

Unit 1 People

Opener

- 1**
- Ask students to look at the photo and the caption. Ask them to work in pairs to describe the photo and answer the questions. Elicit a few ideas from the class in feedback.
 - **Optional step** Use the visual on the page to elicit and teach key words here: *dive, diver, sea, fish, swim, photograph, photographer*.
- 3**
- Ask students to work in pairs to ask and answer the questions.
 - **Optional step** It's a good idea to model this activity first. Ask the questions of a few students at random round the class. Elicit and correct answers. Then ask one student to ask a classmate in open pairs across the class. Using open pairs is a good idea because it gives you the chance to correct errors of form and pronunciation. Once students are asking and answering questions accurately, put them in pairs to practise.

ANSWERS

Dinah is in Milne Bay, Papua New Guinea. She's a diver.

- 2** 🎧 [1] ★ **CPT extra!** Vocabulary activity [after Ex.2]
- Ask students to read the questions and answers.
 - Play the recording. Students listen and match the answers with the questions. Let students compare their answers in pairs before checking as a class.
 - **Optional step** To practise pronunciation before doing Exercise 3, play the recording again and ask students to listen and repeat. Pay attention to strong and weak stress in the questions, particularly the OoO (strong – weak – strong) rhythm of *What's your name? What's her name and Where's she from?*.

ANSWERS

1 d 2 a 3 b 4 c

Audioscript 🎧 [1]

I = Interviewer, D = David Doubilet

- I: What's your name?
D: David Doubilet.
I: Where are you from?
D: The USA. I'm a photographer for *National Geographic*.
I: I really like this photo.
D: Yes, it's in Milne Bay.
I: And who's the diver in the photo? What's her name?
D: Her name's Dinah Halstead.
I: Where's she from?
D: She's from Papua New Guinea. She's a diver and she's also a photographer.

Background information

Life Elementary introduces students to real people who work for *National Geographic*. **David Doubilet** is a well-known underwater photographer. **Dinah Halstead** was the first Papua New Guinean to become a full dive instructor and is a noted underwater photographer.

Milne Bay is a large bay in the far south-east of Papua New Guinea. Papua New Guinea is an Oceanian country in the Pacific to the north of Australia.

4

- Organize the class so that each pair is sitting with another pair. Ask students to ask and answer the questions. Again, it's a good idea to model this first, pointing to male and female students to establish *he/she* and *his/her*.
- **Optional step** Think of how best to bring variety to the activities. For example, students could ask and answer in groups of four or students could mingle, walking round the class and asking a number of people.

Extra activity

Students interview each other to find out names and nationalities, then do a task or play a game, e.g. tell the class to sit in seats depending on the alphabetical order of their first names or surnames (so Andrew would sit in the first seat to the left of the class, and Zoe would end up sitting in a seat to the far right). Or play a memory game in groups – find out which person in each group can remember the most names and nationalities of people in the class.

Teacher development

Teaching Elementary students

Teachers at Elementary 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, you could use PowerPoint® or your interactive whiteboard to show visuals. You don't always 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.

It's also important to make lessons varied at elementary level. Plan lessons that incorporate a bit of listening, a bit of reading, some basic language, some writing and some speaking. Activities should be short and interaction varied, i.e. mix up pairs and have groupwork and mingles.

It's important to recycle language from one lesson to the next, especially if there are significant breaks between lessons. Try to include warmers or short communicative activities at the start or end of lessons to allow students to reuse and recycle the language they've acquired.

And, finally, establish good practice. Encourage a classroom situation where only English is spoken, and introduce students gradually to the idea of speaking in pairs and groups.

1a Explorers

Lesson at a glance

- listening: interview with an explorer
- vocabulary: personal information
- grammar: *be (am/is/are)*
- pronunciation: contracted forms
- speaking: asking questions

Listening

1 ★ CPT extra! Photo activity [after Ex.1]

- Ask students to work in pairs to describe the photo.
- **Optional step** Use the photo to establish what an explorer is.

ANSWERS

A man and a woman in Africa, and an elephant. Other possibilities: trees, hat, binoculars

2 [2]

- Ask students to read the sentences.
- Play the recording. Students listen and choose the correct options.
- Let students compare answers in pairs before checking as a class.

ANSWERS

1 photographer 2 husband 3 Africa

Audioscript [2]

I = Interviewer, B = Beverley Joubert

I: Hello. What's your name?

B: My name's Beverley Joubert.

I: What's your job?

B: I'm a photographer for *National Geographic*. And I'm also an explorer and filmmaker. I'm married to the man in the photo.

I: What's his name?

B: My husband's name is Dereck. He's also an explorer and filmmaker.

I: In the photo, you are in Australia. Are you from Australia?

B: No, we aren't. We're from Africa and we live in Africa. Actually, this picture isn't in Australia, it's in Botswana.

Vocabulary personal information

3

- Ask students to work in pairs to complete the table. Elicit the first answer with the class as an example.
- Write the table on the board and check answers as a class.

