

1 BE

VOCABULARY

Aim

to introduce and practise numbers 1 to 12

- 1** **1** Play the recording. Tell students to listen and note the spelling and pronunciation of the numbers.
- 2** **1** Play the recording again. This time, ask students to repeat the numbers. It is a good idea to tell students not to look at the written form of the numbers in Exercise 1 as they listen and repeat. You could play the recording a third time and ask individuals in the class to repeat each number.

1

one	seven
two	eight
three	nine
four	ten
five	eleven
six	twelve

Optional extra activity 1 To practise the spelling of numbers, make (or ask students to make) twelve cards with the numbers 1 to 12 in digits on them, and twelve cards with the numbers in words. Students can play snap or pelmanism with the cards or put them in order from 1 to 12 or 12 to 1. You could ask students to choose two numbers, add or subtract them and write the answer (e.g. three + four = seven; five – two = three).

Optional extra activity 2 To practise pronunciation, use phonemic script to introduce diphthongs and long vowel sounds. Write /eɪ/, /aɪ/, /i:/ and /ɔ:/ on the board. Ask students to repeat the sounds and then match them to the numbers 3, 4, 5, 8 and 9 (*eight* /eɪ/; *five*, *nine* /aɪ/; *three* /i:/; *four* /ɔ:/).

Background pronunciation notes

Note that the spelling and pronunciation of some numbers in English can be a challenge. There are silent letters (the 'w' in *two*, and the 'gh' in *eight*), weak stresses (the /ə/ sound in *seven* and *eleven*) and a consonant cluster in *twelve* /twelv/.

WORDS FOR UNIT 1

Aim

to introduce a set of key, useful vocabulary using photos

- 3** Ask students to look at the words and photos on pages 6 and 7. It is a good idea to hold up the open Student's Book to the class (fronting), point to the first photo and read out the words (*husband and wife*). Students should be able to guess the words from the

visual context but you may need to check the meaning of some items (e.g. point to 'boys' in the class to check *boy*; point to the number 19 on the bus in the photo; demonstrate *Sorry!* by pretending to bump into a student and then sounding apologetic as you say *Sorry!*).

- 4** **2** Play the recording. Ask students to listen and repeat the words. Point out that stressed syllables are shown in bold. If students have problems saying any of the words, model the words yourself, and encourage students to try again.

2

- 1 husband and wife
- 2 what?
- 3 Sorry!
- 4 a baby boy
- 5 tea with milk
- 6 food and drink
- 7 that's right
- 8 fresh orange juice
- 9 have lunch
- 10 I don't know!
- 11 the number 19 bus
- 12 a big flat

Background language notes

Outcomes aims to introduce language in useful and useable chunks. So, rather than giving students individual words, this activity introduces words that commonly go together (e.g. *have lunch*, *baby boy*, *fresh orange juice*) and short phrases that perform a useful function (e.g. *I don't know!*; *that's right*).

Background pronunciation notes

Note the pronunciation of *husband* /'hʌzbənd/, *orange* /'ɒrɪndʒ/ and *juice* /dʒu:s/.

- Note the strong falling intonation on *Sorry!* (an apology) and the rising intonation on *What?* (an enquiry).

- 5** Ask students to work in pairs and take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task correctly and help if necessary.

- In feedback, correct any errors students made or point out the pronunciation of any words students found hard to say.
- End this stage by asking your students if they know any other words in English related to the photos (e.g. *supermarket*, *water*, *banana*, *cheese*, *bike*, *chair*, *table*). There is no need to check or teach these words, but you could select five or six of the more useful words they say to write up on the board.

Teacher development: words for the unit

Outcomes aims to start each unit with a section that pre-teaches key words from the unit. As students work through the unit, they will come across the same words again on different pages. In some cases, the words will be connected in a lexical set, but often they are just common, frequently-used words, and are presented randomly. There is evidence that it is better to see words first in more random groups. In many units, there will be further work on lexical sets. Including some of the words in 'Words for the Unit' makes these tasks easier and consolidates learning.

- The match between photo and word may not always be absolutely obvious. For example, *have lunch* (in Exercise 3 of this lesson) is matched to a photo of a family eating in a garden. Students will need to make associations and work out meaning.
- All the words are recycled in the unit and of course all the words appear in the online Vocabulary Builder. This invaluable resource revises all the words from the unit and provides extra examples and collocations.

NICE TO MEET YOU

Student's Book pages 8–9

Communicative outcomes

In this two-page spread, students will practise greetings and introductions; it introduces words to describe people and the verb *be*.

LISTENING

Aim

to introduce and practise key phrases used when greeting and introducing a friend

1  **3** Play the recording. Students listen and follow the conversation in the Student's Book.

3

T = Teacher; S = Student

T: What's your name?
S: Lara.
T: Hi. I'm Greg.
S: Nice to meet you.
T: Yes. You too.

Optional extra activity 1 Walk round the class, initiating short conversations with students, using the language in the dialogue. Insert your own name and your students' names for the names in the book. This provides some useful initial practice.

Optional extra activity 2 There are various 'getting to know you' games that you could play to help break the ice. Here is one:

- Bring in two different objects, e.g. two differently coloured balls. One is the 'question' ball. The other is the 'statement' ball. When you throw the 'question ball' to a student, they must say the question: *What's your name?* and when you throw the 'statement ball' they must say: *I'm [Alex]*. Do this activity quite quickly to make it fun and more challenging.

Teacher development: establishing roles and relationships

Adult Beginner-level students are often new to the language-learning environment. They may feel excited or nervous, confident or unsure, and they may have expectations of a course which your approach may or may not match. It is important to establish a positive learning environment from the start, and to be clear how things will operate in your classroom. Here are some suggestions:

- Establish the use of L1 versus English in the classroom. This will depend on whether you are in a monolingual or multilingual class, whether you are in the student's home country or in an English-speaking country, and on the age of your students and the type of establishment they are in. However, we recommend using English as the medium of communication when instructing, doing activities and correcting. At this level, it is advisable to use L1 for grammar explanations and for dealing with general queries.

- Be clear on what students should bring to class. Do you want them to have a separate book for new grammar and vocabulary? Do you want them to bring their Workbook as well as their Student's Book to class? You may want them to have access to their mobile phone (and its translation facilities!) or you may ask students to keep phones switched off. Advise students on what sort of dictionary they should use.
- The level, confidence and ability of students can vary greatly in a Beginner's class. Quickly establish who has studied some English before (false beginners) and who has not. Give stronger students the more difficult roles in roleplays or encourage them to help less experienced students when checking work. Present this as a collaborative experience and explain that students can help and learn from each other.
- Help students to establish relationships within the class. It is important that class members get to know each other and feel comfortable working with different partners. Try to be as inclusive as possible and make everybody feel they have a role in the group. Be sensitive towards those who are shy or less confident and give them opportunities to speak to the whole class but do not force them to.
- To maintain interest, keep activities at this level short, varied and plentiful. *Outcomes* supports this by including many shorter activities on the page. Initially, Beginner students have very little language to work with. A range of varied, short activities with different interactions (individual, pairwork, changing pairings, groupwork) will ensure students get the repetitive practice they need without getting bored or stale.

2  **4** Play the recording. Students listen and repeat. Point out that the words in bold are the key words and are therefore strongly stressed – make sure your students attempt to stress these words.

4

- 1 What's your name?
- 2 Nice to meet you.

Background pronunciation notes

It is never too early to encourage students to attempt accurate stress patterns and pronunciation. English is a stress-timed language which puts a lot of weight on strong stresses and involves a wide intonation range. It is a good idea to initially encourage your students to exaggerate the stress and intonation patterns.

• In the exercise above, note how the intonation pattern starts high over the stressed word *What's* and rises over *name?* (question). It starts high over *Nice* and then falls over *meet* (statement).

 What's your name?  Nice to meet you.

• Some teachers like to get students to focus on the stress and intonation of English by first practising with simple, repeated sounds. For example, ask students to say: *DA-da-DA* in imitation of **What's your name?** and *DA-da-DA-da* in imitation of **Nice to meet you.**

3 Ask students to practise the conversation from Exercise 1. It is a good idea to model the activity first with a reliable student so students can see what to do. See Teacher development below for ways of managing this activity.

- When students have practised reading the conversation in their pairs, ask them to work with a new partner. This time, tell them to close their books and try to remember or improvise the dialogue. If your students need more support, write: *name, hi, meet* and *you too* on the board before students speak for students to use as prompts.
- As students speak, monitor closely and be prepared to gently correct errors. Encourage students to attempt the correct stress and intonation patterns.

4  **5** Play the recording. Students listen and follow the conversation in the Student's Book.

5

K = Khalid; L = Lara; D = Dom

K: Lara, this is my friend, Dom.

L: Hi. Nice to meet you.

D: Yes. You too.

5 Ask students to work in groups of three to act out the conversation. It is a good idea to model the activity first with two reliable students so students can see what to do. See Teacher development below for ways of managing this activity.

Optional extra activity Practice makes perfect. Ask students to practise the conversation three or four times, trying to memorise more of it each time. Then ask them to close their books and try to act out the conversation with a new group of students.

