

Unit 1 Hello

Opener

1 [1]

- Ask students to look at the photo. Play the recording. Students listen and read.

Audioscript [1]

Hello! I'm David.

Background information

Life Second Edition Beginner introduces students to real people who work for *National Geographic*. David Doubilet is a well-known underwater photographer. In the photo, he's with a large fish called a potato cod on the Great Barrier Reef off the coast of Australia.

2 [1]

- Play the recording again. Students listen and repeat.

3

- **Optional step** Say: *Hello, I'm ...* and say your name. Say this three or four times to model the pronunciation and intonation.
- Nominate individual students to introduce themselves by saying *Hello, I'm ...*

4

- Ask students to work in pairs or small groups to practise saying *Hello, I'm ...* to each other.
- **Optional step** Vary the interaction here. Ask students to introduce themselves in larger groups or ask them to walk round the class and introduce themselves to everybody in a mingle.

Extra activity

With a new class, give each student a piece of card or sturdy paper. Tell them to fold the card in half and write their name on it. Ask them to place the name card on the desk in front of them. Write your name on the board. You can then say: *Hi, Ana! Hello, Rolf*, etc. and invite students to respond. This will ensure that students learn each other's names and that they are also aware of how the names are written.

You can then use these cards in a 'getting-to-know-you game'. Collect in the name cards then hand them out at random. A student has to say, *Hi, Ana*. (reading the name on the card) and Ana must reply *Hello, I'm Ana!* in order to reclaim her name card.

Teacher development

Teaching beginners

Beginners, by definition, know little or no English. They have also had very few if any English language lessons. This presents challenges. It also offers you a great opportunity to establish good practice in the classroom. Here are a few suggestions from experienced teachers about how to approach teaching beginners:

'Teachers at Beginner level need to think in terms of visuals and mimes. It's a good idea to build up a set of flashcards or pictures that you can use to teach words or set up situations. Alternatively, use your interactive whiteboard to show visuals. You don't need to speak to explain words or to set up activities. Mime words or use a picture. Act out or model an activity so that students can see what you want them to do. Grade your language and limit your talking time.'

Mike, Oxford

'It's important to make lessons varied at Beginner level. Plan lessons that incorporate a bit of listening, a bit of reading, some basic grammar, some writing, and some speaking. Activities should be short and you should try to vary interaction, too, so mix up the pairs and organize groupwork and mingles.'

Irving, Berlin

'In monolingual classrooms, many Beginner level students will expect a course in which the teacher translates words and grammar into L1. They will, of course, use L1 to speak to each other, and will ask you questions in their L1. The problem with this is that the classroom can quickly become one in which English is rarely spoken. I have two suggestions to avoid this:

- 1 Start as you mean to go on. In other words, start your lesson in English and make it clear that you are only going to speak English in the class. You could leave five minutes at the end of each class for questions, which would allow students to ask in their L1 about new words or about homework, etc.*
- 2 Pretend that you don't speak the students' language. If you are a native English speaker, that's easy. But even if you aren't, you can still do it. I'm Russian, but I once told a beginner class that my name was Alice and that I didn't speak Russian. They believed me for months! As a result, they worked much harder to say things in English because it was the only way to communicate with me. As the course progressed, they also took pride in explaining aspects of Russian life to me (in English)!'*

Olga, Moscow

1a People

Lesson at a glance

- listening: introductions
- vocabulary: the alphabet
- grammar: *be: I + am, you + are*
- speaking: introductions

Listening

1 [2]

- Ask students to look at the two photos on the page. Point to each photo and say the names of the people (David Doubilet and Mireya Mayor).
- Play the recording. Students listen and read the conversations.

Audioscript [2]

- 1 **D:** Hello. I'm David.
M: Hi. I'm Mireya.
D: Mireya Mayor?
M: Yes.
- 2 **D:** Hi! I'm David Doubilet.
M: Hello.
D: Oh! You're Mireya!
M: Yes. I'm Mireya Mayor.
- 3 **D:** Hello. I'm David Doubilet.
M: I'm Mireya.
D: Mireya?
M: Yes. M-I-R-E-Y-A.
D: Hi. Nice to meet you.

Extra activity

Ask students to work in pairs to read out the conversations, taking turns to play the parts of David and Mireya.

Background information

Mireya Mayor (born 1973) is an American scientist and explorer, and a wildlife correspondent for the *National Geographic* Channel.

Vocabulary the alphabet

2 [3]

- **Optional step** Depending on the nationality and L1 of your class, you may wish to give students some information about the English alphabet (see Background information on the right).
- Tell students that they are going to listen to the English alphabet. Play the recording. Ask students to listen and repeat the alphabet.

Audioscript [3]

(see Student's Book)

Background information

The English alphabet consists of 26 letters, which each have an uppercase (or 'capital') form and a lowercase form. Of these 26 letters five are vowels (*a, e, i, o, u*), which are shown in yellow in Exercise 2 in the Student's Book, and the remaining 21 are consonants, which are shown in black.

3 [4]

- Start by saying the letters in the table to the class or asking students to say them to their partner. Focus on each column and draw students' attention to the fact that the letters in each column have a similar sound and require a similar mouth position when they are pronounced (also see Pronunciation notes below).
- **Optional step** If you have confident students or any 'false beginners' in the class, you could ask them to predict what the missing letters may be in each column.
- Play the recording. Ask students to listen and complete the table. Let students compare answers in pairs before checking with the class.

ANSWERS

A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
	V					

Audioscript [4]

- a h j k
 b c d e g p t v
 f l m n s x z
 i y
 o
 q u w
 r

Pronunciation notes

Point out some of the more unusual pronunciations: H ('aitch'), Y ('why') and W ('double U'). Q is pronounced /kju:/. Note that Z is pronounced /zed/ in British English, but in American English it's pronounced /zi:/.

4 [5]

- Tell students to look at the pictures and words.
- Play the recording. Ask students to listen and repeat.

