


WELCOME

This unit is designed to serve as a review, giving students the opportunity to revise and practise language they already know. It is also a tool for teachers to find out how much students know already and which areas students may need to do more work on before continuing with the course.


Student's Book page 4–5

A ALL ABOUT ME

Personal information

- 1  1.02 To get things started in this lesson, first introduce yourself – even if you're not actually meeting your students for the first time. Say: *Hi, I'm [John]. I'm from [England]. I'm [thirty-two].* and write your name, country and age on the board. Then point to each piece of information again, and repeat the sentences. Ask students to say each sentence after you, replacing the data with their own personal information. Show students the photo of Alex and Fabiola. If you're using an interactive whiteboard (IWB), zoom in to this photo on the screen. Point to Alex and Fabiola and say who they are. Explain that the lines of their conversation are jumbled up. Students try to order the dialogue before you play the audio, pausing after each exchange so students can check whether they have done the ordering task correctly. Ask students to compare their ideas in pairs before you check answers as a class.

Answers

- 1 A: Hi. I'm Alex. 2 F: Hi, Alex. My name's Fabiola.
3 A: Hello, Fabiola. Where are you from? 4 F: I'm from Italy. And you? 5 A: The United States. 6 F: Cool! How old are you, Alex? 7 A: I'm fourteen. How about you? 8 F: Me? I'm fourteen, too.
- 2  1.03 Call one of the students to the front, then point to yourself, then to the student and introduce yourselves. Say: *Hi, I'm [John]. This is my friend [Anna].* Ask students to read through the gapped dialogue quickly without filling in the words. Ask: *Who's Alex's friend? (Ravi) Who's Fabiola's friend? (Patrizia).* Students then fill in the gaps, then compare their ideas in pairs. Play the audio for students to check their answers and confirm as a class. To practise and reinforce the pronunciation of natural-sounding English, you could play the conversation again stopping after each line for students to repeat. Draw their attention to the stress pattern and intonation of the phrases by

repeating them yourself after the recording, slightly exaggerating the stressed words and the liaisons between words so that students notice them. Students repeat after you. Finally put students into groups of four to role-play the conversation. They could swap partners and do this several times.

Answers

1 this 2 meet 3 too 4 are

- 3 **SPEAKING** Give students half a minute to decide which famous person to be then put them into pairs to practise introductions in their new identity. Encourage them to use Exercise 1 as a model. In stronger classes, encourage them to say their name, nationality and age. In weaker classes, just get students to practise saying their names. Then put two pairs together to form groups of four. Ask students to introduce themselves and their partner to the others, using Exercise 2 as a model. Ask the listeners to respond with *Nice to meet you* and to try to remember as many details as they can about their classmates' new identities. Monitor but don't correct mistakes as long as what students say is clear enough to understand and offer lots of praise for their efforts. In feedback, elicit what students remember about the identities of the people they spoke to by pointing at two or three students around the room and asking: *Who's this?* Students respond with the information they have just learned, e.g. *This is Kiera Knightley.*

Nationalities and *be*

- 4 To demonstrate the activity, do number 1 as a class. Point to the flag and the letters underneath and ask: *Do you know which country this is? Can you guess the English name if you use the letters to help you?* Elicit that the country is Brazil and then give students a few minutes to work in pairs and try to complete the names of the other countries, working out the ones they don't recognize using the letters as a guide. When you check answers with the class, nominate students to write the country names on the board or complete the task on the IWB screen, if you're using one, for everyone to copy, then ask the whole class to listen and repeat each name after you. Pay particular attention to the correct pronunciation especially the stress pattern.

Answers

- 1 Brazil /brə'zɪl/
- 2 Great Britain /gret 'brɪtən/
- 3 the Netherlands /('ðə) 'neðələndz/
- 4 Colombia /kə'lʌmbiə/
- 5 Italy /'ɪtəli/
- 6 Mexico /'meksɪkəʊ/
- 7 Russia /rʌʃə/
- 8 Spain /speɪn/
- 9 Turkey /'tʃ:ki/
- 10 the United States /ðə ju'naitɪd 'steɪts/
- 11 Argentina /ɑ:dʒən'ti:nə/
- 12 Belgium /'beɪldʒəm/

BACKGROUND INFORMATION

The official name of *Great Britain* is *The United Kingdom of Great Britain and Northern Ireland*. The entire state is usually referred to as (*Great*) *Britain*, or *the United Kingdom*, or *the UK*. These are not used interchangeably with *England*, which is only one of the four constituent entities within the state (together with Scotland, Wales and Northern Ireland). Only three of these four lie on the island of Great Britain (while Northern Ireland shares the neighbouring island of Ireland with the independent Republic of Ireland), so some speakers are careful to avoid using *Britain* when talking about issues connected with Northern Ireland.

