

01

Hi!

Read, listen and talk about countries and nationalities.

Practise *my/your; to be: I/you.*

Focus on numbers 1–100; introductions and greetings.

Unit 1 Materials

Success Activator Unit 1

Photocopiable resources 1, 2

Testing and Evaluation Book tests

CD-ROM Unit 1

GRAMMAR AND SPEAKING

This section introduces the first person singular form of the verb *to be*, as well as *I/you* and *my/your*. Ss use the vocabulary to greet each other and introduce themselves.

Special difficulties: Some Ss may know more forms of the verb *to be* and try to use them. It is important to follow the book to ensure that all Ss are fully aware of the forms introduced here and able to use them accurately before moving on to further forms in the following units. At low levels, Ss often feel that they are learning too slowly and want to say more than is in the book. However, although it can be motivating for them to feel that they are moving through the book more quickly, such progress can mean that accuracy is sacrificed and Ss can start making errors which become 'fossilised' and are very difficult to correct later on.

Culture notes

The **Painted faces** in the pictures are of football fans supporting their teams at international matches. The practice of painting faces with national colours stretches back many years and is most famously seen in the film *Braveheart* where the Scottish soldiers paint their faces blue and white.

Warm-up Test what they know. *You do know English!* Although the Ss are total beginners, they may well know a lot of English words, especially those which are used internationally. Put the Ss in groups of four and ask them to think of as many words as possible that they know in English (they can use foods, names of bands etc). Set a time limit of two minutes and then elicit the words in open class. Give the Ss some ideas to start with, eg *non-stop, Queen, hamburger* etc.

1 Before doing Exercise 1, teach the Ss the instructions: *Read and listen*. Reinforce them using mime to show the two actions and tell the Ss that, when giving instructions, you will always use English to help get the Ss used to hearing and responding to the language.

2 Teach the new instructions: *again, practise, pairs*. After the second listening, it may be worth drilling each line with the whole class before they practise in pairs. Tell Ss to take turns playing both roles, A and B and then nominate two or three pairs to read out the conversation in open class.

Check it out

Go through the Check it out box with the class and drill the contracted forms so that the Ss are able to say them as naturally as possible. Although the phrases introduce the third person singular form of the verb *to be*, teach the phrases as a vocabulary item rather than a grammatical one at this stage.

3 Teach: *complete, conversation, check*. With exercises such as this at this level and this stage of the course, it is important to make sure that all the Ss work alone and find out how well they understand the language. However, it is also important that they feel relaxed within the group and are not put on the spot. Tell the Ss to work alone and attempt to fill in the exercise. Ss then listen and try to check their answers. Play the recording twice if necessary. Now allow Ss to check their answers in pairs to make sure that the answers they have are correct. Finally, elicit the answers from individual Ss who, by now, have the confidence in their answers necessary to give these answers in front of their classmates. Write the answers on the board and make sure that Ss have spelt the words correctly and used capitals where necessary.

Answers 2 your 3 My 4 You

4 Teach: *write, using, short forms*. Ss look at the conversation in pairs and try to identify all the words which can be written using short forms. Elicit these in open class. Tell the Ss to write the heading of the lesson in their notebooks, i.e. *I am / You are; My / Your*. Ss then write the conversation in their notebooks alone. Ask two Ss to read out the conversation taking the parts of A and B.

Answers A Hello. My name's Linda. What's your name?
B Nice to meet you, Linda. I'm Fiona.

5 Tell Ss to look at the instructions. Ask (in L1) if they have to listen to anything (no) or write anything (no). Ss practise the conversation in pairs, each taking turns in starting the conversation. Nominate pairs to read out the conversation in open class.

Possible extension: If space allows, it would be nice for Ss to mingle and talk to as many other Ss as possible without using their books to refer to. If this is impossible, tell Ss that they are going to pretend that a number of new Ss are arriving from England and that the present Ss should meet them and welcome them. Choose about five Ss to come to the front of the room or, even better, go outside the room. One of the remaining Ss stands by the door and one of the 'English' Ss comes in. The student in the classroom welcomes the new student and they practise the conversation from Exercise 5. These two Ss now sit down and the process is repeated with the next two Ss.