- **Optional step** Point to the objects in your classroom (e.g. point to the board, or hold up a book and point to it). Ask students to listen and repeat after your model or after the recording. Then point and ask students to remember and say the words. You could then ask students to work in pairs to do the same activity.

Audioscript [5]

- | | |
|---------|----------|
| a board | d desk |
| b book | e door |
| c chair | f window |

Pronunciation notes

Note that English is a language in which sounds and spellings often don't match. Here, the 'o' and 'a' and 'r' in *board* combine to make one long vowel sound /ɔ:/. The 'a' and 'i' and 'r' in *chair* combine to make the diphthong /eə/. The 'oo' in *book* is pronounced /ʌ/ but the 'oo' in *door* is pronounced /ɔ:/. The 'r' in all these words is silent, and the 'w' at the end of *window* is also silent.

Make sure students are attempting the correct pronunciation as heard on the recording, rather than trying to sound out individual letters.

5

- **Optional step** Model the activity by spelling out one or two words for the class to identify.
- Ask students to work in pairs to take turns to spell and guess the words. Monitor closely and prompt and correct if students say letters or words incorrectly.

6 [6] ★ **CPT extra!** Vocabulary activity [after Ex.6]

- **Optional step** Pre-teach *double* – write *MM* and *SS* on the board and say: *double M, double S*.
- Tell students they are going to listen to four short conversations. Play the recording. Ask students to listen and write the names. Let students compare answers before checking with the class.

ANSWERS

- 1 Paula 2 Bryan 3 Simon 4 Anna

Audioscript [6]

- 1 **P:** I'm Paula.
Q: Can you spell Paula?
P: Yes. P-A-U-L-A.
- 2 **B:** I'm Bryan.
Q: Can you spell Bryan?
B: Yes. B-R-Y-A-N.
- 3 **S:** I'm Simon.
Q: Can you spell Simon?
S: Yes. S-I-M-O-N.
- 4 **A:** I'm Anna.
Q: Can you spell Anna?
A: Yes. A-double N-A.

Background information

These are all common spellings of names in the English-speaking world. Bryan can also be spelled Brian.

7 ★ **CPT extra!** Vocabulary activity [after Ex.7]

- Organize the class into pairs. Students take turns to spell their names and write their partner's names.
- **Optional step** Ask students to walk round the class in a mingle to say and spell their names with a number of class members.

Extra activity

Dictate the names of some of the students in your class. Students write them down then point to the person whose name it is.

Alternatively, dictate the names of some famous people. Ask students to compare their answers to make sure they have written the names correctly.

Grammar be: I + am, you + are

8

- Read the grammar box to the class. Ask students to write *I* or *you* in the gaps in Exercise 8. Let students compare answers in pairs before checking with the class.

ANSWERS

I; You; I

Refer students to page 158 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

- 1
 1 I'm; I'm 2 I'm; You're
 2
 1 I'm 2 You're 3 I'm 4 I'm

Grammar and pronunciation notes

In spoken English, *I am* and *you are* are almost always contracted (or shortened) to *I'm* and *you're*. For this reason, it's important to teach the contracted form with the apostrophe, which represents the omitted 'a'. We only tend to give *am* and *are* their full value when we are emphasizing or contradicting: *No! I am Katya!*

Note the pronunciation: *I'm* /aɪm/ and *you're* /jɔ:/.

Speaking **my life**

9 [7] ★ **CPT extra!** Grammar activity [after Ex.9]

- Tell students they are going to listen to two people introducing themselves. Play the recording. Students listen and read.
- Ask students to stand up and walk round the class in a mingle to practise similar conversations using their own names.
- **Optional step** Join in with the mingle. It's a good opportunity to model *Nice to meet you* and to prompt students to improve and refine their conversations.

Audioscript [7]

- c: Hi, I'm Carlos.
 s: Hello. I'm Sonia. Nice to meet you, Carlos.
 c: Nice to meet you, Sonia.

Extra activity

Ask students to write a short dialogue in which they meet a famous person. For example:

A: *Hi. I'm Ana.*

B: *Hello, Anna. I'm Barack Obama. Nice to meet you.*

Teacher development

Using a variety of interaction styles

It's important to vary interaction styles in the Beginner classroom. This encourages students to work with a variety of speaking partners and also gives them increased opportunities for the sort of simple, repetitive practice Beginners need. Saying *Hello, how are you?* ten times to one partner is dull, but saying it to everyone in turn in the class is fun, real, builds relationships, and makes for a good classroom atmosphere.

At this low level it's important to organize the class into pairs for initial accuracy practice in order to make sure students are producing the language correctly and confidently. Following this, vary the interaction by asking students to work in small groups, or getting everybody to stand up, walk round, and practise their new language in a mingle.

1b People and places

Lesson at a glance

- reading: people
- vocabulary: countries and nationalities
- pronunciation: word stress
- grammar: *be: he/she/it + is*
- vocabulary: numbers 1–10
- speaking: a quiz

Reading

1 [8]

- Ask students to look at the photos. Tell them they are going to listen to the two short texts about Katya and Lukas.
- Play the recording. Students read and listen.

Audioscript [8]

- 1 This is Katya. She's from Moscow. It's in Russia. Katya is Russian.
- 2 This is Lukas. He's from Cape Town. It's in South Africa. Lukas is South African.

Teacher development

Reading and listening

Most reading texts in *Life Second Edition Beginner* are recorded. This gives you the opportunity to allow students to listen and read at the same time. This can be important at Beginner level. It ensures that all students are reading at the same speed and allows them to hear how words are pronounced as well as see how they are written.

2

- Ask students to read in their own time and copy the required information into the table. Let students compare answers in pairs.
- In feedback, write the table on the board and ask students to come to the board to write in the answers.

ANSWERS

	Photo 1	Photo 2
Name	<i>Katya</i>	Lukas
Country	Russia	South Africa
Nationality	Russian	<i>South African</i>

Background information

Moscow is the capital of Russia.