Although colloquially often called *Holland*, the proper name for the country is *the Netherlands*. *Holland* is the name of one of its regions.

The official name of the *United States* is *The United States of America*. It is also referred to as the *US*, or *the USA* – or in some contexts, where the reference is clear, simply *the States*. Colloquially, *America* is also often used to talk about the country, although the word is actually the name of the two conjoined continents of North America and South America.

Optional extension

To practise the country names, ask students to look up pictures of country flags on their smartphones or tablets, and in pairs test their partners by eliciting the name of the country in English. Alternatively, you can use the flags in the book. As an extra challenge in stronger classes and to practise words for colours, you could ask students to describe the flags rather than show them.

- 5 To introduce nationality adjectives, first say where you are from and what your nationality is, and write the noun and nationality adjective on the board. Say: *I'm from [Mexico]. I'm [Mexican]*. Then focus on the people in the dialogues on page 4: *Alex is from the United States. He's American. Fabiola is from Italy. She's Italian*. Write these sentences on the board and underline the nouns and adjectives. Point to *Alex*, and to the pronoun *he*, then to *Fabiola* and to the pronoun *she*. Point to both, and say and write *They're fourteen*. In stronger classes, students work in pairs to try and write about the people's nationalities using the sentences on the board as prompts, before you check answers. As you do, nominate students to write the adjectives on the board, and ask the rest of the class to check their spelling. In weaker classes, write the nationality adjectives on the board in random order, then ask students to find the person you're referring to, then to write the sentence about them. Make sure students notice that the nationality adjectives only have one form, and are not used in the plural with plural pronouns (*They're Russian*,


not *They're Russians*). Make sure students notice that there is only one plural pronoun whether we're talking about two boys, two girls or one of each sex. Check that the personal pronouns are used correctly for each gender.

Answers

- 1 She's Spanish. 2 They're British. 3 They're Russian.
- 4 He's Colombian. 5 She's Turkish. 6 She's Belgian.
- 7 He's Italian. 8 She's Argentinian. 9 They're Mexican.

Optional extension

Show the photos on page 5. If you're using an IWB, do this on the screen. Point to a photo at random, then use one of the two prompts: *He's from / She's from / They're from ...* or *He's / She's / They're ...*. Students must complete the prompt with either the country name or the nationality adjective. Any student who makes a mistake must make two more correct sentences before you nominate another student. You may prefer to do the first few prompts in open class, then continue the activity in groups.

- 6  1.04 Draw a table on the board, with the personal pronouns in one column, then elicit the forms of the verb *be* and write them in the other column. You could ask for volunteers to come to the board to complete the different forms. Ask them to write both the full and the contracted forms. The rest of the class checks and confirms answers. Students use the table to complete the conversation in the book. Play the audio for students to check their answers.


Answers

- 1 'm 2 is 3 'm 4 is 5 isn't 6 are 7 is 8 are
- 9 is/s 10 is/s 11 are 12 's 13 're 14 'm
- 15 is 16 're

Optional extension

- 1 Students practise role-playing the dialogue.
- 2 Alternatively, you could try a technique called *shadow reading*:
 - Read the text aloud for students to follow, underlining the stressed syllables.
 - Read out the text a second time and the students circle the phrases that connect parts of the conversation to one another.
 - Students practise reading the text silently, before the teacher reads the text aloud again and they listen.
 - Finally, ask students to read the text in time with the audio. They must start and finish at the same time as the recording.