ANSWERS

- | | |
|--|-----------|
| 1 Joubert | 4 Africa |
| 2 Joubert | 5 Africa |
| 3 photographer, explorer and filmmaker | 6 married |
| | 7 husband |

Background information

Dereck and Beverley Joubert are award-winning filmmakers, *National Geographic* Explorers-in-Residence and wildlife conservationists, who have been filming, researching and exploring in Africa for over 30 years. Their mission is the conservation and understanding of the large predators and other key wildlife species that determine the course of all conservation in Africa. They're the founders of the Big Cats Initiative with *National Geographic*, which currently funds 39 grants in 17 countries for the conservation of big cats. The Jouberts have made 25 films for *National Geographic*, published 11 books, half a dozen scientific papers and have written many articles for the *National Geographic* Magazine. Beverley Joubert is also an acclaimed photographer and her international exhibitions have further helped to raise awareness for the plight of big cats across the world.

The **Republic of Botswana** /bot'swɑ:nə/ is a landlocked country located in Southern Africa.

4

- Ask students to add their own information to the last column in the table.
- **Optional step** In feedback, ask some questions and elicit answers, e.g. *What's your first name? How old are you? Where are you from? Are you married?*

Extra activity

Ask students to work in pairs to ask and answer questions about their name, job and relationship.

Grammar *be (am/is/are)*

5

- Ask students to look at the information in the grammar box and write the missing forms of *be*. Elicit the first form (*am*) to get students started. Let students compare their answers in pairs before checking as a class.
- In feedback, elicit answers and establish that there are three affirmative forms (*am, is* and *are*). Point out how *is not* and *are not* normally reduce to *isn't* and *aren't* but *am not* normally reduces to *'m not*.

ANSWERS

- a am, are, is
- b 'm not, aren't, isn't
- c Are, Is
- d am, is, aren't, isn't

Grammar note

We use *am* with the first person (*I am*). This is often abbreviated to *I'm* in spoken English and informal written English. We add *not* to make the negative (*I'm not*) and invert with the subject to make the question (*Am I ...?*). In short answers, we use *Yes, I am* (not *Yes, I'm*) and *No, I'm not*. Note that *Iamn't* or *I'mn't* are not possible.

We use *is* with the third person (*he is, she is, it is*). This is often abbreviated to *He's, She's* or *It's* in spoken English and informal written English. We add *n't* to make the negative (*He isn't*, etc.) and invert with the subject to make the question (*Is she ...?* etc.). In short answers, we use *Yes, he is* or *Yes, it is*, etc. (not *Yes, he's* or *Yes, it's*) and *No, he isn't*. Note that *he's not* or *she's not* are possible but less common uses.

We use *are* with the second and third person plural forms (*you are, we are, they are*). This is often abbreviated to *You're, We're* or *They're* in spoken English and informal written English. We add *n't* to make the negative (*We aren't*, etc.) and invert with the subject to make the question (*Are you ...?* etc.). In short answers, we use *Yes, we are* or *Yes, they are*, etc. (not *Yes, we're* or *Yes, they're*) and *No, they aren't*. Note that *they're not* or *we're not* are possible but less common uses.

Refer students to page 158 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

- 1
1 'm 2 isn't 3 's 4 'm not 5 're 6 aren't
- 2
1 d 2 f 3 e 4 a 5 c 6 b
- 3
1 are, 'm 2 's, 's 3 Are, are 4 Is, isn't 5 Are, 'm not 6 's, 's

6 [3]

- Ask students to read the conversation and choose the correct options.
- Play the recording. Students listen and check their answers. Let students compare their answers in pairs before checking as a class.

ANSWERS

- 1 is 2 Are 3 I am 4 isn't 5 She's 6 I'm 7 aren't 8 are 9 isn't

Extra activity

Ask students to practise reading out the conversation in pairs.

Pronunciation contracted forms

7a [4]

- Ask students to read through the contracted forms and think about how they are pronounced.
- Play the recording. Students listen and tick the forms they hear.
- Check answers as a class. Play the recording again, pausing after each item.

ANSWERS

- 1 'm 2 Are 3 'm not 4 's 5 aren't 6 're 7 isn't 8 Is

Audioscript [4]

- 1 I'm thirty-one.
- 2 Are you from England?
- 3 No, I'm not.
- 4 Her name's Helena.
- 5 We aren't from the USA.
- 6 We're from Canada.
- 7 No, he isn't.
- 8 Is he married?

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

- Play the recording again. Students listen and repeat the sentences.
- **Optional step** Students can turn to the audioscript on page 183 as they listen and repeat.

Pronunciation note

The pronunciation of the contracted forms are quite difficult for elementary students. They involve getting their tongue round long vowels and diphthongs. Point out the diphthong in *I'm* /aɪm/, the /z/ sound in *he's* and *she's* /jɪ:z/, and the long vowel sound in *are* /ɑ:(r)/ and *aren't* /ɑ:(r)nt/. Both *we're* /wiə(r)/ and *they're* /ðeə(r)/ have tricky diphthongs.

8 [5]

- Ask students to work in pairs to complete the conversation.
- Play the recording. Students listen and check their answers.

