

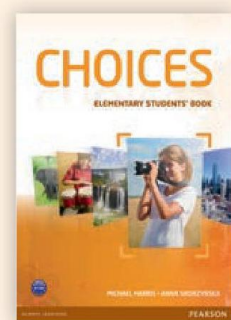
CHOICES ELEMENTARY

Choice motivates. Motivation creates successful learners.

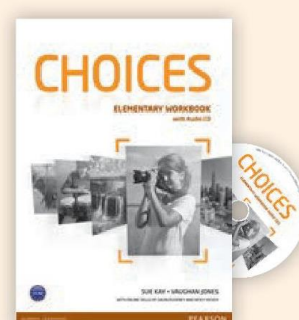
Flexibility in **Choices** caters for all your students' needs and encourages them to be independent learners, equipped with skills for the 21st century. No student is left behind!

Components for the student

Choose a paper Workbook or a blended solution

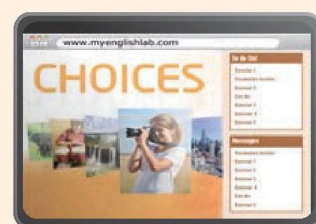


Students' Book



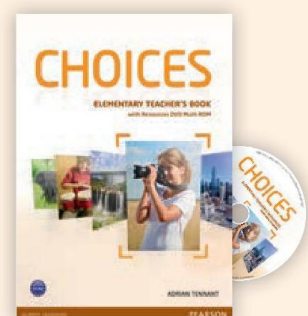
Workbook
with Audio CD

or

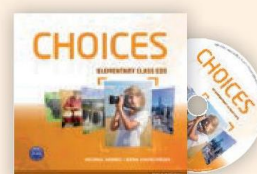


Students' Book with MyEnglishLab
Online learning for students, instant
marking and monitoring for teachers
www.MyEnglishLab.com/choices

Components for the teacher



Teacher's Book with Teacher's
Resources DVD Multi-ROM
Includes photocopiable resources,
video and tests



Class CDs

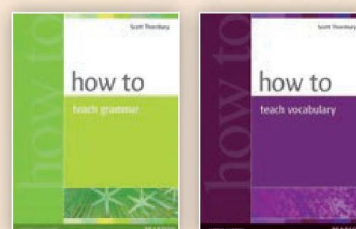


ActiveTeach
Interactive Whiteboard software
and Teacher's resources

The perfect blend of print and digital.

CEFR	
A1	Elementary
A2	Pre-intermediate
B1	Intermediate
B2	Upper Intermediate
C1	Advanced

For further teacher development
we recommend:



www.pearsonELT.com



CHOICES
ELEMENTARY

TEACHER'S BOOK with Resources DVD Multi-ROM

SZLACHTA

PEARSON

CHOICES

ELEMENTARY TEACHER'S BOOK
with Resources DVD Multi-ROM



EMMA SZLACHTA

ALWAYS LEARNING

PEARSON

CHOICES

ELEMENTARY TEACHER'S BOOK

with Resources DVD Multi-ROM

CONTENTS

Introduction	ii
Students' Book Contents	2
Teacher's Notes	
Get Ready Module	6
Module 1: Lifestyles	15
Module 2: At Home	23
Module 3: Downtown	31
Module 4: Memories	39
Module 5: Fitness	47
Module 6: Age	55
Module 7: Cinema	63
Module 8: Food and Drink	71
Module 9: Countries	79
Module 10: Gadgets	87
Irregular Verbs	95
Culture Choice	96
Skills Builders	106
Student A and B Activities	111
Word List	113
Language Choice	117
Students' Book Audioscript	124
Workbook Audioscript	135
Workbook Answer Key	139

INTRODUCTION

1 THE COURSE

Choices is a five-level course for secondary students, taking learners from Elementary to Advanced level. *Choices Elementary* offers eighty lessons of core material but because of the in-built flexibility of the course, this could be extended considerably.

2 WHY CHOICE?

Choice for learners

When you have an element of choice in what you do, you are more likely to be motivated, and motivation is fundamental for teenage learners.

People have different learning styles and need to work in ways best-suited to them.

The ability to make choices when learning is an important strategy in itself and is a crucial element of life-long learning skills which will become more and more important in the 21st century as technology and jobs change rapidly.

Choice for teachers

Teachers work in very different contexts (e.g. number of hours, facilities, equipment) with very different groups of learners (e.g. numbers in classes, previous learning experience, interests).

Every teacher has his/her own ideas about learning and teaching.

3 CHOICE IN CHOICES

In an educational context, choice must be guided to avoid chaos in the classroom. *Choices* introduces these elements of guided choice:

- **Get Ready:** This section gives teachers the choice of teaching key starter language before beginning the core modules.
- **Topic Talk Networks:** Using a language is a creative activity and involves constant choice and options. Vocabulary networks provide guided choice by marrying functional exponents with lexical items.
- **Your Choice:** These exercises give students the opportunity to choose between different topics to discuss.
- **Grammar Practice:** Grammatical structures are first compared and contrasted, then students are trained in choosing forms that best express given meanings or intentions.
- **Listen or Watch:** Target functional language is presented through dialogues which can be watched **DVD 1** or listened to **1.39**, depending on the equipment available.
- **Listening Choice:** The teacher can choose between two levels of difficulty in the listening CDs. One is slower (**1.2**), without accents. The other is faster and more natural (**1.3**), with different regional accents. This feature gives the teacher a choice, depending on the level of the students, and the option of listening to the more difficult version after students have listened to the easier level.
- **Language Choice:** This booklet, which provides options for extra practice related to new language and language reference, comes in a convenient, fold-out section at the back of the book.
- **Skills Builders:** Teachers and learners have the choice of using this section while doing communicative tasks and when revising; it gives support in terms of both strategies and language, with examples of linkers, explained text models and model dialogues.
- **Language Review/Self Assessment:** Students do language revision exercises, listen and check their answers and use a feedback guide to choose what they need to practise more.

- **Learning Links:** There are references throughout the book to extra activities which provide a further element of choice. At the end of each module, students are directed to further cultural input (Culture Choice at the back of the book), plus extra revision, practice and self assessment (in the Workbook/MyLab).
- **Culture Choice:** These optional lessons at the back of the book include cultural input, literature, songs and projects. They are related to pairs of modules but can be done at any time. The extensive reading can also be done by students on their own and is a good way of introducing students to guided readers (see the Penguin Readers collection).
- **Sound Choice (Workbook):** Different language learners have different problems according to their own language and according to their own personal difficulties. A short diagnostic exercise is followed by a choice of exercises on problem sounds.

