



OVERVIEW

2.1 FAMILY PICTURES

VOCABULARY | family
PRONUNCIATION | sounds /ʌ/
LISTENING | listen to someone talk about pictures
GRAMMAR | *be: you/we/they*
PRONUNCIATION | contractions
WRITING | learn to use contractions
SPEAKING | talk about pictures of family and friends

2.2 A FAMILY BUSINESS

VOCABULARY | numbers 11–100
PRONUNCIATION | word stress: numbers
READING | read about family businesses
GRAMMAR | possessive adjectives
SPEAKING | check information about people

2.3 LET'S TAKE A BREAK

VOCABULARY | feelings
FUNCTION | making suggestions
LISTENING | listen to people make suggestions
LEARN TO | respond to suggestions
PRONUNCIATION | intonation: showing interest
SPEAKING | suggest things to do

2.4 ROYAL WEDDING DVD

DVD | watch a BBC program about the Royal Wedding
American speakout | talk about five people in your life
writeback | describe five people in your life

2.5 LOOKBACK

Communicative revision activities

INTERVIEWS

Who is in your family?

In this video people talk about their families and friends. The authentic material recaps and consolidates key vocabulary and grammatical structures with the verb *be* that Ss can use for talking about important people in their lives. Use the video after lesson 2.2, at the end of the unit or assign it as homework.

FAMILY PICTURES

Introduction

Students practice talking about their families, using *be* and family vocabulary. They also practice the sound /ʌ/, and learn to pronounce and write contractions.

SUPPLEMENTARY MATERIALS

Resource Bank: p. 146

Warm up: bring in pictures of yourself and two/three friends when you were younger, e.g., as a teenager.

Ex. 1A: be prepared to draw a simple version of your family tree on the board.

Ex. 6B: bring in two pictures of your family and/or friends and be prepared to talk about them.

Warm Up

Show Ss the pictures of yourself and two/three friends when you were younger, but don't say which one is you. Put the pictures on the board, number them 1, 2 and 3 and ask Ss *Which picture is me?* Get Ss to vote for the picture they think by putting their hands up, then finally reveal which one is you. If Ss have brought pictures of themselves as babies/teenagers, collect them in so that they're anonymous, then mix them up and display them on the board or around the classroom. Ss work in pairs and guess who the pictures belong to, saying *I think this is (Jorge)*, etc. Finally, Ss can reveal their identities, e.g., *No, it's not Jorge, it's me!*

VOCABULARY FAMILY

1A Illustrate the idea of *family* by drawing a very simple version of your family tree on the board, with your name somewhere on it. Point to it and say *My family* (leave it on the board for reference in Ex. 1C). Then direct Ss to the family pictures and elicit some ideas for which people are in picture A. Put Ss in pairs to help each other match the other pictures to family members. Check answers with the whole class.

Answers: 1 C 2 A 3 B 4 D 5 C

Teaching Tip

Putting Ss in pairs for a vocabulary matching activity encourages them to use their passive knowledge and help each other with unfamiliar words. Try to ensure that two *weaker* Ss are not paired together for this: put them with a *stronger* student to make a group of three, if necessary.



B PRONUNCIATION sounds /ʌ/ Model the /ʌ/ sound, as in *but* and *cup*, for Ss to familiarize themselves with before they listen to the recording. Demonstrate that Ss need to underline the sound when they hear it by writing *bus* on the board. Play the recording, then give Ss time to compare answers in pairs.

Answers: husband, brother, son, mother
 (Note: You may want to elicit/point out that the letters "o" and "u" often have this sound.)

Play the recording again, pausing after each pair of words for Ss to repeat in chorus.

Teaching Tip

The ending *-er*, e.g., *brother*, is unstressed and pronounced /ə/. You could ask Ss how many other family words in Ex. 1A end like this (*mother*, *father*, *sister*, *daughter*), then say them yourself for Ss to repeat. The ending *-er* is also often found in jobs vocabulary, e.g., *teacher*, *waiter*, *driver*.



C Remind Ss about your family tree, then focus them on the one in Ex. 1C. Tell Ss to find *Emma* and *Suzy*, then look at the example. You could also tell Ss to find *Tom* and *Julia* and complete number 6 as another example with the class. Then put Ss in pairs to complete the rest of the sentences. As you go through the answers with the class, correct pronunciation of the family vocabulary as necessary. Also check that Ss have put an -s on *daughters* and remind Ss of the plurals *brothers*, *sisters*, *sons*, *parents*. If Ss ask about *children*, explain that this is an irregular plural.

Answers: 2 brother 3 father 4 mother 5 parents 6 wife
7 daughters 8 son 9 children

D Demonstrate the activity with a student, then put Ss in pairs. They could also “reverse” the prompts, so B says the names, and A responds with who they are. Monitor and deal with any pronunciation problems in feedback.

Optional Extra Activity

Ask Ss to draw a simple version of their own family tree, then put them in pairs to show each other their family tree and explain who the people are, e.g., (name) ... is my ...

LISTENING



2A Tell Ss they're going to listen to two people talking about three of the pictures. They need to write A, B, C or D next to the numbers 1–3. Play the recording, then give Ss a moment or two to compare their answers with a partner.

Answers: 1 C 2 A 3 B

B Direct Ss to the first sentence and demonstrate on the board that they need to listen and underline the number they hear for each person. Give them a moment or two to look at the other sentences, and if necessary check *musician* by miming playing some musical instruments, and *football team* by naming one or two famous football teams. Play the recording again, then put Ss in pairs to check their answers.

Answers: 1 3, 6, 10 2 Jennifer 3 Amy's 4 Tim 5 Lucy 6 He's

Unit 2 Recording S2.2

Conversation 1

B: Hi, Lucy. Coffee?

