

# 1 | ONE IWB | WORLD

## Objectives

FUNCTIONS	getting to know someone; talking about yourself and others
GRAMMAR	question words; the verb <i>to be</i>
VOCABULARY	countries and nationalities; adjectives

Student's Book page 12–13

## READING

### BACKGROUND INFORMATION

**Usain Bolt** (born 21 August 1986) is a Jamaican sprinter. He is the fastest human in history and holds the world records for both the 100 metres (9.58 seconds) and 200 metres (19.19 seconds). He won gold medals for both these events at the 2008 and 2012 Olympics.

**Missy (Melissa) Franklin** (born 10 May 1995) is an American swimmer. She won four gold medals at the 2012 Olympics at the age of 17 and holds the world record for the 200-metre backstroke. Her nickname is Missile Missy.

**Mariya Savinova** (born 13 August 1985) is a Russian runner. She won the gold medal for the 800 metres at the 2012 Olympics.

**Zheng Jie** (born 5 July 1983) is a Chinese tennis player. She won the bronze medal in doubles at the 2008 Olympics and reached the singles semi-finals at the 2008 Wimbledon Championships.

- 1 In open class, brainstorm the names of any countries the students might know. Write the names of the countries on the board. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the map on the IWB. Say: *Mexico*, and nominate a student to call out the correct letter. Do the same with the remaining countries. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to agree or disagree with the answers. Say each of the names of the countries for students to repeat and check

### Answers

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

- 2 **SPEAKING** Ask individual students to name a famous person from their own country. Divide the class into pairs and ask students to think of famous people and say which country they are from. Ask: *Can anyone think of a famous person from each of the ten countries in Exercise 1?* Listen to some of their ideas in open class as feedback.

### Optional extension

When students have thought of some famous people, regroup students into pairs or small groups. Students take it in turns to say the name of a famous person for the rest of their group to say where he/she is from and what he/she does. Give an example of your own to get them started:

A: Justin Bieber.

B: He is from Canada. He is a singer.

- 3 **1.16** Tell students they are going to read about and listen to some information on a website. Check/clarify key vocabulary by asking students to mime: *runner, swimmer, tennis player*. Play the audio while students work individually and read the website to complete the exercise. When students have checked their answers with a partner, check answers in open class. Point out that we use a capital letter at the beginning of nationality words.

### Answers

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

### Optional extension

For further focus on the language in the website, ask students to work with a partner and find three nationalities (*Brazilian, British and Japanese*) and four adjectives (*amazing, great, fast and awesome*) on the website.

## THINK VALUES

### The Olympic Spirit

Ask students to close their books. Draw the Olympic five rings symbol (or search for an image and project it onto the IWB). Ask: *What do the five rings mean?* Elicit or tell students that they represent the five major regions of the world (Africa, the Americas, Asia, Europe and Oceania). If possible, show students a picture of athletes from different nations shaking hands or celebrating together. Write on the IWB: *Why do people do sport? Why do athletes go to the Olympics?* Ask students to discuss the questions in pairs or small groups, using English as much as possible, but in L1 if necessary. Monitor and help with any questions about vocabulary. For feedback, listen to some of their ideas in open class. Read the rubric and the three slogans aloud. Check/clarify: *spirit, slogan, together*. Working with a partner, students choose the best slogan. When students have chosen, hold a class vote to find out which slogan the class think is best. Encourage students to give reasons for their choices.


### Optional extension

Ask students to work in small groups and invent a different slogan for the Olympics. Monitor and help with vocabulary. Listen to some of their ideas in open class and have a vote to decide which is the best slogan.

## Student's Book page 14–15

### VOCABULARY

#### Countries and nationalities

- 1  1.17 With books closed, ask: *What is the nationality adjective for your country? How many countries can you remember from the map on page 12?* Write the countries from Exercise 1 on page 12 on the IWB. Students open their books. Give them a few moments to look at the flags and read through the names of the countries. Students work in pairs and match the countries to the flags. Play the audio for students to check their answers.

