

My life

LANGUAGE

the verb *be* (*I, you*) ■ greetings ■ classroom language

Hello

1 1.1 Read and listen. Match conversations 1–3 with pictures a–c.



1 **Wendy** Good morning. Are you Emma, the new teacher?
Emma Yes, I am.
Wendy I'm Wendy. **Nice to meet you.** You're in Class 3.
Emma **Thanks, Wendy.** See you later.

2 **Emma** Hello, I'm Emma. **What's your name?**
Kiko Hi, **my name's Kiko.**
Emma Nice to meet you, Kiko.
Kiko Are you a student here?
Emma No, I'm not. I'm your teacher!

3 **Kiko** Emma, **this is my friend, Misha.**
Emma Hello. Mmm, you aren't in Class 3, Misha.
Misha No, I'm in Class 4 and I'm late! Goodbye!
Emma Bye, Misha!

2 Put the words from the conversations in the correct columns. Can you add any other words?

Bye Good morning
 Hi See you later

Hello

Goodbye

3 **A** 1.2 Listen and repeat the **highlighted** phrases from the conversations in exercise 1. How do you say them in your language?

B Practise the conversations from exercise 1 in groups of four.

4 **A** Complete the sentences with the words in the box. Then check your answers in the conversations.

're 'm 'm not aren't Are

1 I _____ Wendy.

4 No, I _____.

2 You _____ in Class 3.

5 You _____ in Class 3, Misha.

3 _____ you a student here?

B 1.3 Listen and repeat the contractions in **bold**. Then read the Grammar box.

1 I am = **I'm**

2 You are = **You're**

3 You are not = **You aren't**



Grammar the verb *be* (*I, you*)

Positive:

I'm Wendy.

You're in Room 4.

Negative:

You aren't in Class 3.

I'm not a student.

Questions and short answers:

Are you a teacher?

Yes, I am. No, I'm not.

Go to Grammar practice: the verb *be* (*I, you*), page 96

UNIT 1 OVERVIEW: This unit looks at personal information and introductions. Sts practise introducing themselves, exchanging personal information and completing a form. In *Learning Curve*, Simon and Kate talk to people about where they are from and what their jobs are.

LANGUAGE

Grammar

The verb *be*

Vocabulary

Greetings; classroom language; countries and nationalities; jobs; numbers 0–100; adjectives (1)

Pronunciation

The alphabet; word stress; numbers

SKILLS

Listening

Listening for information about people; contractions

Writing

Completing a form; capital letters

Hello

LANGUAGE

Hello

Sts listen to conversations in which people meet and introduce themselves, and then practise introducing themselves. They listen to some classroom language, and learn the alphabet.

Grammar

The verb *be* (*I, you*)

Vocabulary

Classroom language (*Can you repeat that, please?; Excuse me, what does ... mean?; Go to page ...; How do you say ...; in English?; How do you spell that?; Listen and repeat; Look at the picture; Sorry, I don't understand; Open/Close your books; Sorry I'm late; Work in pairs.*)

Pronunciation

The alphabet

Communication

Introducing yourself

WARMER

Introduce yourself by saying, *Hello, my name's ...*. Ask sts to turn to their partner to say *hello*, and say their name.

- 1** 1.1 Use the pictures to teach the words *teacher*, *student* and *class*. Play the first conversation. See SB page opposite for audio script. Elicit which picture it matches. Sts listen and match the conversations with the pictures. Check answers.

Answers

1 c 2 a 3 b

- 2** Draw the two columns from the table on the board. Point to the box and say *Bye*, waving your hand. Elicit which column it should be added to. Sts then complete the task. Check answers.

Answers

Hello: Good morning, Hi Goodbye: Bye, See you later

- 3** **A** 1.2 Sts listen and repeat. See SB page opposite for audio script. Elicit how sts would say each phrase in their language.
- B** If necessary, play audio 1.1 again, pausing after each line for sts to repeat. Sts then practise the conversations in pairs.
- 4** **A** Sts complete the sentences with the correct words, then check in the conversations in exercise 1. Check answers.

Answers

1 'm 2 're 3 Are 4 'm not 5 aren't

- B** 1.3 Play the audio, pausing after each contraction for sts to repeat. See SB page opposite for audio script.

Grammar

Read the Grammar box with sts about the verb *be*. Explain that the verb *be* is irregular, so sts need to learn all the forms. Point out that we usually use contractions rather than full forms (*I'm, you're* etc.), but we always use full forms in short answers, e.g. *Yes, I am.* NOT *Yes, I'm.* Point out the inverted word order in questions. Ask questions to check concept.

Concept check questions:

I'm Wendy – correct? (yes). I'm a teacher – positive or negative? (positive). What's the negative form? (I'm not a teacher). You a student – correct? (no – you're a student). What's the negative form? (You aren't a student). Are you a student? – correct? (yes). What's the answer? (Yes, I am/No, I'm not).

Go to Grammar practice: the verb *be* (*I, you*), SB page 96/TB page 205

Sts will find more language reference, presentation and practice for the verb *be* (*I, you*) here. Do these exercises with the class, or set them for homework, before continuing with exercise 5A.

Remind sts to go to the app for further self-study grammar practice of the verb *be* (*I, you*).

5 A 1.5 Complete the conversation. Listen and check.

Kiko Hello. What's ¹ _____ name?
Eleni ² _____ name's Eleni.
Kiko Nice to ³ _____ you, Eleni. I ⁴ _____ Kiko.
Eleni Nice to meet you, Kiko. ⁵ _____ you a student here?
Kiko ⁶ Yes, I _____ .

B In pairs, practise the conversation using your names.

6 Introduce yourself and your partner to another pair.

A *Hello, I'm Caro. This is Pablo.*

B *Nice to meet you. My name's Malika and this is Petra.*

7 1.6 Read the phrases and write *Teacher* or *Student*. Listen and check.

1 _____

Open your books.

2 _____

Excuse me, what does 'late' mean?

3 _____

Sorry, I don't understand.

4 _____

Listen and repeat.

5 _____

How do you say 'buenos días' in English?

6 _____

Work in pairs.

Go to **Vocabulary practice**: classroom language, page 106

8 1.8 **Pronunciation**: the alphabet Listen and repeat the sounds, words and letters.

/eɪ/	/iː/	/e/	/aɪ/	/əʊ/	/uː/	/ɑː/
late	meet	yes	my	no	you	class
Aa Hh Jj Kk	Bb Cc Dd Ee	Ff Ll Mm Nn	li Yy	Oo	Qq Uu Ww	Rr
	Gg Pp Tt Vv	Ss Xx Zz				

9 1.9 Listen to the conversations. Write the names of the students.