Cape Town is South Africa's legislative capital.

Vocabulary countries and nationalities

- 3** 🎧 [9] ★ CPT extra! Vocabulary activity [after Ex.3]
- Ask students to write the words in the word box into the table. Then play the recording. Students listen and check.
 - **Optional step** Add the country and nationality of the students in your class to the table.

ANSWERS

2 Egyptian 4 Mexico 7 Spanish 9 the United States

Audioscript 🎧 [9]

1 Brazil	Brazilian
2 Egypt	Egyptian
3 Italy	Italian
4 Mexico	Mexican
5 Russia	Russian
6 South Africa	South African
7 Spain	Spanish
8 the United Kingdom	British
9 The United States	American
10 Vietnam	Vietnamese

Extra activity

Bring into class a large world map or, if you have the technology in your classroom, project a world map on the interactive whiteboard (IWB). Use the map to check that students know where the countries are, and to point and elicit the country names and nationalities.

Grammar notes

Cities, countries and nationalities are proper nouns so they always have a capital letter in English.

In English, most countries take no article. However, some countries use *the* because they are described as a set of states, islands, kingdoms, etc. For example: the United States (the US), the United Kingdom (the UK), the United Arab Emirates (the UAE).

There are three main endings for nationalities: *-(i)an*, *-ish* and *-ese*. Ask students to find examples of these endings in the table. Some nationalities are irregular: *France/French*, *Switzerland/Swiss*, *Norway/Norwegian*.

Background information

The United States of America is generally called 'the US' or 'the United States', or just 'the States' by Americans themselves. They tend not to call it 'the USA' or 'America' (two terms which are commonly used in Great Britain).

The United Kingdom (the UK) comprises Great Britain and Northern Ireland. Great Britain (or Britain) is made up of three countries: England, Scotland and Wales (nationalities: English, Scottish and Welsh).

Pronunciation word stress

- 4** 🎧 [10]
- Tell students that they are going to listen to two words and note where the word stress, or strong beat, falls. Play the recording. Students listen and repeat. Make sure they attempt to stress the words in the correct place.
 - **Optional step** If your students need clarification, clap out the syllables of each word, for example in the case of *Mexico*, clap loudly once and then quietly twice to represent the one strong and two weak syllables.

Audioscript 🎧 [10] (stress marked)

Brazil Mexico

Extra activity

If you have students from a variety of countries in your class, write up the English name for each student's country, mark the stress, and ask students to listen and repeat. Alternatively, read out these countries and ask students to mark the stress: *China*, *Germany*, *Japan*, *the United States*.

Pronunciation notes

The strong stress on countries is often on the first syllable, but not always. The stress on nationalities is dictated by the suffix used. Nationalities ending *-(i)an* or *-ish* are usually stressed on the syllable before the suffix: *Argentinian*, *British*, *Italian*, *Spanish*. Nationalities ending *-ese* have a strong stress on the suffix: *Portuguese*, *Japanese*, *Chinese*, *Vietnamese*.

Grammar be: he/she/it + is

- 5** ★ CPT extra! Grammar activity [after Ex.5]
- Read the grammar box at the bottom of Student's Book page 12 to the class. Ask students to look at the photos and write the missing words in the sentences on page 13. Let students compare answers in pairs.
 - Check answers with the class and point out that full forms have been used (see Grammar and pronunciation notes on the next page).

ANSWERS

1 It is; She is 2 It is; He is 3 It is; He is 4 It is; She is

Refer students to page 158 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

- 3**
- 1 She 2 It 3 He 4 It 5 He 6 She
- 4**
- 1 He's from London.
 2 He's Canadian.
 3 She's Russian.
 4 It's in the United States.
 5 She's from Toronto.
 6 It's in Egypt.

5

1 am 2 is 3 is 4 is 5 are 6 am

6

- 1 *It's from the United Kingdom.*
- 2 *Elisabeth's from Mexico.*
- 3 *You're from Vietnam.*
- 4 *The teacher's Spanish.*
- 5 *He's Brazilian.*
- 6 *I'm in New York.*

Grammar and pronunciation notes

In spoken English *he is*, *she is* and *it is* are almost always contracted (or shortened) to *he's*, *she's*, *it's*. We only tend to use the full form *is* when we are emphasizing or contradicting. For this reason, it's important to teach the contracted forms with the apostrophe.

Unlike nouns in many languages, most English nouns have no gender. As a result the pronouns *he* and *she* are only used to refer to people (however note the exception that *she* is often used to refer to boats and ships).

The pronoun *it* is used to refer to singular places, things, ideas, animals, etc.

Note the pronunciation: *he's* /hɪ:z/, *she's* /ʃi:z/ and *it's* /ɪts/.

6

- Students complete the table with information about themselves. Point out that under 'Place' they should write the name of their city or region.
- **Optional step** Model this activity by writing the table on the board and completing the information about yourself in the 'You' column first.
- Ask students to show and tell their partner, making sentences in the first person with *I*. Model this activity by giving information about yourself. For example, say: *I'm Dan. I'm from London. I'm from the UK. I'm British.*

7

- Students tell the class about their partner, making sentences in the third person with *he* or *she*. Again, model the activity first with information about one of the students in your class. For example, say: *This is Ana. She's from Spain. She's Spanish.* The phrase *This is ...* is a new to students, so make sure that the meaning is clear by using a hand gesture to introduce the person.

Extra activity

Bring into class some magazine pictures or posters of well-known people from different countries. Put them on the board and ask students to 'introduce' the people to students in their group. You could also use the pictures in a variety of other ways, e.g.:

- 1 Put four numbered pictures on the board. Then introduce one person. Students must guess which person you are introducing. Ask them to repeat the activity in pairs.
- 2 Introduce a person in one of the pictures but provide one incorrect piece of information. Students must correct the sentence.
- 3 Do a dictation. Introduce a person. Students must listen and write down what you say.