ANSWERS

- 1 Are 2 'm 3 's 4 're 5 're 6 Is 7 isn't 8 's

Background information

Auckland /ˈɔ:klænd/ is on the North Island of New Zealand and has a population of over 1.3 million, making it the country's largest city.

Extra activity

Students could practise reading out the conversation in pairs, paying attention to the pronunciation of the forms of *be*. Alternatively, elicit and write up the airport official's questions on the board, then ask students to close their books. Tell them to practise the conversation in pairs. One student asks questions while the other student remembers or improvises answers.

Speaking my life

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

- Ask students to work in pairs to form the questions from the prompts. Elicit the first question as an example.
- Check answers as a class.

ANSWERS

- 1 What's your first name?
- 2 What's your surname?
- 3 Are you a student?
- 4 What's your job?
- 5 Where are you from?
- 6 How old are you?
- 7 Are you married?

10

- Ask students to take turns to interview each other and to take brief notes.

11

- Once students have finished their interviews, ask individuals to stand up and tell the class about their partner.

Extra activity 1

Use the opportunity of this extended speaking activity to listen and note down errors made with form and pronunciation by the students during both the interview and presentation stages. At the end, write four or five inaccurate sentences on the board and ask students to correct them as a class or in pairs.

Extra activity 2

Ask students to write a short blog to introduce themselves. Tell them to write about their name and their job, their country and their marital status.

Teacher development

Correcting after fluency

It's a good idea to do an error feedback stage at the end of a fluency activity. Avoid correcting while students speak as this interrupts their flow and detracts from the main aim, which is to communicate freely and for real.

By listening carefully, noting a few errors and writing them up for class correction, you gently remind students to be aware of their output and to reflect on and adjust it. It's an opportunity to focus on the kind of errors students regularly make (i.e. errors which can easily become ingrained) and most classes appreciate the work of a teacher who is prepared to listen carefully and comment on and correct individual errors.

1b A family in Kenya

Lesson at a glance

- reading: a family of explorers
- vocabulary: family
- wordbuilding: word roots
- grammar: possessives
- pronunciation: the same or different sounds
- speaking: friends and family

Reading

1

- Ask students the questions and elicit any interesting answers.
- **Optional step** You could start by briefly describing your family. This provides a motivating and interesting 'live listening' for your class. Note: A 'live listening' is when you talk naturally about a topic and students listen to you with a task to do. It's both fun and motivating for students to listen to and follow a native or proficient speaker, and a welcome and real change from listening to recorded material.

ANSWERS

Students' own answers

2 🎧 [6]

- Ask students to read the questions. Focus students on the questions by asking them how many names of people in the Leakey family they can find (six).
- Ask students to read the text and find answers to the questions. Let students compare their answers in pairs before checking as a class. Check that students understand the meaning of the words in the glossary.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

ANSWERS

- 1 Kenya (and England)
- 2 Yes, they are.
- 3 He's a conservationist.
- 4 He's retired.
- 5 Yes, his wife is Katy.
- 6 No, she and Phillip have an international company.

Teacher development

Reading a text while listening to a recording

Whether you choose to ask students to read with or without the recording is up to you. Here are some reasons why it's a good idea to ask students at elementary level to listen and read:

- It gets students to read at the same speed, and as a whole class activity.
- It helps students with comprehension – the way the speaker uses stress, intonation and pauses can help students follow a text more easily.

UNIT 1 People

- Students notice how words in a text are pronounced and stressed.
- It builds confidence with reading – it signals that students should read through a text naturally the first time they read it, and that they should not worry about unknown words.

3 ★ CPT extra! Revision activity [after Ex.3]

- Ask students to read the text again and complete the family tree. Let them compare their answers in pairs before checking as a class.

ANSWERS

1 Mary 2 Colin 3 Richard 4 Meave 5 Katy 6 Samira

Background information

Meave and Richard Leakey are renowned palaeontologists who have studied fossils in East Africa for many years. They have both led research teams who have discovered ancient human skulls that have shed light on the development of early man in Kenya. Richard Leakey has held a number of official positions in Kenya, mostly in institutions of archaeology and wildlife conservation. He has been Director of the National Museum of Kenya and head of the Kenyan Wildlife Service.

Extra activity

Tell students to close their books or cover the text and family tree. Then ask questions, e.g. *Who's Phillip? Is Colin in Africa?* Find out how much students can remember.

Vocabulary family

4 ★ CPT extra! Vocabulary activity [before Ex.4]

- Ask students to work in pairs to categorize the words, or to work individually before comparing answers with a partner. Elicit the first answer to get students started (aunt = W).
- **Optional step** In feedback, you could draw your own family tree on the board in order to point out the different family relationships.

ANSWERS

M: father, half-brother, nephew, stepbrother, uncle

W: aunt, mother, mother-in-law, niece

B: cousin, grandparent, parent

5

- Ask students to read the definitions and to write the correct words. Let them compare their answers in pairs before checking as a class.