Class 3

Student names:

1 _____

2 _____

3 _____

Go to **Communication practice**: Student A page 134, Student B page 142


10 Introduce yourself to five students. Ask the questions and write the answers.

What's your name? _____

How do you spell that? _____



Personal Best Write a conversation between a teacher and a new student.

- 5 A**  1.5 Sts complete the conversation with the correct words. Play audio track 1.5 for sts to listen and check. See SB page opposite for audio script. Write the missing words on the board for sts to check spellings.

Answers

1 your 2 My 3 meet 4 'm 5 Are 6 am

- B** Model the activity by having the conversation with a confident student. Encourage them to use their own name. Sts then practise the conversation in pairs.

3 x PRACTICE SB page 5, exercise 5B

- 1** Do the exercise as normal. To check answers, read out each gapped sentence in turn, with three possible answers, e.g. *What's your name/What's your name/What's my name?* Sts say the correct sentence. Sts then practise the conversation in pairs.

- 2** In pairs, sts cover the conversation. They try to remember each line of the conversation in turn, then reveal it to check.

- 3** Ask sts to close their books. Write prompts for the conversation on the board, e.g.

Hello / name ?

My ...


nice / meet / I ...

nice / meet / student?

✓

Sts use the prompts to practise the conversation again.

- 6** Invite four sts to come to the front of the class. Give them each a name: *Caro, Pablo, Malika* and *Petra*. Help each of the students in turn to model the example conversation, introducing themselves and using gestures to introduce each other. Ask them to repeat the conversation again, this time using their own names. Put sts into groups of four to practise introducing themselves using their own names. Change the groups around for sts to practise again if necessary.


- 7**  1.6 Read out the first speech bubble and ask: *Who says this? A teacher or a student?* Elicit the answer. In pairs, sts read the remaining speech bubbles and decide who says each one. Play audio track 1.6. See SB page opposite for audio script. Sts listen and check. Check answers, and check that sts understand all the phrases.


Answers


1 T 2 S 3 S 4 T 5 S 6 T

Go to Vocabulary practice: classroom language, SB page 106/TB page 225.

Sts will find more language presentation and practice for classroom language here. Do these exercises with the class, or set them for homework, before continuing with exercise 8.

 Remind sts to go to the app for further self-study vocabulary practice of classroom language.

- 8**  1.8 Focus on the alphabet and explain that for this task the alphabet is not arranged in its usual order, but is arranged according to the way we pronounce each letter. Play the first group of letters and point out that they are all pronounced with the same vowel sound /eɪ/. Play audio track 1.8 once through for sts to listen and read. See SB page opposite for audio script. Play the audio again, pausing for sts to repeat the sounds and letters.

- 9**  1.9 Play the first conversation and elicit the student's name. See TB page 306 for audio script. Elicit how to spell the name, and write it in on the board. Play the remaining conversations. Sts listen and write the names. Check answers.

Answers

1 Kenan Zorlu
2 Camila Bernardi
3 Hiro Matsumoto

Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 134. All 'Student B' sts should go to SB page 142. Go to TB page 281 for the teacher notes. Do the activity, then continue with exercise 10.

- 10** Demonstrate the conversation with a confident student, then ask two confident students to demonstrate it again. Allow sts to move around the classroom, introducing themselves to five of their classmates and writing their names.

PERSONAL BEST

Sts can practise introducing themselves further. They work in pairs and write a conversation between a teacher and a new student. They can use conversation 2 in exercise 1 on page 4 to help. Sts can then role-play their conversations in pairs.

With weaker sts, ask for two volunteers to come to the front of the class and be a teacher and a student. Assign their roles, then indicate the teacher and ask: *What does he/she say?* Elicit the first line of a conversation from the class, e.g. *Hello, I'm ...* . Write this on the board. Continue in this way, eliciting each line of a conversation and writing on the board. Sts can then practise the conversation, with the two volunteers modelling each line.

1A Where's she from?

1 A In pairs, match the flags with the countries.

A *What's a?* B *I think it's Mexico.*



c



d



e



f



g



h



a



b

- | | | | | | | | |
|-------------|-----|----------|-----|----------|-----|-----------|-----|
| 1 Argentina | ___ | 3 China | ___ | 5 Spain | ___ | 7 the UK | ___ |
| 2 Brazil | ___ | 4 Mexico | ___ | 6 Turkey | ___ | 8 the USA | ___ |

B 1.10 Listen, check and repeat.

2 A 1.11 Listen to the conversation. Repeat it in pairs.

A Where are you from?

B I'm from Salta.

A Where's Salta?

B It's in Argentina.

B In pairs, practise the conversation using the cities and countries.

Toledo / Spain Izmir / Turkey Harbin / China York / the UK

3 Look at the picture. Match the countries from exercise 1 with the nationalities.

- | | | | | | |
|-----------|---------------|---------------|-----|-------------|-----|
| 1 British | <u>the UK</u> | 4 American | ___ | 7 Turkish | ___ |
| 2 Spanish | ___ | 5 Argentinian | ___ | 8 Brazilian | ___ |
| 3 Mexican | ___ | 6 Chinese | ___ | | |

Go to **Vocabulary practice**: countries and nationalities, page 107

4 1.13 Do the quiz in pairs. Listen and check.

I'm from the UK.
I'm British.



Personal
Best

THE COUNTRIES QUIZ



- 1 What nationality is Lewis Hamilton?
- a He's British.
b He's American.



- 5 Which sentence is correct?
- a Sydney is the capital of Australia.
b Sydney isn't the capital of Australia.

- 2 Where is Mount Fuji?
- a It's in China.
b It's in Japan.



- 6 Is *ceviche* Mexican or Peruvian?
- a It's Mexican.
b It's Peruvian.



- 3 Is this elephant from India or Africa?
- a It's from India.
b It's from Africa.



- 7 Where is the Bosphorus?
- a It's in Turkey.
b It's in Russia.

- 4 Is Elsa Pataky Russian?
- a Yes, she is.
b No, she isn't.



- 8 What nationality is Paulo Coelho?
- a He's Italian.
b He's Brazilian.



1A Where's she from?

Sts listen to conversations in which people talk about their country and nationality, and practise talking about their own country and nationality.

Grammar

Verb be (*he, she, it*)

Vocabulary

Countries and nationalities (*China/Chinese, Spain/Spanish, the UK/British, etc.*); numbers 0-10

Pronunciation

Word stress (*Japan, Japanese, etc.*)


Communication

Talking about countries and nationalities

WARMER


Say: *My name's ... I'm from ...* (say your country). Invite one or two students to say their names and where they are from. Write the names of the countries they mention on the board. You could ask sts to spell the name of their country for you, to revise the letters of the alphabet. Teach the words *country* and *nationality*.