#### Answers

1 Turkey 2 Mexico 3 Japan 4 the USA 5 Brazil  
6 Portugal 7 South Africa 8 Spain 9 the UK

- 2 Students complete the table with the nationalities of the countries from Exercise 1. Check answers on the IWB, saying each of the nationalities out loud to practise pronunciation and pointing out differences in spelling between each country and its nationality adjective. Tell students that there is no rule for the formation of nationality adjectives.

#### Answers

-an: Brazilian, South African, Mexican, American, Russian  
-ish: Spanish, Turkish, British  
-ese: Japanese, Portuguese

#### Fast finishers

Ask students to add as many more nationalities to each column as they can.

- 3 **SPEAKING** Ask two students to read the speech bubbles aloud. In pairs, students complete the exercise. Listen to some pairs in open class for feedback.

#### Mixed-ability

Encourage stronger students to describe flags that they know but that do not appear on the page.

#### Optional extension

If you have access to the Internet, do a search for a basic *flag quiz*. You will find a variety of websites with quizzes. Choose one that you think is at the right level for your students. Show the flags on the IWB and set a time limit for students to work in small teams and name the flags. Give one point for each correct answer.

Workbook page 13

### GRAMMAR

#### Question words

- 1 Students work with a partner to complete the exercise, looking back at the website. During feedback, say each of the sentences for students to repeat. Check pronunciation of the question words and that the intonation for each question is correct.

#### Answers

1 Where 2 How 3 Who 4 Why

Read through the rule in open class and elicit the answers.

#### Rule

1 question 2 because

#### Mixed-ability

With weaker classes, students may benefit from some further practice of the question words. Ask students to read through the question words. Elicit how they say them in their own language. Ask them: *Which words do we use for ... people (who), places (where), manner (how) and reason (why)?*

- 2 Go through the example with the class. Students read through questions 1–4 and complete the exercise before whole-class feedback.

#### Answers

1 Where 2 What's 3 Who 4 Why

- 3 **SPEAKING** Look at the example with the class so the task is clear to students. Give students some time to think about their answers. Students take turns asking and answering. Monitor as they are doing this and give help with any extra vocabulary they need. Make a note of common errors as well as good usage. Write these errors on the board, without naming the students, and ask students to correct errors during whole-class feedback. Praise good usage. Ask two or three students to tell the class something interesting they learnt about their partners.

#### Optional extension

If you have access to an IWB, a fun way of practising *who*, *what* and *where* is to show an image on the IWB and hide it with a black screen. Slowly reveal a small section. Divide the class into two teams. Team A asks: *Who/Where/What is it?* Team B answers the questions. If they are right, they get one point. If they are wrong, reveal more of the picture. Swap roles.

This game can also be played with magazine pictures and post-its. Cover a picture with nine post-its numbered 1–9. Students call out a number, which is then removed from the picture and they have to answer a *Who/What/Where* question.

Workbook page 10 and page 122

### PRONUNCIATION

For pronunciation practice of /h/ or /w/ in question words, go to Student's Book page 120.


## LISTENING

## BACKGROUND INFORMATION

**Maria Sharapova** (born 19 April 1987) is a Russian tennis player. She has been the number one women's tennis player on five separate occasions since 2005. Despite quite regular injuries, she has won five Grand Slam titles. She has also done a lot of advertising work and launched her own brand of sweets – “Sugarpova”!

**Bruno Mars** (born Peter Hernandez, 8 October 1985) is an American singer and record producer. He has had five US number ones including *Just the Way You Are*, *Grenade* and *When I Was Your Man*. He has released two albums: *Doo-Wops & Hooligans* (2010) and *Unorthodox Jukebox* (2012).

**Javier Bardem** (born 1 March 1969) is a Spanish actor. He began making films in Spain in the 1990s and had his American breakthrough in 2007 when he won an Oscar for best supporting actor for *No Country for Old Men*. In 2010 he married fellow actor Penélope Cruz.