4 APPROACH

In addition to the learner-development features of *Choices* that are related to the central concept of choice, the course contains other key elements:

a Educational Content

The strong content syllabus covers the key areas in the Common European Framework of Reference (CEFR), has systematic cross-curricular input and includes up-to-date and challenging topics. Each topic-based module is introduced in the Topic Talk, then the lessons include input on different thematic strands related to the main topic.

b Cultural Input

Choices not only provides systematic cultural input about English-speaking and other cultures but gives frequent opportunities for students to talk and write about their own culture, thus strengthening their own cultural identity. In main lessons, Your Culture spots relate the topics to the students' own culture. The five Culture Choices at the end of the coursebook have input about English-speaking culture and cultural awareness, literature (poems and stories) and songs, and My Culture Projects allow students to research information about their own culture and then talk or write about it.

c A Broad Approach to Language

Rather than establish a false dichotomy between vocabulary on the one hand and grammar on the other, the language syllabus in *Choices* integrates different strands of linguistic input in both grammar and skills lessons through a comprehensive focus on morphology, syntax, word grammar, lexical features, text grammar, functions, conversational grammar and phonology. Features in *Choices* that enable the course to cover this broad scope of language are:

- **Vocabulary Networks:** They combine key functional language with useful lexical sets and enable students to talk about common exam topics in a personal way.
- **Sentence Builders:** They focus on difficult areas of syntax which often cause students problems and systematically cover written linkers.
- **Word Builders:** They look at lexical features such as plurals and multi-part verbs.
- **Text Builders:** They cover text organisation and style in written language.

d Integrated Skills

As in real life, where communication usually involves more than one channel at a time, skills in *Choices* are always developed together. For example, in the main skills lesson, there are always at least three out of four of the main skills:

- **Oral Production:** Every Topic Talk has an activity in which learners can talk about their own lives. There are other such tasks in the main skills lessons and Speaking Workshops.
- **Oral Interaction:** There are interactive speaking activities throughout the book, especially in the oral skills lessons and the Speaking Workshops.
- **Listening (Watching):** There are four or five listening tasks in each module with a wide variety of text types: monologues, stories, dialogues, interviews and radio documentaries. Watching tasks centre on functional dialogues in realistic situations. Pronunciation activities involve intensive listening with tasks to develop learners' ability to distinguish sounds, words and expressions. There is further listening in the Culture Choices and there is one song.
- **Reading:** There is one major reading text per module and other shorter ones in the grammar lessons and the workshops. Text types include articles, book reviews, adverts, letters, notes, a postcard, websites, magazine interviews, a magazine letter page and blogs. There are also five further reading texts in the Culture Choice sections (one review, one article and three stories).
- **Writing:** There is writing in every module. In even-numbered modules, there is a focus on written syntax, reference and linking followed by a short writing task: descriptions, advert, blog post and instructions. In odd-numbered modules, there are more text types in the Writing Workshops: an invitation, an informal letter, a formal email, a postcard and short notes. Clear models are provided and there are staged tasks, plus work on text organisation and style. Further models of text types are given in the Skills Builder, which illustrates target features and language.

e Critical Thinking and Information-handling

Elements of critical thinking are introduced in reading and listening tasks: inference of non-explicit information, analysis of textual elements such as author's style or context, evaluation of content or arguments in the text, application and discussion of knowledge or ideas from texts.

f Communication Strategies

There is a systematic focus on communication strategies in the Skills Builders for both receptive and productive skills. For reading and listening, there are both general processing strategies such as working out the meanings of new words, plus exam task strategies such as doing matching or multiple-choice tasks. Writing strategies are embedded in the tasks in the Writing Workshops and explicit speaking strategies appear in the Speaking Workshops.

g Guided and Staged Production

Both shorter and longer productive tasks are guided in *Choices*. For example, in main skills lessons Your Choice tasks contain brief preparation stages. In the longer Writing Workshop and Speaking Workshop, there are explicit stages followed by feedback activities to enable students to reflect on or react to their partners' writing or what they have said. The Skills Builder acts as a back-up when learners are doing these tasks, providing model texts and dialogues.

5 COMPONENTS

The components of the course are as follows:

1 Students' Book

The Students' Book consists of ten thematic modules and a Get Ready section. Each module is clearly divided into sections: Topic Talk (opening page of the module), Grammar, Skills, Writing Workshop, Speaking Workshop. There is a one-page Language Review after Modules 2, 4, 6, 8 and 10.

At the back of the Students' Book, there are the following:

- **Skills Builder** (a section of support strategies and model language and texts)
- **Culture Choice** (optional lessons which present reading texts, and songs with projects related to the students' own culture)
- **Language Choice booklet** (which provides further language practice of both vocabulary and grammar and also has a reference section for each language point that is presented)

2 Workbook

The Workbook gives further practice of the language introduced in the Students' Book. Each module directly reflects the content of the corresponding module of the Students' Book. At the end of each module, there is a revision section followed by a Module Diary where students assess their progress.

After every second module, there is an Exam Choice zone with practice tests for reading, listening, use of English and writing. The Sound Choice section allows students to work on their pronunciation.

3 MyLab

This online resource allows teachers and students to interact beyond the classroom. It has all the practice exercises of the Workbook, which can be automatically graded, and instant feedback can be sent to the student. Teachers can use MyLab to assign homework and see their students' progress in the gradebook.

4 Teacher's Handbook

The Teacher's Handbook contains reduced pages from the Students' Book, along with teaching notes, answers, teaching tips, suggestions for extra exercises and background information about the contents of each spread. It also contains the Students' Book tapescript, the Workbook tapescript and the answer key.

5 ActiveTeach

This DVD-ROM is a teaching resource, providing everything needed both for the classroom and for preparation. It contains:

- an interactive whiteboard of the Students' Book with integrated audio and DVD, interactive activities and zoomable areas
- photocopiable activities to use in the classroom
- teacher development workshops on different elements of language teaching
- a comprehensive mapping of *Choices* to the CEFR.

6 Class Audio CDs

The Class Audio CDs contain all the listening activities recorded in the two levels of difficulty, plus recordings of all the reading texts.

6 CHOICES AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

Choices covers most of the descriptors of the Common European Framework of Reference (CEFR) at each level, except some of those related to work and other adult contexts:

Choices	CEFR	UCLES
Elementary	A1-A2	
Pre-Intermediate	A2-B1	KET
Intermediate	B1-B2	PET
Upper-Intermediate	B2	PET
Advanced	B2-C1	FCE

For a complete breakdown of the descriptors covered at this level, see the Teacher Development Workshop entitled Evaluation: European Framework of Reference on the *Choices ActiveTeach*.

TOPIC TALK

These boxes contain the learning **objectives** of each module.

Systematic practice of **pronunciation** (e.g. unstressed words, word stress, contractions).

The **Language Choice** booklet provides extra practice and reference.

The **Topic Talk** introduces the module topic.

Vocabulary networks present key lexical sets and functional language to talk about the topic.

Students have the chance to **personalise** the topic and talk about themselves.

MODULE 1 LIFESTYLES

Objectives: Listen, read and talk about interests and lifestyles; meet people, ask how they are and say goodbye; write an email, learn about the Present Simple.

TOPIC TALK

1 Look at the photos (a-c). Find the people's interests and activities in the network.

2 Listen to the people in the photos (a-c). Check your guesses from Exercise 1. Add two interests for each person.

3 Listen again to the first person. Complete the information in the network.

My Interests

I like dancing and reading in the 'morning/afternoon/evening'.

On Saturday I go shopping.

On Sunday I watch TV.

Interests
computer games, computers, dancing, fashion, films, football, music, photography, reading, shopping, sport, swimming, tennis

Free time activities
buy things/chat with my friends online, do sport, go shopping/swimming/running, go out with my friends, go to the cinema/discos/parties, listen to music, play computer games/football/tennis/basketball, relax at home, use the internet, watch TV/films

Pronunciation Listen and write the sentences. Underline the stressed words.

In the evening, I use the internet.

LANGUAGE CHOICE 1.3: VOCABULARY PRACTICE

Work in groups. Use the network to talk about your interests.

13 Interests and free time Complete the sentences with the verbs below.

use go play watch chat go to

1 In the evening, I chat with my friends online.

2 On Saturday, I go shopping.

3 In the evening, I watch the cinema.

4 On Sunday, I play tennis with my dad.

5 In the afternoon, I use the internet.

6 In the evening, I go to TV.

GRAMMAR

Warm Up sections introduce the lesson topic.