Names and addresses

- 7  1.05 First, revise the alphabet and numbers up to 100. Go round the class so that the first student says 'A', the second says 'B' and so on. Repeat with numbers (you can count in tens from 20 onwards if you are short of time). If students have problems with this, say the words yourself first, then get them to repeat them after you one by one. Focus students' attention on the exercise and check comprehension by asking: *Who's Ravi?* (He's Alex's friend.) Explain that *Chaudhry* is his surname. His full name is *Ravi Chaudhry*. Ask students to mime what Ravi does, or elicit a translation for 'phones for a taxi'. Ask

students to read the information form first. For each gap, elicit what type of information is missing (1 a name, 2 a place, 3 a time, 4 name of the street, 5 a number). Check comprehension of *passengers* by eliciting a translation. Play the audio through for students to listen and get a general idea and find where the missing information is given in the conversation. Play it again, pausing after hearing each missing piece of information so students have time to write their answer. As you check answers, play the audio again, pausing after each answer. This exercise is useful preparation for the Listening paper in the Cambridge English: Key exam – also known as Key English Test (KET).

Answers


- 1 Mr Chaudhry 2 airport 3 10 am 4 12 Lime 5 one

Audio Script Track 1.05

Woman Cooper's taxis. Good morning. Can I help you?
 Ravi Yes, I'd like a taxi please, to go to the airport.
 Woman OK, no problem. Is the taxi for now?
 Ravi No – can I have the taxi at ten o'clock, please?
 Woman Ten am. Sure. Just to check – what time is your plane?
 Ravi Oh, it's at twelve o'clock.
 Woman Fine, so there's lots of time. OK. And what's your address, please?
 Ravi It's Lime Street – number 12.
 Woman Sorry? Lime Street? Lime – L-I-M-E?
 Ravi Yes, that's right.
 Woman OK. Twelve Lime Street. Good – and your name please?
 Ravi It's Chaudhry, Ravi Chaudhry.
 Woman Can you spell your surname please?
 Ravi C-H-A-U-D-H-R-Y. Chaudhry.
 Woman C-H-A-U-D-H-R-Y. OK, that's great. So – a taxi to the airport, 10 o'clock, from 12 Lime Street.
 Ravi Thank you.
 Woman Oh, sorry – how many people, please? I mean, how many passengers going to the airport?
 Ravi Oh just me – only one passenger and one suitcase.
 Woman OK, that's fine then. Thanks. Bye.
 Ravi Bye.

BACKGROUND INFORMATION

In addresses in English, the house number comes before the name of the street, and there is no punctuation: *12 Lime Street*, not *Lime Street 12*. or *Lime Street, 12*.

- 8  1.06 Quickly elicit and revise the names for the days of the week. Ask students to read the sentences, and explain that there is one mistake in each one. The order of the sentences is the same as the order of information in the recording they are going to hear. Play the audio through once for students to get a general idea. They can read the sentences as they listen to spot any errors, but ask them to wait until the second listening to start correcting them. Then play it for a third time, pausing after each bit of information necessary. Allow one or two minutes at the end for students to finalise their answers,

then compare their ideas in pairs before you check answers with the whole class.

Answers

- They met last Friday.
- There's a party at Patrizia's place next Saturday.
- The party starts at seven o'clock.
- Patrizia lives at 134 Markham Avenue.
- Her phone number is 0789 224 214.

Audio Script Track 1.06

Alex Hello?
 Patrizia Hi. Can I speak to Alex, please?
 Alex Speaking. Who's that?
 Patrizia Hi, Alex. It's Patrizia. I'm a friend of Fabiola's. We met last Friday, remember?
 Alex Oh yes, sure. How are things with you?
 Patrizia Great, thanks. And you?
 Alex Yeah not bad.
 Patrizia Alex, I'm phoning because we're having a party next Saturday. And perhaps you'd like to come?
 Alex Sure, great. Next Saturday – 14th of July, right?
 Patrizia Yes. It starts at 7 o'clock.
 Alex Cool. Can you give me the address?
 Patrizia Sure. It's 134 Markham Avenue.
 Alex Markham. That's M-A-R-K-A-M, right?
 Patrizia Well, no, actually it's M-A-R-K-H-A-M.
 Alex Oh, sure, of course. OK, Patrizia so ... see you on Friday.
 Patrizia Saturday.
 Alex Oh, yeah, duh! Let me just check your phone number – last call on my mobile, here it is: 0789 224 214?
 Patrizia That's it. See you, Ravi.
 Alex Um – Alex.
 Patrizia Oops. Sorry! Bye.