A: No, thanks.

B: Hey, pictures. Let's see ...

A: Yes, from the weekend.

B: Is this your family?

A: Yes, me, my husband, my son Johnny and my daughter Amy.

B: How old are they?

A: Erm, Johnny's three and Amy's six.

B: Where are you?

A: We're in the park.

B: Great picture. Lovely family.

A: Thanks. It's Johnny's first time on a bike ...

Conversation 2

A: ... and this is a picture of the children.

B: Oh, it's a great picture.

A: Yeah.

B: Let's see. This is, erm, Amy?

A: Yes, that's right.

B: And Johnny and ...

A: Yes ...

B: ... and in the middle? Your other daughter?

A: Yes. Jennifer. She's ten now.

B: Oh. And Jennifer and Amy, are they at the same school?

A: No, they aren't. Jennifer's at a special music school. Violin, piano ...

B: Really? Wow, a real musician.

A: Well, she's only ten, so ...

B: But that's great. And the other children?

A: Amy's on the football team.

Conversation 3

A: This is Tim ...

B: Your husband.

A: Yeah. And Johnny.

B: Is Tim British?

A: Oh yes, he's from Cambridge.

B: And you, you aren't British. You're from China, right?

A: No, I'm from the U.S.

B: Oh ...

A: My father's Chinese and my mother's American.

B: I see. Interesting. Erm, is your husband a businessman?

A: Yes, he's in the hotel and restaurant business.

B: Oh. What's his job?

A: He's a hotel manager.

B: Oh, what's the name of the hotel ...?

Optional Extra Activity

For practice of *yes/no* questions with *he/she*, ask Ss to work alone and write 4–6 questions (with the answer *Yes* or *No*) about the information in the recording (they can consult the audio script). Give them one or two of these examples:

Is Johnny three?

Is Amy a musician?

Is Tim from Cambridge?

Is Tim a teacher?

Is Lucy from China?

Once Ss have written their questions, they work in pairs: Student A closes his/her book and answers Student B's questions, and vice versa (if the answer is *No*, they should give the correct information, e.g., *No, he isn't. He's a businessman.*).

GRAMMAR BE: YOU/WE/THEY

3A Write the example on the board and remind Ss of the verb *be* in the *I/you/he/she/it* forms. While Ss are underlining the other verbs, write/display the sentences on the board so that Ss can come up and underline the verbs in feedback.

Answers:

1 A: Where are you? B: We're in the park.

2 A: Are they at the same school? B: No, they aren't.

3 A: You aren't British. B: No, I'm from the U.S.

B Before asking Ss to complete the tables, make sure that they understand *you* (plural), *we* and *they*. You could go through the tables with the whole class, or give Ss a moment or two to work on them alone.

Answers: aren't Are are are



C PRONUNCIATION contractions Play the recording through once for Ss to familiarize themselves with the sound of the contractions, i.e., they sound like one word. When you play the recording again, encourage Ss to repeat all three examples of *you're*, *we're* and *they're* in each sentence.



D Tell Ss to write the numbers 1–6 in their notebooks and to write the six sentences they hear. You may need to repeat the recording if Ss seem to have difficulty with any of the sentences. When Ss have checked the answers, tell them to close their books (so they don't read aloud) and play the recording again for them to repeat the sentences.

Answers: 1 We're from England. 2 They're actors.

3 We're in Japan. 4 You're right. 5 We're in class. 6 They're here.

▶ LANGUAGEBANK 2.1 pp. 120–121

The Language Bank reminds Ss that *you* can be used for one person or more than one. If you feel Ss need more consolidation of the difference between *we/you/they*, they could do Ex. 2.1A in class.

Answers:

- A 2 We're from France. 3 You're in the wrong room.
 4 Are they Brazilian? 5 They're Louise and Kerri.
 6 We're married. 7 They aren't in class.
 8 A: Where are you? B: We're in class.
 B A: Hi, where are you from?
 B: We're from California.
 A: Are you from Los Angeles?
 B: No, we aren't. We're from San Francisco.
 A: Are you Kathy and Chris?
 B: No, they're in Room 205!

4A Start by setting the context here: demonstrate that Student A is showing Student B two pictures, and Student B is asking questions about them. Go through number 1 with the class as an example, then give Ss a few minutes to complete the exercise.

Answers: 2 we aren't 3 We're 4 Are they 5 aren't 6 they
 7 aren't 8 They're 9 Is 10 are



B Tell Ss to check their answers, then play the recording.

C Ss practice the conversation. Monitor and listen for good use of contractions or any problems, so you can give Ss praise and deal with the problems in feedback.

WRITING CONTRACTIONS

5A Write the example (*They are my parents.*) on the board, then rub out the *a* in *are* and write in the apostrophe, showing how the two words “close up” together and look like one. Give Ss a few moments to write the other contractions.

Answers: 2 She's my daughter. 3 We aren't sisters.
 4 Tom's my brother.

B You could go through the rules with the class, eliciting their ideas, or give Ss time to think about the rules and compare ideas with a partner.

Answers: 1 Use 2 Use

(Note: You could point out that it's only in more formal writing that Ss shouldn't use contractions.)



C Focus Ss on the example and give them a few minutes to rewrite the text messages, working alone.

Answers:

- 1 I'm at the airport but your brother isn't here. What's his cell number? It isn't in my phone.
 2 Hi, Tom. I'm sorry, I don't know. We're in an English class now.
 3 Hi, Marianna. It's OK. Luca's here now. See you soon.

D Ss take turns to be Marianna or Tom, and read out their messages.