Teacher development: varying interaction with pairs, groups and mingles

At Beginner level, spoken practice is often necessarily controlled, limited and repetitive. In order to maximise speaking opportunities and make interactions useful and meaningful, it is a good idea to vary who students talk to as much as possible. This also builds relationships within the class as well as extending spoken practice. Here are some suggestions:

- Organise the class into groups of four. This can work well in a traditional classroom as you can ask students in one row to turn to face students in the row behind. Students can then easily practise a conversation with the person next to them, then the person opposite, then the person diagonally across from them.
- If you have space, use it. Ask students to stand up, walk round the class and start conversations with students they may not know well. A fun way of doing this is to use music. When the music plays, students walk. When the music stops, they stop walking and talk to the person nearest to them.
- Encourage students to work with new partners. In a small class, move the student on the far left to the far right (thus creating different pairings), or ask every other student to move one space clockwise, or ask students to stand up, walk round and sit down in a particular order (e.g. according to the alphabetical order of their names, their height, or which month they were born in).

DEVELOPING CONVERSATIONS

Checking names

Aim

to introduce and practise ways of asking questions to check names

- 6** Read through the information in the box as a class.
- Ask individual students: *Who's she? Who's he?* and *Who are they?* Point to different pictures. Students can say *I don't know* or (if they know) can give the real name.
 - Tell students to ask and answer the questions in the box in pairs. Then tell them to look at page 144 in the Student's Book for further practice.

Culture notes

- Aretha Franklin (1942–2018) was an American soul singer and songwriter. She is often called the 'Queen of Soul'.
- Sui Wenjing (born 1995) and Han Cong (born 1992) are Chinese figure skaters who started to skate as partners in 2007. They have won many awards: they were world champions in 2017 and won the Olympic Silver medal in 2018.
- Miguel de Cervantes (1547–1616) was a Spanish writer who wrote the book *Don Quixote*. He is widely considered to be the greatest writer in the Spanish language.

List of people pictured in File 1 on p144

(from left to right)

Barak and Michelle Obama
 the band Abba (Björn Ulvaeus, Agnetha Fältskog, Anni-Frid Lyngstad, Benny Andersson)
 the winning German World cup football team from 2014
 William Shakespeare
 Ariana Grande
 Venus Williams
 Neil Armstrong
 Javier Bardem
 Catherine the Great

Optional extra activity To extend the speaking practice, display more photos of different famous people for students to ask and answer questions about.

- 7** Organise the class into pairs to say the names of classmates and to ask each other about any names they don't remember. It is a good idea to model this activity first by acting it out with a reliable student.
- In feedback, ask one pair to read out all the names in the class. Test individuals by pointing at students, and saying: *Who's he/she?*

Background language note

The structure for these simple questions is:

Who + verb + subject pronoun + ?

The subject and verb *be* are inverted to form a question. *Is* is reduced to 's. Watch out for errors of inversion (e.g. *Who she is?*)

Background pronunciation note

The words run together and *are* is weakly stressed, so students will need to practise saying /hu:z (h)i:/ (*Who's he?*), /hu:z ʃi:/ (*Who's she?*), and /hu:ə ðeɪ/ (*Who are they?*).

VOCABULARY People

Aim

to introduce and practise words to describe people in your life

- 8** Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. You could choose to pre-teach the words using translation or using mime and examples (e.g. point to the husband in the photo on page 6 in the Student's Book, mime being a doctor, etc.) or you could choose to see if students can do the exercise first.
- Ask students to complete sentences 1–4 with the words from the box. Do the first as an example to get students started. Let students compare answers in pairs but do not check answers.

- 9**  **6** Play the recording. Students listen and check their answers to Exercise 8.

Answers

- 1 son
- 2 husband
- 3 doctor; teacher
- 4 sister; friend

6

B = Bob; T = Tina; P = Poppy; C = Connor

- 1 B: Tina is my wife. She's a doctor. This is my daughter, Poppy. And he is my son, Connor.
- 2 T: Bob is my husband. He's a teacher in an English school.
- 3 P: My mother is a doctor and my father is a teacher. Connor is my big brother.
- 4 C: Poppy's my sister. She's eight. Kevin is my best friend. We're in the same class at school.

- 10**  **7** Play the recording. Students listen and repeat the words in the box.

7

my brother	my father	my mother	a teacher
my daughter	my friend	my sister	my wife
a doctor	my husband	my son	

Background language and pronunciation notes

- Note that nouns in English are not usually feminine or masculine, so *doctor*, *teacher* and *friend* are all gender neutral. Note that the strong stress on these nouns is on the first syllable. Students may have problems producing the

voiced /ð/ sound in words like *mother* and *father*. Show how the tip of the tongue is placed beyond the teeth, and then withdrawn, when making this sound. Students also often find the silent 'gh' in *daughter* /'dɔ:tə/ and the /ʌ/ sound in *husband* /'hʌzbənd/ challenging.

11 Ask students to write five names on a piece of paper. You could model the activity first by writing five names on the board that are relevant to you personally. Then talk about each of them, e.g. *She's my wife ... He's my friend at work ... He's my brother, etc.*

12 Once students have written names, ask them to work in pairs to ask and answer questions. Model the activity first with a reliable student.

- When students are working in closed pairs, monitor and listen for errors. Offer help if students need additional vocabulary.
- Then mix the pairs so that students get to ask and answer questions with three or four different people.

Optional extra activity Ask students to draw a simple family tree showing parents, wife/husband and any children or brothers and sisters they have. Students ask and answer questions about their family tree.

Teacher development: instructing activities at Beginner level

In a multilingual class at Beginner level, the most efficient way of instructing activities is by demonstration. Here are two golden rules:

- 1 If students have to write something (e.g. the sentence completion task in Exercise 8), complete the first item in front of students as an example. In this case, show the first gapped sentence on the board, say the answer out loud, and then write the answer in the space.
- 2 If students have to speak (e.g. the pairwork activity in Exercise 12), act out the conversation first. Do this yourself (i.e. play both parts in a mini-performance) or do this by working with a reliable and responsive student. Students feel much more confident about 'performing' in English if they have already seen an example of what they are expected to do. It also provides an excellent model of what to say and how to say it.

GRAMMAR 'm, 's, 're

Aim

to check students' understanding of how to use *be* in the present tense

13 Read through the information in the box as a class. Then organise the class into pairs to complete the sentences. Monitor and note how well students understand the rules. Don't check answers at this stage.

14  Play the recording. Students listen and check their answers. Then write up the correct answers on the board. Alternatively, ask students to check rules in the Grammar reference on page 114.

Answers to Exercise 13

- 1 's
- 2 's
- 3 is
- 4 're; 'm; 's
- 5 They; is

8

- 1 A: Who is Maria?
B: She's my wife.
- 2 A: Who is he?
B: Greg. He's our teacher.
- 3 A: Lara. This is my sister, Katia.
B: Hi. Nice to meet you.
- 4 A: You're Ana, right?
B: No. I'm Zeynep. She's Ana!
A: Oh! Sorry!
- 5 A: Who are they?
B: They're my children!
A: Nice! What are their names?
B: My son is Cristiano and my daughter is Inés.

15  Play the recording again. Students listen and repeat the lines of the conversation. You could follow up by asking students to work in pairs and practise reading out the conversations.



For further practice, see Exercises 1–4 in the Grammar reference on page 114.

Answers to Exercise 2, Grammar reference

- | | |
|--------|-------------|
| 1 I | 5 He |
| 2 This | 6 they |
| 3 She | 7 your name |
| 4 We | 8 My |

Answers to Exercise 3, Grammar reference

- | | |
|---------------------|------------------------|
| 1 I'm from Berlin. | 5 They're in my class. |
| 2 He's from London. | 6 You're in class 6. |
| 3 My name's Cathy. | 7 She's my teacher. |
| 4 We're friends. | 8 That's right. |

Answers to Exercise 4, Grammar reference

Students' own answers

Background language notes

The verb *be* is taught here first, and in isolation, not just because it is so common and useful, but because, unusually, it has three different irregular forms (*I am, He/She/It is* and *You/We/They are*). It is further complicated for low-level learners by the fact that it generally contracts to *'m, 's* and *'re*.

- You will need to give students plenty of guidance and practice to become accurate in the form, and students whose alphabet is different from that of English may struggle to get apostrophes in the right place.
- Students may struggle to pronounce the difficult long vowels and diphthongs involved in the pronunciation (e.g. *you're* /jɔ: / and *we're* /wiə /).

- Look out for students missing out pronouns (typical Spanish-speaker error: *Is my brother*.) or missing out *be* altogether (typical Russian-speaker error: *She doctor*), depending on their L1.

Optional extra activity Ask students to work in groups to ask and answer questions about people in the class. They have to try to remember names (and jobs if they know them).