- As a warm-up, ask students to look at the flags and work with a partner to name the countries and the nationality adjectives. This could be done as a pair-work game, with one student saying the country and the other saying the nationality. Give students time to look at the photos and guess the correct flag for each photo. If students do not know the nationalities of the famous people, give some clues from the background information. Listen to some of their ideas in open class and write them on the board. Do not give the correct answers at this stage.
-  1.20 Tell students they are going to listen to a radio quiz. Play the audio while students check their answers from Exercise 1. Tell students not to worry if they don't understand every word, but to focus on completing the exercise by carefully listening for country or nationality words. Allow students to check answers with a partner. If necessary, play the audio again before whole-class feedback. During feedback, refer to their predictions before the listening activity to see who predicted correctly.

## Answers

- 2 Japanese flag 3 American flag 4 Brazilian flag  
5 Spanish flag

## Audio Script Track 1.20

Presenter Hello and welcome to the *One-Minute Challenge*. On line 1 we have Paula. Where are you from, Paula?  
Paula Hi, John. I'm from London.  
Presenter That's great. OK, Paula, you have one minute. How many questions can you answer? Today's questions are all about ... nationalities.  
Paula OK.  
Presenter Paula, are you ready?  
Paula Yes, I am.  
Presenter So let's play ... the *One-Minute Challenge*. OK. Maria Sharapova, the tennis player, is from ...  
Paula Russia. She's Russian.  
Presenter Correct. Question 2. Sushi is from ...  
Paula Sushi? That's a type of food. It's South African.  
Presenter No, I'm sorry. You're wrong. It's a Japanese dish.  
Paula Of course.  
Presenter Bruno Mars is a singer. He's from ...

Paula Bruno Mars is American.  
Presenter Correct. Next question. Cariocas are people from ...  
Paula I've no idea.  
Presenter Cariocas. They're from Rio de Janeiro in Brazil.  
Paula I didn't know that.  
Presenter The actor Javier Bardem is from ...  
Paula He's from Spain.  
Presenter Correct. Salsa music is ... I'm sorry, Paula. We're out of time. Your score is three.

## GRAMMAR

## to be

- Look at items 1–4 with students and nominate individuals to match them to the photos in Listening Exercise 1. Point out that there is one extra photo. Ask students to read through a–h before completing the exercise with a partner. During whole-class feedback, ask students what 's stands for (*is*).

## Answers

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

- Read through the sentences with students. Ask them to choose the correct options individually before checking with a partner. Check answers.

## Answers

- 1 am 2 are 3 are

Complete the rule with students in open class. Tell students it is very common to use the contracted form when we are speaking and say each of the contracted forms for students to repeat. Make sure they are not stressing the verb *to be*.

## Rule

are is

Ask students to complete the Look! box with the correct form of *be*. Display the Look! box on the IWB and nominate individuals to come to the board and complete the table.

## Language note

Point out to students that we do not contract *are* when we name people.

*David and Violet are actors.*

~~*David and Violet're actors.*~~

- If you're short on time, set this exercise for homework. Check/clarify: *best friends* (ask: *Who are your best friends?*) and *wrong* (the opposite of *right*). Students work with a partner to complete the exercise. Check answers. Clarify that we can contract *is/are* in all sentences apart from sentence 3.

## Answers

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

### Fast finishers

Ask students to write true sentences about themselves and their friends and family using the correct form of *to be*.



Be aware of common errors related to *be*, *go* to Get it right on Student's Book page 122.

Workbook page 11 and page 122

## THINK SELF-ESTEEM

### The 'Me' flag

- 1 Students like finding out things about their teacher, so you might like to use this as an opportunity to describe some of your favourite things to them. Choose two activities, one colour and one animal and draw a flag on the board with these items. Tell students what the items in your flag are and why you like these things. Give students some time to work individually and choose the things that are important to them. Monitor and help with any questions about vocabulary.
- 2 **SPEAKING** Look at the example flag and description with students to check that students understand that the flag represents what the person says in the speech bubble. Students draw their own flag, using the items from Exercise 1, then explain it to their partner. Alternatively, ask students to stand up and move around the class describing their flags to other students. As students repeat their description, they should become more confident and fluent. Listen to some examples from volunteers in open class as feedback.

### Optional extension

Ask students to work with a partner and draw a flag for a famous person of their choice. Divide the class into groups of four and ask students to guess whose flag the other pair has drawn.