ANSWERS

1 uncle, aunt 2 niece, nephew 3 cousin 4 half-brother
5 mother-in-law 6 parent 7 grandparent

6

- Read the information in the wordbuilding box with the class.
- Ask students to work individually to make six more words. You could elicit words from the class first.
- Let students compare answers in pairs before checking as a class.

ANSWERS

stepsister, half-sister, sister-in-law, father-in-law, stepfather, grandfather

Refer students to Workbook page 11 for further practice.

Vocabulary note

Note that English nouns do not have masculine or feminine endings, so words like *cousin* or *parent* do not differentiate according to gender. This may confuse some students who speak languages in which an article or possessive adjective or ending would show the gender of a person.

Note that a *half-brother* is a relative with whom you share one parent (e.g. your father's son from a previous relationship), but a *stepbrother* is a relative with whom you don't share a blood connection (e.g. your father's previous wife's son). A *stepson* or *stepdaughter* is a child you have adopted and/or brought up as your own.

Grammar possessive 's and possessive adjectives

7

- Read the information in the grammar box with the class.
- Ask students to find examples in the article. Let them compare their answers in pairs before checking as a class.

ANSWERS

Possessive 's in the article: Louise's mother, Louise's father, Richard's half-brother, Louise's grandparents, Louise's sister
Possessive adjectives in the article: her family, Their uncle and aunt, his wife

Grammar note

We use *possessive 's* to show possession in English. You add 's to the end of the noun which has possession.

Note that the position of 's changes between singular and plural: *My sister's hat* (one sister) but *My sisters' hats* (two sisters).

's is pronounced /s/ after unvoiced sounds and /z/ after voiced sounds.

My and *your* are first person singular possessive adjectives (*your* like *you* can also be used as the plural form). *His* and *her* are second person singular possessive adjectives. *His* (like *he*) refers to a male 'possessor'. *Her* (like *she*) refers to a female 'possessor'.

Note that *its* is used to show possession with animals, objects, countries, etc.

Their is the third person plural possessive adjective. *Our* is the first person plural possessive adjective. Unlike some languages, *their* and *our* are used regardless of the gender of the possessor.

In English, possessive adjectives do not change their form depending on whether the noun they are showing possession of is singular or plural, i.e. *their mother* and *their parents*, NOT ~~*theirs parents*~~.

Refer students to page 158 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

4

- 1 Lisa's brother is here.
- 2 This is Hugo's house.
- 3 Abby's grandmother is Mary Peters.
- 4 Anna's husband is a journalist.
- 5 Sara and Pablo's father is in Brazil.
- 6 My parents' house is in the centre.
- 7 Simon's cars are blue and green.

5

- 1 Their 2 his 3 our 4 Its 5 my 6 your

6

- 1 your 2 my 3 His 4 his 5 Her 6 sister's

8

- Ask students to work individually to choose the correct word. Let them compare their answers in pairs before checking as a class.

ANSWERS

- 1 My 2 I 3 your 4 you 5 She 6 His
7 Our 8 Their

Extra activity

Divide the class into pairs. Tell students to think of a relative they both have (a sister, perhaps, or an uncle). Students must then find three things that are similar about that relative, e.g. Student A says: *My uncle is French. He's a teacher. He's in Paris.* After two minutes, stop students and find out what they now know about their relatives, e.g. *Our uncles are in Paris!*

Pronunciation the same or different sounds

9 [7]

- Ask students to look at the pairs of words and think about how they are pronounced.
- Play the recording. Students listen and decide whether the pronunciation is the same or different.
- Check answers as a class.
- **Optional step** Play the recording again, pausing after each item for students to listen and repeat.

ANSWERS

- 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✓

Pronunciation note

Both *their* and *there* are pronounced with a diphthong: /ðeə/.

Note the long sound in *he's* /hi:z/ and the short vowel sound in *his* /hɪz/.

Note that on the audio *are* and *our* are pronounced the same. They both have a long /ɑ:/ sound. However, it's also common for the sounds to be different: a long sound in *are* /ɑ:/ but a different triphthong in *our* /aʊə/.

10 [8]

- Look at the example with the class and check that everyone understands what to do.
- Ask students to work individually to rewrite the sentences. Alternatively, you could ask students to work in pairs and take turns to produce the sentences orally using possessive adjectives.
- Play the recording. Students listen and check their answers.

ANSWERS

- 1 My name's Fabien.
- 2 Her sister's Claire. / Claire is her sister.
- 3 Their cousins are Juliet and Jane.
- 4 His grandparents are dead.
- 5 Is your name Sylvain?
- 6 Helen is our niece. / Our niece is Helen.

Audioscript [8]

- 1 My name's Fabien
- 2 Her sister is Claire.
- 3 Their cousins are Juliet and Jane.
- 4 His grandparents are dead.
- 5 Is your name Sylvain?
- 6 Helen is our niece.

11 [9] ★ CPT extra! Listening activity [after Ex.11]

- Ask students to work individually first to read the description and write in the missing pronouns. Let students compare their answers in pairs.
- Play the recording. Students listen and check their answers.