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a freer, communicative, personalised speaking activity

16 This is an opportunity to put together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to work in pairs. Invite them to show each other photos of people that they have on their phones. If your students do not have access to phones in class, or you feel that the activity is too personal, use the photos on page 144 of the Student's Book. Ask students to imagine that those people are their family.
- As an alternative to working seated in pairs, ask students to stand up, find a new partner, and go to a different part of the classroom. Tell them to talk to their partner and then change partner when they have finished. Listen for errors, new language or interesting conversations to comment on in feedback.
- In feedback, focus on good pieces of language that students used and/or errors that you noted during the activity. Show students ways of improving things that they didn't express clearly.
- Note that the recording in Audio script 9 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



9 Students listen to more examples.

9

1

A: He's my friend, Peter.

2

A: Who's she?

B: My mother.

3

A: What's her name?

B: Fatima.

Communicative activity worksheet The photocopiable worksheet on page 200 can be used at this point or at the end of the unit for further practice.

WHERE'S THE PARTY?

Student's Book pages 10–11

Communicative outcomes

In this two-page spread, students ask personal questions; it introduces numbers 13–22 and questions with *be*.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

1 Organise the class into pairs to practise saying words for people. In feedback, find out which pair remembered the most words.

Possible answers

boy, son, daughter, mother, father, brother, sister, husband, wife, friend, doctor, teacher, student

2 Organise the class into new pairs to practise reading out the conversations. Encourage students to practise the conversations two or three times. Practice makes perfect. Tell them to close the Student's Book and try to remember the conversations.

3 You could ask students to do this in pairs or as a mingle. In pairs, students take turns to say the names of people in the class and ask: *Who's he?* and *Who's she?* to check. In a mingle, students can walk round and check each other's names (*What's your name? You're Andrei, right? Yes, that's right. No, I'm Pietro.*).

VOCABULARY Numbers 13–22

Aim

to introduce and practise numbers 13 to 22

4 **10** Play the recording. Students listen and repeat the numbers.

10

thirteen	eighteen
fourteen	nineteen
fifteen	twenty
sixteen	twenty-one
seventeen	twenty-two

Background pronunciation notes

Note that the strong stress is on the syllable *teen* in these words: *fourteen*, *seventeen*, etc. The stress is on *twen* in *twenty* and on the number that follows: *twenty-one*.

Optional extra activity Ask students to practise saying the numbers in pairs, e.g. one student says a number from 13 to 22 and their partner must point to the corresponding number in the box in the Student's Book.

5 **11** Play the recording. Students listen and write the numbers. Let students compare answers in pairs before writing the answers on the board. Play the recording a second time if necessary.

11 and answers

- 1 ten, twelve, fourteen, sixteen
- 2 four, eight, twelve, sixteen
- 3 seven, eleven, thirteen, seventeen
- 4 one, three, six, ten

6 Ask students to work in pairs and look at Exercise 5 again. Tell them to talk to their partner to decide what the next number is in each sequence. In feedback, elicit answers and ask students to show their reasoning. Don't check answers at this stage.

7 **12** Play the recording. Students listen and check their answers to Exercise 6. In feedback, demonstrate (visually on the board) why each number is correct, asking individual student to read out each of the digits (e.g. $10 + 2 = 12 + 2 = 14 + 2 = 16 + 2 = 18$).

Answers

- 1 18 (even numbers / add two each time)
- 2 20 (add four each time)
- 3 19 (prime numbers: numbers that cannot be divided)
- 4 15 (the number you add increases by one each time, so: +2, +3, +4, +5)

12

- 1 ten, twelve, fourteen, sixteen, eighteen
- 2 four, eight, twelve, sixteen, twenty
- 3 seven, eleven, thirteen, seventeen, nineteen
- 4 one, three, six, ten, fifteen

Optional extra activity Play the number game *Bingo!* Students draw a grid with six squares and choose and write in any six numbers from 1 to 22. Read out numbers at random, crossing them off a list as you do so. The first student to hear and tick the six numbers they wrote is the winner. Students can then play the game in groups.

VOCABULARY Question words

Aim

to introduce and practise question words

8 **13** Play the recording. Students look at the photos, then listen and repeat the question words.

13

- 1 Where?
- 2 What time?
- 3 How old?
- 4 How long?
- 5 Who?
- 6 How much?

9 **14** Ask students to write the missing question words. Elicit the first answer to get them started. Play the recording. Students listen and check.

Answers

- | | |
|-------------|------------|
| 1 Who | 4 How much |
| 2 Where | 5 How long |
| 3 What time | 6 How old |

14

- 1 Who is she?
- 2 Where is it?
- 3 What time is it?
- 4 How much is it?
- 5 How long is it?
- 6 How old is she?

Background language and pronunciation notes

We use *Who?* (people) and *Where?* (places) for asking questions. Note how we can use *How* with adjectives to make questions.

- Note that 'w' is not pronounced with *Who* /hu:/.

10 **15** Give students time to read the questions and answers. Then play the recording. Ask students to tick or circle the answer they hear. Let students compare answers in pairs before writing the answers (1 b, 2 a, etc.) on the board.

Answers

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

15

- 1 A: How are you?
B: Fine, thanks.
- 2 A: How long is the class?
B: One hour.
- 3 A: How old are you?
B: Thirteen.
- 4 A: Where are you from?
B: China.
- 5 A: Who's she?
B: My mother.
- 6 A: How much is lunch?
B: Sixteen dollars.
- 7 A: What time is it?
B: Three o'clock.
- 8 A: What's your phone number?
B: 0694 55 781.

Optional extra activity Ask students to work in pairs to practise asking and answering the questions in Exercise 10. Student A reads out the questions. Student B must provide real answers. (Note that similar questions will be practised again in Exercise 14).



For more countries, see Student's Book page 139.

GRAMMAR Questions with *be*

Aim

to check students' understanding of how to use *be* when making questions

11 Read through the information in the box as a class. Then ask students to work individually to complete the questions. Monitor and note how well students understand the rules. Let students compare answers with a partner.

- Note that students will hear the full questions in Exercise 12. You could move on to Exercise 12 and play the recording so that students can listen and check (see Exercise 12 for answers). Alternatively, you could write up the correct answers on the board or ask students to check in the Grammar reference on page 114.

Background language notes

When asking questions, we use *are* with *you*, and *is* with *he*, *she* and *it*. Inversion is used, so the affirmative form *you are* becomes *are you?*. Watch out for errors of word order or omission: *How old he is? Where you from?*

- Note that English does not differentiate between singular and plural *you*, so *Are you OK?* could be referring to one or more people.

Teacher development: using tables

Use a table to show how questions with *be* are formed:

Q word	<i>is / are</i>	subject	
<i>How</i>	<i>are</i>	<i>you</i>	<i>?</i>
<i>Where</i>	<i>is</i>	<i>he</i>	<i>from?</i>
	<i>Are</i>	<i>you</i>	<i>OK?</i>

G For further practice, see Exercises 1–4 in the Grammar reference on page 115.

Answers to Exercise 1, Grammar reference

- | | |
|-------|--------------|
| 1 's | 4 is |
| 2 are | 5 is; Is |
| 3 's | 6 's; Is; 's |

Answers to Exercise 2, Grammar reference

- | | |
|------------------------------|-------------------------|
| 1 <i>Where are you from?</i> | 5 What are their names? |
| 2 How much are they? | 6 How are you? |
| 3 Who is he? | 7 What time is the bus? |
| 4 How old are you? | |

Answers to Exercise 3, Grammar reference

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

Answers to Exercise 4, Grammar reference

- | | |
|------------------------|-------------------------|
| 1 <i>Yes, I am.</i> | 6 <i>Yes, he is.</i> |
| 2 <i>No, it's not.</i> | 7 <i>No, she's not.</i> |
| 3 <i>Yes, you are.</i> | 8 <i>No, it's not.</i> |
| 4 <i>Yes, we are.</i> | 9 <i>Yes, they are.</i> |
| 5 <i>No, I'm not.</i> | 10 <i>Yes, it is.</i> |

12  **16** Play the recording. Ask students to listen and check their answers to Exercise 11. Play and pause if necessary. Point out the reduction of *are* to the weak sound /ə/ in faster speech.

Answers

- | | |
|-------|-------|
| 1 are | 6 is |
| 2 are | 7 is |
| 3 is | 8 Is |
| 4 is | 9 is |
| 5 are | 10 is |

16

- Where are you from?
- How are you?
- Where is he from?
- How long is the class?
- How old are you?
- What time is the party?
- How old is your son?
- Is she nice?
- Who is he?
- How much is it?

13 Ask students to work in pairs to practise the questions in Exercise 11. Encourage them to approximate the weak sounds. You could ask students to practise saying the questions again, but this time saying them as quickly as possible.

Background pronunciation notes

When students hear the questions said slowly, they have a chance to hear and say the question in a way that helps them identify the boundaries between words. Students are then given the opportunity to hear faster speech and say the questions more quickly and naturally. The idea is to build awareness that, in natural speech, words are stressed or unstressed, and sometimes run into each other. You could point out how *Where* and *are* link together, e.g.: /weəə/.