### Student's Book page 16–17

## READING

- 1 1.21 As a warm-up, ask students questions about football. You could show them photos of famous players and ask: *Who is this?* or ask: *What is your favourite football team? Who knows more about football – boys or girls?* Divide the class into pairs for students to discuss their answers. Listen to some of their ideas in open class.

Look at the picture in open class and ask students: *Which football shirt is the girl wearing?* (Barcelona). Tell students they are going to read and listen to a dialogue between the boy and the girl. Check/clarify *fan* by asking students: *Which club are you a fan of?* Play the audio and ask students to answer the question. Students check the answer with a partner before whole-class feedback.

### Answer

Marta

- 2 Read the sentences, and check students understand the example. Students read the dialogue again to decide if the sentences are true or false. Tell them to underline key information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they underlined. Make sure students understand why the false sentences are incorrect.

### Answers

- 1 T
- 2 F – Marta is from a small town (called Teruel).
- 3 F – Tony Kroos is German.
- 4 F – Tony Kroos is a Real Madrid player.

- 3 If you're short on time, set this exercise for homework. Students work with a partner to complete the exercise. Tell them to look back at the dialogue to help them. Monitor and make a note of any repeated errors to refer to anonymously during feedback.

### Mixed-ability

If your students have difficulty with this exercise, jumble up the words in the answers and write them on the IWB. This can be done for each sentence (e.g. *name / what's / your*) or with words from all answers jumbled randomly. Ask students to write the words in the correct order.

### Answers

- 1 What's your name?
- 2 Where are you from, (Marta)?
- 3 Who's your favourite Real Madrid player?

## FUNCTIONS

### Getting to know someone

- 1 1.22 To introduce this topic, draw two faces on the IWB with speech bubbles coming out of them. Tell students the two people are meeting for the first time and elicit things they might say to each other. Give prompts (*What's ...? Where ...?*) if necessary. Give students a minute to look through the sentences, then ask them to order the dialogue with a partner. Play the audio for students to check their answers.

### Answers

5 7 9 3 1 4 6 8 2

### Audio Script Track 1.22

Gina What's your name?  
Paolo I'm Paolo and you?  
Gina I'm Gina.  
Paolo Nice to meet you, Gina.  
Gina Nice to meet you, too.  
Paolo Where are you from, Gina?  
Gina I'm from Paris.  
Paolo Paris is a beautiful city.  
Gina Yes, it is.

- 2 **SPEAKING** Students act out the dialogue with a partner. Monitor and help students pronounce words correctly. Encourage students to express interest when asking questions and listening to answers. During whole-class feedback, check pronunciation and intonation.
- 3 **SPEAKING** Divide the class into different pairs. It is good for students to interact with as many different partners as possible in order to share knowledge of grammar and vocabulary. Students work together to create a dialogue of their own. They can either be themselves or pretend to be someone else. Monitor and help with any questions. Listen to some examples in open class as feedback.

#### Mixed-ability

Weaker students can write their dialogues and practise them before acting them out without looking at their notes.  
Stronger students can invent dialogues spontaneously.

#### Optional extension

You'll need to write out the dialogues on the board or IWB for this activity. Make AB pairs so that half of the class are A and half are B. Students practise the dialogues from Exercise 1 in their pairs. Cover a small section of the dialogue. Students repeat the dialogues in their same AB pairings trying to remember the whole dialogue, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks of language.

- 2 Check/clarify: *opposite*. Students work with a partner to complete the exercise. Check answers.

#### Answers

1 c 2 e 3 b 4 a

- 3 If you're short on time, set this exercise for homework. Look back at the words in Exercise 1. Remind students that we use an article with a noun and that the adjective comes between the article and the noun. Elicit or explain out that there is no article with *shirts* and *tickets* because they are plural. Students put the words in order. Allow them to check their answers with a partner before whole-class feedback.