Optional activity: At the end of the lesson, make a note of the words and phrases introduced during the lesson. Ss write the words in two columns, the first they should be able to use and the second they will need to recognise in the classroom. Tell the Ss to copy them down in their notebooks and to learn them for the next lesson.

Words I can use:

I am (I'm)

You

My

Your

Name

What's your name?

My name's

Nice to meet you.

Too

What

Words I can understand:

Read

Listen

Again

Practise

Pairs

Complete

Conversation

Check

Write

Using

Short forms

ADDITIONAL PRACTICE: Photocopiable resources. Resource 1: *Introduce yourself*. Page 109

GRAMMAR AND VOCABULARY

This section introduces ten countries and ten nationalities as well as questions with *are you*.

Special difficulties: Many words for countries are similar in different languages. Often these cause more problems than those which are very different. Although Ss can recognise these countries easily, it is often difficult for them to learn the correct pronunciation (as it is less important for understanding). It is therefore very important to concentrate a lot on pronunciation and to correct as much as necessary.

Culture notes

The **English** flag is the St George's cross which was first used in the Middle Ages. Capital: London. Tourist attractions: Big Ben, Tower Bridge, Buckingham Palace, Stonehenge, etc.

The **French** tri-colour dates from 1794 although the three colours have been associated with France since 796. Capital: Paris. Tourist attractions: the Eiffel Tower, the Arc De Triomphe, the Louvre, etc.

The **Italian** flag dates from 1796. It is thought that the green represents the land, the white represents the mountains and the red represents the blood lost in independence wars. Capital: Rome. Tourist attractions: the Colosseum, the Vatican, St Peter's Square, etc.

The **Argentinian** flag dates from 1812 with the sun added to the centre band in 1818. Capital: Buenos Aires. Tourist attractions: Dorrego Square, Iguazu Falls, Aconcagua, etc.

The colours of the **Mexican** flag which dates from 1821, have different meanings attached to them. The green represents independence or hope, the white religion or unity and the red blood or religion. Capital: Mexico City. Tourist attractions: Acapulco, Chichen Itza, etc.

The **Polish** national colours are one of the three national symbols of the country along with the symbol of a white eagle and the national anthem. They have been the national colours since 1831 and the flag was introduced after independence in 1919. Capital: Warsaw. Tourist attractions: Cracow, the Malbork Castle, Warsaw old city centre, etc.

The crescent and star on the **Turkish** flag dates back to Ancient Samaria and Egypt. The flag dates back to 1844. Capital: Ankara. Tourist attractions: the Blue Mosque, Troy, Cappadocia, etc.

It is thought that the colours of the **Spanish** flag date back to 1760 when the King, Charles III asked for a design for a flag which could be easily recognised during naval battles. Capital: Madrid. Tourist attractions: Alhambra, Barcelona, Seville, etc.

Warm-up Review of vocabulary from the last lesson.

Mime and say. Tell Ss that you are going to show them some of the words from the last lesson and that they should say what they are. Tell Ss that, if they know the answer, they should put their hand up rather than shouting out the answer. This will give you the chance to nominate different Ss and not allow the strongest Ss to dominate.

Possible words to use:

I (point to yourself)

You (point to the students)

Listen (cup one hand next to one ear)

Write (mime writing)

Read (mime holding a book and reading it)

Pairs (indicate two people together)

1 Write the words *I* and *you* in one column on the board, then write *your* and *my* in a second column. Draw a line linking *I* and *my* and teach the word *match*. Teach *photo* and *repeat*. Ss open their books and look at the photos. Ask Ss in L1 who the people are and why they look like they do (they are sports fans who are supporting their team). Ss work in pairs to try to do the matching task. Play the recording and elicit the answers. Drill the words carefully, both with the whole class and smaller groups, or individuals. Elicit or give the stress in each word and tell Ss to make a note of this in their books.

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

Optional activity: Before moving on to other exercises, ask Ss in L1 what they know about the countries in Exercise 1. Ask where they are and what the capitals/major tourist attractions are – there are a few ideas in the Culture notes. If cities have different names in L1 to their English equivalent, give Ss the English form and drill London, Paris (with –s pronounced), Rome, Buenos Aires, Mexico City, Warsaw, Ankara, Madrid.