Students read texts containing target grammar in context and do simple **reading tasks**.

Presentations encourage students to work out rules in a guided way.

Practice activities check concepts and provide oral and written practice.

Grammar Alive sections link grammar with functional areas and provide practice in everyday contexts.

1 GRAMMAR THE SUPER-RICH

Warm Up

1 Look at the photos (a-b). Use the adjectives below to describe the people.

- rich
- wealthy
- posh
- glamorous
- stylish
- exclusive

2 Read about two super-rich teenagers. Which lifestyle is interesting to you?

Robert (19) is a history student at University College London. He lives in a small house with four good friends. They like shopping in the local market and they cook their dinner together. Robert always goes to college on his bike. He doesn't use a car. He says, 'My family is rich, but my teachers and friends don't know about it. My day starts at 6.30 in the morning. I cycle to college and to work. I work in a bookshop on Fridays and Saturdays and I often play football in the park. My life is very ordinary.'

Lindsay (18) never starts her day before 9 a.m. In the morning, she goes swimming in her private swimming pool and then she usually goes shopping in her Range Rover. She doesn't do homework and she doesn't like studying. In the afternoon, she sometimes plays golf and in the evening, she goes out with her friends. She says, 'My friends come from rich families, too. We don't study or work. We love parties and often go to discos. I don't want to work. My parents work hard and they're always tired.'

Present Simple

3 Complete the sentences from the text with *goes* (affirmative) or *doesn't go* (negative). Then complete the rules.

Affirmative

I play football on Fridays.
You know rich teenagers.
He lives in a small house.
She goes shopping.
My day starts at 6.30 in the morning.
We go to discos.
You have fun.
They come from rich families.

Negative

I don't want to work hard.
You don't go to school.
We don't use a car.
She doesn't like studying.
Her day doesn't start early.
We don't study.
You don't work.
They don't know about it.

Read the rule. Match the sentences (a-f) with the uses (1-5). Find more examples of each use in the text.

1 We love parties.
2 I work in a bookshop on Fridays and Saturdays.
3 We use the Present Simple to talk about:
1. things that happen regularly
2. things that are true in general

Practice

4 Complete the sentences with the verbs in the Present Simple.

1 Over seventy billionaires live (live) in New York.
2 Children of the super rich go (go) to private schools.
3 Rich people often buy (buy) expensive clothes.
4 Bill Gates has (has) hamburgers.
5 A rich person can (can) understand a poor person's problems.

LANGUAGE CHOICE 1.4

5 Complete the text with the verbs in the correct form of the Present Simple.

Francisco comes (come) from a family of billionaires but he lives (live) in a big house in London. His father works (work) in his bank and his mother goes (go) to a private school. On Saturdays, she often plays (play) tennis. On Sundays, Francisco and his family go (go) to a private school. He goes (go) to a private school. He goes (go) to a private school. He goes (go) to a private school.

6 Read the sentences in the Sentence Builder. Put *always*, *often* and *never* in the correct places. Then read sentences 1 and 2 and underline the correct word in the rules below.

Sentence Builder Adverbs of Frequency

100% Robert always goes to college on his bike.
80% All or most of the time, Lindsay usually goes shopping.
60% Robert often plays football in the park.
30% In the afternoon, Lindsay sometimes plays golf.
0% Lindsay never starts her day before 9 a.m.

1 We often go to discos.
2 They always live.

The adverb of frequency goes before/after the verb.
The adverb of frequency goes before/after other verbs.

LANGUAGE CHOICE 1.5

7 Use the adverbs below and the sentences (1-6) to write true sentences about you. Remember the correct position of the adverbs.

always usually often sometimes never

1 I do homework at night.
2 I usually do my homework on time.
3 I watch tennis on TV.
4 I play football on Sundays.
5 I listen to music in the morning.
6 I'm happy on Monday mornings.

Grammar Alive

Talking about habits

8 Listen to the conversation between Josh and Katie and complete the sentences with the correct names.

Josh: I play (play) tennis.
Katie: I watch (watch) tennis.
Josh: I play (play) football.
Katie: I play (play) football.
Josh: I go (go) to the gym.
Katie: I go (go) to the gym.
Josh: I go (go) to the gym.
Katie: I go (go) to the gym.

9 Work in pairs. Use the cues to make sentences about Josh and Katie.

Josh: I often watch football games on TV.
Katie: I never watch TV.
Josh: I sometimes go to the cinema.
Katie: I always go shopping on Saturdays.
Josh: I never do my homework.
Katie: I always do my homework.

10 Use the cues to say true things about your life.

I usually start school at 8 a.m.
I start school at 8 a.m. / I do my homework / relax at home.
I go shopping on Saturdays / do my homework / listen to my parents.
I listen to my parents / go shopping / go to the gym.

14 Present Simple Use the cues to make sentences in the Present Simple.

1 My friends / not speak Spanish
My friends don't speak Spanish.

2 We / go out at weekends

3 Young people / love sport

4 My mother / work in a bank

5 My sister / not do housework

6 I / not live in a big city

7 My dog / not like cats

8 You / not know me

The **Language Choice** booklet provides more grammar practice and reference.

Present Simple

We use the Present Simple to talk about:

- things that happen regularly
I start school at 8 a.m.
She plays tennis on Saturdays.
My friends don't go out very often.
- things that are true in general:
My grandparents live in Sweden.
I don't like sport.
My sister knows a lot of interesting people.

Students can **listen to or watch** everyday functional dialogues.

Pronunciation activities focus on intonation.

29 Meeting people

Page 21, Exercise 3

Meet a person you know

A: Good morning, Katy. How are you?

B: I'm fine, thanks.

Introductions

A: This is my friend, Lucy.

B: This is Tom.

Meet a new person

A: Hello, Lucy. My name's Tom.

B: Hi there. Nice to meet you.

A: Hi there.

B: Hi, good to meet you.

Say goodbye

A: See you later!

B: Bye, Katy! Have a good time!

A: And you.

Talk Builders present functional language. Skills Builders provide further reference.

SKILLS Speaking Workshop 1

1 Listen or watch SKILLS BUILDER 1 Use the strategies to listen to or watch the dialogue. Answer the question below. What is the dialogue in photo A about?

a Bob's interests and free time activities
b his lifestyle and habits
c his personal information (e.g. name/age/abilities)

2 Listen or watch SKILLS BUILDER 2 Listen to or watch the dialogue again. Are the sentences true (T) or false (F)?

1 Bob and Gary are friends. T
2 Bob often goes canoeing. T
3 Dave is the manager of the canoe club. F
4 Michelle is Gary's teacher. F
5 Gary and Bob like Michelle. T

3 Look at the Talk Builder. Complete the dialogues. Listen and check your answers.

see bye this nice how there

Talk Builder Meeting people

1 Meet a person you know
A: Good morning, Gary. I see you?
B: I'm fine, thanks.

2 Introductions
A: This is my friend, Bob.
B: This is Michelle.

3 Meet a new person
A: Hello, Bob. My name's Dave.
B: Hi there. Nice to meet you.
A: Hi.
B: Hi, good to meet you.

4 Say goodbye
A: See you later!
B: Bye, Gary! Have a good time!
A: And you.

SKILLS BUILDER 29

4 Pronunciation Listen and repeat the expressions.

1 Choose the correct replies.

1 Good morning, Pete. How are you?
a Good to meet you. b Fine thanks.
c See you later.

2 Tom, this is Karen.
a Hi there. b Yes, Karen. c Thanks.

3 See you later.
a Hi there. b And you. c Bye.

4 Have a good time.
a Fine thanks. b And you. c Hi there.

5 Speaking Work in pairs. Practise the dialogues in Exercise 3. Change the names.

6 Work in groups. Imagine you go to a new sports club. Act out dialogues.

SKILLS BUILDER 25

1 Invent a character. Make notes about these things:

- his/her name and age
- where he/she is from
- his/her sporting abilities

2 Imagine you are the manager of the club. Think of questions to ask the character.

How old are you?