- 1 A** Read through the country names with the class and make sure sts understand them all. Point to the first flag and ask: *What's a?* Elicit some possible answers, encouraging sts to say: *I think it's ...* Sts work in pairs to match the flags with the countries.

B  1.10 Play audio track 1.10. See SB page opposite for audio script. Sts listen and check their answers. See which pair got the most answers right. Play the audio again for sts to repeat.

Answers

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

- 2 A**  1.11 Teach the word *city*. Play audio track 1.11. See SB page opposite for audio script. Sts listen and read. Play the audio again, pausing after each line for sts to repeat.

B Demonstrate an example conversation, using the first city and country. Sts then practise the conversations in pairs. Ask some pairs to perform one of the conversations for the class.

- 3** Point to the picture and read out the speech bubble. Ask: *Where's she from?* (the UK) *What's her nationality?* (British). Sts match the countries from exercise 1 with the nationalities. Check answers, and model pronunciation of the nationalities.

Answers

2 Spain 3 Mexico 4 the USA 5 Argentina 6 China
7 Turkey 8 Brazil

3 x PRACTICE *SB page 6, exercise 3*


- Do the exercise as normal. To check answers, call out each nationality in turn and get all sts to shout the correct country name at the same time. Say the correct country and nationality together, and get sts to repeat.
- In pairs, sts cover exercise 3. They look at the country names in exercise 1 again and try to remember the nationalities. They can look at exercise 3 again to check.
- Ask sts to close their books, then put them into teams. Call out the country names from exercise 1. Teams race to say the correct nationality.

Go to Vocabulary practice: countries and nationalities, SB page 107/TB page 227.

Sts will find more language presentation and practice for countries and nationalities here. Do these exercises with the class, or set them for homework, before continuing with exercise 4 of lesson 1A.



Remind sts to go to the app for further self-study vocabulary practice of countries and nationalities.

- 4**  1.13 Read through the quiz questions with the class and make sure sts understand them all. Sts do the quiz in pairs. You could set a time limit for this, to make it competitive. Play audio track 1.13. See TB page 306 for audio script. Sts listen and check their answers. See which pair got the most correct answers.

Answers

1 a 2 b 3 a 4 b 5 b 6 b 7 a 8 b

5 A Match the pronouns *he, she* and *it* with the people and things.

- | | |
|-------|------------------|
| 1 he | a Elsa Pataky |
| 2 she | b <i>ceviche</i> |
| 3 it | c Lewis Hamilton |

B Tick (✓) the form of the verb *be* that we use with *he, she* and *it*. Then read the Grammar box.

- 1 am 2 is 3 are

Grammar the verb *be* (*he, she, it*)

Positive: <i>He's Japanese.</i> <i>She's from Mexico.</i>	Negative: <i>Barcelona isn't the capital of Spain.</i> <i>She isn't Australian.</i>	Questions and short answers: <i>Is it from India?</i> <i>Yes, it is. No, it isn't.</i>
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Go to Grammar practice: the verb *be* (*he, she, it*), page 96

6 A 1.15 **Pronunciation:** word stress Listen and repeat the words. Pay attention to the underlined stressed syllables.

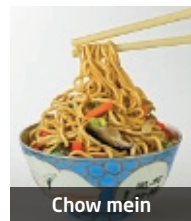
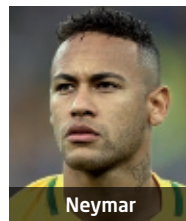
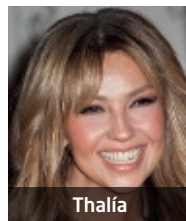
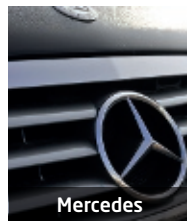
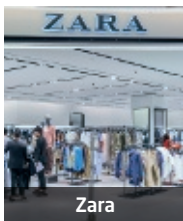
Japan Japanese Mexico Mexican Italy Italian Turkey Turkish

B 1.16 **Underline** the stress in the countries and nationalities. Then listen, check and repeat.

- 1 I'm Brazilian. 2 She's from Germany. 3 It's Chinese. 4 Is he from Argentina?

7 In pairs, ask and answer the question *Where's ... from?* about the people and things.

- A** *Where's Zara from?* **B** *Is it Italian?*
A *No, it isn't. It's Spanish.*



8 A 1.17 Listen and repeat the numbers.

zero/oh	one	two	three	four	five	six	seven	eight	nine	ten

B 1.18 What are the international dialling codes for the countries? Listen and write the answers.

- | | |
|------------|---------|
| 1 China | + _____ |
| 2 Colombia | + _____ |
| 3 India | + _____ |
| 4 Mexico | + _____ |
| 5 Spain | + _____ |
| 6 Turkey | + _____ |



Go to Communication practice: Student A page 134, Student B page 142

9 A In pairs, write six more quiz questions about countries and nationalities.

B Work with another pair. Ask and answer your quiz questions.

A *What is the capital of Wales?* a) *It's Glasgow.* b) *It's Cardiff.*

B *It isn't Glasgow – that's in Scotland. I think it's Cardiff.*

A *That's right! Your turn.*

- 5 A** Sts look at the quiz in exercise 4 again and match the pronouns with the people and things. Check answers and check that sts understand the meaning of the pronouns.

Answers

1 c 2 a 3 b

- B** Say: *He am British? He is British? He are British?* Elicit the correct answer.

Answer

2

Grammar

Read the Grammar box with sts about the verb *be* (*he, she, it*). Remind sts that the verb *be* is irregular, so they need to learn all the forms. Point out that we usually use contracted forms rather than full forms (*he's, it's, etc.*), but we always use full forms in short answers, e.g. *Yes, he is*. NOT *Yes, he's*. Point out the inverted word order in questions. Ask questions to check concept.

Concept check questions:

He Japanese – correct? (no – he's Japanese). Positive or negative? (positive). She not Brazilian – correct? (no – she isn't Brazilian). Positive or negative? (negative). She's from Germany – can you make this into a question? (Is she from Germany?). What's the short answer to this question? (Yes, she is/No, she isn't).

Go to Grammar practice: verb *be* (*he, she, it*), SB page 96/TB page 205

Sts will find more language reference, presentation and practice for the verb *be* (*he, she, it*) here. Do these exercises with the class, or set them for homework, before continuing with exercise 6A of lesson 1A.



