5 A 1.13 To get across the idea of sentence stress, play the first sentence on audio track 1.13. See the SB page opposite for audio script. Point out that some words are louder than others. Play the sentence again and use your hands to indicate how the volume increases for some words. Play the rest of audio track 1.13. Sts listen and underline the stressed words. Check answers. Play the audio track again for sts to listen and repeat.

Answers
1 What's in your handbag?
2 Here are my keys.
3 His sunglasses are on the table.
4 What's their phone number?

B 1.14 Sts work in pairs and practise saying the sentences, paying attention to sentence stress. Play audio track 1.14 for sts to listen, check and repeat. See the SB page opposite for audio script.

6 Sts complete the sentences with the correct words. Check answers.

Answers
1 They 2 my 3 I, my 4 His 5 Their 6 He 7 our

7 Sts look at the sentences and complete the rules. They could work in pairs for this. Check answers.

Answers
1 's 2 's 3 ' (an apostrophe)

Grammar

Read the Grammar box with sts about *'s*. Write the two forms *'s* and *s'* on the board. Ask questions to check concept and point to the two forms on the board where necessary as you ask the questions.

Concept check questions:
Jack has a phone – is it Jack phone? (no – *Jack's* phone). *Maria has a bag – is it Maria's bag?* (yes). *'s or s'?* (*'s*). *My sisters have some books – my sisters' books?* (yes). *'s or s'?* (*s'*, because there is more than one sister). *The men have some chewing gum – the men's chewing gum?* (yes). *'s or s'?* (*'s*, because it's an irregular plural noun).

Go to Grammar practice: *'s*, SB page 113/TB page 239. Sts will find more language reference, presentation and practice for the possessive *'s* here. Do these exercises with the class, or set them for homework, before continuing with exercise 8 of lesson 1C.

PB Remind sts to go to the app for further self-study grammar of 's.

8 1.15 Point to the picture and explain it shows John and Katy. Play audio track 1.15. See below for audio script. Sts listen and match the possessions with the people. Allow sts time to compare their answers in pairs, then play the audio track again for them to check and complete their answers. Check answers with the class.

1.15 Audio script

M = Mary, J = John

M: What a mess. What are all these things on the floor?
J: Is this your phone?
M: No, it's my sister's phone. What about this bag?
J: I think it's Carl's bag. And this is his wallet.
M: Look, there are two umbrellas here!
J: They're my friends' umbrellas. What about this purse? Is it your sister's?
M: No, that's mine!
J: What about these keys? Are they yours, too?
M: No, they're your keys!

Answers
1 Mary's sister 2 Carl 3 Carl 4 John's friends
5 Mary 6 John

9 Sts choose the correct options to complete the sentences. Check answers.

Answers
1 Lucy's bag 2 Harry's 3 students' 4 friend's
5 men's

Go to Communication practice
Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 158. All 'Student B' sts should go to SB page 167. Go to TB page 329 for the teacher notes. Do the activity, then continue with exercise 10A of lesson 1C.

10 A Put sts into groups and ask them to have some possessions ready. Demonstrate the activity with one group. Ask one student to close his/her eyes, and ask the other sts to each put one object on the table. The student then opens his/her eyes and guesses who the objects belong to. Students practise a few times in their groups.

B Students swap roles and practise again. Monitor while sts are working, and correct any errors in a feedback session at the end.

PERSONAL BEST

Sts can practise *'s* further. They imagine someone's bag and say the names of the objects that are in it.

Weaker sts can practise in pairs. They exchange three objects from their own bags, and say the names of their partner's objects. Ask some sts to tell the class what their partner's objects are.

1D Where's my wallet?

1 Answer the questions below.

1 Look at the picture of a lost property o□ce. What can you see?
2 What other things can you find in a lost property o□ce?
3 What things do you often lose?
4 What buildings usually have a lost property o□ce?

2 **A** 1.16 Watch or listen to the first part of a webshow called *Learning Curve*. What object is missing?

B 1.16 Watch or listen again. Tick (✓) the things that are in Kate's backpack.

keys	☐	sunglasses	☐	biscuits	☐
wallet	☐	mirror	☐	tissues	☐
stamps	☐	tablet	☐	chewing gum	☐

3 1.17 Watch or listen to the second part of the show. Are the sentences true (T) or false (F)?