Teacher development

Drilling from verbal prompts

If students find it difficult to get their tongues round the three short sentences needed to do Exercise 7, drill them. In other words, give them some controlled repetition work using prompts. For example, say:

This is Kira. (students repeat)

Haruko. (students say: *This is Haruko.*)

Ana. (students say: *This is Ana.*)

And so on ...

Then say:

She's from France. (students repeat)

Japan. (students say: *She's from Japan.*)

Brazil. (students say: *She's from Brazil.*)

And so on until you feel students have assimilated the form and pronunciation.

Vocabulary numbers 1–10

8 [11] ★ CPT extra! Vocabulary activity [after Ex.8]

- Ask students to write the numbers in digits. Play the recording. Students listen and repeat the numbers (see Vocabulary and pronunciation notes below).

Audioscript [11]

zero	six
one	seven
two	eight
three	nine
four	ten
five	

Vocabulary and pronunciation notes

Point out the unusual spelling and pronunciation of *one* /wʌn/, *two* /tu:/ and *eight* /eɪt/.

9 [12]

- Ask students to look back at the list of countries in Exercise 3 on Student's Book page 12. Ask: *What's six? What's seven?* Students say the countries (South Africa, Spain).
- Play the recording. Pause the recording after each number and ask students to say the related country. Encourage students to use the correct word stress and pronunciation by modelling again any countries that they struggle with.

ANSWERS

seven: Spain	six: South Africa
five: Russia	eight: the United Kingdom
four: Mexico	ten: Vietnam
nine: the United States	three: Italy
one: Brazil	two: Egypt

Audioscript [12]

seven	six
five	eight
four	ten
nine	three
one	two

10 [13]

- Play the recording. Pause the recording after each country and ask students to say the related number. Listen carefully to ensure that students are pronouncing the numbers correctly.

ANSWERS

Spain: seven	Brazil: one
the United States: nine	Italy: three
Vietnam: ten	Russia: five
Mexico: four	South Africa: six
Egypt: two	the United Kingdom: eight

Audioscript [13]

Spain	Brazil
the United States	Italy
Vietnam	Russia
Mexico	South Africa
Egypt	the United Kingdom

Extra activity 1

Here are two number activities to practise numbers 1–10.

- 1 Write the following sums on the board and ask students to write the answers in words. Then ask them to write three more similar sums for their partner.

one + nine = _____
 three + four = _____
 eight – two = _____

- 2 Write the missing number in each list. Then ask them to write three more similar patterns for their partner.

two four _____ eight ten
 one three five _____ nine
 two + four three + three five + one six + _____

Extra activity 2

Play *buzz*. Students count round the class but they cannot say three or five or multiples of three or five. Instead, they must say 'buzz'. So, the first student says 'one', the second student says 'two', but the third student must say 'buzz'. The fourth student says 'four', but the fifth and sixth students must both say 'buzz'. The seventh student says 'seven'. Then 'eight'. Then the ninth and tenth students must both say 'buzz'. The eleventh student says 'one' and the count starts again. If a student makes a mistake, he or she is 'out'. Continue the game until there is a winner or the students get so good that they stop making mistakes.

Speaking *my life*

11

- Organize the class into pairs to read and do the quiz. Tell them to take turns to read out a sentence and to say 'True' or 'False'. If they say 'False', then they must correct the sentence.
- Play the recording. Students listen and check their answers.

ANSWERS

- 1 False. It's American.
- 2 False. It's Italian.
- 3 True.
- 4 False. It's Spanish.

Audioscript [14]

- 1 Baseball is American.
- 2 Pasta is from Italy.
- 3 Jaguar is British.
- 4 Flamenco is from Spain.

12

- Ask students to work in pairs to write four quiz questions. Monitor closely to help with language and ideas.
- When students are ready, ask different pairs to read out their sentences. The rest of the class must say 'True' or 'False' and must correct the false sentences.

EXAMPLE ANSWERS

Toshiba is Vietnamese. (False. It's Japanese.)
 Curry is from Spain. (False. It's from India.)
 Rugby is American. (False. It's British.)
 Rio de Janeiro is in Argentina. (False. It's in Brazil.)

Extra activity

Ask students to find a picture of a well-known person, product, food or sport. Tell them to write a description: name, country, nationality. This could be done for homework. In the next lesson, ask students to show the class their picture and read out their description.

1c Phone calls from New York

Lesson at a glance

- reading: phone calls from New York
- listening: phone numbers
- grammar: *my, your*
- vocabulary: greetings
- speaking: greeting people

Reading

1 [20]

- **Optional step** Ask students to look at the map on Student's Book page 15. Ask them to say the names of the ten countries (new to students: *Canada, Dominican Republic, India, Jamaica, Germany*).
- Point out that the text is about the top ten places that people make phone calls to from New York. Note that the purple arrow represents Germany and the blue arrow represents the United Kingdom.
- Ask students to read the article and underline the four countries the people talk about. Let students compare answers in pairs.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

ANSWERS

India, Canada, Mexico, Brazil

2

- Ask students to read the article again and complete the sentences with names. Let students compare their answers in pairs before checking with the class.

ANSWERS

1 Nelson 2 Ramon 3 Anne-Marie 4 Nina

Vocabulary notes

student = someone who goes to a school, college or university

family = a group of people who live together and are related, e.g. parents and children

doctor = someone whose job is to treat people who are ill

teacher = someone whose job is to teach

Listening

3 [15]

- **Optional step** Lead in by asking students to read out the two phone numbers. Ask which digits are different.
- Tell students they are going to listen to a conversation with Anne-Marie. Play the recording. Students listen and tick the phone number that they hear.
- **Optional step** Draw students' attention to the way that telephone numbers are read out in English (see Pronunciation notes on the right).

ANSWER

b

Audioscript [15]

I = interviewer

I: Anne-Marie, what's your phone number?

A: It's 718 760 7101.

I: 7-1-8, 7-6-0, 7-1-0-1. OK?

A: Yes.

I: Thanks.