ANSWERS

- 1 My 2 her 3 her 4 Their 5 His

Extra activity

Ask students to copy the description, substituting names, countries and jobs to make the information true about their family.

Speaking my life
12

- Organize the class into pairs to do the activity. Look at the example with the class and check that everyone understands what to do.
- Tell students to write five names and think about what to say about each person. Then tell them to take turns to tell their partner about the people.
- In feedback, ask individuals to tell the class about their partner.

Extra activity

Ask students to draw a family tree showing five or six close relatives. Organize the class into new pairs. Students tell each other about the people in their family tree. Their partner must listen and draw the family tree. At the end, students compare the family tree they have drawn with their partner's original.

1c The face of seven billion people

Lesson at a glance

- pronunciation: saying numbers and percentages
- reading: world population
- critical thinking: types of text
- vocabulary: everyday verbs
- word focus: *in*
- speaking: facts about countries

Speaking

Pronunciation saying numbers and percentages

- 1**  [10] ★ **CPT extra!** Dictation activity [after Ex.1]
- Play the recording. Students listen and repeat the numbers and percentages.

Vocabulary and pronunciation note

1 billion = 1,000,000,000
1.3 is said *one point three*
% is said *per cent*

Reading

- 2**  [11]
- **Optional step** Lead in by asking students to look at the picture of the face. Ask: *What can you see?* Elicit ideas before students read the text.
 - Ask students to read the eight phrases. Students may need to look up or guess the meaning of *population* (= number of people in a country) and *agriculture* (= when you grow food).
 - Ask students to read the text and match the numbers with the information.
 - **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.
 - Let students compare their answers in pairs before checking as a class. Check students understand the meaning of the words in the glossary.

ANSWERS

1 7 billion 2 1.3 billion 3 1 billion 4 23% 5 38%
6 51% 7 3.5 billion 8 5.5 billion

Critical thinking types of text

3

- Ask students to read the text again and choose the correct answer. Let them compare their answers in pairs before checking as a class. In feedback, ask students to say why they chose their answer (see Vocabulary note below).

ANSWER

a

Vocabulary note

Point out to students that the text contains facts and figures. An opinion text would include phrases such as 'I think ...' and 'In my opinion, ...'.

4

- Ask students to work in pairs to think about and discuss what information they find surprising. Then ask individuals to tell the class.

ANSWERS

Students' own ideas

Vocabulary everyday verbs

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

- Ask students to find the verbs, then complete the fact file. Elicit the first answer with the class as an example.
- Let students compare their answers in pairs before checking as a class.

ANSWERS

1 live 2 speak 3 have 4 work 5 use

Background information

Standard Mandarin is the official language of mainland China. However, there are many regional Chinese languages, notably Cantonese, and other languages, such as Tibetan, Mongolian and Uyghur, are spoken among China's ethnic minorities.

The percentage of China's population in agriculture continues to shrink rapidly. Official figures from the early 2000s showed that the figure then was about 65%.

Extra activity

Write the verbs from Exercise 5 on the board. Then use them to provide 'figures' for people in your house, e.g. *Three people live in my house – me, my husband and my daughter. 100% of the population speak English.*

33% (my husband) speak French.

66% have a mobile phone. My daughter is only three.

Only 33% of the population work in the kitchen. That's me!

Ask students to work in pairs to think of and share figures for their house.

Word focus in

6

- Elicit the first item with the class as an example.
- Ask students to work individually to match the other sentences to their uses.
- Let students compare their answers in pairs before checking as a class.

ANSWERS

1 b 2 a 3 c 4 b

Vocabulary note

In is a preposition with a variety of uses.

Here, its use is limited to places (e.g. *in Paris, in France, in Europe, in the world*) or to say that something or someone is involved in a particular type of work or industry (e.g. *in business, in agriculture*).

7

- Ask students to work individually or in pairs to produce sentences. Once students have some ideas, ask different pairs to share their sentences with the class.

EXAMPLE ANSWERS

60% of people in my country live in cities.

People work in business and finance.

People in the capital use the internet.

Extra activity 1

Ask students to find other phrases with *in* in the text: *in the world, in this photo, in total, in China/India, in a service industry / agriculture / manufacturing and production.*

Extra activity 2

Elicit and build up on the board a list of other phrases using *in* that students already know (e.g. *in class, in the park, in hospital, in the evening, in love, in the rain*).

Teacher development

Cognates in a text

Students are often surprised that so many English words are cognates in their first language. Getting students to focus on words that are the same in their L1 is a useful, motivating way of developing a growing passive knowledge of vocabulary. Here are two things to do:

- 1 Ask students to find and underline words in the text that they think might be cognates before looking them up. Then ask them to categorize them. This reveals that religions may be cognates (*Christian, Muslim, Hindu*), typical places may be cognates (*bank, hotel*), and countries, languages and job sectors may often also be cognates.
- 2 Ask students to say how cognates they have found (e.g. a word like *agriculture* or *production*) are written in their L1. Ask: *Is its spelling different? What does this say about word endings in English?* This helps students to see how English word formation differs from that in their L1, thus helping them work out the meaning of yet more words.