1 The assistant in the lost property o□ce is called Harry. ____
2 Kate's personal information is already in the computer. ____
3 Kate loves James Bond. ____
4 Kate's phone is in the assistant's box. ____
5 Simon's phone is di□erent from Kate's. ____

4 **A** In pairs, complete the questions in the conversation with the words in the box.

address | mobile number | email address | postcode | number | first name | spell

Assistant Here's the lost property form. Time to fill it out. I'm ready. What's your [1]_____?
Kate It's Kate.
Assistant K-A-T-E. What's your surname?
Kate Oh ... it's McRea.
Assistant How do you [2]_____ that, please?
Kate M-C-R-E-A.
Assistant Thanks. And what's your [3]_____?
Kate It's missing.
Assistant Could you say that again, please?
Kate My cell phone is lost.
Assistant OK. Lost mobile. What's your [4]_____, please?
Kate It's 02079 46007.
Simon Isn't that your home phone number?
Kate Yes, he can call me at home!
Assistant Could you say that again, please?
Kate Yes, it's 02079 46007.
Assistant And what's your [5]_____, please?
Kate 222 Baker Street, Marylebone, London.
Assistant OK. What's your [6]_____?
Kate NW1 5RT.
Assistant Do you have an [7]_____?
Kate Yes, it's k.mcrea_007@gmail.com.

B 1.17 Watch or listen again to check.

10

1D Where's my wallet?

Sts watch a video or listen to a conversation at a lost property office in which people ask for and give personal information. They then practise asking for and giving personal information.

Speaking	Skill	Conversation builder
Sts watch or listen to a conversation at a lost property office and practise asking for and giving personal information.	Asking for clarification	Asking for and giving personal information

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 Teach the meaning of *to lose (something)* and *lost property office*. Students could work in pairs to answer the questions. See which pair finds the most things in the picture. Get feedback on sts' answers.

Each unit features an episode of *Learning Curve*, a web show 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 00 for more information on *Learning Curve*.

2 A 1.16 All the D lessons in this level which focus on speaking skills are accompanied by video (i.e. an episode of *Learning Curve*). In this lesson, Kate goes to the lost property office to find her lost phone. Read out the question, then play video/audio track 1.16. See TB page 356 for video/audio script. Sts watch/listen and answer the questions. Check answers.

Answer
Kate's phone is missing.

B 1.16 Pre-teach the following words from the video: *the ground floor, upstairs, detective, a computer system, a show*. Play video/audio track 1.16 again. Students watch/listen and tick the things that are in Kate's backpack. Check answers.

Answers
keys, wallet, sunglasses, tablet, biscuits and chewing gum

3 1.17 Allow students time to read through the sentences. Check that they understand *assistant, personal information* and *possession*. Play video/audio track 1.17. See TB page 356 for video/audio script. Sts watch/listen and decide if the sentences are true or false. Check answers.

Answers
1 T 2 F 3 T 4 F 5 F

4 A Check that sts understand all the words in the box. Sts work in pairs to read the conversation and complete it with the correct words.

B 1.17 Play video/audio track 1.17 again. Sts watch/listen and check their answers. Check answers with the class.

Answers
1 first name 2 spell 3 mobile number 4 number
5 address 6 postcode 7 email address

3 x PRACTICE *SB page 10, exercise 4A/B*

1. Do exercise 4A as normal. Before you play the recording in exercise 4B, read out each gapped sentence and elicit some possible answers. As sts suggest answers, ask: *Does this question match the answer that Kate gives?*
2. Ask sts to cover the conversation in exercise 4B. Read out Kate's answers to the questions in a random order. Students race to say the correct questions.
3. Play the video/audio again, pausing after each of the questions. Get students to repeat. Encourage them to copy the pronunciation and intonation the Assistant uses. Students can then practise saying the questions in pairs. Encourage them to practise several times, until they can ask the questions fluently.

Conversation builder asking for and giving personal information

Asking for information:
What's your first name/surname/address/mobile number/(home phone) number?
Do you have an email address?
How do you spell that, please?

Saying your phone number:
02079 46007 – oh two oh seven nine four six double oh seven

Saying your email address:
k.mcrea_007@gmail.com – k dot mcrea underscore double oh seven at g mail dot com

5 Read the Conversation builder. Answer the questions in pairs.

1 How do you say '0' and '44' in a phone number?
2 How do you say '@', '_' and '.com' in an email address?

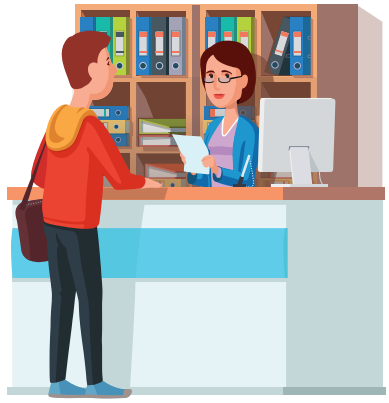
6 1.17 Read the sentences. Then watch or listen again. Choose the correct options to complete the sentences.