Pronunciation notes

Note that when telephone numbers are given in spoken English, in British English, '0' is pronounced 'oh'. In American English, it's pronounced 'zero' (as in the example in the audio recording).

Two identical numbers together are preceded with the word *double*, e.g. 66 = double six. Three numbers are preceded with the word *triple*, e.g. 333 = triple three.

Note that English-speakers tend to read out telephone numbers in groups of three or four digits, separated by a brief pause.

4 [16]

- **Optional step** Pre-teach or check the meaning of *work* and *home*. Encourage students to guess the meaning from the context, by thinking about what different types of phone number many people have. The icons under Exercise 6 may also help clarify the terms.
- Tell students they are going to listen to a similar conversation with Nelson. Play the recording. Students listen and write Nelson's numbers. Play the recording more than once if necessary.
- Let students compare their answers with a partner before checking with the class.

ANSWERS

1 work: 212 736 3100

2 home: 212 340 2583

Audioscript [16]

I = interviewer

I: Nelson, what's your phone number?

N: My work number is 212 736 3100.

I: 2-1-2, 7-3-6, 3-double 1-0?

N: No, it's 3-1-double 0.

I: OK. Thanks. What's your home number?

N: My home number is 212 340 2583.

I: 2-1-2, 3-4-0, 2-5-8-3. Thanks.

Grammar *my, your*

5

- Read the grammar box to the class. You could use a hand gesture towards a student to signify *your*, and a hand gesture towards your own chest to signify *my* (also see Grammar notes on the next page).

UNIT 1 Hello

- Ask students to write *my* or *your* in the correct places in the conversation. Elicit the first answer to get students started. Let students compare their answers with a partner before checking with the class.

ANSWERS

1 My 2 your 3 My 4 your

Refer students to page 158 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISE

7

1 My 2 Your 3 My 4 your 5 My 6 your

Grammar notes

My and *your* are possessive adjectives. They go before a noun and describe it.

English nouns have no gender, so we use *my* or *your* with all nouns (e.g. *my wife, my husband, my children*). However, in many other languages different forms would be used (e.g. in French three forms are used: *ma, mon, mes*).

- 6** ★ **CPT extra!** Grammar activity [after Ex.6]
- Elicit the questions onto the board: *What's your phone number? What's your work/home/mobile number?* Drill the questions with the class.
 - **Optional step** Model the activity. Ask: *What's your mobile number? What's your home number?* Nominate individual students and get them to answer. Ask students to ask and answer questions across the class.
 - Organize the class into pairs to ask and answer questions. Tell students that they can give their real numbers or invent numbers as they prefer. Monitor and prompt students as they speak. Correct poor pronunciation as well as errors of form.
 - **Optional step** Ask students to repeat the activity with a new partner. This time, ask them to repeat the phone number back to their partner incorrectly, so that he/she has to correct them.

Vocabulary greetings

7 🎧 [17] ★ **CPT extra!** Vocabulary activity [after Ex.7]

- Ask students to look at the table and complete it with the missing expressions. In feedback, check the meaning of the expressions by referring students to the artwork. You could further check *Good morning, Good afternoon, etc.* by writing different times on the board and eliciting from students which expression they would use.
- Play the recording. Students listen and repeat. Model and drill the expressions to practise pronunciation.

ANSWERS

1 Hello 2 Bye

Audioscript 🎧 [17]

Hi.
Hello.
Good morning.
Good afternoon.
Good evening.
Goodnight.
Goodbye.
Bye.
See you later.

Vocabulary and pronunciation notes

In British English, *Good morning* is a common expression. People tend to use it when seeing family, friends or colleagues in the morning for the first time. Informally, it's often shortened to simply *Morning*. *Good afternoon* and *Good evening* are reserved for more formal situations. With family and friends, people tend to use *Hi* or *Hello* instead.

See you later (or the shortened version *See you*) is a common alternative to *Goodbye*.

Note the stress: *Good morning*, *Good afternoon*, *Good evening*, *Goodnight*, *Goodbye*.

Background information

In Australia, speakers tend to say *Goodday* (abbreviated to *G'day*) as an alternative to *Hi*. In different parts of the US, you may hear people use *Hey* or *Howdy* rather than *Hi*.

People usually say *Hi* or *Hello* when they answer the phone.

8 🎧 [18]

- Tell students that they are going to listen to two conversations, but that the lines of conversation are mixed up on the page.
- Play the recording. Students listen and write 1 or 2 to indicate whether each line is from the first or second conversation. Let students compare answers in pairs before checking with the class.

ANSWERS

Bye, Anne-Marie.	2
Fine, thanks. And you?	1
Good morning, Ramon.	
How are you?	1
I'm OK.	1
Goodnight, Ramon.	2

Audioscript 🎧 [18]

- 1 **A:** Good morning, Ramon. How are you?
R: Fine, thanks. And you?
A: I'm OK.
- 2 **R:** Bye, Anne-Marie.
A: Goodnight, Ramon.

9 [19]

- Play the recording. Students listen and repeat each conversation. Draw students' attention to the pausing between different phrases.

Audioscript [19] (with pauses noted)

- 1 **A:** Good morning, Ramon. / How are you?
R: Fine, thanks. / And you?
A: I'm OK.
- 2 **R:** Bye, Anne-Marie.
A: Goodnight, Ramon.

Speaking my life

10

- **Optional step** Model the activity first by initiating conversations with students round the class.
- Ask students to practise the conversations from Exercise 8 in pairs, substituting their own names.
- Then ask students to stand up, walk round and initiate conversations with different students in the class in a mingle.

Extra activity

Write different times of day on the board (e.g. 8 am, 11 am, 2 pm, 5 pm, 8 pm, midnight). Ask students to stand up and walk round the class silently. Tell them that when you say a time they must stop and talk to the nearest student, imagining that it's that time. Read out a time at random, e.g. 2 pm! Students meet and greet the person nearest to them. When they finish their conversation, they walk round silently again until you read out another time.