BACKGROUND INFORMATION

In English, we usually read phone numbers digit by digit, not grouped together in tens or hundreds. 0 (zero) is usually read in British English as 'oh', while 'zero' is more common in American English. Double numbers can be read digit by digit, for example 'two two' (22), but it's very common to say 'double two'.

Student's Book page 6–7

B WHAT'S THAT?

Things in the classroom

- Ask students to cover the words, and try and label things in the classroom, in pairs. Alternatively, you could do this as a heads-up activity on the IWB. Nominate students to try and label items on the screen. The rest of the class confirms or corrects answers. Students then refer to the list, checking and amending the labels as necessary, before you check answers together.

Answers

board 2 book 10 CD 11 chair 4 desk 5 door 1
 floor 6 notebook 7 pen 9 pencil 12 ruler 8
 window 3

Prepositions of place

- 2 Books closed. Place your chair so all students can see it, then pick up a notebook. Point to the notebook and the chair and elicit their names in English. Position the notebook to demonstrate the meaning of the six prepositions (you'll need to position it between the chair and, for example, your desk to model *between*). First, point and say the sentence, for example *The notebook is under the chair*, and ask students to repeat it, then once you've covered all six prepositions, review them by positioning the notebook again, but this time eliciting the sentences from the students. Do this until they can produce the correct prepositions without hesitation. Students open their books and look at the picture on page 6 again, and complete the sentences individually. Ask them to compare answers in pairs before you check with the whole class.


Answers

1 on 2 under 3 on 4 behind 5 in 6 between
7 in front of

Optional extension

Students work in pairs to take turns to test each other. They pick up an object and position it on or around their desks to model a preposition of place, and elicit a correct sentence from their partner.

Classroom language


- 3  1.07 Students complete the sentences, working either individually or in pairs. Play the audio for them to check answers. You may like to then play it again, and ask students to repeat the sentences, copying the pronunciation and intonation of each sentence as closely as they can. You could also elicit translations in students' L1 to check meaning.

Answers

1 me 2 ask 3 again 4 say 5 page 6 hand
7 don't 8 understand 9 mean 10 spell

Optional extension

For each sentence, students decide who typically says it in the classroom, and write T (teacher), S (student) or B (both).

- 4  1.08 Students complete the mini-dialogues individually using sentences from Exercise 3, then compare answers in pairs before you play the audio for them to check.


Answers

1 Open your books at page 21.
2 Sorry, I don't know.
3 Excuse me, what does this word mean?

Optional extension

Students practise role-playing the mini-dialogues in pairs.

Alternatively, use an activity called 'disappearing sentences'. Display the entire dialogues on the IWB screen, or write them on the board before class, and cover them up before starting this activity. Play the audio as students follow the text on the screen or board. Erase or cover up a couple of words from the end of each line in the dialogue, and ask students to read out the dialogues again – as if the deleted text were still in place. You could get a different pair to read each exchange. Continue deleting words and asking pairs to re-read the dialogue until all of it has been erased or covered up, and students are reciting the dialogues from memory.

- 5  1.09 Ask students: *Who are A and B? (Students of English.)* Check/clarify any vocabulary which may be unfamiliar to your students. Give students two minutes or so to order the dialogue in pairs. Play the audio for them to check their answers.

Answers

1 A How do you think you spell the word 'enough'?
2 B Oh. Let me think. Is it E-N-U-F-F?
3 A No, that's completely wrong!
4 B OK, how do you spell it, then?
5 A E-N-O-U-G-H.
6 B You're kidding!
7 A No, that's really how you spell it.

- 6 **SPEAKING** Demonstrate the task with a stronger student. They ask you the question, and you respond. Draw a tick on the board and write *That's right*. Draw a cross, and write *Sorry, that's wrong*. Students continue working in pairs, taking turns to test each other in spelling the words for objects around them in their classroom. They may like to look up the words covered in pages 4–6 first. Continue until at least five words are tested each way. Monitor, and check they're using English throughout.