SPEAKING

Aim

to practise asking and answering questions with *be*

14 Ask students to work individually to prepare true answers to the questions. Monitor and help with words if necessary.

Possible answers

three o'clock
 Fine, thanks. / OK.
 Spain / Here!
 twenty
 fifteen minutes

15 Ask students to work in pairs to ask and answer the questions in Exercise 15. You could model the activity first with a reliable student. As students speak, monitor and correct errors of form and pronunciation.

- Ask fast finishers to cover the Student's Book and try to remember the questions and repeat the activity.

Optional extra activity Once students have practised in pairs, extend the activity to a mingle. Ask students to stand up, walk round and ask questions.

GRAMMAR *his, her, our, their*

Aim

to check students' understanding of how to use *his, her, our, their*

Read through the information in the box as a class. Monitor and note how well students understand the rules.

- Check that students understand the meaning and use of the possessive 's (see notes below).

Background language notes

After a noun in English (particularly the name of a person) 's is used to show that the person 'possesses' the object that follows (e.g. *John's bag*). The use of the possessive 's is very particular to English and Germanic/Scandinavian languages, so students may find it challenging to use (they may want to say, e.g. *the bag of John* or *John book*).

- The possessive pronouns *his, her, our* and *their* don't change their form and can be used with singular and plural nouns. Students may want to add an *s* to show the plural (e.g. *theirs-sons*) or may want to make the pronoun agree with the sex of the noun (e.g. saying *his-son* meaning *Maria's son*, because this occurs in their L1).

G Students complete Exercises 1 and 2 in the Grammar reference on page 115.

Answers to Exercise 1, Grammar reference

- | | |
|-----------|---------------------|
| 1 His | 6 his |
| 2 Karen's | 7 your cat's |
| 3 My | 8 Liam's |
| 4 Our | 9 your |
| 5 their | 10 Tomas and Pepa's |

Answers to Exercise 2, Grammar reference

- | | |
|---------|-------------|
| 1 I | 7 our |
| 2 My | 8 they |
| 3 you | 9 my; It's |
| 4 your | 10 My; He's |
| 5 he | 11 She; our |
| 6 their | 12 Her; my |

READING

Aim

to practise reading for comprehension and forming questions

16  **17** Ask students to look at the three invitations at the bottom of Student's Book page 11. You could set a focus task: *Find nine names*. (Tia, Joe, Kate, Sara, Pedro, Santiago, Rebeca, Tom, Peter)

- Ask students to read the invitations and answer questions 1–6. The texts are recorded so you could play the recording while students listen and read. Let students compare answers with a partner before writing the answers on the board.

Answers

- 1 Friday
- 2 121 786 5539
- 3 The Spanish Centre (3 High Street)
- 4 Sara and Pedro's baby/son
- 5 five hours
- 6 6

17

Invitation!

Our daughter Tia is 18.

Come to her party at:

Selale Restaurant, 25 Green Lanes.

Friday 15th, 9pm to 2am.

Joe and Kate's phone: 121 786 5539

Sara and Pedro have a new baby boy!

Come to our party and meet Santiago (and his sister Rebeca!).

The Spanish Centre, 3 High Street.

Saturday 16th, 12pm to 6pm – lunch at 2pm.

Mobile: 07311 762 4683

Tom and Peter have a new flat.

Come to our party at:

Flat 6, Floor 3,

19 Old Street.

3pm to 8pm this Sunday (17th).

Email: tom@xmail.com

17 Tell students to look at the example questions.

Then ask them to prepare their own questions. You could ask students to work in pairs or to work individually and then compare questions with a partner. It is a good idea to monitor closely at this stage and be ready to help and correct.

- In feedback, elicit a few questions from the class. Make sure everybody has a few questions prepared for use in Exercise 18.

Possible answers

- 2 Where's the party?
- 3 What time is the party? / What time is Tia's party?
- 4 How long is the party? / How long is Sara and Pedro's party?
- 5 What's the phone number / email address? Who is Rebeca?

18 Ask students to work in pairs to take turns to ask and answer their questions. Listen carefully and note any errors. Use the feedback time to correct any errors students made.

Optional extra activity Ask students to design and write their own invitation to a party for an event (birthday, anniversary, new house, etc.) that is current in their life. Students exchange their invitation cards with a partner and ask questions about the information.

TIME FOR COFFEE**Student's Book pages 12–13****Communicative outcomes**

In this two-page spread, students order drinks in a coffee shop and use numbers to give times and prices.

VOCABULARY Times and prices**Aim**

to introduce and practise numbers to use to give times and prices

1  **18** Start by writing numbers from earlier lessons on the board (e.g. 8, 11, 13, 17, 21). Ask students to say the numbers.

- Play the recording. Students listen and repeat the numbers.

 18

twenty	sixty
twenty-one	sixty-five
thirty	seventy
thirty-two	seventy-six
forty	eighty
forty-three	eighty-seven
fifty	ninety
fifty-four	ninety-eight

Background language and pronunciation notes

Numbers are fairly straightforward in English. The suffix *-ty* is added to a number to make *thirty, forty, fifty*, etc. The numbers *one* to *nine* are then added with a hyphen, e.g. *twenty-one*. *Two* becomes *twen-*, *three* becomes *thir-* and *five* becomes *fif-*, but otherwise the pronunciation of the numbers doesn't change.

- Note the strong stress on the first syllable: *twenty*, *thirty*, *forty-five*, *sixty-seven*

Optional extra activity Say how old your friends and family are, e.g. *My mother is 75, My brother Ali is 38.*

2  **19** Read through the information about times and prices with your class. Point out the plural forms of *pound* and *euro* (see language notes on page 18).

- Play the recording. Students listen and write the time or price. Let students compare answers in pairs. In feedback, confirm answers and briefly drill the words for the correct stress and pronunciation.

Answers

- 1 35
- 2 70
- 3 11 / eleven o'clock
- 4 12.15 / twelve fifteen
- 5 4.80
- 6 1.30 / one thirty
- 7 8.95
- 8 16.52 / sixteen fifty-two

19

1

A: What time is it?
B: Three thirty-five.

2

A: How much is it?
B: It's fifteen seventy.

3

A: What time is the class?
B: Eleven o'clock.

4

A: What time is the coffee break?
B: Twelve fifteen.

5

A: How much is a cappuccino?
B: Four euros eighty.

6

A: What time is lunch?
B: One thirty.

7

A: How much are the sandwiches?
B: Eight ninety-five.

8

A: What time's your bus?
B: Sixteen fifty-two.

Background language notes

Native speakers often use just numbers to give times, especially when trying to be accurate (e.g. when saying the time a train is leaving). So, answering *What time is it?* with 'five thirty' or 'six twenty' is common.

- Similarly, saying prices without mentioning pounds, dollars or euros is common. We tend to only use those words when it isn't clear which currency is being discussed.

3 Give students time to remember (or research) the questions used in Exercise 2. Students could look at Audio script 19 on page 148 of the Student's Book if necessary.

- Start students off by asking two or three questions in open class. Then ask students to work in pairs to ask and answer questions. As students speak, monitor closely and note and correct their language use.

Optional extra activity Ask students to prepare questions to ask about times and prices in your school. They could ask, e.g. *What time is the class? What time is the break? How much is coffee in the coffee machine?* When students have prepared their own questions, tell them to ask and answer in pairs, groups or in a class mingle.

VOCABULARY In a coffee shop

Aim

to introduce and practise saying words from a menu

4 **20** Start by asking students to look at the words in the box. Use the visuals on the page, your own pictures and/or mime to get across the meaning of any words students may be unsure of.

- Play the recording. Students listen and repeat the words. Note that stressed syllables are shown in bold.

20

americano	medium
cake	orange juice
cappuccino	sandwich
espresso	small
large	tea
latte	water

Background language notes

Note that *cakes* and *sandwiches* are listed in plural on the menu. Students will have to say: *How much is a cake?* or *How much are cakes?* Although generally uncountable, we usually say: *How much is a tea / coffee / orange juice, etc.?* when ordering.

5 **21** Play the recording. Students listen and repeat.

21

- 1 a large cappuccino
- 2 a medium latte
- 3 a small orange juice
- 4 a medium tea
- 5 a large americano
- 6 How much is a medium cappuccino?
- 7 How much are sandwiches?
- 8 How much is a large orange juice?

Teacher development: learning in chunks

In *Outcomes Beginner*, students are often introduced to new words in useable chunks of language. This may mean learning words as part of common collocations (e.g. *large cappuccino*) or learning words as part of whole phrases (e.g. *How much are sandwiches?*). Learning words in chunks makes them more useful and memorable. Students are also less likely to make errors as they don't have to guess which words usually go together.

6 Organise the class into new pairs. Ask students to decide who is A, and who is B, and to look at their menus (on page 12 and 145 of the Student's Book).

- Ask one or two questions in open class to show that Student A and Student B have different information, e.g. ask: *How much is a large latte?* Only Student B in each pair can answer (3.75).
- Students take turns to ask and answer questions and write in the missing prices. Find out which pair finishes first. Then write up (or show) a completed menu on the board. In feedback, point out any errors you heard with questions or numbers.