SKILLS BUILDER 30

3 Practise saying phrases from the Talk Builder.

4 Work in groups of three (students A-C). Take turns to act out the dialogues on page 116.

A: Good morning. How are you?
B: Fine thanks.

There are **reading** activities with model texts.

Skills Builders provide model texts with explanations.

SKILLS Writing Workshop 1

Hi Sandra,

A How are you and your family? We're fine. Perth is great and I really like the lifestyle.

B Perth is a big city in Australia but it's different from London and it's very relaxed. We've got a house with a swimming pool and it's near the beach. On Saturday and Sunday, I go swimming and surfing. Surfing is great!

C I go to Sheraton High School - it's a big school but Australian people are friendly. I like the school but it's hard work - I've got eight classes every day. In the afternoon, I play football or basketball. When I get home, I swim or do my homework - we have two hours of homework! Then I play computer games and chat with my friends online.

D Is it cold in London? It is usually terrible in February !!!!!!

Write soon.
All the best,
Christine

1 Read the letter and answer these questions.

1 Where does Christine live?
Christine lives in Perth.

2 Where is Christine from?

3 What are the good things about Perth?

4 What does she do at the weekend?

5 What is hard work for her?

6 What does she do in the evening?

Text Builder

1 Match the paragraphs in the letter (A-D) with the headings (1-4).

1 life at school c ending
2 introduction d life in Perth

2 SKILLS BUILDER 8 Use the information in the Skills Builder to match the examples of informal style in blue (1-5) in the letter with these things (a-b):

a punctuation: CAPITAL LETTERS, exclamation marks !!!, contractions (can't)
b informal expressions: to start a letter, to finish a letter

3 Complete the sentences with and/or.

1 In the afternoon, I play football or basketball.
2 When I get home, I swim or do my homework.
3 On Saturday and Sunday, we go swimming and surfing.
4 I study maths, computer science, English and Japanese.
5 In the afternoon, I play tennis or golf.
6 In the evening, I eat dinner and watch TV.

SKILLS BUILDER 15

4 Write a personal letter to a friend.

SKILLS BUILDER 16

1 Choose a place and imagine you live there. Write notes about these things:

- your new house
- the city
- school
- after school and weekend

2 Use your notes to write the letter.

3 Give your letter to your partner to read.

5 Work in groups. Tell the class about your partner's new life.

Have you been to Los Angeles. He goes surfing after school.

16 Personal letter

Page 22, Exercise 6

KEY informal style linkers

Hi Sandra,

introduction A How are you and your family? We're fine here in Los Angeles and I really like the lifestyle.

life in a new city B Los Angeles is a big city but it's different from London and it's very relaxed. We've got a house with a swimming pool and it's twenty minutes from the beach by car. At the weekend, I go swimming and surfing. Surfing is difficult but it's great fun!

life at school C I go to Santa Monica High School - it's a big school but the people are very friendly. It's hard work and I've got eight classes every day. In the afternoon, I play football ('soccer' here) or basketball. When I get back home, I have a swim or do my homework - yes we have TWO HOURS of homework! Then I watch TV and go to bed early.

ending D Is it cold and horrible in London? It usually is in February !!!!!!

Write soon.
All the best,
Christine

Skills Builders give communication strategies.

Staged writing tasks are provided.

Learning Links direct students to Culture Choices and Workbook activities.

LANGUAGE REVIEW

Exercises test knowledge of language from the previous two modules.

Revision of the Vocabulary network

Revision of the Word Builder

Revision of Grammar

Revision of the Sentence Builder

Language Review Modules 1 and 2

1 Interests/Hobbies/Feelings Choose the correct words to complete the sentences.

A: On Saturday, I often 'dopgo swimming and running and then I'm 'bored/crowd. I 'use/play the internet a lot. I often 'chat/watch with my friends online.

B: Our 'bathroom/kitchen has got a table and two big windows - it's very 'light/bright.

C: I'm 'bored/angry when my brother 'plays/listens to music on my 'MP3 player.

D: Are you 'hungry/thirsty? There is some cold water in the 'fridge/wardrobe. /10

2 Prepositions of place/Multi-part verbs (1)/like/and, or Complete the text with on, in, on, out, like, and, or, up, to or back.

11 In the morning, I get _____ at seven o'clock. I have breakfast and I go _____ at 7.30.

12 I am _____ school for seven _____ hours.

13 I get _____ home at about five o'clock. Then I usually relax _____ my room.

14 I like my room: there are photos of my favourite football stars, _____ Rooney and Ronaldo, _____ the walls.

15 In the evening, I have dinner _____ do my homework. I go _____ bed at ten o'clock. /5

3 Present Simple Complete the sentences with the correct form of the verbs in brackets.

A: What _____ (you / do) in your free time?

B: I _____ (read) books. My friends often _____ (go) to the cinema but I _____ (not go) with them. I _____ (watch) DVDs at home.

A: _____ (you / like) sport?

B: No, I don't but my boyfriend _____ (play) basketball and football. He _____ (not like) reading.

A: _____ (he / watch) films with you?

B: Yes, he does. We _____ (love) Alfred Hitchcock's films. /10

4 Adverbs of frequency Put the adverb in the correct place in the sentence.

26 We stay at home on Sunday. (often)

27 I start school at 8.30. (always)

28 My parents are tired in the evening. (usually)

29 My friends chat online in the morning. (never)

30 I am tired at school. (sometimes) /5

5 Plural, countable and uncountable nouns Make the nouns plural, if possible, and put the verb be in the correct form.

31 There _____ (not be) a lot of _____ (water) in the Sahara.

32 There _____ (be) interesting _____ (story) in this book.

33 Their three _____ (child) _____ (be) always bored. /5

6 there is/are, some, any, no, how much/money Complete the dialogue with some, any, no, much or many and put the verb be in the correct form.

A: How _____ people are there in your class?

B: There _____ (be) twenty-five boys. There aren't _____ girls.

A: I'm in a school for girls. There are _____ boys in my class.

A: Let's have a party in my house.

B: Good idea! How _____ space have you got?

A: There _____ (be) a lot of space. /6

7 Meeting people Complete the dialogues with the correct words.

Josh: Hi, my _____ is Josh. And _____ is my friend, Carl.

Karen: _____ to meet you. I'm Karen.

Ann: _____ are you, Karen?

Karen: I'm _____, thanks. And you?

Ann: I'm okay. Have a nice evening! /5

8 Suggestions Complete the gaps in the dialogue with the correct lines (a-d). There is one extra line.

A: I'm bored.

B: _____

A: There aren't any films.

B: _____

A: Good idea! _____

a Okay, why don't we go out?

b Let's watch TV.

c Let's go to the park.

d No, I don't like TV. /3

Self Assessment

1 Listen and check your answers. Write down your scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 13, 19
2	Language Choice 16, 22, 23
3	Language Choice 14, 18
4	Language Choice 15
5	Language Choice 17
6	Language Choice 20, 21, 24
7	SB p.22 ex.3
8	SB p.29 ex.4

30 LEARNING LINKS: 1 Read and listen to the short story in Culture Choice 4 on page 97. Then do a project about your home. 2 Exam Choice 8 - My Lab / Workbook pages 28-29. 3 Check Your Progress 2 - My Lab / Workbook page 30. Complete the Module diary.