1 The assistant asks Kate to spell her *first name / surname / address*.
2 He asks her to say her *postcode / email address / home phone number* again.

Skill asking for clarification

When you don't understand something, ask the speaker for help:

- Ask him/her to say the sentence again or to spell the word.
- Use ***Sorry, could you ...*** and ***please*** to be polite:
  Sorry, could you say that again, please? *How do you spell that, please?*
- Use polite intonation: *Sorry, could you say that again, please?*



7 1.18 Read the Skill box. Listen and repeat the questions when you hear the beeps. Copy the intonation.

8 1.19 Listen to three conversations in a school lost property office. For what information does the assistant ask for clarification?

Conversation 1 *address / postcode / email address*
Conversation 2 *home phone number / mobile number / postcode*
Conversation 3 *first name / surname / first name and surname*

Go to Communication practice: Student A page 158, Student B page 167

9 **A** **PREPARE** You lose an important personal object. Look at the Conversation builder again. Think about your answers to the questions.

B **PRACTISE** You are at the lost property office. In pairs, take turns to ask and answer questions and complete the form for your partner. Ask for clarification to check the information is correct.

First name	Email address
Surname	Mobile number
Address	Home phone number
Postcode	

C **PERSONAL BEST** Swap your form with your partner. Read his/her work and correct any mistakes. How could you improve it?

Challenge Write the email addresses and phone numbers of five people you know. Practise saying them in English.

Conversation builder

Read the Conversation builder box with sts about asking for and giving personal information. Explain that we say phone numbers as single numbers – four – two – six, etc., but we use *double* if the same number is repeated, e.g. *double three*. Point out the use of *dot*, *at* and *underscore* in email addresses. Ask questions to check concept.

Concept check questions:
What's your address? – is this asking for information? (yes). *How you spell that? – is that a correct question?* (no – *How do you spell that?*). *Spell means say each letter in a word – correct?* (yes). *My phone number is oh one, five hundred and forty-two, six hundred and nine – correct?* (no – we use single numbers for phone numbers). *My email address is my – point – name at internet – point – com – correct?* (no – we use *dot* in email addresses).

5 Sts answer the questions in pairs. Check answers.

Answers
1 Oh, double four
2 at, underscore, dot com

6 1.17 Allow sts time to read the sentences and options. Play video/audio track 1.17 again. Sts watch/listen and choose the correct options. Check answers.

Answers
1 surname
2 home phone number

7 1.18 Read the Skill box with sts about asking for clarification. Check that sts understand the questions, and point out the intonation pattern on *Sorry, could you say that again?* Play track 1.18. See below for audio script. Sts listen and repeat the questions. Encourage them to copy the pronunciation and intonation on the recording.

Audio script
Sorry, could you say that again, please?
How do you spell that, please?

8 1.19 Read out the question, then play audio track 1.19. See TB page 356 for audio script. Sts listen and choose the correct answers. Check answers.

Answers
1 postcode
2 mobile number
3 first name and surname

Go to Communication practice
Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 158. All 'Student B' sts should go to SB page 167. Go to TB page 329 for the teacher notes. Do the activity, then continue with exercise 9 of lesson 1D.

9 Sts follow the steps to have a conversation in a lost property office.

A PREPARE Sts look at the questions in the Conversation builder box again and think about their own answers. Monitor and help while they are working.

B PRACTISE Sts work in pairs to ask and answer the questions in the Conversation builder box and complete the form for their partner. Before they start, refer them back to the Skill box and tell them to ask for clarification during their conversation.

C PERSONAL BEST Sts swap forms with their partner to check it and suggest improvements. Get feedback from sts on which parts of the task they found easy, and which they found difficult. Suggest that they should practise saying their name, address, phone number and email address regularly, and should also practise spelling their name and address so that they are confident about giving the information.

PERSONAL BEST

Sts can practise saying phone numbers and email addresses further. They write the phone numbers and email addresses of five people they know and practise saying them. Sts could dictate the numbers and email addresses to a partner for extra practice.

Weaker sts can work in pairs. They each write two phone numbers and two email addresses of people they know, then work together to decide how to say them. They then practise saying them.

EXTRA PRACTICE

Put sts into groups of three. Two sts repeat the conversation from exercise 9B in which they ask for and give personal information and ask for clarification. The third student uses their phone to film the other two. Sts can swap roles and practise again. Watching themselves on film will help sts to evaluate how well they can give personal information and ask for clarification.