1d What's this in English?

Lesson at a glance

- vocabulary: in the classroom
- real life: classroom language
- pronunciation: questions

Vocabulary in the classroom

1 [21]

- **Optional step** Ask students to tell their partner the names of any of the objects in the pictures that they already know.
- Draw students' attention to the photos. Play the recording. Students listen and write the word for each photo. Let students compare answers in pairs before checking with the class.

ANSWERS

- 1 bag 2 classroom 3 computer 4 notebook
 5 pen 6 pencil 7 phone 8 table

Audioscript [21]

T = teacher; S = student

- 1 **T:** What's this in English?
S: It's a bag.
T: Can you spell it?
S: Yes. B-A-G - bag.
T: Thanks.
- 2 **T:** What's this in English?
S: It's a classroom.
T: Can you spell classroom?
S: Yes. C-L-A-double S-R-double O-M - classroom.
T: Thanks.
- 3 **T:** What's this in English?
S: It's a computer.
T: Can you spell it?
S: Yes. C-O-M-P-U-T-E-R - computer.
T: Thanks.
- 4 **T:** What's this in English?
S: It's a notebook.
T: Can you spell notebook?
S: Yes. N-O-T-E-B-double O-K - notebook.
T: Thanks.
- 5 **T:** What's this in English?
S: It's a pen.
T: Can you spell it?
S: Yes. P-E-N - pen.
T: Thanks.

- 6 T: What's this in English?
 S: It's a pencil.
 T: Can you spell it?
 S: Yes. P-E-N-C-I-L – pencil.
 T: Thanks.

- 7 T: What's this in English?
 S: It's a phone.
 T: Can you spell phone?
 S: Yes. P-H-O-N-E – phone.
 T: Thanks.

- 8 T: What's this in English?
 S: It's a table.
 T: Can you spell it?
 S: Yes. T-A-B-L-E – table.
 T: Thanks.

2 [22]

- Play the recording. Students listen and repeat the words (see Pronunciation notes below).

Audioscript [22]

- | | |
|-------------|----------|
| 1 bag | 5 pen |
| 2 classroom | 6 pencil |
| 3 computer | 7 phone |
| 4 notebook | 8 table |

Pronunciation notes

Note the strong stress in the words of more than one syllable: *classroom*, *computer*, *notebook*, *pencil*.

Note the weak stress sound /ə/ in the unstressed syllables of these words: *computer* /kəm'pjʊ:tə/, *pencil* /'pensəl/, *table* /'teɪbəl/.

3

- Elicit the questions onto the board: *What's this in English? Can you spell it?* Drill the questions with the class.
- **Optional step** Revise the pronunciation of letters by eliciting the complete alphabet onto the board and then pointing to different letters to elicit the pronunciation of each letter. Alternatively, display the completed table from Exercise 3 in lesson 1a for students to use as a memory aid.
- Organize the class into pairs. Students take turns to point and ask about objects in the photos. As students speak, monitor closely and model the correct pronunciation if you hear errors.

Extra activity

Ask students to repeat the activity with objects they have in their bags. Students take them out and ask and answer questions. You will need to introduce more words (e.g. *wallet*, *eraser*, *headphones*).

Real life classroom language

4 [23]

- Tell students they are going to listen to eight short recordings of conversations in a classroom. Ask students to read the expressions in the box carefully – some of them are used in the recordings.
- **Optional step** Use mime or examples to check meaning (e.g. mime opening a book or sitting down). *Repeat* = say again.
- Play the recording. Students listen and note the expressions they hear.

Audioscript [23]

- 1 T: Good afternoon, everyone. Sit down, please.
 2 T: OK. Open your books. Look at page six.
 3 S1: Hello. Sorry I'm late.
 T: That's OK. Sit down, please.
 4 S2: Can you repeat that, please?
 T: Yes. Look at page six.
 5 T: Work in pairs.
 S3: I don't understand.
 T: Work in pairs – two students.
 6 T: This is a computer.
 S4: Can you spell it, please?
 7 S2: What's this in English?
 T: It's a phone.
 S2: Thanks.
 8 T: Do Exercise seven at home. See you next time.
 S1 + 3: Bye.

5 [23] ★ CPT extra! Vocabulary activity [after Ex.5]

- Play the recording again. Students write T (teacher) or S (students) next to the expressions in the box according to who says the expression in the recording. Let students compare answers in pairs before checking with the class. (See also Grammar notes on the next page.)

ANSWERS

- | | |
|------------------------------|---|
| Good afternoon, everyone. | T |
| Sit down, please. | T |
| Open your books. | T |
| Look at page six. | T |
| Sorry I'm late. | S |
| Can you repeat that, please? | S |
| I don't understand. | S |
| Can you spell it, please? | S |
| What's this in English? | S |
| Do Exercise seven at home. | T |
| See you next time. | T |

Grammar notes

Note that we use the imperative form of the verb (*Sit, Do, Look*) when giving classroom instructions. In English, the imperative looks the same as the infinitive without *to*.

We use *Can you ...?* to make requests – to ask the teacher to do something.

Pronunciation questions

6a [24]

- Tell students that they are going to listen to the questions from the classroom language box. Play the recording. Students listen and repeat the questions (see Pronunciation notes below).
- **Optional step** Play and pause after each question and get the class to repeat chorally. Then prompt some students to repeat individually.

Audioscript [24]

s = student

s2: Can you repeat that, please?

s4: Can you spell it, please?

s2: What's this in English?

Pronunciation notes

Note that when *Can you ...?* is said at conversational speed the word *Can* is reduced to /kən/. The strong stress in the questions is on the key words: *repeat* and *spell*.

To make these questions polite, the voice should go up when saying *please* in a request.

6b

- Tell students to look at Audioscript 23 on Student's Book page 182. Ask students to work in pairs to practise mini-conversations 4, 6 and 7.

7

- Ask students to work in pairs to write the missing words. In feedback, elicit answers.
- Tell students to practise the conversations in pairs. Monitor closely and correct errors of form and pronunciation.