Answers

	Large	Medium	Small
cappuccino	3.75	3.40	2.90
latte	3.75	3.40	2.90
americano	3.10	2.80	2.30
espresso	2.05	1.60	
tea	2.25	1.95	1.60
fresh orange juice	4.35	3.95	3.45
Coke	2.15		
water	1.35		
cakes	4.95		
sandwiches	6.50		

7 Personalise the activity by getting students to ask about prices in their own city or country. If your students are from different countries, use the opportunity for students to find out about each other's countries.

Optional extra activity Bring in menus from local places in your city. Ask students to read the information and ask and answer questions.

DEVELOPING CONVERSATIONS

Ordering and serving drinks

Aim

to introduce and practise ways of ordering and serving drinks

8 **22** Read through the conversation in the information box with your class. Then play the recording. Students listen and read the conversation.

- In feedback, point out the key phrases in bold. You could ask students to listen to you say the phrases in bold again. Then ask them to repeat after your model.

22

A: What would you like?
 B: A large americano.
 A: Americano. Anything else?
 B: Yes – one medium orange juice.
 A: OK. Anything else?
 B: No, thanks.
 A: OK. That's £7.05.

Background language and pronunciation notes

What would you like? is a polite way to ask what somebody wants. Note the pronunciation of *would you* /wʊdju/.

- Anything else?* is a follow-up question to see if the person wants more. Note the rising intonation.

9 Organise the class into new pairs. Students work in their pairs to practise ordering items from the menu using the phrases from the language box. As students speak, monitor and correct errors. You could ask two or three pairs to act out their conversations for the class.

LISTENING

Aim

to give students practice in listening for gist and for specific information

10 **23** Start by asking students to look at the menu on page 12 of the Student's Book again. Ask some questions to focus students on the information: *How much is a medium cappuccino? How much are cakes?*

- Play the recording. Students listen and tick the food and drink on the menu that the man orders. Let students compare answers in pairs before checking as a class. At Beginner level, it is a good idea to write up answers on the board, or to ask students to write the answers on the board.

Answers

one large cappuccino
 one large americano with milk
 one medium (black) tea
 one small orange juice
 two chocolate cakes

23

A: Yes sir. How are you today?
 B: Er, yes, good.
 A: What would you like?
 B: Er, two coffees – large.
 A: Cappuccino? Latte? Americano?
 B: Er ... one cappuccino and one americano with milk.
 A: OK. Americano – with milk. Anything else?
 B: Yes – one medium tea.
 A: Milk?
 B: No. No milk, thanks. And a juice for my daughter.
 A: OK. Is that large?
 B: No – small.
 A: OK. One large cappuccino. One large americano with milk, one medium black tea, one small orange juice. Anything else?
 B: And two of those. What's that?
 A: Chocolate cake?
 B: Yes, please. Two.
 A: OK. And two chocolate cakes. That's twenty-two fifteen.
 B: Sorry. How much?
 A: Twenty-two pounds fifteen pence.
 B: Is fifty OK?
 A: Yes. Your change. Next.

11 **24** Play part 2 of the recording. Students listen and choose the problem (a, b or c). Let students compare answers in pairs before checking as a class. In feedback, point out the use and meaning of *change* (= the money you get back).

Answers

b (The shop assistant gave £10 too little change.)

24

A: That's twenty-two fifteen.
 B: Sorry. How much?
 A: Twenty-two pounds fifteen pence.
 B: Is fifty OK?
 A: Yes. Your change. Next. Are you OK?
 B: Er, it's not right.
 A: Sorry. What's the problem?
 B: The change. This is seventeen eighty-five.
 A: Yeah.
 B: Seventeen's not right. Twenty-two fifteen and seventeen eighty-five – that's not fifty pounds.
 A: Oh, yes. You're right. Sorry. Sorry. Here's ten more.
 B: OK. Thank you.

GRAMMAR *not***Aim**

to introduce and practise the negative form *not* with *be*

12 Read through the information in the box as a class. Then ask students to add *not* to the sentences. Monitor and note how well students understand the use and position of *not*. Note that students will check their answers in Exercise 13.

Background language and pronunciation notes

We use *not* to make something negative. Note how it comes after the verb *be* but before the noun or adjective in these sentences. Note that we can also say *isn't* instead of *is not*. When we say *not* in its full, uncontracted form, it is stressed and emphasised.

13 **25** Play the recording. Students listen and check their answers.

25 and answers

1 A: What's the problem?
 B: My tea – it's not right.
2 A: What's the problem?
 B: My coffee – it's not a cappuccino.
3 A: Yes, sir. Are you OK?
 B: Sorry. It's a small tea – not large.
4 A: Are you OK?
 B: No. It's coffee cake – not chocolate.
5 A: Is everything OK?
 B: No. My tea's not hot.
6 A: What's the problem?
 B: It's not right. It's not 35 euros. It's 29.

14 **26** Play the recording. Students listen and repeat the answers.

26

My tea – it's not right.
 My coffee – it's not a cappuccino.
 Sorry. It's a small tea – not large.
 No. It's coffee cake – not chocolate.
 No. My tea's not hot.
 It's not right. It's not 35 euros. It's 29.

15 Read the example situations with your class. Then ask students to work in pairs to act out similar conversations using the remaining four visual prompts. If your students need more support you could ask them to write one or two conversations first before acting them out.

- Ask students to work with a new partner and repeat the activity to maximise practice. You could ask some pairs to act out their conversations for the class. Think of how best to vary the activity and interactions depending on the competence and confidence of your students.

Possible answers**2**

A: Are you OK?
 B: It's water – not Coke.
 A: Sorry.

3

A: What's the problem?
 B: It's not the right change. It's 49 euros – not 59.
 A: Sorry.

4

A: What's the problem?
 B: It's not black tea. It's tea with milk.
 A: Sorry.

5

A: Are you OK?
 B: It's not fresh orange juice.
 A: Sorry.

G For further practice, see Exercise 1 in the Grammar reference on page 116.

Answers to Exercise 1, Grammar reference

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

SPEAKING**Aim**

to practise ordering and serving drinks

16 Organise the class into new pairs. Ask students to work together to prepare a conversation from the flow diagram. Tell them not to write but to think of what B says. Tell them to look at the menu on page 12 of the Student's Book for inspiration.

- When pairs are ready, ask them to practise the conversation using the diagram as a prompt. Tell students to change roles two or three times. Then reorganise the class into new pairs to give further practice. Practice makes perfect so get students to try out the conversation a number of times with different partners.

- As students speak, monitor and note any errors they make. In feedback, write up errors on the board and ask students to correct them.

Optional extra activity Ask students to work in pairs to design their own coffee shop menu with prices. Ask a student from each pair to change places with a student from another pair. Students then take turns to roleplay the situations using their own menus.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise listening to fast and slow speech

17  **27** Tell students to read the six sentences and questions. Play the recording. Ask students to listen and write the correct number next to each sentence or question they hear. Let students compare answers in pairs.

Answers

4, 2, 1, 5, 3, 6

27 and answers

- 1 What's her name?
- 2 This is my friend, Don.
- 3 This is my son, John.
- 4 What time is the class?
- 5 Where are you from?
- 6 How long is the coffee break?

18  **28** Play the recording. This recording is the same as Audio script 27 but the sentences are first heard spoken slowly and are then repeated at a faster, more natural speed. Ask students to listen and check their answers. This time, with the sentences first spoken slowly, they should get the answers. Let students compare answers in pairs. You could play the recording again so that students can listen and repeat.

19 Give students a moment to think about how to respond to each item listed in Exercise 17. Then put them in pairs to practise saying and responding to the sentences and questions.

G For further pronunciation practice, see Exercise 1 in the Grammar reference on page 116.

Answers to Exercise 1, Grammar reference

- | | |
|-----------------------|----------------------|
| 1 Who's he? | 8 What time is it? |
| 2 Where is it? | 9 How much are they? |
| 3 Where are you from? | 10 How are you? |
| 4 How much is it? | 11 How old are you? |
| 5 What day is it? | 12 Where is he? |
| 6 What's your name? | 13 Who's she? |
| 7 How old is she? | 14 How long is it? |

2 LIVE, WORK, EAT

WORDS FOR UNIT 2

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book (fronting), point to the first photo and read out the words (*a big city*). Students should be able to guess the words from the visual context but you may need to check the meaning of some items (e.g. show *near and far* by pointing; mime *I don't like it* with a look of disgust).

Teacher development: using visuals to teach vocabulary

At Beginner level, new vocabulary typically needs to be taught visually through pictures, realia (real objects) or mime. *Outcomes* uses many engaging photos that are designed to help teach new words. However, you can also build up your own library of useful visuals (video clips as well as photographs) which you can use to teach, elicit and revise new words and collocations.

2  **29** Play the recording. Ask students to listen and repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

29

- 1 a big city
- 2 near and far
- 3 a lot of children
- 4 it's expensive
- 5 some nurses
- 6 I don't like it
- 7 some meat
- 8 a taxi driver
- 9 fresh fruit
- 10 work in an office
- 11 walk in the park
- 12 a small village

Background language and pronunciation notes

Note the useful combinations of words (*a village but some meat; in the park and in an office; near and – it's opposite – far*). Learning words that go together helps recall and promotes correct usage.