Optional Extra Activity

Write the following words/phrases from the messages on the board and ask Ss to substitute different words/phrases: *airport, brother, cell number, an English class, Luca*. Ss work in pairs to think of alternatives then read out the “new” sequence of text messages to the class.

SPEAKING



6A If any Ss haven't found pictures to show, they could draw rough sketches/silhouettes of the people. Give Ss time to write notes, reminding them that they can refer to the audio script for the listening in Ex. 2 and previous lessons for jobs and nationalities. Circulate and help Ss with any language they need. Also suggest that they practice talking about the pictures alone, using their notes, before the next stage where they talk to other Ss.



B If you've brought in some family pictures, you could demonstrate what you want Ss to do, showing them that you are not referring to your notes and encouraging them to ask you questions at the end. Either put Ss in small groups to talk about the pictures, or ask them to walk around the class and talk to different people. To finish, you could ask three or four Ss to hold up their pictures and ask the rest of the class what information anyone remembers about them, e.g., *That's Suzanne. She's from France. She's a singer in the theater.*

Teaching Tip

For speaking activities where Ss have to give a talk/present information, encouraging them to practice their talk alone (e.g., by whispering or mumbling what they are going to say: you may need to demonstrate this) before talking in front of other Ss can help to build confidence, as well as making them sound more natural because they don't need to keep referring to their notes.

7 For this activity, Ss invent the information about the people in the pictures. You may want to ask them to choose just one of the two pictures to write notes about. Direct Ss A and B to the appropriate pages and give them time to prepare their notes. When Ss have finished talking about the pictures you could ask a few As and Bs to talk in front of the class, and ask the other Ss to find similarities and differences in the information that, for example, two As prepared for the same pictures.

Homework Ideas

- Ss exchange cell numbers with two other Ss and arrange a time to have a “text conversation”, e.g., *I'm in/at ... Where are you? I'm in/at ... with ... Are you OK? Yes, I am.*, etc.
- Ss write two short paragraphs about the pictures they presented in Ex. 6.
- Workbook: Ex. 1–4, pp. 11–12



Social media is allowing people to share their pictures with friends and family around the world. These sites give people a chance to stay connected, even though they may live far apart. Facebook, for example, has over 750 million users worldwide.



A FAMILY BUSINESS

Introduction

Ss practice reading and talking about family businesses, using possessive adjectives and numbers. Ss also practice recognizing and using word stress on numbers.

SUPPLEMENTARY MATERIALS

Resource Bank: p. 145

Ex. 3B: bring in a slip of paper with the names and ages of four of your family members or friends, and be prepared to tell Ss about them.

Warm Up

Review the alphabet, family and jobs vocabulary. Ask the class *How do you spell "mother"?* and write the word on the board as Ss call out the letters. Do the same with *manager*, then put Ss in pairs and tell them to take turns asking their partners how to spell words related to jobs and family. You may want to give Ss time to prepare their list of words first, referring to pages 10–11 and 18–19 of their Students' Book, and the Photo Bank p. 139.

VOCABULARY NUMBERS 11–100

1A Write the number 1 on the board and gesture to Ss to tell you the next number, and so on until you reach 10. Then ask Ss what comes next, and if they start to call out 11, 12, direct them to the example and tell them to choose the correct numbers to write next to the words.

Answers: twelve 12 sixteen 16 nineteen 19 fifteen 15
eighteen 18 twenty 20 fourteen 14 seventeen 17 thirteen 13



B Play the recording for Ss to repeat the numbers, in chorus and individually.

C Demonstrate this by writing a number on the board and asking a student to say it. Then put Ss in pairs to continue, writing the numbers on a page of their notebooks.

2A Read through the first four numbers and tell Ss that the three missing numbers end in -ty. Give them a minute to write the numbers and check in pairs.

Answers: 70 seventy 80 eighty 90 ninety



B Play the recording once for Ss to check their answers, then again for them to repeat.



C PRONUNCIATION word stress: numbers Demonstrate the activity by writing *forty* on the board and asking Ss what you should underline: *for-* or *-ty*. Then do the same with *fourteen*. Leave the words on the board to use for demonstrating Ex. 2D. Play the recording. Then play the recording again for Ss to repeat in chorus.

Teaching Tip

Using large and small circles on the board to highlight stressed syllables (e.g., Oo oO ooO) can help Ss to see that the stressed syllable is 'bigger', i.e., slightly longer and slightly louder. Encourage Ss to use this method of recording stress in their notebooks, too.

D You could demonstrate this by asking a *stronger student* to come to the board and point to *forty* or *fourteen* as you say it. Put Ss in pairs to practice. Monitor and deal with any difficulties with the word stress in feedback.



E Tell Ss to write the numbers 1–8 in their notebooks and to listen and write eight numbers. Give Ss time to check their answers in pairs before checking with the class (or playing the recording again if they had difficulties).

Answers: 2 82 3 12 4 57 5 93 6 39 7 28 8 11

Optional Extra Activity

In pairs, Ss take turns to dictate eight numbers to their partner, then check each other's answers to see if they're written correctly.

3A Tell Ss to write the names and ages but not to show their information to other Ss.

B Demonstrate the activity yourself first. Write four names and ages on the board, tell Ss about one of the people and prompt them to ask you how old he/she is and how to spell his/her name. Then put Ss in pairs to ask and answer about their four people.

READING

4A Focus Ss on the first picture and say *Are they brothers or friends? What do you think?* Elicit one or two ideas from the class, then put Ss in pairs to talk about the other two pictures.

B Tell Ss to read the text quickly, just to find the answers to Ex. 4A. Reassure them that they will have time to read the text again afterward.