Revision of Grammar

Revision of the Talk Builder

Students listen, check their answers and decide on further practice.

Learning Links direct students to the Workbook.

CULTURE CHOICES

Culture Choices are optional lessons at the back of the coursebook.

Reading tasks include inference (reading between the lines) and evaluation.

Texts include stories, novel extracts and songs.

Your Culture activities relate the topic to the students' own culture.

Listening texts provide cultural background.

Culture Choice 4

1 Listen to the audio. Look at the photos (a-d) and answer the questions.

1 Which of the chocolate in the photos would you like to eat or drink?

2 How popular is chocolate in your country? What are the most popular kinds of chocolate or chocolate dishes?

3 How much chocolate do you eat every week? What is your favourite kind of chocolate?

2 Read the information about Joanne Harris on page 103. What is important in her book? Why?

3 Read and listen to the film review Chocolat. Order the information (a-d) in the review.

a synopsis about the film

b the beginning of the film

c basic information about the film

d what happens in the film

4 Read the review again and answer these questions.

1 Why can't the villagers eat the chocolate?

2 Why do they go to Vianne's shop?

3 Why does the mayor get angry?

4 How is Vianne a kind person?

5 What character is Johnny Depp in the film?

6 What is not so good about the film?

7 What are the good things about the film?

8 Why are the chocolate the stars of the film?

5 Would you like to watch the film or read the book? Why not?

My Culture Project

1 Write notes about a film from your country. Include this information:

- basic information: title, year, director, actor's name
- what happens in the story (not the end of the film)
- why it is good or bad

2 Work in groups. Take turns to ask and answer these questions about your film.

- 1 Who is the director?
- 2 Who are the main actors?
- 3 What happens at the beginning of the film?
- 4 What happens next?
- 5 Who are the main characters?
- 6 What are the best things about the film?
- 7 What is not so good about the film?

Chocolat

In 1989, Vianne Rocher (Juliette Binoche) and her young daughter move into a small French village and Vianne opens a chocolate shop. It is the period before Easter when people can't eat things like meat and sweets but some villagers start to go to Vianne's shop because her chocolates are so good.

The local mayor, Comte de Reynaud (Alfred Molina), is very angry. For him, the chocolate shop is a temptation for the villagers and he does not like Vianne because she does not go to church. Gradually, more people start to come to the shop and try Vianne's delicious chocolates. She is a fantastic cook, she knows the best type of chocolate for every person and she helps people in the village with problems. Vianne also meets a good-looking British traveller, Ross (Johnny Depp), and falls in love with him. With Ross's help, she organises a big chocolate festival on Easter Sunday.

The story of the film (Chocolat) comes from the novel by Joanne Harris and the director is Lesse Hallström. The main actors are Juliette Binoche (Vianne Rocher) and Alfred Molina (Comte de Reynaud). Johnny Depp and Judi Dench are also in the film.

The story is interesting but very predictable. It is also strange because it happens in a French village where the people speak English! One of the best things about this film is the great acting: Juliette Binoche and Alfred Molina are fantastic. There are also some good dialogues and the photographs are amazing. Yes, because the photography is so good, the real stars of the film are the chocolates - when you are watching it you want to eat them and when you leave the cinema you feel hungry!

Glossary

temptation: something that is very attractive but that is likely to lead to bad choices

predictable: (adj) when you know what is going to happen

temptation: (n) when you want to do something that is bad for you

villager: (n) a person who lives in a village

Glossaries provide meanings of new words.

Projects get students writing and talking about their own culture.

CONTENTS

Lesson/page Language Skills

GET READY

A Me (pp. 6-7)	Vocabulary: Personal information Pronunciation: Word stress Grammar: <i>to be</i> ; Subject and object pronouns	Classroom Language: Asking about spelling Listening: Language school dialogue
B My Class (pp. 8)	Vocabulary: Instructions Grammar: Imperatives	Classroom Language: Asking for repetition Listening: Classroom instructions
C My Abilities (p. 9)	Vocabulary: Abilities Grammar: <i>can/can't</i>	Classroom Language: Asking for meaning Listening: Classroom dialogues
D My Stuff (pp. 10-11)	Vocabulary: Things; Adjectives; Colours Grammar: <i>this, that, these, those</i> ; Possessive 's; Possessive pronouns	Classroom Language: Asking to use things Listening: Description of objects
E My Family (pp. 12-13)	Vocabulary: Family; Appearance; Adjectives Grammar: <i>have/has got</i>	Classroom Language: Asking about homework Listening: Interview about family
F My Lessons (p.14)	Vocabulary: Subjects; Times Grammar: Object pronouns	Classroom Language: Asking for permission Listening: Classroom extracts

1 LIFESTYLES

Topic Talk (p. 15)	Vocabulary network: My interests Pronunciation: Sentence stress	Listening: People's interests Speaking: Talking about your interests
1 The Super-Rich (pp. 16-17)	Grammar: Present Simple Grammar Alive: Talking about habits Sentence Builder: Adverbs of frequency	Reading: Article about super-rich teenagers (T/F) Listening: Dialogue about people's interests
2 Traditions (pp. 18-19)	Sentence Builder: <i>like</i> for examples Word Builder: Plurals	Reading: Article about a traditional lifestyle Listening: A talk about the Martu people
3 Modern Life (p. 20)	Grammar: Present Simple questions Grammar Alive: Asking about habits	Reading: Interview about modern technology
Speaking Workshop 1 (p. 21)	Talk Builder: Meeting people Pronunciation: Intonation (expressions)	DVD Choice: Meeting people Speaking: Introductions (Role-play)
Writing Workshop 1 (p. 22)	Text Builder: Informal style Sentence Builder: <i>and/or</i>	Reading/Writing: An informal letter (to a friend)

2 AT HOME

Topic Talk (p. 23)	Vocabulary network: My home Pronunciation: Word stress	Listening: Descriptions of homes Speaking: Talking about your home
4 My Zone (pp. 24-25)	Grammar: <i>there is/are, some/any</i> Grammar Alive: Describing rooms	Reading: A questionnaire about rooms Listening: Two descriptions of rooms
5 Smart Home (pp. 26-27)	Word Builder: Multi-part verbs (1) Sentence Builder: Prepositions of place: <i>in/on/at</i>	Reading: Article about a Japanese smart home (Matching) Writing: Description of a house
6 Micro Homes (p. 28)	Grammar: Countable/uncountable nouns and <i>a lot of/no</i> Sentence Builder: <i>how much?/how many?</i> Grammar Alive: Talking about quantity	Reading: Interview about a micro home
Speaking Workshop 2 (p. 29)	Vocabulary network: Feelings Talk Builder: Suggestions	DVD Choice: Making suggestions/responses Speaking: Accepting and refusing suggestions (Role-play)
Language Review (p. 30)	Revision: (Gap fill)	
Culture Choice 1 (pp. 96-97)	Story: Short story by O. Henry Project: Write about your home	