Speaking my life

8

- Organize the class into pairs. Ask students to decide who is A, and who is B, then tell them to find and read their information. Students will have to look in the back of their Student's Book (on page 154 and page 156).
- Elicit the questions they need to ask their partner to find the missing information. Model and drill the questions if necessary.

UNIT 1 People

- When students are ready, they take turns to ask and answer questions to find the missing information.
- In feedback, ask the questions in open class and elicit the information.

ANSWERS

	Spain	The USA
population	47 million	300 million
Spanish	100%	12%
a service industry (hotels, banks, etc.)	70%	55%
mobile phones	Everyone	Everyone
the internet	30 million	250 million

9

- Organize the class into new pairs. It's a good idea to change partners to make sure students get to know each other and don't get stuck with the same partner too often. If possible, for this activity, get students to sit with someone they don't know well.
- Ask students to take turns to ask and answer questions to find out the information.
- In feedback, ask different students to say what they found out from their partner.
- **Optional step** If you noted errors while listening to students speak during their performance of the activities in Exercises 8 and 9, write some example sentences containing errors on the board. Ask students to correct them in pairs.

Extra activity

In a mixed-nationality class, ask students to write figures in a third column of the table in Exercise 8 to show facts and figures for their own country. Students then ask and answer questions about their countries in pairs.

1d The first day

Lesson at a glance

- pronunciation: spelling
- real life: meeting people for the first time

Speaking

Pronunciation spelling

1 [12]

- Play the recording. Students listen and repeat the letters of the alphabet.

Pronunciation note

Note that many of the letters of the alphabet share the same vowel sound:

/eɪ/ A, H, J, K

/i:/ B, C, D, E, G, P, T, V

/e/ F, L, M, N, S, X, Z

/aɪ/ I, Y

/əʊ/ O

/ʊ:/ Q, U, W

/ɑ:/ R

Note that Z is pronounced /zed/ in British English, but /zi:/ in American English.

2

- Ask students to work in pairs and take turns to dictate names, surnames, countries and jobs for their partner to write down.
- In feedback, ask some students to say and spell out their partners' names.

Extra activity

Spell out the names of famous film stars. Students listen until they guess who the person is. Then they shout out the name. If they are wrong, they are out. If they're right, they get a point. Spell out a few names and find out who gets most points, e.g. *J-U-D- Oh, Jude Law!*

Real life meeting people for the first time

3 [13]

- Ask students to look at the photo. Ask: *Who are they? Where are they? What are they doing? What are they saying?* Elicit ideas and language. Key words to elicit and teach: *university, course, student.*
- Play the recording. Students listen to the two conversations and answer the questions. Let them compare their answers in pairs before checking answers as a class.

ANSWERS

Matt and Valérie are new students. Rita works for the university.

Audioscript 🎧 [13]

Conversation one

R = Rita, M = Matt
R: Hello, can I help you?
M: Hi. Yes, I'm a new student.
R: What's your name?
M: Matt.
R: Hi Matt. My name's Rita. Nice to meet you.
M: Nice to meet you, too.
R: What's your surname, Matt?
M: Laurens.
R: Laurens? Are you on my list? Err, can you spell that?
M: Sure. It's L-A-U-R-E-N-S.
R: OK. There are two students with that name.
M: Really?
R: Yes, but her surname is Lawrence. L-A-W-R-E-N-C-E. OK. Here's some information about the university and your courses. The presentation about the university starts in one hour.
M: OK. See you later.
R: Bye.

Conversation two

R = Rita, V = Valérie, M = Matt
R: Hello. Can I help you? My name's Rita. I work for the university.
V: Hi, I'm Valérie. Nice to meet you.
R: Nice to meet you, too. What's your surname Valérie?
V: Moreau. That's M-O-R-E-A-U.
R: M, M, M, Mason, Moore, Moreau! OK. Well, you're the second person here, Valérie. Here's some information about the university and your courses. The presentation starts in an hour. There's another student here from England. Matt?
M: Yes?
R: Matt. This is Valérie. She's a new student.
M: Nice to meet you, Valérie.
V: Nice to meet you, too.
R: See you both later.
V: Goodbye Rita. It was nice meeting you.
M: So, Valérie, are you from France?
V: Actually no, I'm from an island in the Pacific Ocean.
M: New Caledonia?
V: That's right!

4 🎧 [13]

- Play the recording again. Students listen and choose the correct option.
- Let students compare answers in pairs before checking as a class.

ANSWERS

- 1 first 2 Laurens 3 Moreau 4 Valérie
 5 New Caledonia

5 🎧 [13] ★ **CPT extra!** Real life activity [after Ex.5]

- Ask students to read the expressions in the box carefully.
- Play the recording again. Students listen and tick the expressions they hear.

ANSWERS

Students should tick:
 Hello ...
 Hi ...
 My name's ...
 I'm ...
 I'm from ...
 Nice to meet you.
 Nice to meet you, too.
 This is ...
 See you later.
 It was nice meeting you.
 Goodbye.
 Bye.