Teaching Tip

Set a time limit when you want Ss to read a text quickly to find the answers to a prediction activity or to get a general idea of the text. This helps to prevent Ss from thinking they need to read every word and getting "stuck" on unfamiliar language in the text. The time limit should be at least twice as long as it takes you to read and find the answers yourself.

Answers:

- 1 a father, two sons and a friend
- 2 a woman and her father, son and daughter
- 3 a wife and a husband

C Before Ss read the text again, you could check the following vocabulary: *downtown* (in the center part of the city—mainly used in the U.S.A.), *friendly* (demonstrate someone being friendly), *great* (very good), *perfect* ("number 1"), *chef* (someone who cooks in a restaurant), *the best* (good → very good → best). Direct Ss to the table and the examples. Elicit where number 1 is (Washington, D.C.), then give Ss a few minutes to complete the table. Ss can work alone on the activity then compare answers, or work on the activity in pairs. Check answers with the class. You could then put Ss in pairs and ask them to rank the businesses from 1–3, starting with the one they like best. Then ask a few pairs to tell the class what they decided, and compare rankings.

Answers:

Business	Where?	Good things
restaurant	Washington, D.C.	small, friendly, the food is great
fish market	Sydney, Australia	the fish is the best in the city
supermarket	Bath, England	it's open 24/7



GRAMMAR POSSESSIVE ADJECTIVES

5A Start by telling Ss to cover the reading text. Then say My name's ... and elicit the question *What's your name?* Write my and your on the board and above them the title *possessive adjectives*. Direct Ss to the sentences and the example, and give them a few minutes to complete the sentences, working alone or in pairs. They can then uncover the text and check their answers.

Answers: 1 their 2 your 3 My 4 Her 5 its (point out that its doors means the doors of the supermarket) 6 Our

B Focus Ss on the table and check that they understand the difference between *I* and *my*, e.g., *I'm a teacher. It's my job.* You may want to go through the table with the class, or give Ss a minute or two to complete it alone, then check their answers in Language Bank 2.2.

Answers:

subject pronoun	possessive adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

▶ LANGUAGEBANK 2.2 pp. 120–121

Use the Language Bank to highlight the difference between *its* and *it's*. Remind Ss that you don't add an -s to possessive adjectives for plural nouns, e.g., *your books*, not *yours books*.

If Ss need extra practice of possessive adjectives before Ex. 6, give Ex. 2.2A to half the class and Ex. 2.2B to the other half. Give each half an answer key to check their answers, then have pairs from one half read out the correct conversations, so the Ss from the other half can complete those conversations, and vice versa.

Answers:

- A 1 **A:** Hi, my name's Gina. What's your name?
B: Hi, I'm Brad.
 2 **A:** Who's she?
B: Oh, her name's Julia.
A: And who's the man with Julia?
B: I don't know his name.
 3 **A:** It's an American sport.
B: What's its name?
A: Football!
 4 **A:** Mr. and Mrs. Black, what's your phone number?
B: Our phone number's 555-842-0473.
 5 **A:** This is a picture of our children.
B: What are their names?
A: Jake and Patsy.
B Conversation 1: 1 your 2 it 3 My 4 you 5 I
Conversation 2: 6 She 7 her
Conversation 3: 8 you 9 we 10 our 11 I

6A Tell Ss that the sentences in this exercise are about a business (like the ones in the texts they read), and to think about what the business is while they choose the correct answers.

Answers: 2 Her 3 his 4 Their 5 Its 6 your 7 Our 8 my

B Ss tell each other what they think the business is and why. They could also speculate about why David isn't happy in his job (perhaps because he works very long hours as the receptionist and the chef).

Answers: It's a hotel. (receptionist, rooms)

7 Before Ss look at the text, direct them to the picture and ask them where they think Mama's Salsa comes from. Then tell Ss to read the text quickly to find out if they were right (it's from South America). Ss then complete the sentences, working alone or with a partner.

Answers: 2 its 3 Her 4 their 5 his 6 our

SPEAKING

8A Tell Ss that they're going to look at information about two more family businesses, but their information isn't complete. Put Ss into pairs of AA and BB (or groups of As and Bs) and direct Ss to their incomplete texts. Tell them to prepare questions to find the missing information in each blank, e.g., *Lucia is from _____*. Question: *Where's Lucia from?* Monitor while Ss write their questions.

Answers:

Student A:

- How old is Jakub Tomassi?
- What's his nationality?/Where's he from?
- Where's their business?
- What's their company's name?
- What's their last name?
- Where's their restaurant?

Student B:

- How old is Julia Tomassi?
- Where's she from?
- What are their jobs?
- What's the name of their restaurant?
- Where are they from?

B Pair up Students A and B, and tell them to ask and answer their questions, and write the missing information in their texts. Remind them to ask about spelling if they're unsure. Monitor while they do this and make notes of any good use of question forms, possessive adjectives, etc. as well as any problem areas, to use for praise and correction in feedback.



Optional Extra Activity

Put Ss in pairs and tell them to invent a family business and be prepared to answer the following questions:

- What's your business?
- Where is it?
- How old is it?
- Who's the manager?
- What family members are in it? What are their jobs?
- What are the good things about it?

Circulate and help while Ss prepare the answers to the questions. Then put pairs of Ss into groups of four and tell them to ask and answer the questions about the business. They should also make a note of the other pair's answers, as they will need the information later. In feedback, ask Ss to report to the class about another pair's business, e.g., *It's a florist in Brooklyn. It's two years old. The manager is Chantal and her mother is a store clerk and her sister is the driver. The good things are: it's open on Sunday, and the flowers are the best in Brooklyn.*

Homework Ideas

- Ss write a short text about a family business, using one or more of the texts on pp. 20–21 as a model. You may want to go through one of the texts in class and show Ss where and how they can change the information to make it about their invented business.
- Workbook:** Ex. 1–5, pp. 13–14



LET'S TAKE A BREAK

Introduction

Ss practice making and responding to suggestions, using vocabulary related to feelings. They also practice listening, and learn to recognize and use intonation to show interest.