Lesson/page

Language

Skills

3 DOWNTOWN

Topic Talk (p. 31)	Vocabulary network: Going out Pronunciation: Silent <i>r</i>	Listening: Favourite places Speaking: Talking about your town/city
7 Clubs (pp. 32-33)	Grammar: Comparatives Grammar Alive: Comparing places	Reading: Forum about clubs for teenagers Listening: Dialogue about two cafés
8 Free Fun (pp. 34-35)	Word Builder: Verbs and prepositions Sentence Builder: Time prepositions: <i>in/on/at</i>	Reading: Tourist information website (Gap fill) Listening: Recorded information for London attractions (Gap fill)
9 Skaters (p. 36)	Grammar: Superlatives Grammar Alive: Talking about cities	Reading: Article about skateboarding on the Southbank Listening: The UK's best city
Speaking Workshop 3 (p. 37)	Talk Builder: Asking for information Pronunciation: Intonation (questions)	DVD Choice: Asking for information Speaking: Information about concerts (Role-play)
Writing Workshop 2 (p. 38)	Text Builder: Informal expressions Sentence Builder: <i>and/but</i>	Reading/Writing: Short notes and replies

4 MEMORIES

Topic Talk (p. 39)	Vocabulary network: Birthday memories Pronunciation: Dates	Listening: Three descriptions of birthdays Speaking: Talking about your birthday memories
10 School Days (pp. 40-41)	Grammar: Past Simple Grammar Alive: Excuses	Reading: A school memory Listening: Excuses Speaking: Making excuses (Role-play)
11 Meeting People (pp. 42-43)	Word Builder: Adverbs Sentence Builder: Time linkers	Reading: Article about family memories (T/F) Writing: Describing a memory
12 Witnesses (p. 44)	Grammar: Past Simple questions Grammar Alive: Questioning	Reading: Interview about a burglar
Speaking Workshop 4 (p. 45)	Talk Builder: Talking about memories Pronunciation: Intonation (sentences)	DVD Choice: Talking about memories Speaking: Talking about a memory
Language Review (p. 46)	Revision: (Gap fill)	

5 FITNESS

Topic Talk (p. 47)	Vocabulary network: Exercise Pronunciation: Silent letters	Listening: Dialogue about exercise Speaking: Talking about your exercise
13 Super Athletes (pp. 48-49)	Grammar: Present Continuous Grammar Alive: Describing a scene	Reading/Listening: Dialogue about an unusual athlete
14 Get Fit (pp. 50-51)	Sentence Builder: <i>too/not enough</i> Word Builder: Multi-part verbs (2)	Reading: Adverts for fitness activities (Matching) Listening: Dialogues about fitness (Matching, T/F)
15 A Fitness Freak (p. 52)	Grammar: Present Continuous - arrangements Grammar Alive: Talking about arrangements	Reading/Listening: Dialogue about a fitness freak
Speaking Workshop 5 (p. 53)	Talk Builder: Requests and replies Pronunciation: Intonation (requests)	DVD Choice: Requests and replies Speaking: Requests (Role-play)
Writing Workshop 3 (p. 54)	Text Builder: Accepting and refusing invitations Sentence Builder: Linkers <i>because</i> and <i>so</i>	Reading/Writing: Writing an invitation
Culture Choice 2 (pp. 98-99)	Story: Extract from <i>My family and Other Animals</i>	Project: Biography of a famous person

CONTENTS

Lesson/page

Language

Skills

6 AGE		
Topic Talk (p. 55)	Vocabulary network: People Pronunciation: Words ending in schwa /ə/	Listening: Descriptions of people: age, occupations, personality Speaking: Talking about family members
16 Teenage Brains (pp. 56-57)	Grammar: Present Simple and Continuous Grammar Alive: Talking about activities	Reading: Article about teenage brains
17 My Rights (pp. 58-59)	Word Builder: Modifiers Sentence Builder: Information about people	Reading: Article about teens' rights (Multiple choice) Skills Builder: Getting specific information Writing: Describe a school friend
18 Age Quiz (p. 60)	Grammar: Questions Sentence Builder: Questions about subject/object Grammar Alive: Sharing personal information	Reading: A quiz about age
Speaking Workshop 6 (p. 61)	Talk Builder: Describing people in photos	DVD Choice: Describing people in photos Speaking: Talking about a photo
Language Review (p. 62)	Revision: (Gap fill)	
Culture Choice 3 (pp. 100-101)	Story: Extract from <i>Alice in Wonderland</i> Project: A character from literature	
Culture Choice 4 (pp. 102-103)	Story: The film <i>Chocolat</i> Project: A film review	
7 CINEMA		
Topic Talk (p. 63)	Vocabulary network: My films Pronunciation: Unstressed words	Listening: Favourite films Speaking: Talking about your favourite films
19 Film Makers (pp. 64-65)	Grammar: <i>be going to</i> Grammar Alive: Talking about intentions	Reading: Interview with a film maker
20 Film Fans (pp. 66-67)	Sentence Builder: <i>like</i> and <i>would like</i> Word Builder: -ed/-ing adjectives	Listening: Dialogue with a film fan (Matching) Reading: Article about film festivals (Matching)
21 Film Crews (pp. 68)	Grammar: <i>have to/not have to</i> Grammar Alive: Talking about obligations	Reading/Listening: Interview with a camera operator
Speaking Workshop 7 (p. 69)	Talk Builder: Agreeing and disagreeing Pronunciation: Intonation (replies)	DVD Choice: Agreeing and disagreeing Speaking: Discussion about films
Writing Workshop 4 (p. 70)	Text Builder: Formal expressions	Reading/Writing: A formal email Skills Builder: A formal email
8 FOOD AND DRINK		
Topic Talk (p. 71)	Vocabulary network: My food Pronunciation: Word stress	Listening: Food and eating habits Speaking: Talking about your eating habits
22 Future Food (pp. 72-73)	Grammar: <i>will/won't</i> Grammar Alive: Predicting the future	Reading: Interview with a food expert Listening: Predictions
23 Good Food (pp. 74-75)	Word Builder: Confusing words Sentence Builder: <i>because/because of</i>	Reading: Food from the sky Writing: Describing eating habits
24 Nutrition (p. 76)	Grammar: Present Conditional Grammar Alive: Talking about habits	Reading/Listening: Nutrition tips
Speaking Workshop 8 (p. 77)	Talk Builder: At a café Pronunciation: Polite intonation	DVD Choice: At a café Speaking: Dialogue at a café (Role-play)
Language Review (p. 78)	Revision: (Gap fill, Sentence transformation)	

Lesson/page

Language

Skills

9 COUNTRIES

Topic Talk (p. 79)	Vocabulary network: My country Pronunciation: Word stress	Listening: Descriptions of countries Speaking: Talking about your country
25 Abroad (pp. 80-81)	Grammar: <i>a/an/the</i> Grammar Alive: Asking about places	Reading: Student life in the USA
26 Costa Rica (pp. 82-83)	Word Builder: Nationality adjectives	Reading: Article from a travel website (Gap fill) Listening: Dialogue about Costa Rica
27 European Tour (p. 84)	Grammar: <i>someone, anyone, everyone, no one</i> Grammar Alive: Suggestions	Reading/Listening: Dialogue between two tourists
Speaking Workshop 9 (p. 85)	Talk Builder: Directions Pronunciation: Intonation in questions	DVD Choice: Directions Skills Builder: Asking for and giving directions Speaking: Asking for and giving directions (Role-play)
Writing Workshop 5 (p. 86)	Text Builder: Organisation Sentence Builder: <i>to</i> for purpose	Reading/Writing: A postcard