Object pronouns

- 7 Review personal (subject) pronouns quickly. Point to yourself, and say *I*, point to one student and (speaking to her), say *you*. Point to the photo of Alex on page 4 and elicit *he*, to Fabiola and elicit *she*, then to an object in the classroom, and elicit *it*. Circle around yourself and the students to indicate *we*. Indicate all your students as you elicit *you* (for plural). Point to Alex and Fabiola together and elicit *they*. Write each of the pronouns on the board as you elicit them. Students try and complete the sentences in pairs. You may like to do number 1 together as a class as a model. In each sentence, ask students to underline the words the pronoun refers back to. Check answers as a class.

Answers

1 them 2 it 3 you 4 me 5 him 6 us

this / that / these / those

- 8 You may need to pre-teach or elicit *heavy*. Students do the matching task individually, then compare answers in pairs before you check with the class. Alternatively, if you're using an IWB, you could do this together as a heads-up activity.

Answers

1 C 2 B 3 A 4 D

- 9 This exercise starts preparing students for the Writing paper in the Cambridge English: Key exam (KET). Ask students to read the text quickly without completing the gaps, then ask: *Where is Howard?* (in Spain); *Does he like it there?* (Yes, he does.) Students complete the email individually, then compare their ideas in pairs before you check answers with the whole class.


Answers

1 understand 2 lot 3 There 4 it 5 how 6 What
7 Do 8 me

Student's Book page 8–9


C ABOUT TIME

Days and dates

- 1  1.10 Ask students to look at the picture. Explain that the girl is Shona, and the boy is Oliver. Ask: *What day is it today?* and elicit that it's Shona's birthday. Ask students to read the dialogue quickly, and make sure they notice there are three alternatives to select from in 1–5. Play the audio through once, and ask students to mark what they think is the information they hear. Play it again if necessary. Ask students to compare their answers in pairs before you check them as a class.

Answers

1 23rd 2 13 3 September 4 13th 5 Tuesday

- 2  1.11 Students try and complete the days and months individually, then compare answers in pairs. Write the headings *Days* and *Months* on the board, with numbers 1–7 and 1–12 below them, respectively. Nominate a different student to write each answer on the board. Play the audio for them to check their answers, then play it again, and ask students to repeat each word to practise pronunciation. Pay special attention to *Wednesday* being pronounced as two syllables (/ˈwenzdeɪ/), and the clear differentiation between *Tuesday* (/ˈtjuːzdeɪ/) and *Thursday* (/ˈθɜːzdeɪ/). Ask the class to check and correct the spelling of the words on the board as necessary.

Answers

Days

1 Monday /ˈmʌndeɪ/
2 Tuesday /ˈtjuːzdeɪ/
3 Wednesday /ˈwenzdeɪ/
4 Thursday /ˈθɜːzdeɪ/
5 Friday /ˈfraɪdeɪ/
6 Saturday /ˈsætədeɪ/
7 Sunday /ˈsʌndeɪ/

Answers

Months

1 January /ˈdʒænju(ə)ri/
2 February /ˈfebruəri/
3 March /mɑːtʃ/
4 April /ˈeɪpr(ɪ)l/
5 May /meɪ/
6 June /dʒuːn/
7 July /dʒuːˈlaɪ/
8 August /ˈɔːgəst/
9 September /sepˈtembə/
10 October /ɒkˈtəʊbə/
11 November /nə(ʊ)ˈvembə/
12 December /dɪˈsembə/


- 3 To introduce the distinction between cardinal and ordinal numbers, say: *I'm* [thirty-two]. *How old are you?* and elicit a student's age. Write the numbers on the board. Ask: *What's today?* and elicit the date. Write the number on the board in *-th* format. Explain that when we talk about dates in the calendar, we use numbers with *-th* (ordinal numbers). Make sure students understand that in English we use *-st*, *-nd*, *-rd* and *-th* to write these numbers, not any other symbol. Students match the words and numbers individually, then compare answers in pairs before you check with the whole class. Read out each word, and ask students to repeat after you to practise pronunciation. Check their pronunciation of *-th* is clear enough.