SUPPLEMENTARY MATERIALS

Resource Bank: p. 147 and p. 148

Warm up: bring in a selection of pictures or short extracts of music to elicit "happy" or "sad".

Warm Up

Use music or pictures to introduce the idea of feelings: ask Ss *Are you OK? Are you happy?* then *What's the opposite of happy?* You could draw a happy and a sad face on the board. Then put Ss in pairs or small groups and pass around some pictures (e.g., of beautiful scenery, a cold winter's day) and/or play some short extracts of music (upbeat or slow and sombre) and ask them to tell each other how they feel (happy or sad) after each one.

VOCABULARY FEELINGS

1A Look at the example with the class, then Ss can work alone or with a partner to match the rest of the adjectives.



B Play the recording for Ss to check their answers. Play it again for them to repeat in chorus.

Answers: A hot B hungry C tired D cold E thirsty F bored

In feedback, make sure Ss understand the difference between *tired* (wanting to sleep) and *bored* (having nothing to do). Also, check the pronunciation of *hungry*, *thirsty*, *tired* and *bored* (the last two are pronounced as one syllable, not *tir-ed* or *bor-ed*).

C You could demonstrate this first, pointing to a picture, asking a student *What's the problem?* and prompting them to answer *He's/She's ...* Then give Ss a minute or two to practice in pairs. You could also demonstrate that Ss can act out the feeling as they give their answer.

D Ask two *stronger* Ss to demonstrate the example. To show Ss *things in common*, write the following on the board:

Jon: cold, thirsty, tired, hungry

Luigi: hot, tired, bored, hungry

Tell Ss that Jon and Luigi have two things in common: they are both tired and hungry. Then put Ss in pairs and tell them to find three things in common. In feedback to the class, encourage Ss to say *We're both ... , ... and ...*

▶ PHOTOBANK p. 140

If Ss are confident with the adjectives in Ex. 1, direct them to Ex. 1A–C on p. 140. Ss work alone or in pairs on Ex. 1A and B, then use the pictures to "test" each other on the adjectives in Ex. 1C. Check the number of syllables in *interested* Ooo, *scared* O and *surprised* oO.

Answers:

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

B	+	–
	happy	angry
	interested	ill
	well/fine	scared/afraid
		unhappy

surprised is fairly neutral

Optional Extra Activity

For extra practice of the feeling adjectives, including the ones from the Photo Bank if Ss have studied them:

Put Ss in pairs. Student A mimes a feeling, Student B asks

Are you ...? Student A either replies *Yes, I am.* or *No, I'm not.* and Student B guesses again.

Listen to Ss' pronunciation of the adjectives during the practice and deal with any problems in feedback.

FUNCTION MAKING SUGGESTIONS

2A Focus Ss on the pictures and ask *Who are they?* and *Where are they?* to help Ss to predict the three situations in the recording. Then direct Ss to the verbs in the box and establish that *take a break* is in all the pictures (a break from running, a break from studying, a break from work) then let Ss find the other verbs in pairs.

Answers: A stop, have a drink B go, have a coffee, take a break C sit down, have a coffee

Optional Extra Activity

To check that Ss understand the verbs (and to provide a little light relief), tell Ss to follow your instructions, but only if you start with *Please*. As an example, say to Ss, *Please stand up* (Ss stand), then *Sit down* (Ss should stay standing, because you didn't start the instruction with *Please*). Then continue the activity, using the verbs from the box, e.g., *Please sit down. Please have a coffee/go/eat. Please eat a pizza.* etc.



B Tell Ss to listen and write a letter (A–C) next to numbers 1–3. Play the recording, then give Ss time to compare answers in pairs before checking with the class.

Answers: 1 B 2 C 3 A

C Give Ss a few moments to read through the sentences. Play the first part of the recording for Ss to hear that the example (1a) is true, then play the rest of the recording.

Answers: 1 b) F 2 a) F 2 b) F 3 a) T 3 b) F

D You could correct these sentences with the whole class, or do Ex. 1b as an example, then give Ss time to do the other three alone or in pairs.

Answers: 1 b) Café Lugo is an Italian café. 2 a) It's their first meeting. 2 b) His first name's Ken. 3 b) They aren't hungry.

Unit 2 Recording S2.11

Conversation 1

A: Good class.

B: Yes, very good.

A: I'm hungry.

B: Yeah, me too. Let's eat something.

A: OK. Where?

B: Erm ... that Italian café? What's its name?

A: Lugo?

B: Yeah, that's right. Let's go to Café Lugo.

A: OK, good idea.

Conversation 2

A: Hello, are you Mr. Tajima?

B: Yes.

A: I'm Lena Smith.

B: Oh, hello. Nice to meet you, Ms Smith.

A: And you. Please call me Lena.

B: OK, Lena. And I'm Ken.

A: Let's sit down. Coffee?

B: Erm ... Yes, please.

Conversation 3

A: Let's take a break.

B: Good idea. I'm tired

A: Me too.

B: ... and hot.

A: Yeah. Let's stop.

B: Yeah, OK. Let's have a drink.

A: OK.

3A Look at the example with the class and give Ss a few moments to read through the conversations before playing the recording.

Answers: 2 B: Let's sit down. 3 A: Let's take a break.
4 A: Let's stop. B: Yeah, OK. Let's have a drink.

B Complete the rule with the class. You may want to clarify that *let's* means *it's a good idea for you and me* (i.e., not just for *you*, as in the suggestion *Why don't you ...?*).