2 Tell Ss to read through the sentences and to guess where the people are from using their names to help. Elicit ideas and then tell Ss that they are going to listen to the recording and that they should note the answers. Tell Ss that they may not have time to write the full answer so, instead, they should write in note form: the first letter, two or three letters or whatever will make it possible for Ss to recognise the answers when looking back at what they have written. Ss compare answers in pairs and then listen again to check their answers.

Answers 1 France 2 Italy 3 England 4 Turkey
5 Spain

3 Mime the instructions for the exercise (*Read and listen*) and elicit the words from the Ss. Ss listen twice to the whole conversation. Play the recording line by line and drill each sentence with the whole class. Ss then practise in pairs. Nominate two or three pairs to read the conversation in open class.

Check it out

Again, at this time, treat the question *Where are you from?* as a vocabulary item and do not look at the verb *to be* or the sentence order change from an affirmative statement (*I am*) to a question (*are you*).

4 Ss work alone to complete the conversation. Play the recording before Ss check in pairs but allow them to check together before eliciting the answers in open class. When eliciting answers, do not ask only for the missing word, ask the student nominated to read the complete turn in the conversation. The first person nominated would therefore read out the first sentence, even though the answer is already given. This is so that they can get extra practice of this type of conversation and the answers are more meaningful than simply giving individual words.

Answers 2 you 3 from 4 where 5 I'm

5 Re-elicite the instructions *match* and *repeat* and check *nationality*. Ss do the matching in pairs. Even though the words may be new, the answers should be obvious from the similarities between the two types of words. Elicit the answers and drill all the words thoroughly from the recording. Again, elicit stress patterns. Note that we use capital letters for both countries and nationalities in English.

Answers 2 a 3 i 4 b 5 j 6 g 7 f 8 e 9 c 10 h

Optional activity: Write stress patterns on the board and elicit which country and nationality words go with each pattern. Ss then make a note of all in their notebooks. When Ss have written all the words, drill them all again, group by group so that they can hear the similar patterns clearly.

O France, French, Spain
 Oo Turkey, Turkish, England, English, Poland, Polish, German, Spanish
 Ooo Italy, Germany, Mexico, Mexican, Canada
 ooOo Argentina
 oOoo (or oOo) Italian (i-tal-i-an/i-tal-yan), Canadian (ca-na-di-an/ca-na-dyan)
 ooOoo (or ooOo) Argentinian (ar-gen-tin-i-an/ar-gen-tin-yan)

Mind the trap!

Look at the sentences with the Ss and ask what kind of words could come after the phrase *I'm from*, i.e. a place – country, city, area, etc: *I'm from America, I'm from Texas, I'm from Dallas.*

6 Check the word *sentence* and re-elicite *complete*. Tell Ss to cover Exercise 5 in their books and to look at Exercise 6 in pairs. Ss try to remember the correct nationality word and how to write it. They then uncover the table and check their answers. Elicit answers in open class, again asking Ss to read the whole thing rather than just the missing word.

Answers 2 French 3 English 4 Argentinian

7 Before Ss complete the exercise, ask them what the words are, i.e. 1 nationality, 2 city, 3 name, 4 nationality, 5 name, 6 country, 7 country, 8 nationality, 9 country, 10 nationality. Ss then re-read *Mind the trap!* and complete the exercise alone. Elicit answers and why those answers are correct.

Answers 2 I'm from 3 I'm 4 I'm 5 I'm 6 I'm from 7 I'm from 8 I'm 9 I'm from 10 I'm

8 Re-check *practise* and *pairs*. Allow Ss to take both roles in the conversation and then nominate one or two pairs to act out the conversation in open class.

Possible extension: Tell Ss to imagine they are from one of the countries listed in Exercise 5 but not their own country. They should then get up and meet other people, trying to say their part of the conversation in a suitable accent for the country chosen. To make it even more challenging, the Ss use the accent but do not say the country's name, they hum the correct stress pattern, eg *I'm from HUM hum hum*. Their partner has to guess the country (*Germany?*).

Optional activity: Again, finish the lesson by reviewing the new vocabulary learned and ask Ss to note it all in their books.

match
country
nationality
repeat
sentence
I'm from ...
Where are you from?
Complete ... with ...

GRAMMAR AND SPEAKING

This section introduces the verb *to be* for the first and second person singular forms.