Answers

first – 1st /fɜːst/
second – 2nd /ˈsek(ə)nd/
third – 3rd /θɜːd/
fourth – 4th /fɔːθ/
fifth – 5th /fɪfθ/
twelfth – 12th /twelfθ/
fifteenth – 15th /fɪfˈtiːnθ/
twentieth – 20th /ˈtwentɪəθ/
twenty-second – 22nd /ˌtwentiːˈsek(ə)nd/
thirty-first – 31st /ˌθɜːtiːˈfɜːst/


Language note

Pay special attention to the spelling and pronunciation of *five* / *fifth*, *eight* / *eighth* (one 't'), *nine* / *ninth* /ˈnaɪnθ/, and *twelve* / *twelfth* ('ve' > 'f').

- 4  1.12 Give students half a minute to think about how to say the numbers, then take turns in pairs to read the numbers to each other. Play the audio first for them to check their ideas, then play it again for them to repeat the words to practise pronunciation.

Optional extension

Students write down three ordinal numbers of their choice, in secret, so that their partner can't see them. In pairs, they then take turns to say their numbers to their partner who must write them down. At the end they compare – have they got the same six ordinal numbers?

- 5  1.13 First, ask students to look at the photos and say who the famous people are (see the audio script for their names). They might not recognise all of them. Write on the board: *Barack Obama's birthday is on the 4th* — —, then elicit the missing words (of August). Play number 1 from the audio and ask

students to read the example. Play the rest of the audio, twice if necessary, pausing after each person to give students time to record their answers. Ask them to compare answers in pairs before you check with the whole class. Make sure students notice that we only write the ordinal number and the name of the month: *4th August* but we say *the 4th of August*.

Answers

See audio script.

Audio Script Track 1.13

- 1 Barack Obama's birthday is the 4th August.
- 2 Jessie J's birthday is the 27th March.
- 3 Mark Zuckerberg's birthday is the 14th May.
- 4 Maria Sharapova's birthday is the 19th April.
- 5 Ryan Gosling's birthday is the 12th November.
- 6 Jessica Simpson's birthday is the 10th July.

BACKGROUND INFORMATION

Barack Obama (born 1961), the 44th president of the United States, was elected into office in 2008, and re-elected in 2012.

Jessie J (born 1988 as Jessica Ellen Cornish) is an English pop singer and songwriter. Her first big international hit was the song *Price Tag* in 2011, which reached number one in 19 countries.

Mark Zuckerberg (born 1984) is an American computer programmer, entrepreneur and billionaire, the inventor (and CEO) of social networking site Facebook.

Maria Sharapova (born 1987) is a Russian tennis player. She achieved her first Grand Slam title in 2004, when she won the championship in Wimbledon. By 2012, she had become the sixth female player in history to complete the full Grand Slam, having won all four of the major international tournaments.

Ryan Gosling (born 1980) is a Canadian actor. A former child actor, his major Hollywood breakthrough was in 2004's *The Notebook*. He was nominated for an Academy Award for his performance in the drama *Half Nelson* in 2006, and he has starred in several successful films since then.

Jessica Simpson (born 1980) is an American pop singer and actor. Her most successful album to date is *In This Skin* (2003), which sold over 7 million copies worldwide. She has also appeared in a number of Hollywood movies, including the big-screen remake of 1970s television hit *The Dukes of Hazzard* in 2005.

- 6 SPEAKING** Do this as a mingle activity. Students walk around and speak to as many other students as they can to find out their birthdays. You may like to turn it into a contest by setting a time limit, with the student finding out the most students' birthdays becoming the winner. Students should make a note of the person whose birthday is closest to theirs. You may like to ask the class to form a line or a large circle around the class, with each person standing according to the order of their birthdays. You may like to get involved yourself, and answer any questions about your birthday, then taking your place in the line or circle, or choose not to participate and monitor students' use of the target language.

My day

- 7** Give students two minutes to think about their day and order the activities. Ask students to compare their ideas in pairs.
- 8** Clarify the meaning of the parts of the day. Write, for example *6 am–12 pm: morning, 12 pm–6 pm:*

afternoon, 6 pm–10 pm: evening on the board. Students copy the table in their notebooks and write the actions in the correct column.

Suggested answers

Morning: I get up, I have breakfast, I go to school.


Afternoon: I have lunch, I get home.

Evening: I do my homework, I have dinner, I go to bed.