C Establish that Ss are only listening for the stressed words in the suggestions: *Let's ...* Ss may wish to copy the five suggestions into their notebooks. In feedback, elicit/point out that the stress is on the information words in the sentence, not on *Let's*. Play the recording again for Ss to repeat in chorus.

Answers: 2 Let's sit down. 3 Let's take a break. 4 Let's stop.
5 Let's have a drink.

▶ **LANGUAGEBANK 2.3** pp. 120–121

The Language Bank introduces the negative form, i.e., *Let's not ...* which you may want to point out to **stronger classes**.

Answers:

- | | |
|---------------------------------|---------------------|
| 1 A: I'm very tired. | 2 A: I'm hungry. |
| B: OK, let's stop now. | B: Me too. |
| A: That's a good idea. | A: Let's eat at the |
| B: And let's have a coffee. | pizzeria. |
| A: No, thanks. I'm not thirsty. | B: Good idea. |

4A Look at the example with the class, then Ss can complete the conversations in pairs or alone.

Answers: 2 too 3 Let 4 problem (or matter) 5's 6 break
7 Me 8 a

B Ss can start by reading the conversations aloud with their partners. Then they could choose one conversation to practice without reading from the book: tell them to write one-word prompts in their notebooks to help them remember the lines, e.g., *bored-stop*. Monitor the practice and, in feedback, ask two or three pairs who did well to act out their conversation for the class.

LEARN TO RESPOND TO SUGGESTIONS

5A PRONUNCIATION intonation: showing interest Before playing the recording, demonstrate saying *Good idea* with interest and without interest. Play the first part of the recording for Ss to hear the example, then play conversations 2–6.

Answers: 2 – 3 – 4 + 5 – 6 +

Unit 2 Recording S2.13

- 1
A: Let's take a break.
B: Good idea.

- 2
A: Let's sit down.
B: OK.

- 3
C: Let's have a coffee.
D: OK.

- 4
C: Let's eat something.
D: OK.

- 5
E: Let's go.
F: Great.

- 6
E: Let's stop.
F: Yes, let's.

**American
Speak g)
TIP g)**

Put the intonation arrow on the board and say OK in an interested way two or three times for Ss to repeat. Then do the same with *Good idea*, showing Ss that the stress is on *idea* and that the intonation falls after that.

B Draw the two circles with + and – on the board, and do an example with one or two *strong* Ss. They say *Great*, *OK* or *Good idea*, either in an interested way or not, and you point to the appropriate symbol.

SPEAKING

6A Put Ss in pairs to complete the conversation. Tell them to write the conversations in their notebooks, rather than filling in the blanks in their Students' Books, so they leave just the prompts for practice later.

Answers:

Let's eat. (OK. Where?) Let's go to ... (Good idea.)

B Ss could read the conversation aloud from their notebooks the first time, then close their notebooks and use the prompts in Ex. 6A for support.

C You could ask Ss to close their books to act out the conversation so they sound more natural and spontaneous. Encourage them to repeat the conversation, making any changes they wish. Monitor and make a note of good use of grammar and intonation for praise in feedback, as well as any problems for correction.

7 Before Ss start their conversations they may need a few minutes to think of places to suggest for each adjective. Then change the pairs so that everyone has a new partner, or ask Ss to walk around and talk to at least two other Ss in the class.

Optional Extra Activity

To provide **stronger classes** with more language for Ex. 7, give them a list of adjectives and activities to match, e.g.,

- | | |
|----------|--------------------------|
| A | B |
| bored | sit down |
| tired | go to the movies |
| hungry | have a coffee or tea |
| hot | go inside |
| thirsty | eat |
| cold | get a taxi |
| | play tennis |
| | have a sandwich |
| | go to the park/the beach |
| | have a cold drink |
| | have a rest |

Homework Ideas

Workbook: Ex. 1–3, p. 15



ROYAL WEDDING

Introduction

Ss watch a BBC program about the wedding of Prince William and Kate Middleton, with a focus on the people who attended the wedding. Ss then learn and practice how to speak and write about important people in their lives.

Warm Up

Tell Ss to close their books. Teach *royal family* using a simple board picture of a king and queen wearing crowns and two children. Ask Ss to think of countries that have a royal family. Then teach *wedding* (a special day when a man and woman are husband and wife) and ask Ss to think of examples of royal weddings. If they mention William and Kate's wedding, ask them what they know about the British royal family, the names of some guests at the wedding, etc.

DVD PREVIEW

1A Check that Ss know who Kate and William are, using their pictures to help. Go through the example, then put Ss in pairs to discuss the rest. (Note: You may want to teach *grandparents* using a simple family tree on the board.)

Answers:

Prince Charles is his father.
Queen Elizabeth and Prince Philip are his grandparents.
Pippa Middleton is her sister.
David and Victoria Beckham are his friends.
Elton John is his friend.



Culture Notes

Prince William (born in 1982) and **Prince Harry** (born in 1984) are the sons of Prince Charles and Diana, Princess of Wales (died in 1997).

Elton John (born in 1947) is an English singer-songwriter. He was a close friend of Diana, Princess of Wales.

David Beckham (born in 1975) is an English soccer player.

Victoria Beckham (born in 1974) is an English singer and fashion designer.



B Direct Ss to the two questions and give them a minute or two to find the answers in the text. Vocabulary to check: *thousands*, *billions* (both used to **emphasize** the large numbers of people watching the wedding).

Answers: Family and friends of William and Kate are at the royal wedding. It's at Westminster Abbey.

Culture Note

Westminster Abbey is in the City of Westminster, in London. There have been sixteen royal weddings there. The funeral of Diana, Princess of Wales was also there.