Remind sts to go to the app for further self-study grammar practice of the verb *be* (*he, she, it*).

- 6 A** 1.15 Demonstrate the meaning of *syllable* by saying some words for countries and counting the number of syllables by clapping. Play audio track 1.15 for sts to listen and repeat the words. See SB page opposite for audio script. Point out the underlined part of each word and explain the meaning of *stress* and *stressed* syllable. Point out that the same syllable is not always stressed in the country and nationality, e.g. Japan, Japanese.

- B** 1.16 Sts work in pairs and underline the stressed syllables in the countries and nationalities. Play audio track 1.16. See SB page opposite for audio script. Sts listen and check their answers, then listen again and repeat.

Answers1 Brazilian 2 Germany 3 Chinese 4 Argentina

- 7** Read out the example conversation. Teach the phrase *I don't know*, which sts may need. Sts work in pairs to guess where the people and things are from. Check answers, and see which pair guessed the most answers correctly.

Answers

Ryan Gosling – Canada
Mercedes – Germany
Thalia – Mexico
Neymar – Brazil
Chow mein – China

- 8 A** 1.17 Play audio track 1.17. See SB page opposite for audio script. Sts listen and repeat. Point out the tricky spelling of *eight*.

- B** 1.18 Read out the question and make sure sts understand it. Point out the plus sign and teach the word *plus*. Play the first number and ask sts to write it down. See TB page 306 for audio script. Check the answer. Play the rest of the audio track. Sts listen and write the numbers. Allow sts time to compare their answers in pairs, then play the audio again for them to listen and check. Check answers.

Answers

1 8 6 2 5 7 3 9 1 4 5 2 5 3 4 6 9 0

Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 134. All 'Student B' sts should go to SB page 142. Go to TB page 281 for the teacher notes. Do the activity, then continue with exercise 9A of lesson 1A.

- 9 A** Sts work in pairs and write six more quiz questions. Remind them to think about the word order and position of the verb *be* in their questions. You could elicit a few example questions for sts to use as models. Monitor and help while sts are working, and make sure their questions are correctly formed.

- B** Read out the example conversation and make sure sts understand everything. Put pairs together into groups of four to ask and answer their questions. Sts could repeat the activity by testing another pair of sts. Ask who managed to answer all their classmates' questions correctly.



1B Welcome to Learning Curve!

- 1 Match the jobs in the box with pictures a–f.

doctor engineer office worker police officer taxi driver waiter



Go to Vocabulary practice: jobs, page 108

- 2 A 1.20 Look at the picture. Listen and complete the conversation.

- A What's my job?
 B Are you an ¹ _____ ?
 A No, I'm not. Try again!
 B Are you a ² _____ ?
 A Yes, I am.



- B In pairs, play 'What's my job?'.

- 3 1.21 Watch or listen to the start of a webshow called *Learning Curve*. Match the cities with the people.

- | | |
|------------|--------------------------------|
| 1 New York | a Simon, Kate, Marina |
| 2 London | b Ethan, Penny, Mohammed, Marc |



Skill listening for information about people

We often listen to information about people.

- Don't worry if you don't understand everything the speakers say.
- Read the questions and think about the information you need to listen for: name, job, nationality, etc.
- Listen for the verb *be*: *I'm ... / He's ... / She's ...* etc.

- 4 1.21 Read the Skill box. Watch or listen again and choose the correct information about the people.

Simon Collins
 Nationality: British
 Job: ¹ TV presenter / receptionist

Ethan Moore
 Nationality:
² American / British
 Job: TV presenter

Penny Abernathy
 Nationality:
 English and
³ Italian / Argentinian
 Job: TV presenter

Marina Ivanova
 Nationality: Russian
 Job: ⁴ receptionist / teacher

Mohammed Bensallem
 Nationality: American
 Job: ⁵ TV presenter / office worker

Marc Kim
 Nationality: American
 Job: ⁶ doctor / IT specialist

Kate McRea
 Nationality: ⁷ American / Argentinian
 Job: TV presenter



1B Welcome to Learning Curve!

Sts learn vocabulary for jobs, then meet the *Learning Curve* team and watch or hear about people who live and work in different cities. They then talk about where they live and the jobs that they do.

Listening	Skill	Listening builder	Vocabulary
Sts watch a video or listen to a recording about where people live and the jobs they do.	Listening for information about people	Contractions	Jobs: (<i>an actor, a chef, a doctor, an engineer, an IT worker, an office worker, a police officer, a receptionist, a shop assistant, a singer, a student, a taxi driver, a teacher, a tour guide, a TV presenter, a waiter/a waitress</i>)

WARMER


Say: *I'm a teacher*. Write the word *teacher* on the board and say: *It's my job*. Write the word *job* on the board and repeat *I'm a teacher. It's my job*. Ask one or two students: *Where are you from? What's your job?*

1 Sts match the jobs with the pictures.

Answers
 a taxi driver b waiter c office worker d police officer
 e engineer f doctor

Go to Vocabulary practice: jobs, SB page 108/TB page 229
 Sts will find more language presentation and practice for jobs here. Do these exercises with the class, or set them for homework, before continuing with exercise 2A of lesson 1B.

PB Remind sts to go to the app for further self-study vocabulary practice of jobs.


2 A  1.20 Mime driving, to show what the student in the picture is doing. Play audio track 1.20. See SB page opposite for audio script. Sts listen and complete the conversation. Check answers. Explain the meaning of *try again*.

Answers
 1 engineer 2 taxi driver

B Put sts into pairs to take turns to mime and guess.



Each unit features an episode of *Learning Curve*, a webshow intended for international students to engage in English language and culture. It is presented by a range of hosts who present documentaries and vox pops (in B lessons which focus on listening skills) and also talk about their personal lives through video diaries (in D lessons which focus on speaking skills). You and your students can watch the videos in class, or download them from the Learning Platform to watch at home. You can watch the episode in its entirety (for enjoyment or familiarization purposes), or you can break it down into more manageable chunks, as recommended in each lesson. It is also available as an 'audio-only' option for teaching environments without access to video. Students hear speakers from the UK and the USA (exposing them to both British and American English accents) as well as from other countries. The video allows students to practise particular listening skills and gives them exposure to features of natural spoken speech. See TB page 14 for more information on *Learning Curve*.

3  1.21 All the B lessons in this level which focus on listening skills are accompanied by video. In this episode of *Learning Curve*, Simon and the team talk to people about jobs. Pre-teach the following words if necessary from the video: *programme* and *studio*. Play video or audio track 1.21. See TB page 306 for video/audio script. Sts listen and match the cities with the people. Check answers.