- 9** First, ask students to read the eight times in the 12-hour format: *three fifteen, nine fifty, eleven (o'clock)* and so on. In weaker classes, put them in pairs to match the times and clocks. Stronger students can work individually, then compare ideas in pairs. Check answers as a class. Help students notice that in English we express times up to 30 minutes past the hour with reference to the hour before (using *past*), and from 31 minutes past the hour, with reference to the time remaining until the hour ahead (using *to*). There are special terms to express particular times, i.e. (.15) = *a quarter past*, (.30) = *half past* and (.45) = *a quarter to*. Students should also notice that we often use the indefinite article before *quarter*, but not before *half*. Draw students' attention to the extra information in the Look! box. Elicit how their L1 usually differentiates between morning and afternoon times.

Answers

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

- 10**  **1.14** Explain that Leah is a teenage girl, and that students are going to hear her talking about her day. She talks about many of the activities in Exercise 7 and the times in Exercise 9. Play the audio for students to number the times in the order they hear them in the recording. Play it again, twice if necessary, for students to make a note of the activities. In weaker classes, pause after each action mentioned. Give students a couple of minutes to write out their answers, then ask them to compare their ideas in pairs before you check answers with the whole class.

Answers

B 12.50: I have lunch. C 11.00: I go to bed. D 7.45: I get up. E 8.30: I go to school. F 6.00: I have dinner. G 10.20: I have a break. / I eat an apple. H 8.00: I have breakfast.

Audio Script Track 1.14

Leah I'm very busy from Monday to Friday. I always get up at quarter to eight, that's when my alarm clock rings. Then I go downstairs and have breakfast at eight o'clock. Then it's school time. I leave the house to go to school at half past eight. There's a break at twenty past ten – I eat an apple. At ten to one I have lunch in the school café. Then it's back to lessons. I leave school at three o'clock and I get home at quarter past three. At home, I do my homework and watch TV. At six o'clock I have dinner. I go to bed at eleven o'clock.

- 11** **SPEAKING** Give students two minutes or so to make notes about their own daily routines. They could refer back to the table they completed in Exercise 8 to help them. Put them in pairs to take turns to talk about their days, and compare the routines they

have in common. Monitor the correct use of the time expressions and the daily activities. Ask two or three students to report back something interesting they learnt about their partners.

Student's Book page 10–11

D MY THINGS

My possessions

1 Ask students to name the things in the pictures in English. Input any unfamiliar vocabulary. Students scan Chloe's blog to find the possessions she has got. Students check answers in pairs. Then, check answers as a class.

Answers

She's got a bike, an MP3 player, a tablet, a TV, and a camera.

2 Ask students to say what kind of possessions Chloe has got: personal possessions or pets? (Only the former.) Ask them to look through the blog again to write all the examples in the correct groups. Set a time limit of two minutes, and ask students to list as many things in English under each heading as they can. They should write their lists in their notebooks. Ask them to compare, check and count their answers in small groups. The group with the most correct items wins. Elicit all the words collected and record them on the board for all students to copy.

Optional extension

You may like to ask students to tick every item in the complete list that they've got – this will be useful preparation for the communication activities afterwards.

have got

3 Ask students to underline every example of *have got* in Chloe's blog entry, then to complete the table with the missing forms using the examples from the blog to help them. Check answers in pairs then as a class. Make sure students notice that we use the same verb forms for all persons (*I, you, we, they*) except *he, she* and *it*. Ask: *How many different forms of 'have got' do we use?*

Answers

1 've 2 's 3 've 4 've 5 haven't 6 hasn't
7 haven't 8 haven't 9 Have 10 Has 11 Have
12 Have 13 have 14 haven't 15 has 16 hasn't
17 have 18 haven't 19 have 20 haven't

4 Ask students to read the gapped sentences, and underline any unfamiliar words to ask their partners or the teacher about. Students complete the sentences for themselves. If you're short on time, set this exercise as homework.

Answers

1 've / haven't 2 's / hasn't 3 've / haven't
4 's / hasn't 5 've / haven't 6 's / hasn't

Optional extension

Ask students to compare their sentences in Exercise 4 in pairs or small groups. How many of the statements have they got in common?