- Note the pronunciation of *children* /'tʃɪldrən/, *nurse* /nɜːs/ and *village* /'vɪlɪdʒ/.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task correctly and help if necessary.

- Use the feedback to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

- End this stage by asking your students to say if they know any other words in English related to the photos (e.g. *banana, computer, house*). There is no need to check or teach these words, but you could select five or six of the more useful words they say to write up on the board.

WHERE DO YOU LIVE?

Student's Book pages 16–17

Communicative outcomes

In this two-page spread, students will practise talking about where they are from and where they live; it introduces the present simple.

LISTENING AND SPEAKING

Aim

to introduce and practise key phrases used when asking about where somebody lives

1  **30** Play the recording. Students listen and follow the conversation in the Student's Book.

30

F = Freya; A = Adam

F: Hi. You're Adam, right?

A: Yes. Sorry. What's your name?

F: Freya.

A: Oh yes. How are you?

F: Good. And you?

A: Yeah, I'm OK.

F: Where do you live?

A: Kings Heath. And you?

F: I live on New Road. Do you know it?

A: No. Is it near here?

F: Yes. I walk here. It takes ten minutes.

Optional extra activity You could create a more demanding listening by asking students to listen to the conversation first with books closed. Tell them to listen and remember any names and places they hear (*Adam, Freya, Kings Heath, New Road*).

2  **31** Tell students to read the four items, which are extracts from the conversation in Exercise 1. Play the recording. Students listen and repeat. The words in bold are stressed – make sure your students attempt to stress these key words.

31

1 Where do you live?

2 Do you know it?

3 Is it near here?

4 It takes ten minutes.

Background pronunciation notes

English is a stress-timed language with very strong stresses and a wide intonation range. Encourage your students to note and emulate the stress and intonation patterns.

- Note how the intonation pattern starts high over the stressed word *Where* and falls over *live*. The intonation pattern rises over *know* and *near here* but falls over *ten minutes*. The intonation pattern tends to fall from

the last strongly stressed syllable at the end of *Wh*-questions and statements, and tends to rise at the end of *yes/no* questions.



- You could get students to focus on the stress and intonation of English by practising with simple, repeated sounds rather than words, e.g. get students to say *DA-da-da-DA* in imitation of *Where do you live?*

3 Ask students to work in pairs to practise the conversation from Exercise 1. It is a good idea to model the activity first with a reliable student so students can see what to do.

- Try to move away from students simply reading out the dialogue. One way of doing this is to let students practise once or twice with books open before asking them to close their books. Then ask students to work with a new partner to try to remember and improvise the dialogue. If your students need more support, write key words from the dialogue on the board before students continue. They can refer to these prompts but not the whole dialogue in their books.
- As students speak, monitor closely, and be prepared to gently correct errors. See Teacher development below for suggestions. Make sure students are attempting the correct stress and intonation patterns.

Teacher development: correcting speaking errors

At Beginner level, spoken practice is generally very controlled. The aim is for students to accurately reproduce a limited range of language, which they may be reading out, producing from prompts or producing having studied and memorised it. It is very important to ensure that students are praised and supported in this challenge, but equally important that they are corrected if they make any errors of form or pronunciation. Here are some tips:

- Keep speaking activities short, simple and focused. Students need to be clear on what the grammatical, functional or lexical area is that they are practising. Tell them what you will be specifically listening for.
- Try to monitor students equally and actively as they speak in pairs and groups. Show that you are listening intently to their utterances and be very positive about praising good performance.
- As you monitor, take part in the activity yourself to provide repeated good models of language. If you notice incorrect utterances, repeat or rephrase what students are saying to provide a good model while gently correcting.
- Encourage self-correction or peer correction by using a questioning facial expression or a hand gesture to show that what a student has said is not fully accurate.

VOCABULARY My home

Aim

to introduce and practise words to describe where we live

- 4 Read through the words in the box with your class. You could choose to pre-teach the words using translation, or you could see if students can do the exercise from their existing knowledge first.
- Ask students to write the words next to the correct photos. Do the first as an example. Let students compare their answers in pairs.

Answers

a	a village	f	flats
b	a city	g	the north
d	a road		

- 5  32 Play the recording. Students listen and repeat the words. Note that stressed syllables are shown in bold.

32

a village	a road	the north
a city	a house	the south
an area	flats	the centre

Background language and pronunciation notes

British English uses *flats*. In American English, people usually say *apartments*.

- The strong stress on all the words of more than one syllable is on the first syllable. This is typical of many nouns in English.
- Note that students may have problems producing the unvoiced /θ/ sound in *north* and *south*. Show how the tip of the tongue is placed beyond the teeth, and then withdrawn, when making this sound. Note also the /ə/ sounds in the pronunciation of *area* /'eəriə/ and *centre* /'sentə/.

- 6  33 Tell students to read the text. Play the recording. Students listen and choose the correct words. Let students compare their answers in pairs.

Answers

1	Chile	5	daughter
2	city	6	my dog
3	south	7	the university
4	house		

33

My name's Leo.
I'm from Chile.
I live in a city called Temuco.
Temuco is in an area called Araucanía. It's in the south of Chile.
I live in a small house with my daughter and my dog.
It's on Los Leones road.
It's near the university.

- 7 Ask students to make the sentences from Exercise 6 true for them. You could model the activity first by describing where you are from and where you live in a live listening (see Teacher development below).
- Depending on your students' competence, you could ask them to work individually to write sentences first, before working in pairs to share their sentences. Alternatively, you could ask them to work in pairs straight away and improvise sentences using the prompts in bold.
 - As students speak, monitor and listen for errors, and correct students if they have problems.

Optional extra activity Ask students to write a paragraph about where they are from and where they live. (This activity could be set as homework.)

Teacher development: live listening

Students find it interesting and motivating to listen to and understand their teacher speaking English in 'live listenings'. Take the opportunity to talk about yourself, your family, your hobbies, etc. in short live listenings at different times during the course. You could set simple listening tasks (e.g. *Where do I live?*) before speaking. However, the important thing is that you are providing real-life, personalised listening. Authentic live listening is useful for the following reasons:

- It is a way of modelling the activity that you want students to do.
- Students find out more about you and therefore relationships within the class are strengthened.
- You can adapt the speed, content and length of the listening to suit your students.
- Beginner level students can find listening very challenging, and being able to see the face and mouth of the person speaking can aid listening and build confidence.

GRAMMAR Present simple

Aim

to check students' understanding of how to use the present simple tense in the affirmative form

- 8 Read through the information in the box as a class. Point out how the verb adds an -s (or changes from *have* to *has*) in the third person (*he, she, it*).
- Ask students to tell the class about their partner. You may need to model this first. Tell the class about one male (*His name's ... He's ...*) and one female (*Her name's ... She's ...*) in your class. Give students time to find out information from their partner first before reporting back to the class.
 - As students speak, be ready to correct form and use, particularly the -s form at the end of verbs.

Background language notes

We use the present simple for present states that are always true (as well as for general habits and routines). Meaning is unlikely to be a problem for students in this simple context. The main challenge is likely to be remembering to add the -s in the third person.

G For further practice, see Exercise 1 in the Grammar reference on page 116.

Answers to Exercise 1, Grammar reference

1 live	5 know; works
2 live	6 walk; takes
3 has	7 likes; like
4 know; lives	8 lives; know

9 Ask students to write three sentences. It is a good idea to model this first by writing up three sentences about your family or friends on the board. As students write, monitor and help with vocabulary and ideas.

10 When students are ready, ask them to share their sentences with a partner.

- As students speak, monitor and be ready to correct form and use, particularly those involving the -s form at the end of verbs.

Optional extra activity Ask students to write a mini biography of a classmate, family member or friend using *be* and the verbs in the grammar box. (This activity could be set as homework.)

GRAMMAR

Present simple questions: *do you*

Aim

to check students' understanding of how to form and use present simple questions with *do you*

11 Read through the information in the box as a class. Point out how we use the auxiliary verb *do* with *you* to make questions.

- Ask students to put the words in the correct order to make questions. Elicit the first sentence and write it on the board to get students started. Let students compare answers in pairs. Note that they will check their answers in Exercise 12.

12 **34** Play the recording. Students listen and check the questions. In feedback, provide a written record by writing up or showing answers on the board.

Answers

- 1 Where do you live?
- 2 Do you live with your brother?
- 3 Who do you live with?
- 4 Do you like your city?
- 5 Do you know my name?
- 6 Do you have a house or a flat?

34 and 35

- 1 A: Where do you live?
B: London.
- 2 A: Do you live with your brother?
B: No. I live with a friend.
- 3 A: Who do you live with?
B: My husband and my dog!
- 4 A: Do you like your city?
B: Yeah. It's OK.
- 5 A: Do you know my name?
B: Yes – it's Mohammed.
- 6 A: Do you have a house or a flat?
B: A house.

13 **35** Play the recording. Students listen and repeat the questions.