Answers
 1 b 2 a

Skill

Read the Skill box with sts about listening for information about people. Pre-teach the following words if necessary from the video: *IT specialist, internet, technology, statistics* and *popular*. Play video or audio track 1.21 again.

4 Sts watch or listen and choose the correct information. Check answers.

Answers
 1 TV presenter 2 American 3 Argentinian
 4 receptionist 5 office worker 6 IT specialist
 7 American

5 1.22 Watch or listen to the rest of the show. Who isn't in London now? Where is he/she?



6 1.22 Watch or listen again. Complete the information with countries and jobs.

- 1 Viktor: from: _____ job: _____ and _____
- 2 Sarah: from: _____ job: _____
- 3 Pedro: from: _____ job: _____

7 **A** In pairs, ask and answer the questions about the three people.

Where is ... from? What's his/her job?

B In pairs, ask and answer the questions about you.

Where are you from? What's your job?

8 1.23 Listen and read what Kate says. How does she say the contractions in **bold**? What do they mean?

Listening builder contractions

In English, we often use contractions, especially when we speak.
*I'm from the United States. = **I am** from the United States.*
*She **isn't** a student. = She **is not** a student.*
***What's** your job? = **What is** your job?*

Hi, I'm Kate from *Learning Curve*. **What's** your name?



9 1.24 Read the Listening builder. Listen and write the contractions.

- 1 _____ Spanish. 3 He _____ a doctor. 5 _____ an engineer.
- 2 _____ your name? 4 _____ from Japan. 6 The _____ here.

10 1.25 In pairs, look at the pictures of Jia and Luis. Guess the information about the people. Listen to the conversations and check.

job? nationality? Where now?

11 Write the names of three friends or members of your family. In pairs, ask and answer questions about them.

- | | |
|--------------------------------------|-------------------------------------|
| A <i>Where's Saanvi from?</i> | B <i>She's from Nagpur.</i> |
| A <i>What's her job?</i> | B <i>She's an IT worker.</i> |
| A <i>Where is she now?</i> | B <i>She's in Mumbai.</i> |



Personal Best

Choose five classmates and write their jobs, e.g. *Carla's a teacher.*



- 5** 1.22 Focus on the three pictures of people and model pronunciation of their names. Explain to sts that they are going to watch or listen to the second half of the show. Read out the questions, then play video/audio track 1.22. See TB page 306 for video/audio script. Sts watch/listen and answer the questions. Check answers.

Answers

Pedro. He's in Alaska.

- 6** 1.22 Pre-teach the following words if necessary from the video: *familiar with, fan, busy, tourist, meeting, wonderful*. Ask questions to elicit the meanings, e.g. *Which word means someone who likes something a lot?* (fan). *Which word means someone who visits a city?* (tourist). Teach the meanings. Point to the gapped information and explain that the information belongs with each person in order: Viktor, Sarah and Pedro. Elicit that after *from* sts need to add a country. Play video/audio track 1.22 again. Sts watch/listen and complete the information with countries and jobs. Check answers. Play the track again, pausing for sts to hear why each answer is correct.

Answers

1 Poland 2 taxi driver 3 engineer 4 Canada
5 teacher 6 Chile 7 police officer

- 7 A** Ask: *Where's Viktor from?* Elicit the answer (*He's from Poland*). Ask: *What's his job?* Elicit the answer. Sts work in pairs to ask and answer questions about the three people.

B Ask one or two sts: *Where are you from? What's your job?* Elicit answers, and teach any additional job names if necessary. Sts then work in pairs to ask and ask the questions. Ask some sts to tell the class about their partner's country and job.

- 8** 1.23 Focus on the speech bubble, and point out the contractions. Explain that contractions are two words that are joined together. Play audio track 1.23. See SB page opposite for audio script. Discuss with the class how Kate says the contractions, and what they mean.

Answers

I'm = I am
What's = What is

Listening builder

Read the Listening builder box with sts about contractions. Read out the sentences with contractions and those with full forms, to model pronunciation of both. Explain that we often use full forms in writing, but we usually use contractions when we speak. Ask questions to check concept.

Concept check questions:

What do we call two words joined together? (a contraction). Do we use contractions when we write, or when we speak? (when we speak). I am a doctor – can you say that with a contraction? (I'm a doctor). What is your job? – Can you say that with a contraction? (What's your job). He isn't a taxi driver – what does 'isn't' mean? (is not).

- 9** 1.24 Allow sts time to read the gapped sentences, then play audio track 1.24. See SB page opposite for audio script. Sts listen and write the contractions. Check answers, and elicit what each contraction means.

Answers

1 I'm 2 What's 3 isn't 4 It's 5 You're 6 teacher's

- 10** 1.25 Focus on the photos and the questions. Read out the task and make sure sts understand that they have to guess the information. Ask: *Where's Jia from? What's her job? Where is she now?* Elicit a few guesses from individual sts. Put sts into pairs to guess the information, then play audio track 1.25. See TB page 307 for audio script. Sts listen and check their answers. Check answers with the class and play the track again for sts to hear the answers. Ask who guessed correctly.

Answers

1 job: office worker; nationality: Chinese; Where now? New York/the USA
2 job: student/waiter; nationality: Colombian; Where now? the UK

- 11** As a round-up, sts discuss information about their friends and family members. Ask sts individually to write the names of three friends or family members. Put them into pairs to ask and answer questions about the people. Ask some sts to tell the class something about one of their friends or family members.

PERSONAL BEST

Sts can practise talking about jobs further. They choose five classmates and write sentences about their jobs. Ask some sts to read their sentences to the class.

Weaker sts can write sentences to answer the questions in exercise 10 about themselves, e.g. *I'm a student. I'm from Argentina. I'm in London now*. Ask some sts to read their sentences to the class.

EXTRA PRACTICE

Sts work in groups of three. They take turns to use their phones to film their classmates answering the questions in exercise 11. They can swap roles and practise again. Allow sts time to watch the films of themselves and notice how well they ask and answer questions about personal information. Discuss as a class what they noticed about their speaking, and how they could improve it.

1C We are the champions

1 A Write the numbers in the box in the correct order.

sixteen thirteen fourteen seventeen twelve twenty eleven fifteen nineteen eighteen

eleven,

B Look at the pictures and read the numbers. Tick (✓) the numbers that are correct.