ANSWERS

1 Sorry; please 2 repeat; page 3 understand

1e My ID

Lesson at a glance

- writing: an identity card
- writing skill: capital letters (1)

Writing an identity card

1

- **Optional step** If students carry ID cards in your institution, invite them to get them out. Alternatively, show your own ID card. Ask: *What information is on the card?*
- Ask students to look at the ID (= identity) card and find the information. Let students compare their answers in pairs before checking with the class.

ANSWERS

1 TD Films 2 Carolyn Anderson

Writing skill capital letters (1)

2a

- Ask students to underline the capital letters on the card. Let students compare their answers in pairs before checking with the class.

ANSWERS

<u>W</u> ashington	<u>D</u> ate
<u>T</u> D Films	<u>N</u> ame
<u>V</u> ISITOR	<u>C</u> arolyn <u>A</u> nderson

2b

- **Optional step** Explain the categories and the use of the initial capital letter (see Vocabulary note below).
- Ask students to write the words in the table. Let them compare answers in pairs before checking with the class.

ANSWERS

a city	London Rio de Janeiro
a country	the United Kingdom Brazil
a language	English Portuguese
a name	Alex Treadway Nelson Pires
a nationality	British Brazilian

Vocabulary note

In English a capital letter is always used at the beginning of cities, countries, languages, people's names and nationalities.

2c ★ CPT extra! Writing skill activity [after Ex.2]

- Ask students to rewrite the sentences with the correct capital letters. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 Santiago is in Chile.
- 2 Maya Davis is a teacher.
- 3 I'm Chinese.
- 4 He's from Tokyo.
- 5 She's from Canada.
- 6 I speak French.

Extra activity

Tell students to work individually to write five similar sentences, all in lower case, to give to their partner. Encourage them to use a range of countries, languages and nationalities from those they have studied. When they have completed their sentences ask them to exchange sentences with a partner and then circle the letters which should be capital.

3

- Ask students to write the information in the correct place on the ID cards, using capital letters where necessary. You could elicit the first one onto the board as an example. Let students compare their answers in pairs before checking with the class.

ANSWERS

- 1 Dublin; Sean Booth
- 2 American; Cathy Johnson
- 3 Paris Bangkok Sydney; Jan Sastre

4

- Students write their own ID card. You could write the following prompts on the board:
Name and surname:
Company name:
Country:
Language:
Nationality:

5

- Students exchange their finished ID cards with a partner. Encourage students to check their partner's work sensitively and make suggestions for improvement, rather than 'corrections'.

Extra activity

Use the ID cards for a mingle activity. Ask students to stand up. Tell them to imagine that they are at conference. Students walk round the class with their ID cards and meet other students or 'conference delegates'. They ask and answer personal questions their ID cards as a reference.

1f My top ten photos

Before you watch

1

- Pre-teach *top ten*. Point out that *my top ten photos* and *my favourite ten photos* mean the same.
- Ask students to work in pairs to look at the photo and complete the information about Tom using the words in the box.

ANSWERS

- 1 name's 2 I'm 3 is 4 my

2 🎧 [25]

- Ask students to look at the word box on Student's Book page 18 (see Teacher development below).
- Give students time to process the information and ask any questions they may have. Check that students are clear on the meaning of each of the words.
- Play the recording. Students listen and repeat each word. Note that the pronunciation exercises are part of the Student's Book audio recordings and are not recorded on the DVD.

Audioscript 🎧 [25] (with stress marked)

<u>cl</u> mber	o <u>ce</u> an
fant <u>as</u> tic	<u>r</u> iver
<u>f</u> isherwoman	<u>w</u> ater buffalo
<u>h</u> appy	wh <u>a</u> le
<u>l</u> ion	

Teacher development

Pre-teaching key vocabulary

One of the strengths of *Life Second Edition* is that students are given the opportunity to watch short extracts from engaging, authentic *National Geographic* videos. This means that they hear speech delivered at a natural speed and are inevitably exposed to new vocabulary. Both of these elements can be rewarding but challenging, and students therefore need support. As a result, every video lesson in *Life Beginner* features a pre-teaching word box.

This word box is an invaluable way of preparing students to watch the videos for the following reasons:

- 1 It enables students to immediately engage with the video without being distracted by unfamiliar words.
- 2 It's a useful way of giving some context and helping students to know what content to expect in the video.
- 3 It's important that students recognize how new words are pronounced so that they can identify and understand them in context.
- 4 Students are motivated to understand and learn the words as they know they will be of immediate use and relevance.

While you watch

3 [1]

- Tell students that they are going to watch a video in which there is a slide show of images and Tom describes his ten favourite *National Geographic* photos (*favourite* = the person or thing that you like the best out of a group of people or things). Ask students to watch and tick the correct column in the table to show what is in each photo that Tom describes.
- Play the whole video. Students watch and complete the table. Don't check answers – note that students are asked to compare their completed tables in Exercise 4.

Videoscript 1

0.00–0.18 Hi. My name's Tom. I'm a photographer. This is my top ten – my favourite *National Geographic* photos of people and places.

0.19–0.33 Number one is a photo by Alex Treadway. The woman is from Nepal in the Himalayas. She's Nepalese.

0.34–0.52 Photo number two is in Nepal too. The man is from the Himalayas too. This photo is by Cory Richards.

0.53–1.12 This is photo number three. It's by James Stanfield. It's in Mongolia. It's evening. The woman is happy.

1.13–1.34 Number four is a photo by Michael Melford. This is Ina Bouker. Ina is American. She's from Alaska in the United States. She's a fisherwoman.

1.35–2.02 Now number five. This photo is by Jim Blair. He's an American photographer. This photo is in Dhaka in Bangladesh. It's a photo of water buffalo in a river ... and a man.

2.03–2.26 Photo number six is fantastic. It's by Brian Skerry. The photo is in the ocean of New Zealand. It's a photo of a man and a whale.