Vocabulary note

Note that we say *Nice to meet you* when we are introduced to someone for the first time, and *Nice meeting you* or *Nice talking to you* (using the *-ing* form) at the end of the conversation as we prepare to leave. *I'd like to introduce you to ...* is a very formal way of introducing people, generally used in business situations.

Extra activity

Ask students to check their answers by looking at the audioscript on page 183. Then ask them to practise reading out the conversations in pairs.

6

- Organize the class into groups of three to practise the conversation. Students choose their roles then prepare what to say, using phrases from Exercise 5. Depending on the level and ability of your class, you could ask them to script the conversation first, or improvise it.

1e Introduce yourself

Lesson at a glance

- writing: a personal description
- writing skill: *and* and *but*

Writing a personal description

1

- **Optional step** Ask students to say what they remember about Matt and Valerie from the previous lesson (see 1d).
- Ask students to read the personal descriptions and tick the personal information Matt and Valerie write. Let students compare their answers in pairs before checking as a class.

ANSWERS

	Matt	Valérie
First name	✓	✓
Surname	✓	✓
Job/Occupation	✓	
Home country	✓	✓
Language		✓
Family	✓	

Writing skill *and* and *but*

2a

- Ask students to look back at the two personal descriptions and underline the words *and* and *but*.
- Discuss the questions as a class and elicit answers.

ANSWERS

and is for extra information
but is for a difference

Grammar note

And and *but* are conjunctions. We use *and* to join two sentences. We use *but* to join two sentences when there is a contrast between the sentences.

Note that we often use a comma before *but* when joining sentences.

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

- Read the two examples with the class and make sure students are clear about whether they are adding extra information or showing a difference.
- Ask students to work individually to join the sentences. Let them compare their answers in pairs before checking as a class.

ANSWERS

- 3 I'm British, but Hindi is my first language.
- 4 He's from Germany, but he works in Russia.
- 5 My friend is 30 and he's single.
- 6 I live in Spain, but I work in France.
- 7 She's a student and she's at Oxford University.
- 8 My family is in the countryside, but I'm in the city.

3

- Ask students to write their own personal description. Tell them to start by noting things to write about under the headings in the table in Exercise 1: first name and surname, job/occupation, country, language, family.
- When students have some ideas, ask them to try to join sentences using *and* or *but*.

4

- Ask students to work in pairs and exchange their personal descriptions with a partner. Monitor and note how well students correct each other.

5

- Depending on your classroom, collect and put the personal descriptions on the wall, the noticeboard, the board, or on tables round the side of the class. Ask students to walk round and read the descriptions. In feedback, ask students what interesting information they read.

Extra activity

Ask students to write five sentences about themselves in a list on a piece of paper. Tell them to exchange the lists with a partner, who must then add another sentence to each of their partner's sentences, e.g. Student A may have written *I'm Spanish*. Their partner might write *... and you're from Valencia*, or *..., but you speak English*. Students return the pieces of paper and read what their partners have written.

1f World party

Before you watch

- 1** ★ **CPT extra!** Lead-in activity [after Ex.1]
- **Optional step** Start by asking students to describe the photo. Ask: *What can you see? What are they doing?*
 - Use the photo to explain *party*. Ask students to work in pairs or small groups to discuss the questions.

ANSWERS

Students' own ideas.

Key vocabulary

- 2**
- Ask students to match the US phrases (1–5) with the metric phrases (a–e) that mean the same.
 - Ask students to practise saying the phrases with a partner.

ANSWERS

1 c 2 e 3 d 4 b 5 a

While you watch

- 3** 🎬 [1.1]
- Ask students to read the things in the video and the numbers. Encourage students to make guesses for the matches, using prior knowledge.
 - Play the video. Students watch and match the things with the numbers.
 - Let students compare their answers in pairs before checking as a class.

ANSWERS

1 e 2 a 3 f 4 g 5 d 6 b 7 c 8 h

Videoscript 🎬 1.1

0.00–0.20 There are 7 billion people in the world. But how big is 7 billion? Don't count from one to seven billion! It takes two hundred years.

0.21–0.58 There are seven billion stars. But from Earth, you can see a thousand at night, not billions. Walk around the Earth one hundred and thirty three times and that's seven billion steps. People send seven billion texts every 30 hours in the USA. That's 65,000 texts every second.

0.59–1.14 And what about a party with seven billion people? Everyone can come. But where on Earth is there a place for a world party? Let's go and take a look.

1.15–1.38 Actually, a place for seven billion people isn't very big compared to the Earth. One person needs about three square feet. But it's a party. So everyone needs about six square feet. So for everyone in the world, that's about 42 billion square feet or 1,500 square miles.

1.39–2.01 So, where is a good place for this party? The Juneau Icefield in Alaska is the correct size, but it's

a bit cold. Or there's the State of Rhode Island. It's 1,500 square miles. What about French Polynesia? Its islands are beautiful and they are about 1,500 square miles.