1 twenty-three



2 fifty-four



3 eighty-six



4 sixty-eight



5 one hundred



6 thirty

Go to Vocabulary practice: numbers 0–100, page 111

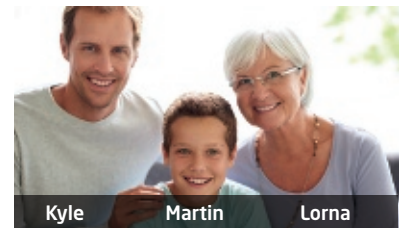
2 A In pairs, ask and answer the question *How old is ...?* for the people in the picture.

A *How old is Kyle?*

B *I think he's 40.*

B 1.27 Listen and write the ages.

Kyle _____ Martin _____ Lorna _____



3 A Look at the picture. What do you know about the rock band Queen? Do you know any songs or the names of the band members?

B Read the introduction to the interview. What is the name of the band?

Queen for a night

No, this isn't a photo of Freddie Mercury and the rock band Queen. It's Dave Bryant, a teacher, and his band 'Queen for a night'. They're on a UK tour and tonight they're in Manchester. I'm with Dave and Jim from the band.



So Jim, are you all teachers?

Jim No, we aren't. I'm an engineer and Ed and Mick are doctors.

And where are you from?

Dave I'm from London, Jim and Ed are from Oxford and Mick's from Bristol. We're old friends from university.

How's the tour?

Jim It's good, but it's hard. It's a big tour – fourteen cities – and we aren't so young now!

Really? How old are you?

Dave Mick and I are forty-seven. And you and Ed are fifty ...

Jim I'm not fifty! Ed's fifty ... I'm forty-nine.

Dave Oh yes. Sorry, Jim!

And what's your favourite Queen song?

Dave That's easy! It's *We Are the Champions*!

1C We are the champions

Sts read and listen to an interview with a member of a Queen tribute band. They then invent their own band and practise interviewing each other about their personal information.

Grammar

The verb *be*
(*we, you, they*)

Vocabulary

Numbers 0–100; adjectives (1) (*bad, beautiful, big, boring, cheap, difficult, easy, expensive, good, happy, interesting, old, sad, small, ugly, young*)

Pronunciation

Numbers

Communication

Talking about numbers

WARMER

Revise numbers 0–10 by getting sts to count to ten as a class. Get them to count again, going around the class, with each student saying a number. Hold up different numbers of fingers and get sts to say the numbers. Gradually speed up, until sts are confident with all the numbers.

- 1 A** Sts work in pairs to write the numbers in the correct order. They can use their dictionaries to help. You could do this as a race. Check answers and model pronunciation of the numbers.

Answers

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

- B** Teach the numbers *twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety* and *a hundred*. Sts work in pairs to look at the numbers and tick the ones that are correct. Check answers and elicit the correct numbers for the remaining pictures.

Answers

1, 4 and 5 are correct. **2** forty-five **3** eighty **6** fifty

3 x PRACTICE *SB page 10, exercise 1B*

- 1** Do the exercise as normal. To check answers, read out each number in turn. Ask sts to put up their left hand if they think it is correct, and their right hand if they think it is not correct. Confirm the answer and, where the number on the page was incorrect, elicit the correct number.
- 2** In pairs, sts cover the words in exercise 1B. They look at the pictures and try to remember the numbers. They can look at their answers again to check, or ask you if they are not sure.
- 3** Ask sts to close their books, and put them into teams. Write random numbers from 0–100 on the board, one at a time. Teams race to say each number correctly. They get a point for a correct answer, but lose a point if they say it incorrectly.

Go to Vocabulary practice: numbers 0–100, SB page 111/TB page 235

Sts will find more language presentation and practice for numbers from 0–100 here. Do these exercises with the class, or set them for homework, before continuing with exercise 2A of lesson 1C.



Remind sts to go to the app for further self-study vocabulary practice of numbers 0–100.

- 2 A** 1.27 Draw sts' attention to the picture. Ask *How old is Kyle?*, elicit some guesses but don't confirm the answer. Sts work in pairs to ask and answer about all three people.

- B** Play audio track 1.27. See TB page 307 for audio script. Sts listen and complete the ages. Check answers. Play audio track 1.27 again, pausing after each line for sts to repeat.

Answers

Kyle 42, Martin 14, Lorna 65

- 3 A** Point to the picture and read out the questions. Check that sts understand the meaning of *rock band*. Elicit what sts know about the band Queen. Elicit the name *Freddie Mercury*, and elicit the names of some of the band's well-known songs, e.g. 'We Will Rock You', 'Bohemian Rhapsody', 'We are the Champions', 'Don't Stop Me Now'.

- B** Teach the meaning of *tour, tonight* and *night*. Elicit or explain that Manchester and Bristol are cities in the UK. Sts read the introduction and answer the question. Check the answer.

Answer

Queen for a night.

4 1.28 Read and listen to the interview. Complete the information about the band.

	Dave	Jim	Ed	Mick
job				
city				
age				

5 A Read the sentences from the interview. Match the people in **bold** with the pronouns *we, you* and *they*.

1 **Mick and I** are forty-seven. ____ 2 **Jim and Ed** are from Oxford. ____ 3 **And you and Ed** are fifty. ____

B Tick (✓) the form of the verb *be* we use when we talk about more than one person. Then read the Grammar box.

a *am / am not* b *is / isn't* c *are / aren't*



Grammar the verb *be* (*we, you, they*)

Positive:

We're old friends.

They're on a UK tour.

Negative:

We aren't young.

They aren't the rock band Queen.

Questions and short answers:

Are you all teachers?

Yes, we are. No, we aren't.



Go to Grammar practice: the verb *be* (*we, you, they*), page 96

6 A 1.30 **Pronunciation:** numbers Listen and repeat the numbers. Pay attention to how the stress changes.

1 a thirteen b thirty 2 a fourteen b forty 3 a fifteen b fifty

B 1.31 Listen and tick (✓) the numbers you hear. Listen again and repeat.

1 a He isn't 16. b He isn't 60. 3 a We aren't 17. b We aren't 70.
 2 a She's 18. b She's 80. 4 a They're 19. b They're 90.

Go to Communication practice: Student A page 134, Student B page 142

7 Match adjectives 1–4 from the text with their opposites in the box.

bad small old difficult

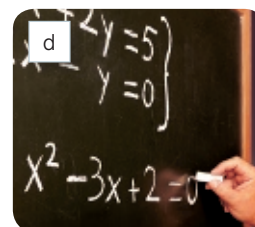
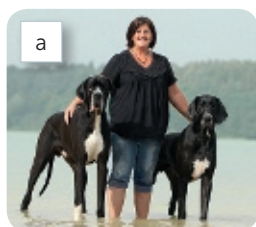
1 young _____ 2 good _____ 3 big _____ 4 easy _____



Go to Vocabulary practice: adjectives (1), page 109

8 Describe the pictures in pairs. Use positive and negative forms.

Picture a: *They're big. They aren't small.*



9 A In small groups, imagine you are in a band and complete the table.


The name of the band	Your names	Your ages	Nationalities

B Work with another group. Interview each other about your bands.