10 GADGETS

Topic Talk (p. 87)	Vocabulary network: My gadgets Pronunciation: Word stress	Listening: Favourite gadgets Speaking: Talking about technology
28 Useless Gadgets? (pp. 88-89)	Grammar: Present Perfect Sentence Builder: <i>never</i> Grammar Alive: Talking about achievements	Reading: Opinions about gadgets
29 Internet Addicts (pp. 90-91)	Word Builder: <i>have</i> Sentence Builder: Indirect object	Reading: Article about internet use (Matching) Writing: Writing a notice
30 Pet Gadgets (p. 92)	Grammar: Present Perfect questions Sentence Builder: <i>ever</i> Grammar Alive: Talking about experiences	Reading/Listening: Interview with a gadgets inventor
Speaking Workshop 10 (p. 93)	Talk Builder: Shopping Pronunciation: Intonation (sentences)	DVD Choice: Shopping Speaking: Dialogue in a shop (Role-play)
Language Review (p. 94)	Revision: (Gap fill , Jumbled sentences)	
Culture Choice 5 (pp. 104-105)	Song: <i>I just called to say I love you</i> Project: Survey about mobile use	

Skills Builders: Listening: (p. 106) Reading: (p. 107) Writing: (pp. 108-111) Speaking: (pp. 112-115)

Irregular Verb List (p. 95) Pairwork, Scores and Results (p.116)

Student A Activities (p. 117) Student B Activities (p. 119) Word List (pp. 120-127)

- 1 Give students five minutes to work out the answers in pairs. If they are unsure, encourage them to guess.

Answers: Countries: Bulgaria, Britain, Poland, Hungary, Spain, Italy **Numbers:** thirty-three, fifty-five, fifteen, eight, twenty-two, forty-nine

Tip: Try to give all of your instructions in English but keep them simple and always try to use the same instruction for the same activity. If your class is not very confident, then to begin with, say the instruction in English, followed by the L1 equivalent. As students get used to this, you should then be able to use only English.

- 2 Elicit descriptions of the photo, e.g. *There is a computer. There are two people. The girl is happy.* Tell students they will hear two people talking.

Answers: Student page

- 3 Read the sentences with students and highlight what they are listening for in each gap (an age, the number of a house and a telephone number).

Answers: Student page

- 4 Write up the countries and the number words from the vocabulary box on the board and, as you check the pronunciation, mark the stress pattern on each word. Check *thirteen/thirty, fourteen/forty* and *fifteen/fifty* carefully and mark the stress on the words as necessary.

Extra Exercise

Bingo Ask students to write down six numbers between 1 and 30. Tell them that you will read out various numbers and they should tick a number if they hear it. Anyone who hears their six numbers should shout *Bingo*.

For practice, students turn to **LANGUAGE CHOICE 1**.

A ME

- 1 **Vocabulary** Look at the vocabulary box below. Write down the countries and numbers.

AUS - Australia
18 - eighteen

Countries: AUS, BG, GB, PL, H, E, I
Numbers: 18, 33, 55, 15, 8, 22, 49

Countries

Argentina, Australia, Brazil, Britain, Bulgaria, Czech Republic, Hungary, Italy, Poland, Romania, Russia, Spain, Turkey, Ukraine, the USA

Numbers

oh/zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, thirty, thirty-three, forty, forty-one, fifty, fifty-five

- 2 **1.2** Listen to a conversation.

Who are the people (a-b) in the photo below?

- 1 a language student *a*
- 2 a teacher
- 3 the school secretary *b*



- 3 **1.2** Listen again to the conversation. Complete the information.

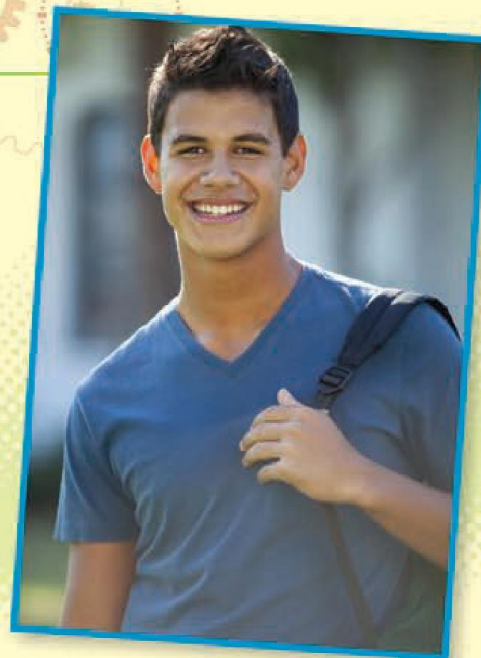
My name's Cristina Conti, I'm from ¹ Italy.
I'm ² sixteen years old.
My address is ³ 21 San Vitale Street, Bologna.
My phone number is ⁴ 39-351- 267-7172.

- 4 **1.3** **Pronunciation** Listen and repeat the words from the vocabulary box.

- 1 fifteen

LANGUAGE CHOICE 1: VOCABULARY PRACTICE

6



- 5 Read the dialogue. Where are the people from?

- 1 Barbara *Britain*
- 2 Cristina *4* Mario
- 3 Tom *5* Erika

A: Hello, ... er, are you a teacher?
B: Hello, I'm Barbara. I'm not a teacher - I'm the school secretary.
A: Oh, ... hi.
B: What's your name?
A: My name's Cristina Conti.
B: Where are you from?
A: I'm from Italy.
B: How old are you?
A: I'm sixteen years old.
B: And what's your address?
A: It's 21 San Vitale Street, Bologna, Italy.
B: What's your telephone number?
A: My phone number is 39-351-267-7172.
B: Okay, thanks, Cristina.
A: Who is my teacher?
B: Your teacher is Mr Roberts. His name is Tom.
A: Is he from Britain?
B: No, he isn't. He's from Australia. He's really nice.
A: Good!
B: Now come and meet two students - they are in your class. Their names are Mario and Erika. Mario's from Argentina and Erika's from Hungary.



- 5 Once students have matched the information, try to elicit any other information they may have understood, e.g. *Where is Mr Roberts from?* (Australia) *Where is Mario from?* (Argentina) *Where is Erika from?* (Hungary)

Answers: 2 Italy **3** Australia **4** Argentina
5 Hungary

to be and I/my, you/your etc.

- 6 Read the dialogue in Exercise 5 again. Complete the table below with 'm not, isn't, 'm, 's (x 2).

Affirmative				
I		1 <u>'m</u> (am)	sixteen years old,	
You/We/They		're (are)	from Argentina and Hungary.	
He/She/It		2 <u>'s</u> (is)	from Australia.	
Negative				
I		3 <u>'m not</u> (am not)	a teacher.	
You/We/They		aren't (are not)	from Italy.	
He/She/It		isn't (is not)	from Britain.	
Yes/No questions			Short answers	
Am	I	in your class?	Yes, I am.	No, I'm not.
Are	you/we/they	in my class?	Yes, you/we/they are.	No, you aren't.
Is	he/she/it	from Britain?	Yes, he/she/it is.	No, he/she/it <u>isn't</u> (is not).
Wh- questions				
What's your name?				
Where are you from?				
How old are you?				
Who ⁵ <u>is</u> my teacher?				

- 7 **1.4 Pronunciation** Listen and repeat the contractions.