2.27–2.50 Photo seven is by Jimmy Chin. This is Kate Rutherford. She's from the United States. She's a climber.

2.51–3.16 And now three photos from Africa. Photo number eight is by James Stanfield. He's also the photographer of photo number three. This is a photo of a woman from Mozambique.

3.17–3.41 This photo is of people from Namibia in Africa. It's by Chris Johns. He's a *National Geographic* photographer. This is photo number nine.

3.42–4.12 And this is photo number ten. It's my favourite. It's by Chris Johns too. It's a lion. It's in South Africa. It's the evening. The lion is beautiful. This photo is fantastic.

4

- Ask students to compare their answers to Exercise 3 in pairs before checking with the class. Encourage them to do this in full sentences.

ANSWERS

- 1: a woman
- 2: a man
- 3: a woman
- 4: a woman
- 5: a man; an animal / animals
- 6: a man; an animal / animals
- 7: a woman
- 8: a woman
- 9: people
- 10: an animal / animals

5 [1]

- Play the video again. Ask students to watch and underline the correct country. Let students compare their answers in pairs before checking with the class.

ANSWERS

- Photo 1 Nepal
- Photo 2 Nepal
- Photo 3 Mongolia
- Photo 4 the United States
- Photo 5 Bangladesh
- Photo 6 New Zealand
- Photo 7 the United States
- Photo 8 Mozambique
- Photo 9 Namibia
- Photo 10 South Africa

6 [1]

- Ask students to read the sentences. Tell them to try to remember the video and write (T) true or (F) false next to each sentence.
- Play the video again. Students to watch again and check their answers. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 T 2 T 3 T 4 T 5 T 6 T 7 F 8 T 9 T 10 F
(Note that these are not the actual words he says.)

7 [1] ★ **CPT extra!** Video activity [after Ex.7]

- Play the video again. Ask students to watch and decide which is their favourite photo. At the end, ask students to tell the class what their favourite photo is.

ANSWER

Students' own ideas

After you watch

8

- Ask students to read the descriptions carefully and write in missing words. Let students compare their answers in pairs before checking with the class.

ANSWERS

- 1 from 2 She's 3 is 4 is 5 She 6 from 7 It's
8 He's

9 ★ **CPT extra!** Research activity [after Ex.9]

- Ask students to write about their favourite photo from the video. Tell them to use the paragraphs in Exercise 8 as a model. If students have access to the internet, you could ask them to search for a favourite image.

Extra activity

Ask students to write a description of their favourite photo in their photo collections at home. In the next lesson, ask students to bring in their photos and read out their descriptions.

Unit 1 Review and memory booster ★ CPT extra! Language games

Memory Booster activities

Exercises 3, 6 and 7 are Memory Booster activities. For more information about these activities and how they benefit students, see page 10.

I can ... check boxes

As an alternative to asking students to simply tick the *I can ...* boxes, you could ask them to give themselves a score from 1 to 4 (1 = not very confident; 4 = very confident) for each language area. If students score 1 or 2 for a language area, refer them to additional practice activities in the Workbook and Grammar summary exercises.

Grammar

1

- Ask students to work individually to complete the sentences with the words in the box. Let them compare answers in pairs before checking with the class.

ANSWERS

1 I'm 2 He's 3 It's 4 You're 5 She's 6 It's

2

- Ask students to work individually to complete the sentences with *my* or *your*. Let them compare answers in pairs before checking with the class.

ANSWERS

1 your 2 your 3 My 4 your 5 your 6 my

3 >> MB

- Ask students to make true sentences from the prompts. Invite individual students to read out their sentences to the class.

ANSWERS

Students' own answers

Vocabulary

4

- Ask students to write the names of the objects.
- Optional step** Tell students to work in pairs to take turns to spell out the words.

ANSWERS

1 computer 2 table 3 pencil 4 bag 5 (mobile) phone
6 notebook

5

- Ask students to work individually to complete the countries and write the corresponding nationality for each country.
- Optional step** Ask the class if they can remember any other countries and nationalities.

ANSWERS

- Vietnam (Vietnamese)
- Egypt (Egyptian)
- South Africa (South African)
- Russia (Russian)
- Brazil (Brazilian)
- Spain (Spanish)

6 >> MB

- Ask students to work in pairs to dictate numbers between 1 and 10 to each other. Tell students that they must write the numbers in words, not digits, for example, one student says: *1*, and their partner writes 'one'.
- Optional step** Tell students to write an invented telephone number with ten digits. Ask them to dictate the number to their partner, who writes the digits. They then check what they have written with the original number.

EXAMPLE ANSWERS

Student A says: *8* and Student B writes: *eight*.
Student A says: *5* and Student B writes: *five*.
Student A says: *1* and Student B writes: *one*.
Student A says: *9* and Student B writes: *nine*.
Student A says: *3* and Student B writes: *three*.
Student A says: *973 428 2990* and B writes those digits.

7 >> MB

- Tell students to work individually to write five words. Encourage them to write a range of new words that they have learned from Unit 1.
- Now ask students to work in pairs to take turns to spell the words to each other. Their partner writes the words and then checks what they have written with the original.

EXAMPLE ANSWERS

Student writes: *Indian* and says: *I-N-D-I-A-N*.
Student writes: *visitor* and says: *V-I-S-I-T-O-R*.
Student writes: *Australia* and says: *A-U-S-T-R-A-L-I-A*.
Student writes: *window* and says: *W-I-N-D-O-W*.
Student writes: *repeat* and says: *R-E-P-E-A-T*.

Real life**8**

- Ask students to work individually to match the sentences and questions 1–5 with the replies a–e to make exchanges.

ANSWERS

1 e 2 d 3 b 4 a 5 c

9

- Ask students to work in pairs to practise the mini-conversations in Exercise 8.
- **Optional step** You could ask Student A to read the phrases 1–5 from the open book while Student B closes their book and tries to reply appropriately. Students then exchange roles and repeat the activity.