5 **SPEAKING** Ask students to read through the eight prompts, and elicit the questions they could ask in whole class. Draw their attention to the example. Alternatively, ask students to brainstorm questions for a minute or two in pairs or small groups and write them down. Then do the speaking part as a mingle activity. Monitor and make a note of any mistakes in the use of *have got* to go over at the end of the activity. Get some feedback about the discussions at the end of the activity by asking students: *Who's got two brothers or sisters?* (Elicit name of student.) and then asking follow-up questions to that student: *What are their names?*

I like and I'd like

6 Ask students to match the sentences with the photos, then compare answers in pairs before you check with the whole class. Elicit that we use *I like* for things and activities we enjoy, and *I'd like* for things we want, or for things we want to do.

Answers

A 3 B 1 C 2 D 4

7 **1.15** Students work individually to complete the sentences, then compare answers in pairs before you play the audio for them to check.

Answers

1 I'd like 2 I'd like 3 I like 4 I like 5 I'd like

8 Elicit or pre-teach the meaning of the eight food items and the four headings. Ask students to put the words under the right headings, then compare answers in pairs before you check with the whole class. Check the pronunciation of *sandwich*. In British English, the *d* is usually silent, and it can be pronounced both as /'sæn(d)wɪdʒ/ or as /'sæn(d)wɪtʃ/. Also check *biscuit* /'bɪskɪt/ in which the *u* is silent. Finally, check that students place the stress on the second syllable in *banana*.

Answers

1 tuna 2 biscuit 3 banana 4 orange juice

Optional extension

Students write two or three more items under each heading.


9 **1.16** Explain that Max would like to have lunch. Make sure students understand that he's going to choose one of the two options on the board in Exercise 8. Play the audio through for students to circle the answers. Pause after the answer to number 1 is given, and elicit the correct answer: *Tuna or cheese?* (cheese) before you move on. As you check the other answers with the class, play the audio again pausing as Max makes his final choice for each category.

Answers

cheese sandwich, cake, banana, orange juice

Audio Script Track 1.16

Dinner lady Hi, Max, what would you like for lunch today?
 Max I'd like a picnic box, please.
 Dinner lady OK. Would you like a tuna sandwich or a cheese sandwich?
 Max A cheese sandwich, please.
 Dinner lady What dessert would you like?
 Max Umm, a biscuit please.
 Dinner lady Oh, I'm sorry, Max. I haven't got any biscuits left.
 Max That's OK. A piece of cake, please.
 Dinner lady And what fruit would you like?
 Max Have you got bananas?
 Dinner lady Yes, we have.
 Max A banana please.
 Dinner lady And to drink?
 Max An apple juice.
 Dinner lady Sorry, Max. We've got orange juice or water.
 Max OK. Then I'd like an orange juice, please.
 Dinner lady OK, there you go, Max. Enjoy.
 Max Thanks, Mrs Magnus.

- 10  1.16 Students complete the gapped dialogue with the missing questions. Ask them to compare answers in pairs before you play the audio again for students to check.

Answers

- 1 What would you like for lunch today?
- 2 Would you like a tuna sandwich or a cheese sandwich?
- 3 What fruit would you like?
- 4 Have you got bananas?

- 11 **SPEAKING** Demonstrate the task with a stronger student. Tell them to use the questions from Exercise 10. Answer using only the vocabulary presented in the lesson. Put students in pairs. One of them will be making the picnic box, the other one will be choosing what goes in it. Stress the importance of saying *please* with every request in English – even if this isn't so common in students' L1. Once the customer has successfully chosen all four things, they swap roles and repeat the activity. Monitor students' use of *I'd like*, and where appropriate, *have got / haven't got*. Students can choose items from the previous exercises or use their own ideas if they prefer. Stronger students could include responses where the server hasn't got the customer's first choice, and asks them to make a different selection. Ask the student playing the role of the server to make a note of the customer's final selection. Elicit some unusual or interesting lunch orders at the end of the activity.

BACKGROUND INFORMATION

In British schools, lunch is usually provided in the school canteen. Not all students eat lunch there. Some bring packed lunches with them from home, and older students are sometimes allowed to leave school premises to have lunch in a nearby café or shop. Traditionally, the women who serve food in the school canteen are called *dinner ladies*.