#### Answers

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


#### Optional extension

Students take it in turns to close their books and remember as many of the items in Exercise 1 as possible. To get a point, they have to say both the adjective and the noun. An alternative to this activity is for students to close their books and use the words from the exercise to say items that were not in the exercise, e.g. *a slow car, an expensive pizza*. However, these have to make sense in order to score a point, e.g. they can't say *a fast pizza!*

Workbook page 13

## VOCABULARY

### Adjectives

- 1  1.23 Ask students to close their books. To introduce this language, write the nouns from Exercise 1 on the board. Ask students what they might describe with the adjectives, e.g. *What is expensive?* (a TV, a smartphone, a car, etc.). Focus attention on the Look! box, read the rule together and check understanding. Then with their books open, students work with a partner to match the words in the list with the pictures. Play the audio for students to check their answers. Pause after each phrase for students to repeat. Ask students to think of another word that has the same vowel sound as the vowel sound in each of the adjectives (e.g. *small – ball; new – you; dirty – her*, etc.). This type of comparison is a useful technique as it compares new words with words that students can already pronounce, as well as showing that vowels do not always have the same sound in English.

#### Answers

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

## WRITING


### Personal information

This task can be done in class or set as homework. Read through the instructions and questions and check/clarify: *roommate*. Students complete the questionnaire. At the beginning of the next class, put the students in groups to compare their answers and find out who gave the most similar responses to them.

### Student's Book page 18–19

## PHOTOSTORY: episode 1

### Just a little joke

- 1 Tell students they are going to read and listen to a story about a group of teenagers. First, students look at the photos but cover up the dialogue. If you are using an IWB, project the images onto the board and ask students to close their books. Ask students to look at the photos and read the questions. Ask them to guess answers to the questions if possible. Write their ideas on the board.
- 2  1.24 Play the audio for students to listen and check their answers from Exercise 1. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

#### Answers

four school

- 3 EP1 Ask students what they think happens next. Ask them to brainstorm possible endings for the story. Students work in groups, with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

#### Answers

- 1 No 2 (Paris,) Texas / the USA

- 4 EP1 Read through the sentences with the whole class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification.

Check answers with the whole class. Draw students' attention to the long vowel sounds in *fast food*.

#### Answers

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

## PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–4 in the photostory on page 18 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner before whole-class feedback.

#### Answers

- 1 Ellie 2 Ellie 3 Ruby 4 Ellie

- 2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure they are translating the sense of the whole phrase, not just the individual words.
- 3 Read through 1–4 with students. Ask them to work in pairs and change the underlined expressions. During feedback, point out the use of question marks and exclamation marks and say the expressions for students to repeat. Check pronunciation and intonation and ask individuals to repeat again if necessary.

#### Answers

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

- 4 Ask students to read through the dialogues and complete the sentences. Go through the first sentence with them as an example. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practise the dialogues.

#### Answers

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

## FUNCTIONS

### Talking about yourself and others

- 1 With books open, read through the questions and answers. Ask students to work with a partner and complete the exercise. Check answers in open class.

#### Answers

- 1 a 2 d 3 c

- 2 Read through the instructions with students. Ask them to work with a partner and make the dialogues. Monitor and help with any queries. During feedback, ask pairs to read the dialogues in open class.

#### Answers

- 1  
A: Who's that?  
B: That's Mary.  
A: Where's she from?  
B: She's from the UK.  
2  
A: Who are they?  
B: They are Mario and Alex / Alex and Mario.  
A: Where are they from?  
B: They are from Mexico.  
3  
A: Hi, what's your name?  
B: I'm Bob.  
A: How old are you, Bob?  
B: I'm 12.  
A: Who's your favourite singer?  
B: Ed Sheeran.

- 3 **SPEAKING** In pairs, students act out the dialogues. Monitor and check students' intonation when asking the questions. Students work together to make new dialogues and practise them. Listen to some examples in open class as feedback.

#### Mixed-ability

Weaker classes: Give students two minutes (or more if necessary) to prepare the dialogues.

Stronger classes: Students should be able to create dialogues without preparation time.

#### Optional extension

If students have access to a recording facility (on their mobile phones, for example), they could record their conversations and play them back to check their own pronunciation and intonation. They can then repeat the exercise and listen out for improvements.

Invite some of the groups to act out a dialogue for the class.