What's the name of your band? What are your names? How old are you? Where are you from?



Write a short paragraph about a band you like.

- 4**  1.28 Point out the interview text on page 10. Focus on the table and check that students understand *job*. Play audio track 1.28. See SB page 10 for audio script. Sts listen and complete the table. Check answers, and check that sts understand *engineer* and *doctor*.

Answers

Dave: teacher, London, forty-seven
 Jim: engineer, Oxford, forty-nine
 Ed: doctor, Oxford, fifty
 Mick: doctor, Bristol, forty-seven

- 5 A** Read out the first sentence and ask sts to find the same sentence in the interview on page 10. Ask them to match the bold words with the correct pronoun. Sts then match the remaining bold words with the pronouns. Check answers, and check that sts understand the pronouns.

Answers

1 we 2 they 3 you

- B** Say: *We am from Oxford / We is from Oxford / We are from Oxford – which is correct?* Elicit the correct answer.

Answer

c

Grammar

Read the Grammar box with sts about the verb *be* (*we, you, they*). Remind sts that the verb *be* is irregular, and they need to learn all the parts. Ask questions to check concept.

Concept check questions:


We are forty-five – correct? (yes). Positive or negative? (positive). Can you make it negative? (We aren't forty-five). They are from London – correct? (yes). Can you make it into a question? (Are they from London?). What's the answer to that question? (Yes, they are/No, they aren't).


Go to Grammar practice: the verb *be* (*we, you, they*), SB page 96/TB page 205.

Sts will find more language reference, presentation and practice for the verb *be* (*we, you, they*) here. Do these exercises with the class, or set them for homework, before continuing with exercise 6A of lesson 1C.



Remind sts to go to the app for further self-study grammar practice of the verb *be* (*we, you, they*).

- 6 A**  1.30 Play the audio once for sts to listen. See SB page opposite for audio script. Point out the underlined syllables, and point out how the stress is different in the different words. Play the audio again for sts to repeat.

- B**  1.31 Play the first sentence of the audio. See TB page 307 for audio script. Elicit which sentence sts hear. Play the rest of the audio. Sts listen and tick the sentences they hear. Play the audio again as you check the answers, so sts can hear the correct answers. Play the audio once more for sts to repeat.

Answers

1 a 2 b 3 b 4 a

Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 134. All 'Student B' sts should go to SB page 142. Go to TB page 281 for the teacher notes. Do the activity, then continue with exercise 7 of lesson 1C.

- 7** Focus on adjectives 1–4 and ask sts to find them in the interview on page 10. Sts then match them with the opposites in the box. They can use their dictionaries to help. Check answers, and check that sts understand all the adjectives.

Answers

1 old 2 bad 3 small 4 difficult

Go to Vocabulary practice: adjectives (1), SB page 109/TB page 231.

Sts will find more language presentation and practice for adjectives (1) here. Do these exercises with the class, or set them for homework, before continuing with exercise 8 of lesson 1C.



Remind sts to go to the app for further self-study vocabulary practice of adjectives (1).

- 8** Focus on the first picture and read out the example sentences. In pairs, sts look at the remaining pictures and describe them using positive and negative sentences. Elicit possible answers.

Suggested answers

- b** They're bad. They aren't good. They're young. They aren't old.
c They're new. They aren't old.
d They're difficult. They aren't easy.

- 9 A** Put sts into groups of four or five. Tell them they are going to make their own band. Focus on the table and make sure sts understand everything. Tell them they can invent information about themselves if they don't want to give real information.

B Read out the four questions and make sure sts understand them all. Put groups together to interview each other. Encourage them to all join in with asking and answering the questions, rather than just leaving it to one or two sts. Monitor and help while they are working. Ask: *Who has a good band? Why is it good?*

PERSONAL BEST

Sts can practise using the verb *be* further. They write a short paragraph about a band they like. Sts can compare their paragraphs in small groups and discuss which bands have a good name, and which bands they all like.


Weaker sts can work in pairs and write three sentences about a band they both like. Ask some sts to read their sentences to the class.

1D What's your email address?

- 1 Match the places in the box with pictures a–c.


hotel car rental office gym



- 2 A Look at the form. Match it with one of the pictures in exercise 1.
 B  1.33 Listen to the conversation. Which piece of information in the form is **incorrect**?

Customer Information

CARS-4-U



Title	MR <input checked="" type="checkbox"/> MRS <input type="checkbox"/> MS <input type="checkbox"/>		
Surname	<input type="text" value="Martin"/>	First name(s)	<input type="text" value="Louis"/>
Nationality	<input type="text" value="French"/>	Date of birth	<input type="text" value="17/06/1980"/>
Address	<input type="text" value="35 Rue Pasteur, Paris"/>		
Postcode	<input type="text" value="75099"/>		
email address	<input type="text" value="louis.martin@mymail.com"/>		
Phone number	<input type="text" value="33 1 80 26 58"/>		

Skill completing a form

When you complete a form, read all the instructions and sections carefully.

- Use the correct *title*. *Mr* = a man, *Mrs* = a married woman, *Ms* = a woman (married or unmarried).
- Your *surname* is your family name.
- Write your *date of birth* in numbers: the day/the month/the year: 13/09/1995.
- For email addresses: @ = 'at' and .com = 'dot com'.

- 3 Read the Skill box. Match sections 1–9 with information a–i.

- | | |
|-----------------|---------------------------------|
| 1 postcode | a Smith |
| 2 date of birth | b M42 3GN |
| 3 address | c Ms |
| 4 surname | d s.smith@cjbros.com |
| 5 first name | e 07700 900 357 |
| 6 email address | f 23/11/1988 |
| 7 title | g British |
| 8 phone number | h Sarah |
| 9 nationality | i 36 Charles Street, Manchester |

1D What's your email address?

Sts study a car hire form that someone has completed. They study the use of capital letters, then practise completing a form with personal information.

Writing

Completing a form

Skill

Completing a form

Text builder

Capital letters

WARMER

Play a game to revise the alphabet. Starting at the front of the class, sts each say one letter of the alphabet in turn. If they make a mistake or cannot think of the next letter, they are out. Go round two or three times, speeding up each time, until sts are confident. Ask sts to write three new words from lesson 1C on a piece of paper, without their partner seeing. Sts then work in pairs and spell their words to each other. Their partner writes the words. See who manages to write all the words correctly.