Special difficulties: The Ss have already met the words *am* and *are* so there is no new vocabulary here. However, this is the first time the grammar has been explicitly taught and difficulties can occur where L1 has a different way of forming questions, negatives or short answers. In monolingual classes, point out the similarities and differences clearly and spend a lot of time on practising all forms, correcting as much as is necessary.

Culture notes

Montreal is the biggest city in the French speaking province of Quebec in Canada. It is the second biggest city in Canada and the third biggest French speaking city in the world after Paris and Kinshasa (in The Congo). Its name (Mount Royal) comes from the hill it stands on.

Manchester is a city in North West England. It is famous for its football teams (Manchester United and City), the soap opera *Coronation Street* and many bands such as The Smiths, Oasis and New Order. It became an important cotton spinning area in the Industrial Revolution and was connected to the sea by the Manchester Ship Canal.

Oxford Street is one of the main shopping streets in London. It stretches from Tottenham Court Road in the east to Marble Arch and Hyde Park Corner in the west. It is almost 3km long and contains over 300 shops. It gets its name from the fact that it links up to the A40 road which goes from London to Oxford.

Naples was originally called Neapolis, New City. It is the second biggest city in Italy and the capital of the Campania region. It is traditionally said to be the home of pizza.

Warm-up Review of countries and nationalities. Pictionary.

Tell Ss that they should work in groups of three or four and choose a country from the previous lesson. They should then think of how to represent it pictorially (a famous building such as the Eiffel Tower, a food such as pizza, a map outline, a flag, etc). Each group then comes to the board in turn and draws their image(s). The other Ss have to guess the country. When one group guesses they can nominate a second group to say the nationality.

1 Ss open their books to page 8. Tell them to look at the pictures and try to guess what is happening and where the people are. This can be done in L1. Ss then listen to the recording and read the conversation. After listening, drill the conversation from the recording and nominate three Ss to act it out in open class. After they have finished the exercise, tell Ss that John Smith is one of the most common names in English speaking countries which is why there are so many people with this name in the cartoons.

Work it out

2 Tell Ss that they are now going to look at some grammar. Write the title *To be* on the board. Ss note this in their notebooks. Check the instructions: *look, underlined, words, gaps, table, page*. Look at the table and the three types of sentences shown. Check the words in English: *Positive (or affirmative) statements, negatives, questions*. Explain what the Work it out sections are for (they are to encourage Ss to look at the language in context and to work out grammar rules for themselves). This will make it easier for them to remember the rules and force them to think for themselves rather than relying on the teacher all the time. Ss work in pairs to complete the table. Elicit answers when they have checked for themselves at the back of the book. Point out similarities and differences between L1 and English in the way that questions and negatives are formed.

Answers 2 You're 3 I'm not 4 aren't 5 Are 6 am

Optional activity: Give Ss explicit grammar rules for the verb *to be* for them to write in their notebooks:

Positive:

I am

You are

Negative:

Add *not* to the verb *to be*. The short form with *I* is made by abbreviating *I* and *am* (*I'm*). Other negative short forms are made by abbreviating the verb *to be* and *not* (*aren't*).

Questions:

The word order is changed: subject – verb for positive statements, verb – subject for questions.

Short answers:

We cannot shorten positive short answers: *Yes, I am*, not *Yes, I'm*.

3 Tell Ss to read the sentences carefully before writing anything. They should decide whether they need a negative (as in number 1) or questions (number 2) from the context and the question mark (or lack of one). Tell them to use short forms where possible. Ss work alone, using the grammar box to help them, then check in pairs. Elicit the answers in open class.

Answers 1 'm not 2 Are; am 3 Are; 'm not 4 Am; are

4 Check: *university, student, sorry* (both as a way of apologising and as a way of indicating that you have not understood or heard properly). Ss read through the gapped conversations to make sure they understand the context before they start writing. Tell Ss to work alone. Ss listen to the recording and then compare answers in pairs. Ask Ss to read out each conversation to check their answers.

Answers 1 Are 2 'm not 3 are 4 'm 5 aren't 6 're 7 am 8 am 9 am

5 Play the recordings again, one line at a time. Ss repeat each line as a whole class. Then play conversation 1 again and allow Ss to practise it in pairs. Repeat the process with the other two conversations and then nominate three pairs to act out the conversations in open class.