DVD VIEW

2A Tell Ss to watch and write the number next to the correct picture.

Answers: 2 Elton John 3 Kate Middleton 4 Pippa Middleton
5 Prince William 6 Prince Harry 7 Queen Elizabeth and Prince Philip 8 Prince Charles

B Tell Ss to read through 1–6 and a)–f) and then match the sentences to the people.

Answers: 2 f) 3 b) 4 a) 5 e) 6 d)

C Play the DVD for Ss to check their answers.

D Give Ss a minute or two to read through the sentences. They may already be able to find some of the mistakes. Check that Ss understand *ring* (point to an example in the class).

Answers:

- 2 Victoria and David Beckham, friends of Prince William, are ~~hungry~~ here
- 3 The rich and famous are here including the ~~actor~~, Elton John ... singer
- 4 Her sister, Pippa Middleton, arrives with children of friends and ~~fathers~~ family
- 5 The big moment ... and a ~~woman~~ with the ring. problem
- 6 The end of a big ~~vacation~~ for Kate and William. day

DVD 2 Royal Wedding

It's London, 2011. Today is the wedding of Prince William and Kate Middleton. Two billion people around the world watch it on TV. Thousands of people are in the streets of London. Victoria and David Beckham, friends of Prince William, are here.

Prime Minister David Cameron and his wife Samantha arrive at Westminster Abbey. The rich and famous are here including the singer Elton John, a great friend of Princess Diana.

Kate and her father go to Westminster Abbey. Her sister, Pippa Middleton, arrives with children of friends and family. The Royal family arrive, first Prince William and his brother Harry.

Then their grandmother the Queen and grandfather Prince Philip. And their father Prince Charles and his wife Camilla. Kate arrives at the Abbey. Her sister Pippa meets her.

The big moment ... and a problem with the ring. Kate and William are now husband and wife. Thousands of people in the streets celebrate the Royal Wedding.

The end of a big day for Kate and William.

Optional Extra Activity

Ss imagine what some of the people at the wedding are saying to each other. Pause the DVD just as each of the following people speak and either elicit from Ss or ask them to discuss with a partner and write down what the people say:

David Beckham to a friend as he arrives

David Cameron to his wife Samantha

Kate to her father in the car

William to the clergyman as they walk up the aisle

Camilla to the Queen

Pippa to Kate when she meets her at the car

William to Kate in the carriage

William to Kate on the balcony

Ss could also act out some of their ideas for the class.



American speakout five people in your life



3A Focus Ss on the title and elicit some ideas about who those people could be, e.g., a friend, a husband/mother/sister, a person at work, etc. Tell Ss to write the names of five people in their lives for later in the lesson. Direct Ss to Jo and the five names around her, and to the people 1–5, including the example, *Duncan*. Check which people are male and which female (Duncan and Mark are male). Tell Ss to listen and match names with people 2–5.

Answers: 2 Wendy 3 Sarah 4 Rosa 5 Mark

B Give Ss a few moments to look at the key phrases. You may want to check *together* (demonstrate: *We're together in this classroom*). Then play the recording again for Ss to check (✓) the phrases. (Note: Demonstrate with an example on the board that Ss may only need to check part of a phrase, or they may need to check two alternatives within the same phrase.)

Answers:

OK, five people in my life. The first is ... ✓
Duncan's [my brother ✓/a very good friend/my manager/...].
Who is [she ✓/he/Mark ✓...]?
[She/He's ✓] very nice, very friendly.
Wendy is [my sister/a student/...].
We're in a Spanish class together. ✓
We're friends.

Unit 2 Recording S2.14

A: OK, five people in my life.
B: Yeah, who's first?
A: The first is Duncan. Duncan's my brother.
B: How old is he?
A: He's thirty-one, and he's a businessman.
B: And Sarah ... Who is she?
A: Sarah's a very good friend, my best friend really.
B: Where's she from?
A: She's from Scotland and she's a teacher.
B: Uh-huh ...
A: We're on the phone a lot! She's great.
B: Nice. And Mark? Who is Mark?
A: Mark is from work. I'm an office worker and Mark's my manager.
B: Is he friendly?
A: Yes, he's very nice, very friendly.
B: Um, and Wendy?
A: Wendy is in my class. We are in a Spanish class together.
B: Who's your teacher?
A: Her name's Rosa. She's from Madrid in Spain. Wendy and I sit together in the class and now we're friends.
B: Is your class good?
A: Yes, the class is good ... but our Spanish isn't very good!

C Tell Ss to draw a diagram like the one in Ex. 3A in their notebooks, so they can write the names of five people. Ask Ss to write notes about each of the five people, i.e., who they are, where they're from, their job, something about their personality, etc. on another page in their notebooks using the key phrases to help. Circulate and help with ideas, as well as words and phrases that Ss need, and check that everyone has written notes about five people. As Ss finish writing their notes, encourage them to practice talking (quietly, to themselves) about the people to help build confidence.

D Put Ss in pairs and tell them to show each other their diagrams and ask/answer about the five people. For **stronger classes**, you could put Ss in small groups, so they have a bigger "audience" to speak to. You could also tell the people listening to make notes about their classmates' five people and ask them to report back afterward about some they found interesting, e.g., *Her best friend is her husband, but he's in the U.S. on business. They're on the phone a lot!*

writeback a description

4A Focus Ss on the three questions (check *best friend* = *number 1 friend*) and give them a minute or two to find the answers in the text.

Answers: 1 Emir, her brother and Ali, her mother 2 Pasquale 3 Talya

B Encourage Ss to use the text about Melis as their model, with the following framework:

My name is _____. I'm (age). I'm (nationality) and I'm (job).