LANGUAGE CHOICE 2 AND 3

- 8 Complete the sentences from the dialogue in Exercise 5 with the words below.

their you his my it

Subject pronouns	Possessive adjectives
I'm from Italy.	1 <u>My</u> name's Cristina.
How old are 2 <u>you</u> ?	What's <u>your</u> address?
He's from Australia.	3 <u>His</u> name is Tom.
She's from Hungary.	Her name is Erika.
4 <u>It</u> 's 21 San Vitale Street.	Its name is San Vitale.
We're in your class.	Who's <u>our</u> teacher?
You are in his class.	Your teacher is Tom.
They are in your class.	5 <u>Their</u> names are Mario and Erika.

LANGUAGE CHOICE 4

- 9 Use the tables in Exercises 6 and 8 to complete the dialogues.

A: Hi. What's 1 your name?
 B: 2 My name's Cristina. Are you Tom?
 A: No, 3 I'm not. I'm Sam.
 A: Where 4 are you from? Are you from Australia?
 B: No, I'm not. Liz and I are from Britain.
 5 We 're from London.
 A: What are 6 their names?
 B: Her name's Erika and 7 His name's Adam.
 A: Where are 8 they from?
 B: They're from Hungary.

- 10 Write notes about your personal information.

Name: Luis From: Madrid Age: 15
 Phone number: 3461-998-7777
 Address: 31 Bravo Murillo Street ...

- 11 Work in pairs. Use the cues below to ask and answer questions.

1 what / name?
 A: What's your name?
 B: My name's Ivan.
 2 how old?
 3 what / telephone number?
 4 what / address?

Classroom Language

- 12 **1.5** Read and listen to the alphabet. Then listen and write down the words.

1 Britain

Aa/Bb/Cc/Dd/Ee/Ff/Gg/Hh/Ii/Jj/Kk/Ll/Mm/Nn/Oo/Pp/Qq/Rr/Ss/Tt/Uu/Vv/Ww/Xx/Yy/Zz

- 13 **1.6 Pronunciation** Listen and repeat the dialogues in the box below.

- 14 Work in pairs. Ask questions about the spelling of names and words from this lesson.

Asking about spelling

A: Can you spell your name, please?
 B: T-H-O-M-A-S
 A: Can you spell address?
 B: A-D-D-R-E-S-S

- 9 Give students a few minutes to complete individually. Ask two confident students to read each of the dialogues for a class check.

Answers: Student page

- 10 Give students a minute to write down what they need. Having a written note will help them when it comes to the next task.

Tip: If you feel students won't be happy sharing personal information, ask them to choose a famous person and make up the information. You could also use this idea for an extra exercise.

- 11 Let students stand up and walk around the class to do this. They can practise the language and also meet other students in the class who they may not know. Monitor and help where necessary.

- 12 Play the recording and pause it after each word if necessary, to give students time to write the answer.

Answers: 2 secretary
3 fourteen 4 twelve 5 teacher

- 13 Do this as a class exercise using choral drilling. Pause the recording and encourage the class to repeat.

- 14 Model the exercise by asking a confident student (or a volunteer) the first question and another student the second question. Give students two or three minutes in pairs to do the same.

to be and I/my, you/your etc.

- 6 Give students five minutes to complete the table. Ask students to check their answers in pairs.

Answers: Student page

- 7 Do this as a class activity, pausing the recording as necessary to allow the class to repeat.

For practice, students turn to **LANGUAGE CHOICES 2 AND 3**.

- 8 Give students a few minutes to complete the sentences. Monitor by walking round the class and checking. Elicit individual answers from students who you know have the correct answers.

Answers: Student page

Extra Exercise

Put students in A/B pairs. Ask them to read through the dialogue twice, taking turns to be the secretary and the student. Monitor and make a note of problems with pronunciation. Write up these words on the board and check them as a class.

For practice, students turn to **LANGUAGE CHOICE 4**.

Now your students can:

- use numbers from 1-55
- give and ask for personal information
- recognise the form of the verb *to be* and use it in simple sentences
- recognise subject pronouns and possessive adjectives.

- 1 Select different students to read one sentence each (a-g). Give students time to check their answers in pairs before the class check.

Answers: Student page

- 2 Students work in pairs to complete the text.
- 3 Play the recording twice if necessary, so students have time to check their answers to Exercise 2.

Answers: Student page

Tip: Use L1 to explain grammatical terms if you think it will help students.

Imperatives

- 4 Pause the recording to give students time to repeat.

For practice, students turn to **LANGUAGE CHOICE 5**.

- 5 Encourage students to use the vocabulary box in Exercise 1 to help them. Elicit the answer to cue 2 from the class and write it up on the board. Give students five minutes to complete the rest of the exercise.

Answers: 2 Don't use your language in English class. Use English. 3 Use a dictionary in class. Don't use a dictionary in exams. 4 Don't write sentences in the coursebook. Write sentences in your notebook. 5 Listen to your teacher in class. Don't listen to your MP3 player in class. 6 Do your homework at home. Don't do your homework in the lesson.

- 6 Divide the class into groups of five or six. If you have a small class, divide them into two groups. For a less confident class, model the activity first, using two or three of the instructions.

B MY CLASS



- 1 **Vocabulary** Look at the vocabulary box below. Match the symbols (1-7) with the instructions (a-g).

1 b

Instructions

- a Work in pairs/groups. 6
- b Open your book on page five. Read the text. Use a dictionary.
- c Listen to the dialogue. 5
- d Look at the photos. Watch the DVD. 4
- e Match the photos with the sentences. 7
- f Write five sentences in your notebook. Complete the table. Do Exercise 5. 2
- g Ask and answer questions. Tell your partner about your interests. Speak English. 3

- 2 Read the lesson instructions and complete them with verbs from the vocabulary box.

'Good morning. Please ¹ open your books on page thirty-two. Okay, now ² look at the photos of three sports stars. Who is your favourite star? Now ³ read the text and ⁴ match the photos with the sentences. Don't ⁵ use a dictionary. Good. Now, ⁶ listen to the dialogue and ⁷ answer the questions about football. Now ⁸ work in pairs. Ask and answer questions about your favourite football club. Don't ⁹ speak Spanish!'

- 3 **1.7** Listen and check your answers.

Imperatives

- 4 **1.8** **Pronunciation** Listen and repeat the imperatives.

Affirmative
Use a dictionary.
Look at your books.
Speak English.

Negative
Don't use a dictionary.
Don't look at your books.
Don't speak Spanish.

LANGUAGE CHOICE 5

- 5 Use the cues to write affirmative and negative sentences.

- 1 your mobile phone in class / your mobile at home
Don't use your mobile phone in class. Use your mobile phone at home.
- 2 your language in English class / English
- 3 a dictionary in class / a dictionary in exams
- 4 sentences in the coursebook / in your notebook
- 5 to your teacher in class / your MP3 player in class
- 6 your homework at home / your homework in the lesson

- 6 Work in groups. One student look at page 116 and read the instructions. The last student to do something is out of the game.

Classroom Language

- 7 **1.9** **Pronunciation** Listen and repeat the sentences below.

Asking for repetition

A: I don't understand. Can you repeat that, please?
B: Sorry, can you play the CD again, please?

- 8 Work in pairs. Take turns to be a teacher and a student. Give your partner instructions. Ask him/her to repeat when you can't understand or hear.

A: Open your book on page fifteen.
B: Sorry, can you repeat that, please?

- 7 Write up the sentences on the board and draw intonation lines so students can see where to rise and fall. Do this as a class exercise using choral drilling to start. Then choose a few students to repeat individual sentences.

- 8 Put students into A/B pairs. To make sure students are confident about their instructions, give them a few minutes to write down five instructions in their notebooks before they practise.

Now your students can:

- use imperatives to give instructions
- ask for repetition.