2.02–end Oh, and for a photograph of seven billion people, with everyone next to each other, we need an area of 500 square miles. Yes! Seven billion people in 500 square miles. Los Angeles is 500 square miles. So we can take the photograph there. Here comes the photographer in a helicopter. Smile!

4 🎬 [1.1]

- Ask students to read the sentences first.
- Play the video again. Ask students to watch and number the sentences in order.
- Let students compare their answers in pairs before checking as a class.

ANSWERS

1 a 2 e 3 c 4 f 5 g 6 b 7 d

After you watch

Vocabulary in context

- 5** 🎬 [1.2] ★ **CPT extra!** Vocabulary activity [after Ex5]
- Explain that students are going to watch some clips from the video which contain some new words and phrases. They need to choose the correct meaning of the words.
 - Play the clips. When each multiple-choice question appears, pause the clip so that students can choose the correct definition. You could let students compare answers in pairs before checking as a class.

ANSWERS

1 a 2 c 3 a 4 b 5 a

Videoscript 🎬 1.2

- 'Don't **count** from one to seven billion!'
 - say numbers
 - listen to numbers
- '**Everyone** can come.'
 - No people
 - Some people
 - All people
- 'The Juneau Icefield in Alaska is the **correct** size ...'
 - right
 - wrong
- 'Its islands are beautiful and they are **about 1,500** square miles.'
 - between 2,000 and 2,500
 - between 1,400 and 1,600
 - between 500 and 1,000
- 'Here comes the photographer in a helicopter. **Smile!**'
 - ☺
 - ☹

6

- Ask students to work in pairs to prepare questions to ask based on the questionnaire. Questions students will need to ask include: *How old are you? (or Are you over 20?) Are you a student? Do you have a job? What languages do you speak? Are you from this country? Do you have a mobile phone?*
- Once students have prepared their questions, ask them to walk round and interview class members. After a few minutes, ask students to sit down in their original pairs and compare their information. They can use it to complete the questionnaire.

7

- Ask students to write a short report. They could work with their partner to do this in class or they could write it for homework. When all the reports are concluded, ask students to compare their report with that of another student or pair in the class. Find out what is the same or different about the reports.

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

Memory Booster activities

The activities labelled 'MB' are Memory Booster activities – by activating newly learned language students should then be better able to remember it. Exercises 3, 7, 8 and 10 are Memory Booster activities. For more information about these activities and how they benefit students, see page 10.

I can ... tick boxes

As an alternative to students simply ticking 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.

Teacher development

Using the review and memory booster

Here are three ways of using the review and memory booster pages:

- 1 Do it in class. Incorporate pairwork to check answers and prepare ideas when students have to think of their own experiences; and group work when students discuss ideas or experiences or act out conversations.
- 2 Set it as homework. If you do this, ask students to write their personal responses and conversations instead of acting them out.
- 3 Set it as homework but do the Memory Booster (MB) sections in class in the next lesson. Go through the answers but ask students to share responses and experiences and act out conversations.

Grammar

1

- Ask students to work individually to order the words. Let students compare answers in pairs before checking with the class.
- Ask students to work in pairs and use the questions to interview their partner.

ANSWERS

- 1 What's your name?
- 2 Are you from England?
- 3 Where are you from?
- 4 Are you single or married?
- 5 Are you a teacher?

2

- Ask students to work individually to complete the conversation. Let students compare answers in pairs before checking with the class.

ANSWERS

1 's 2 's 3 's 4 aren't 5 's 6 's 7 isn't 8 's

3 >> MB

- Ask students to look at the photo. Elicit what they can remember about Beverley and Dereck Joubert. If necessary, refer them to page 10 of their Student's Book and the audioscript on page 183.
- Ask students to work in pairs to write a conversation about them using Exercise 2 as a model.

ANSWERS

Students' own answers

4

- Ask students to work individually to choose the correct options. Let them compare answers in pairs before checking with the class.

ANSWERS

1 your 2 His 3 They 4 The photographer's, my
5 Her, she

Vocabulary**5**

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

ANSWERS

1 b 2 c 3 a 4 e 5 d

6

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

ANSWERS

1 have 2 speak 3 live 4 work

7 >> MB

- Ask students to work in pairs to write the opposites.

ANSWERS

1 married 2 sister 3 aunt 4 nephew 5 goodbye/bye

8 >> MB

- This is a pairwork activity to get students to try to remember words from the lesson.
- Ask students to write their sentences. Circulate and help as necessary.
- Ask students to work in pairs to read out their sentences and guess which one is false.

Real life**9**

- Students number the lines in the correct order.

ANSWERS

1 Hi My name's Rosa. Nice to meet you.
2 Nice to meet you too, Rosa. I'm Arnold and this is my wife, Sonia.
3 Hello Rosa. Where are you from?
4 I'm from Italy, but I live in France. Are you and Arnold from England?
5 Arnold is, but I'm not. I'm from Scotland.

10 >> MB

- This is a group activity to get students to practise functional language from the lesson.
- Organize students into groups of three to practise a similar conversation to Exercise 9 using real information.
- Invite some groups to act out their conversation for the class.