Background language and pronunciation notes

When learning the present simple in English, the form is difficult to get the hang of because of the way the auxiliary verb *do* is used to form negatives and questions. You can use a simple table to show and label the question form:

Q word	auxiliary <i>do</i>	subject pronoun	main verb
Where	do	you	live?
	Do	you	like your city?

- A common error at this level is that of avoiding the auxiliary (*You work in an office? Where you live?*). Devote plenty of time to manipulating form in written and spoken accuracy practice exercises.
- You may wish to point out the weakly-stressed pronunciation of *do* and *you* in questions (e.g. *Where do you /dəjə/ work?*). Encourage students to attempt this stress pattern when repeating the questions.

14 Organise the class into pairs to ask and answer the questions in Exercise 11. As students speak, monitor and listen for errors of form and pronunciation. Be prepared to correct students who have problems.

Optional extra activity After students have interviewed a partner, organise the class into new pairs. Students must now remember their previous partner's answers and report them to their new partner. They could follow up this exercise by writing sentences about their partner.



For further practice, see Exercises 1–4 in the Grammar reference on page 117.

Answers to Exercise 1, Grammar reference

- 1 A: Where **do you** live?
B: In Beppu. **Do you** know it?
- 2 A: No. Where is it?
B: It's a small city in the South of Japan.
A: **Do you** like it?
- 3 B: Yes. It's a nice place. Where **do you** live?
A: Birmingham. **Do you** know it?
B: Yes. My friend lives there!
- 4 A: What's his name?
B: Bryan.
A: **Do you** know his family name?
- 5 B: No. Sorry. **Do you** like Birmingham?
A: Yes, it's OK.

Answers to Exercise 2, Grammar reference

- | | |
|-------|-------|
| 1 are | 6 Do |
| 2 do | 7 Are |
| 3 are | 8 Do |
| 4 are | 9 do |
| 5 do | |

Answers to Exercise 3, Grammar reference

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

Answers to Exercise 4, Grammar reference

- 1 a 2 b 3 b 4 a 5 b 6 b

DEVELOPING CONVERSATIONS

And you?

Aim

to introduce and practise using *And you?* in conversations

15 Read through the information in the box with your class. Point out that we use *And you?* to avoid repeating the full question. Act out the two conversations with two different students in your class and show how *And you?* has a rising intonation.

- Ask students to work in pairs to improvise conversations using questions 1–6. Listen in and make sure students are saying *And you?* correctly.

Optional extra activity Extend the activity by giving students other questions to ask and answer:

Where are you from?

Where do you work?

Do you live near the centre?

Are you married?

Background pronunciation notes

In *And you?* the strong stress is on the word *you* and the intonation rises – the more exaggerated the rise, the more interest you show.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a freer, communicative, personalised speaking activity

16 Ask students to complete the conversation with words from the box. Elicit the first couple of lines to get students started. Let students compare answers in pairs. Note that they will check their answers in Exercise 17.

17  **36** Play the recording. Students listen and check their answers. You could then play and pause, asking students to repeat each line of the conversation.

Answers

- your name*
- to meet
- do you
- And you
- live on
- you know
- It takes

36

- A: Hi. Sorry. What's your name?
B: Ali. And you?
A: Maria. Nice to meet you.
B: You too.
A: So, Ali. Where do you live?
B: Clayton. It's a small village. Do you know it?
A: No. Is it far?
B: It takes thirty minutes by car. And you? Where do you live?
A: I live on Havana Road. Do you know it?
B: Yes. It's near here, right?
A: Yes. I walk here. It takes fifteen minutes.

18 This is an opportunity to put together several parts of the lesson and for students to practise all the language they have learnt.

- Organise the class into new pairs. Ask students to look at the flow diagram and work together to think of what to say in conversations.
- When pairs are ready, ask them to practise the conversation using the diagram as a prompt. Then ask students to stand up, walk round and have similar conversations with at least four or five other students in the class. Listen for errors, new language or interesting conversations to comment on in feedback.
- In feedback, look at good pieces of language that students used, and/or pieces of language students didn't quite use correctly during the activity. Model improved ways of saying what they were trying to express.

- Note that the recording in Audio script 37 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



37

A: Hi. Sorry. What's your name?
 B: Otar. And you?
 A: Tamar. Nice to meet you.
 B: You too. Where do you live?
 A: District 7. And you?
 B: I live in District 3.
 A: I know it. It's near.
 B: Yes. I walk here.

Communicative activity worksheet The photocopiable worksheet on page 201 can be used at this point or at the end of the unit for further practice.

WHAT DO YOU DO?

Student's Book pages 18–19

Communicative outcomes

In this two-page spread, students ask about and describe jobs.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

1 Organise the class into pairs to choose and do one of the three activities. Set a five-minute time limit and monitor to see how well students have learnt language from the previous lesson.

VOCABULARY Jobs

Aim

to introduce and practise words to describe jobs

2 **38** Play the recording. Students listen and repeat the words. Note that the syllables in bold are strongly-stressed.

- Say the words out loud and ask students to point to the photos on the page (the words are in the same order as the photos a–h). Alternatively, point to each photo and say the job. Point out that most of the words are nouns, but *retired* is an adjective and *work* is a verb.

38

a bus driver	a student
a mum	a teacher
a nurse	a waiter
retired	work in an office

Background pronunciation notes

Note that the strong stress is on the first syllable except for the adjective *retired* /rɪ'taɪəd/. The *-er* at the end of many jobs is pronounced /ə/.

Optional extra activity Ask students to say their job and where they work. Help them with vocabulary as necessary, or encourage them to use a dictionary.

3 **39** Play the recording. Students listen and write the letter of the photo next to each conversation number. Let students compare answers in pairs before writing answers on the board. Play the recording a second time if necessary.

Answers

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

39

1

A: What do you do?

B: I'm a bus driver.

2

A: What do you do?

B: I'm a teacher in a language school.

3

A: What do you do?

B: I'm a waiter.

4

A: What do you do?

B: I'm a student. I'm at university.

5

A: What do you do?

B: I'm a nurse.

6

A: What do you do?

B: I work in an office.

7

A: What do you do?

B: I don't have a job. I'm retired.

8

A: What do you do?

B: I'm a mum. I don't work for money.

4 Ask students to work in pairs. Tell them to decide who is A and who is B. A asks questions. B says a job. A points to the correct photo. Ask students to change roles and/or change partners to provide more practice.

SPEAKING

Aim

to practise describing jobs

5 Give students time to prepare ideas. Monitor and help with vocabulary. You could provide a model for the speaking activity by describing the jobs that members of your own family or friends have.

- When students are ready, organise the class into groups of four or five to describe their jobs. In feedback, ask groups to tell the class about any interesting jobs in their group.

6 Students tell their group which jobs they think are good, great or OK.

Optional extra activity Play a game. In groups, students take turns to mime different jobs. Students in their group must guess which job they are miming.

GRAMMAR Present simple: *don't (do not)*

Aim

to check students' understanding of how to form and use the present simple negative

7 Read through the information in the box on Student's Book page 18 as a class. Then ask students to make the sentences negative. Monitor and note how well students understand the rules. Let students compare answers with a partner.

- You could write up the correct answers on the board. Alternatively, move on to Exercise 8 and play the recording so that students can listen and check.

Background language and pronunciation notes

We use the auxiliary verb *don't (do not)* with *I, you, we* and *they*. It goes between the subject and the verb. The main verb is in the infinitive.

- Beginner students typically have problems remembering to use *don't* and resort to guessing the negative form from their L1 (*I no work; I am not work*, etc.). They also tend to find the pronunciation challenging. *Don't* is stressed and is pronounced /dɑʊnt/.

8  40 Play the recording. Ask students to listen and check their answers to Exercise 7. Then ask them to listen again and repeat the negative sentences. Play and pause if necessary.

40 and answers

- I don't work on Friday and Saturday.
- I don't know.
- You don't live near here.
- I don't like it.
- We don't have children.
- They don't live in the centre.
- I don't walk to class.
- I don't go to a language school.



For further practice, see Exercises 1 and 2 in the Grammar reference on page 117.

Answers to Exercise 1, Grammar reference

- like
- don't like
- don't work
- don't work
- work
- don't have
- have
- don't have

Answers to Exercise 2, Grammar reference

- No, we *don't*.
- No, I *don't*.
- Yes, I *do*.
- Yes, they *do*.
- No, I *don't*.
- Yes, we *do*. (Also possible: Yes, you *do*.)
- No, they *don't*.

9 Ask students to complete the sentences using the verbs in the box or other verbs. You could start by eliciting one or two possible sentences. Monitor and help with ideas and vocabulary if necessary.

Possible answers

I don't go to school at the weekend.
 I don't live in New York.
 I don't work in an office.
 I don't like my job.
 I'm not a waiter.

10 Ask students to tell a new partner their sentences.

Optional extra activity Ask students to write three sentences about their job, or about people in their family and their jobs. Tell them to write two true sentences and one false one. Their partner must read (or listen to) the sentences and decide which one is false.