6 Look at the example answer with the class and tell them that, where their answer is *No* they should follow up the answer with the true answer. There may be some confusion as to what the word *student* means. Some people may believe it only applies to university students. Point out that, although there is a word (*pupil*) for a school student, they would probably answer *Yes* for question 3 if they are a pupil at a school, possibly following up with *I'm a school student* for clarification.

Ss write the answers for themselves in their notebooks and then practise in pairs, taking it in turns to ask each other the three questions. Nominate pairs to ask and answer in open class. Sometimes Ss speak very quietly when nominated to answer in open class. To overcome this, nominate two Ss on opposite sides of the classroom. They will then have to speak loudly in order for their partner to hear and therefore you and the rest of the class will also be able to hear them.

7 Tell Ss to look carefully at Eduardo's side of the conversation. Sometimes he is asking questions which you have to answer but at one point he is answering a question so the Ss have to work out what it is. Ss work alone to complete the conversation, then work together, taking it in turns to be Eduardo. Nominate Ss. Take the part of Eduardo yourself and the other student has to answer for themselves. Repeat this twice and then tell Ss to close their books. Nominate a different student and repeat the process, this time without them being able to refer to their written answers.

Possible answers 1 My name's ... 2 No, I'm not.
3 I'm ... (nationality). 4 Where are you from?
5 No, I'm not. 6 I'm a student.

Optional activity: Again, ask Ss to make a note of all new words and phrases that came up in the lesson:

look
underlined
word
gap
table
page
university
student
sorry
teacher
positive
negative
question

VOCABULARY

This section introduces numbers 1–100 and the question *How old are you?*

Special difficulties: There are some difficult spellings (*eight, four – forty*), irregular forms (*three – thirteen, five – fifteen*) and pronunciation problems between, eg *thirteen* (stress on the second syllable) and *thirty* (stress on the first syllable).

Warm-up Review of the verb to be. *I am ... Are you?* Ss work in groups of three or four. Tell them that they have two minutes to think of as many sentences as possible that can start with *I am* which are true for at least one person in the group, eg *I am Polish. I am from Poland. I am a student.* etc. Ask the groups how many sentences they got and elicit what they were. If Ss have come up with words not yet taught (eg *I am happy*) they must explain or translate the new word to the rest of the class. Ss then choose one sentence each and change it to a question using *Are you*, eg *Are you Polish? Are you a student?* etc. Ss then mingle and ask their question to as many other Ss as possible. The other Ss answer appropriately.

1 Some Ss may know numbers, at least to ten, but it would be best to drill all the numbers with the whole class before eliciting what any Ss know. Play the recording to drill the numbers while Ss have their books closed. Ss then open their books and write the words.

Optional activity: If Ss seem unsure of the numbers 1–10, tell them to close their books having completed Exercise 1. Write numbers on the board, at random, and elicit what they are and how the number is spelt. Ss have not been introduced to the sounds of the alphabet yet so spelling can either be done with L1 pronunciation or Ss can be asked to come to the board and write the word on the board.

2 Tell Ss to look at the words and numbers in their books and listen to how each one is said. Stop the recording after each number and drill thoroughly making sure Ss are saying the stress correctly.

Optional activity: *Bingo!* Tell Ss to write down any six numbers between 1–20 on a piece of paper. Have the numbers on separate pieces of paper, in figure form not words. The pieces of paper should be folded and placed in a hat or box. One student takes one number from the box and says what it is loudly so that everyone can hear them. Do not let them show the number to the other Ss. The idea is for the reader to practise saying the number and for the others to listen and understand. Anyone who has written that number as one of their six crosses it out. The box is then passed to another student who repeats the process. Continue until one student has crossed out all six numbers. They should shout *Bingo!* The game can be repeated as often as needed.

3 Check: *say*. To ensure that all Ss are listening carefully, the saying of numbers should not be done in order. Otherwise Ss can work out what their number will be and then 'switch off'. Nominating Ss at random to continue means that they have to keep concentrating at all times.

4 Ss work in pairs to write the numbers. Elicit answers and make sure Ss have used hyphens correctly. After the Ss have listened and repeated the words, look again at the difference in pronunciation between words with *-teen* (*thirteen, fourteen* etc) and those with *-ty* (*thirty, forty* etc).