- 1 Sts work in pairs and match the words with the pictures. They can use their dictionaries to help. Check answers, and check that sts understand all the words. Model and drill pronunciation of the words.


Answers

a hotel b gym c car rental office

- 2 **A** Sts look at the form and match it with one of the pictures. Check the answer, then read through the form with the class and check that sts understand all the information in it. Model pronunciation of the words for the types of information, e.g. *title, surname, address*.

Answer

c

- B**  1.33 Explain to sts that one piece of information in the form is not correct. Play audio track 1.33. See TB page 307 for audio script. Sts listen and find the incorrect piece of information. Check the answer. Play the audio again if necessary as you check, so that sts can hear the correct and incorrect information.

Answer

The postcode is 75009, not 75099.

Skill

Read the Skill box with sts about completing a form. Read out the email address on the form to demonstrate how to say email addresses.

- 3 Sts match the sections with the information. Check answers.

Answers

1 b 2 f 3 i 4 a 5 h 6 d 7 c 8 e 9 g

3 x PRACTICE *SB page 12, exercise 3*

- 1 Do the exercise as normal. To check answers, say each section in turn. Demonstrate to sts that they should put their hand completely up if they are confident about the answer, half-way up if they are half confident, and only a small way up if they are not very confident. Ask a confident student to give the answer.
- 2 In pairs, sts cover 1–9 in exercise 3, then look at just a–i and try to remember the word for each kind of information. They can uncover 1–9 again to check.
- 3 Ask sts to close their books. Say individual pieces of information in turn, e.g. *Spanish, 07904 100 200, Ana*. In pairs, sts race to say the word for that kind of information (nationality, phone number, first name).

4 In pairs, ask and answer questions about you, using the information in exercise 3.

- A** *What's your surname?* **B** *It's Taylor.*
A *How do you spell that?* **B** *It's T-A-Y-L-O-R.*

5 Look at answers a–i in exercise 3. Tick (✓) the information with capital letters.

- 1** first name **3** email address **5** street names
2 surname **4** nationality **6** cities

Text builder capital letters

In English, we use capital letters (A, B, C, D, etc.) for the following:

- the first word in a sentence: *What's your name?*
- the personal pronoun I: *Hello, I'm Robert.*
- the names of people and places: *Emma is from Oxford.*
- countries, nationalities and languages: *We're from China. We're Chinese.*
- postcodes: *SN2 5EF*

6 A Read the Text builder. Find one **incorrect** capital letter in each sentence.

- 1** My friend Lena is American. She's From Florida.
2 Hello, I'm Antonio. I'm a new Student.
3 Our Address is 173 London Avenue, Manchester, M73 6XL.
4 This is Mesut. He's from Turkey and he's Twenty-one.

B Rewrite the sentences with capital letters.

- 1** what's his job? is he a doctor? _____
2 my address is 3 white street, glasgow gl33 4sc. _____
3 they aren't from germany. they're from poland. _____
4 i'm your new english teacher. my name's jack. _____

7 A **PREPARE** Look at the form. Check that you understand all the information you need to write.



Customer Information

Title Mr Mrs Ms Other

Surname _____

First name(s) _____

Date of birth _____

Nationality _____

Address _____

Postcode _____

Email address _____

Phone number _____



B PRACTISE Complete your form. Remember to use capital letters correctly.

C PERSONAL BEST Swap your form with a partner. Is it clear and easy to read? Are the capital letters correct?

Personal Best Design a form for a gym. Complete it with information about a family member.

- 4** Read out the example questions and answers. Sts work in pairs to ask and answer questions. Monitor and help while sts are working. Ask some sts questions about their partner, e.g. *What's (Pedro's) surname?*
- 5** Sts look at the answers in exercise 3 and tick the information with capital letters. Check answers.

Answers

1, 2, 4, 5

Text builder

Read the Text builder box with sts about capital letters. Explain that we use capital letters in some kinds of information, e.g. your name, the names of cities, the names of streets, etc. Point out that only the first letter is a capital in each case, but point out that we use all capital letters for postcodes. Ask sts which uses are the same in their language, and which are different. Ask questions to check concept.

Concept check questions:

Do we use capital letters for names? (yes). First names and surnames? (yes). All the letters in a name? (no, only the first letter). What other information do we use capital letters for? (cities, street names, nationality, postcode). Which kind of information do we use all capital letters for? (postcode).

- 6 A** Sts read the sentences and find one incorrect capital letter in each one. Check answers.

Answers

1 From 2 Student 3 Address 4 Twenty-one

B Point out to sts that the first letter in a sentence is always a capital letter, and we always write the pronoun *I* with a capital letter. Sts rewrite the sentences with capital letters. Check answers by asking individual sts to come and write the correct sentences on the board.

Answers

- 1 What's his job? Is he a doctor?
- 2 My address is 3 White Street, Glasgow GL33 4SC.
- 3 They aren't from Germany. They're from Poland.
- 4 I'm your new English teacher. My name is Jack.

- 7** Sts follow the steps to complete a form.

A PREPARE Sts look at the form and prepare their ideas. They can ask you if they are not sure about anything.

B PRACTISE Sts complete the form with information about themselves. Refer them back to the Skill box for tips on how to fill in a form, and refer them to the Text builder box to remind them about how to use capital letters.

C PERSONAL BEST Sts work in pairs. They swap their forms with a partner and give feedback on how clear and easy to read it is, and whether capital letters are used correctly. Point out to sts that they should always be positive and encouraging when they give feedback to a partner.

PERSONAL BEST

Sts can practise completing a form further. In pairs, they design a form for a gym. They then each complete it with information about a family member. Sts can swap forms and give feedback on how clear and easy to read it is, and the use of capital letters.

Weaker sts could copy the form from exercise 2 on page 12, then complete it with information about a family member. They can swap forms and give feedback on the use of capital letters.

EXTRA PRACTICE

As a class, brainstorm ideas for a form for joining a library. Draw the form on the board and ask sts to make two copies. On one copy, sts add information about a fictional person who wants to join the library. Tell students they could use the name and details of a celebrity, a character in a film, etc., or they could invent someone. Tell them not to show it to their partner. Sts then take turns to ask and answer questions, to complete their second form with their partner's information. Tell sts they should not show each other their forms, but must do it all by speaking and spelling words where necessary. When they have finished, sts can compare their forms, to see if they have written all their partner's information correctly. Discuss as a class which parts of the form were the most difficult.