 Who says it? Sam (S), Gaby (G) or the receptionist (R)? Watch part of the video and check your answers.

- Welcome to Sam's Café! S
- A cappuccino, please. G
- Thanks! G
- You're welcome! S
- Perfect! G
- Can I help you? R

FUNCTIONAL LANGUAGE

Greeting people

A Complete the phrases in the table with the words in the box.

fine Hello morning See soon

Saying hello	Greeting people	Saying goodbye
¹ <u>Hello</u> . / Hi.	How are you?	Bye.
Good ² <u>morning</u> .	I'm ³ <u>fine</u> ,	See you ⁴ <u>soon</u> .
Good afternoon.	thanks. And you?	⁵ <u>See</u> you
Good evening.		tomorrow.

B ▶ Watch the video again and check your answers to Exercise A.

PRONUNCIATION

A Listen to the conversation. Notice how the underlined words are stressed.

Anna: Hello!

Stefani: Good morning. How are you?

Anna: Fine, thanks. And you?

Stefani: I'm fine, thanks. See you soon.

Anna: See you tomorrow.

Stefani: Bye!

B Listen again and repeat the conversation. Copy the stress.

SPEAKING

A PREPARE Work in pairs. Practise the conversation in Pronunciation Exercise A again.

B PRACTISE Walk around the class. Greet your classmates.

A: Hi Onur. How are you?

B: I'm fine, thanks. And you?

A: I'm fine, thanks.

B: Great, see you soon.



Greet people

Unit 1 Writing

1 Writing

W using capital letters

A Read the form. Where is Alex from? What is his job?

Using capital letters
We use capital letters for names of people and places.

He is from Sweden. He is a computer programmer.
The Global Hub English School
Registration form

First name: Alex
Last name: Johansson
Home (city, country): Stockholm, Sweden
Job: computer programmer
Telephone number: 451 3398765
Email: ajohansson@hub.com

Email addresses
When we say email addresses, @ = at and . = dot
(ajohansson at hub dot com).

B Read the form again. Tick (✓) the words that need a capital letter.

<input checked="" type="checkbox"/> first names	<input checked="" type="checkbox"/> names of cities
<input checked="" type="checkbox"/> last names	<input type="checkbox"/> names of jobs
<input checked="" type="checkbox"/> names of countries	<input type="checkbox"/> email addresses

WRITING

WRITE Complete the form with information about you.

The Global Hub English School
Registration form

First name: _____
Last name: _____
Home (city, country): _____
Job: _____
Telephone number: _____
Email: _____

Fill in a form

1 Review

GRAMMAR

A Complete the sentences with the positive (+) or negative (-) form of *be*. Use contractions if possible.

- My name _____ Jason. (+)
- Carmen _____ from Greece. (-)
- I _____ an artist. (+)
- You _____ in my class. (-)
- My manager _____ friendly. (+)
- I _____ from Italy. (-)

B Write questions and answers in your notebook using the correct form of *be*.

1 you / from Paris (+) <i>Are you from Paris?</i> <i>Yes, I am.</i>	4 Tony / from Indonesia (-) <i>Is Tony from Indonesia?</i> <i>No, he isn't.</i>
2 Leila / from Mexico (-) <i>Is Leila from Mexico?</i> <i>No, she isn't.</i>	5 Anna / a student (+) <i>Is Anna a student?</i> <i>Yes, she is.</i>
3 you / a new student (+) <i>Are you a new student?</i> <i>Yes, I am.</i>	6 you / Japan (-) <i>Are you from Japan?</i> <i>No, I'm not.</i>

VOCABULARY

A Reorder the letters to make the names of countries.

- izrBal Brazil
- yuTrek Turkey
- pytgE Egypt
- adanCa Canada
- tylal Italy
- oMixec Mexico
- nihaC China
- Sinap Spain
- apJan Japan
- natrAnige Argentina

B Complete the jobs with the missing letters.

- d o c t or
- computer p r og r a m m e r
- ar c h i t e c t
- e n g i n e e r
- fashion d e s i g n e r
- t e a c h e r

Refer students to the form as a model for the writing task.

To extend, prepare paper forms for students to complete. Then post the forms around the room for students to review. This could be further extended into a treasure hunt activity by preparing a list of questions, for example, *Find a number that ends with 8. Find a surname with 6 letters.*

LEAD-IN

Write your personal information in bubbles randomly on the board: your first name, last name, home city, home country, job, phone number and email address (only include the last two if appropriate or use invented ones if preferred). Get students to call out questions, e.g. *Are you a teacher?* If the question is correct, cross out the information. Continue until all the answers are crossed out.

WRITING

A Focus the students on the form. Ask *What's his name?* Show that the name includes two parts – *Alex Johansson*. Write the full name on the board. Then point at the two questions *Where is Alex from?* and *What is his job?* and get students to read and tell you the answers.

B Do the first one together, then students tick the boxes individually. Get them to compare in pairs before giving the answers. Show them the *Using capital letters* box and give some further examples to check understanding.

WRITING TASK

On the board, write *first name:* (your name) *last name:* (your name). Circle the capital letters and ask *Why?* Elicit *names*. Check that students understand they need to write about themselves. Walk around helping if necessary, making sure students use capitals correctly.