Answers 24 – twenty-four, 25 – twenty-five, 28 – twenty-eight, 36 – thirty-six, 37 – thirty-seven, 39 – thirty-nine, 44 – forty-four, 59 – fifty-nine, 68 – sixty-eight, 75 – seventy-five

5 As in Exercise 3, make sure that Ss are not speaking in order so that they cannot work out what their number will be in advance. Extend the activity by asking Ss to make Maths questions for each other, eg *What are six sevens?* (42).

6 Check: *hear*. Start by saying some of the numbers in the first column in order so that Ss get the idea. After reading out two or three and eliciting the corresponding numbers in the *Say* column, start reading out numbers randomly and seeing how quickly Ss can find them and what the response should be. Ss can then do the same activity in pairs, taking it in turns to say a word from the *Hear* column for their partner to find and respond.

7 Remind Ss of the different stress patterns for the pairs of words and elicit all before playing the recording. Play the recording once for Ss to listen, then play it again, stopping after each number to drill thoroughly.

8 Check the question: *How old are you?* Ss listen and mark the answers alone. Elicit the answers. Ask: *How old is Simon?* Even though Ss have not learned the third person singular form of the verb *to be*, they will understand the question, even if they cannot respond with a full sentence answer.

Answers 1 14 2 30 3 16

9 Ss practise in closed pairs and then ask and answer in open class.

SURVIVAL ENGLISH

This section introduces ways of introducing yourself and greeting other people. It also introduces three times of the day.

Warm-up Review of numbers. *Fizz Buzz.* This is a fun way of practising all numbers. Tell Ss that any number divisible by three should be replaced by the word *fizz* and any that is divisible by five should be replaced by the word *buzz*, i.e. 1, 2, *fizz*, 4, *buzz, fizz*, 7, 8, etc. Ss take turns to say a number although not in an obvious order or it is too easy. Anyone who says a number divisible by three or five instead of the words *fizz* or *buzz* is out and the counting starts again from one. Numbers divisible by both, eg 15, require the Ss to say *Fizzbuzz*.

1 Check: *Mrs* (and *Mr/Miss* as well even though they do not come up in the exercise). After Ss have listened to the two dialogues, get them to act them out in pairs, each student taking it in turns to take each part in both dialogues.

Answers 1 A 2 B

2 Drill the three words and see whether Ss know what time of day they correspond to. There is no hard and fast rule as to when afternoon becomes evening but it is approximately when the sun goes down although this takes place at different times depending on the time of year.

Answers 1 B 2 C 3 A

SPEAK OUT

3 Check: *introduction, greeting, formal, polite, informal, friendly.* Note the differences (we do not need to say *Good* before the time of day when being informal and can shorten *thank you* to *thanks*) as well as the similarities (the same question: *How are you?* is used in both situations). Ss then use the Speak Out box to complete the conversations alone. Play the recording and allow Ss to compare answers in pairs before eliciting in open class.

Answers 2 How 3 very well 4 thanks 5 you 6 fine

4 Tell Ss that this is a very similar exercise to the previous one but the gaps may require longer phrases to be inserted rather than single words. Again, allow Ss to listen and compare answers in pairs before eliciting. Ask Ss which is the more formal conversation (the first).

Answers 2 How are you 3 thank you 4 I'm very well 5 are 6 thanks

5 Put the Ss in pairs and nominate one student in each to be Rob. The other student plays each of the

other four parts. When they have practised all four dialogues, they swap roles and practise again. Nominate four pairs to each act out one of the dialogues in front of the class.

6 Allow Ss to mingle if possible and stand amongst them so that they naturally greet you as well. If no one comes to you then introduce yourself to one of them so that they are forced to respond.

Optional activity: Look at the new vocabulary learned during the lesson and, if time allows, go through everything the Ss have learned in the first unit under the headings:

Instructions and classroom language

Grammar

Meeting people and talking to them

Countries and nationalities

Numbers

Ss work in five groups and are given one of the headings. They have to work as a group to remember as much as they can about their topic. This can be done with books open or closed. Each group then presents their ideas to the class.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 2: *Who are they?* Page 110