There are five important people in my life:

(Name) is _____.

For each person they should mention some of the following: friend/family relation, age, job, where she/he is, his/her personality (e.g., *nice, friendly, funny, kind*).

Circulate and help while Ss write their descriptions. You could then put Ss in pairs or small groups to read out their descriptions to each other.

Optional Extra Activity

Collect in all the Ss' descriptions, then redistribute them and ask Ss to read out the description they have been given to the class, without the first part which identifies the person (i.e., they just read about the five people). The other Ss try to guess who wrote the description.

Homework Ideas

Ss write the text *Five people in my life* from the point of view of Kate Middleton or another famous person they know about.

LOOKBACK

SUPPLEMENTARY MATERIALS

Ex. 1A: be prepared to draw your family tree and ask Ss questions about it.

FAMILY

1A Start by checking that Ss understand how the family tree works. Point to Sam and ask Ss *Who is Anne?* (his wife), then point to Billy and ask Ss *Who is Tina?* (his sister). Look at the example with the class, then Ss can work in pairs or alone to write the other names.

Answers: 2 Jim 3 Billy 4 Sue 5 Nas 6 Anne

B Demonstrate to Ss that it's possible to write more than one sentence about the same person, e.g., for Al: *My wife is Nas and my mother is Anne.* Circulate and help as Ss work alone on their sentences.

C Ask two stronger Ss to demonstrate this for the class, then put Ss in pairs to continue.

Optional Extra Activity

Ss draw their own family tree and write four sentences like the ones in Ex. 1A. Then they swap notebooks with a partner. Their partner writes the names of the people next to the sentences.

BE: YOU/WE/THEY

2A Tell Ss that A and B are looking at a picture of two people and talking about them. Ss complete the conversation alone, then check their answers in pairs. (Note: Remind Ss that if any of the missing words are at the beginning of a sentence, they must have a capital letter.) Ask two Ss to read out the conversation for the class to check their answers.

Answers: 2 They 3 are 4 they 5 They 6 're 7 Are 8 we 9 Are 10 is 11 is

B Tell Ss to write two names and to think about where the people are from, how they know them (school/college/work/gym), if they're married or not, where they are now, etc.

C Demonstrate the activity by writing the names of two of your friends on the board and inviting Ss to ask you questions about them. As they do this, write up some prompts, to help them remember the questions without having to refer to their Students' Books: *Where ... from? ... friends from ...? ... married? Where ... now?* Put Ss in pairs and give them a few minutes to ask and answer. In feedback, you could ask one or two Ss to report back about their partner's friends, e.g., *His/Her friends are ... and ..., they're from ..., etc.*

NUMBERS 11–100

3A Go through the example with the class. Check the pronunciation of *plus* and *minus* (and *equals*, if you decide to teach it, otherwise Ss can just say *is*). Ss write the other numbers, then read out their answers to the class.

Answers: 2 eighty-eight 3 ninety-seven 4 twenty-seven

B Give Ss a minute or two to write in the numbers and to think of how to say the answer to the sum in each case.

C Demonstrate number 1 with an example of your own, e.g.,

T: *What's 62 minus 20?*

Ss: 42

T: *That's correct!*

Put Ss in pairs to continue.

POSSESSIVE ADJECTIVES

4A Tell Ss there is one mistake in each sentence. They can work alone or in pairs to correct the mistakes. Alternatively, run this as a competition. Tell Ss to close their Students' Books and put them in small groups/teams. Write or display the first sentence on the board: the first group to correct the sentence wins a point. Continue for the rest of the sentences.

Answers:

- 1 I'm Chinese and *my* name's Jun.
- 2 You're in Room 108 and Mr. Watts is *your* teacher.
- 3 He's John. *His* last name's Wayford.
- 4 Her name's Vera and she's a singer.
- 5 We're students and *our* class is Room 10.
- 6 Their names are Ahmed and Ali and they're from Egypt.

B Before Ss start the activity, you may want to give them the opportunity to check the spelling of each others' names and/or family names: encourage them to ask each other across the class, so other Ss can hear and make a note, e.g., *Excuse me, Pia, how do you spell your family name?* Focus Ss on the examples and tell them to try to use different content from the sentences in Ex 4A, as long as it fits the pattern. Also make sure that Ss understand the idea of the false sentence by giving two examples about yourself, one true and one false, and asking Ss which one is false, e.g., *My name's ... and I'm from ...* Give Ss a few minutes to write their sentences, while you circulate and help as necessary.

C Focus Ss on the example and point out that Student B should wait until Student A has read out all their sentences before deciding which one is false. Monitor the pairwork and write down any good examples of language use as well as any problems for feedback.

FEELINGS

5A Start by eliciting the five vowels (*a, e, i, o, u*) from the class and writing them on the board. Check that Ss can pronounce the vowels accurately by pointing to them at random for Ss to call out. Give Ss a minute or two to add the vowels to the words, then in feedback, ask Ss to tell you just the missing vowel(s) for each feeling.

Answers: 2 hungry 3 tired 4 cold 5 thirsty 6 bored

B If Ss have studied the feelings from the Photo Bank p. 140, they could include some of these in the mime activity.

MAKING SUGGESTIONS

6A Go through the example with the class, then tell Ss to write out the lines of the conversation in their notebooks.

Answers:

- B:** No, I'm tired. Let's sit down.
A: OK, let's stop and take a break.
B: Are you thirsty?
A: Yes, I am.
B: Let's go to a café.
A: Good idea.

B Ss choose any key word that will help them remember the line. You could give them slips of paper to write the key words on, so they don't refer to their notebooks.

C Monitor the pairwork and in feedback be prepared to give Ss praise for good language use and to deal with any problems.