READING

Aim

to practise reading for comprehension

11  **41** Lead in by asking students to look at the photos of the four people in the text and guess the people's jobs.

- Ask students to read the text and answer the questions. The reading is recorded so you could play the recording while students listen and read. Let students compare answers with a partner before writing the answers on the board.

Answers

1 Mexico, Australia, Lithuania, Turkey
 2 London

12 Ask students to read again and write the names of the people next to each sentence. Let students compare answers in pairs.

- In feedback, elicit answers from the class.

Answers

1 Ali	5 Carlos; Rasa
2 Jessica	6 Rasa
3 Carlos	7 Ali
4 Rasa	

13  **42** Ask students to listen to Carlos and read his section of the text carefully. They must underline the two pieces of information that are different in this version of the recording. Let students compare answers in pairs. Play the recording again if necessary.

Answers

centre (south), 30 (80)

42

My name's Carlos. I'm from Mexico, but now I live in London. I live in north London and I work in a university in the south. It takes 80 minutes by train. The job's great. I like my students and the money's OK.

14  **43** Ask students to listen to Jessica, Rasa and Ali and read their sections of the text carefully as they listen. They must underline the two pieces of information that are different for each person in this version of the recording. Let students compare answers in pairs. Play the recording again if necessary.

Answers

Jessica: big (small), house (flat)
 Rasa: a coffee shop (an office), university
 (a language school)
 Ali: bad and (OK but), children (daughters)

43**1**

My name's Jessica. I'm from Australia but I'm a nurse here in London. My job's OK, but I don't like the hospital. It's small and I don't live near it. It's an hour by car from my flat. The other nurses are nice, but I don't like some doctors.

2

My name's Rasa. I'm from Lithuania, but now I live and work in Tooting – an area in south London. I work in an office. It's OK. I like the people and the hours are good for me. I work from nine to three and then I go to a language school.

3

My name's Ali. I'm from Turkey. I work for a taxi company. I don't like my job. London traffic is bad. The money is OK but I work a lot – 70 or 80 hours a week. I don't have time with my wife and two daughters.

Optional extra activity Write sentence starters on the board (*My name ... , I'm ... , I work for ... , I like ... , I have ... , I live ...*). Ask students to talk about themselves using the sentence starters.

GRAMMAR Plural / no plural

Aim

to check students' understanding of plurals

Read through the information in the box as a class. Point out the -s endings on regular plurals and the irregular plural forms of *person* and *child*. Make sure that students understand that the words in the last column have no plural form because the nouns are uncountable.

Background language notes

Regular plurals add -s (or -es, depending on the spelling of the word). There are a few irregular plural forms, often connected with people: *person* → *people*, *child* → *children*, *man* → *men*, *woman* → *women*.

Singular nouns use *a/an* and *is* (*a doctor is ...*), but plural forms use *some* and *are* (*some people are ...*). Some words are uncountable so they have no plural. They use *some* not *a / an* (*some work*) but they use *is* not *are* (*the money is ...*).

G For further practice, see Exercises 1–3 in the Grammar reference on page 118.

Answers to Exercise 1, Grammar reference

- | | |
|-------------|------------|
| 1 a job | 4 a people |
| b jobs | b person |
| 2 a sons | 5 a flats |
| b son | b flat |
| 3 a teacher | 6 a women |
| b teachers | b woman |

Answers to Exercise 2, Grammar reference

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

Answers to Exercise 3, Grammar reference

- | | |
|---------------------|------------|
| 1 villages | 7 kebabs |
| 2 blocks | 8 jobs |
| 3 salads | 9 rooms |
| 4 brothers; sisters | 10 wine |
| 5 fruit | 11 curries |
| 6 shops | |

15  **44** Play the recording. Ask students to listen and say who is speaking.

Possible answers

Ali, from the reading text on Student's Book page 19.

44

A: What do you do?

B: I'm a taxi driver.

A: Do you like it?

B: No.

A: Why not?

B: The hours are bad.

16 Ask students to work in pairs to take turns to ask the questions. So, Student A asks and B answers as Ali. Then B asks and A answers as Jessica. You could write the following on the board as prompts to help students remember and say the questions: *do? like? why / why not?*

- As students speak, monitor and note how well they use the new language. In feedback, write any errors students made on the board and ask the class to correct them.

WRITING AND SPEAKING

Aim

to practise writing and speaking about your job

17 Ask students to write true sentences about their job. Monitor and help with words and ideas if necessary.

Possible answers

I'm a manager. I work in an office. I love my job. The hours aren't good. The people are nice. The money's OK.

Optional extra activity Ask students to pin their writing on the wall – the class then circulate and read the descriptions and guess which student wrote each description. You could also ask students to repeat the activity, but ask them to imagine that they have a different job instead of their current job. (This activity could be set as homework.)

Teacher development: getting students to read each other's work

When students produce a piece of writing, think of ways of making their writing purposeful. It can be motivating to tell students that what they write will be read by others. Here are some ideas:

- Students pin their writing on the wall – the class then circulate and read the pieces of writing and guess which student has written the piece of work, or write a short, positive comment below the writing.
- Students sit in a circle and pass the pieces of writing round. They can correct errors they see or write positive comments. This works well in a small class. Sit in the circle so that you can circulate your own writing as a model and also take your turn at correcting and commenting.
- Collect pieces of writing together. This could be in a scrapbook, online or on posters. Students then have a record of their class efforts and can go and read them when they wish.

18 Remind students of the questions in Exercises 15 and 16 (*What do you do? Do you like it? Why? Why not?*). Model the activity by asking the questions of one or two reliable students. Then organise the class into large groups to ask and answer questions, or ask students to stand up and walk round in a mingle.

- As students speak, monitor and listen carefully and note down errors that you can give feedback on at the end (see Teacher development below).

Optional extra activity Tell students to note answers as they interview partners in the class. Then ask students to use their notes to write a description of the jobs of one or two of their classmates.

Teacher development: error feedback after fluency practice

When students are using language from the lesson in a personalised fluency activity, the main aim is to practise their communication skills. As a result, it is important to avoid interrupting students' flow by correcting errors when you hear them. During fluency practice activities, monitor unobtrusively and note down any errors you hear in a notebook. Only interrupt if there is a breakdown in communication and students need your support.

- In feedback, focus first on the content of fluency practice – ask questions to find out what students discovered in the activity, whether they completed the task and if they enjoyed it. Then give feedback on errors.
- It is best to choose a maximum of four or five incorrect short sentences that you heard on the board. There is no need to specify who said each sentence. You could put the class into pairs and ask them to work together to correct the sentences.

TABLE FOR TWO

Student's Book pages 20–21

Communicative outcomes

In this two-page spread, students learn to order food in a restaurant and say what food they like or dislike.

VOCABULARY Food and drinks

Aim

to introduce and practise words to describe food and drinks

1 **45** Lead in by brainstorming as many food and drink words as you can from your class. Many words are international: *pasta, pizza, burger, hot dog*, etc. Write up the words on the board.

- Play the recording. Students listen and repeat the words.

45

chicken	fish	ice cream	meat	salad
drinks	fruit	juice	rice	

Background language and pronunciation notes

Note that all these words (except *drinks*) are uncountable. We say *meat/salad is ...*. *Meat* is a general word (it includes *chicken, beef, lamb*, etc.) and *salad* describes a mix of tomatoes, cucumber, lettuce, etc. (it doesn't just mean *lettuce*).

- The strong stress is shown in bold in the box. Students may find the long /u:/ sounds in *fruit* and *juice* hard to say.

2 Ask students to complete the menu on Student's Book page 21 with the words from Exercise 1. Let students compare their answers in pairs. In feedback, make sure students have understood all the words by pointing to a picture and eliciting the word.

Answers

1 meat	6 ice cream
2 chicken	7 fruit
3 fish	8 drinks
4 rice	9 juice
5 salad	

Optional extra activity Ask students to add one or more food or drink to each section of the menu.

GRAMMAR *like / don't like*

Aim

to check students' understanding of how to use *like* and *don't like*

Read through the information in the box as a class. Point out how we use *them* with plural nouns but *it* with singular or uncountable nouns.

Background language notes

I love is stronger than *I like*. We make the negative by using the auxiliary verb *don't* /dəʊnt/. Note that we rarely say *I don't love* + a general like (e.g. *I love chocolate* but NOT *I don't love chocolate*).

3 **46** Play the recording. Students listen and follow the conversation.

46

A: I love meat.
 B: I don't like it. I only eat fish or vegetables.
 C: I love chicken, but I don't like bacon.
 A: I love chips.
 B: Me too! I love chips.
 C: I don't like them.

4 Organise the class into groups of three or four. Ask students to say what foods they love, like or don't like. You could model this activity by saying what you like and dislike first. In feedback, find out which things all the students in each group loved or disliked.

G For further practice, see Exercise 1 in the Grammar reference on page 118.

Answers to Exercise 1, Grammar reference

1 I love them.	6 I like it.
2 I don't like it.	7 I love them.
3 I don't like it.	8 I don't like it.
4 I don't like them.	9 I like it.
5 I like them.	10 I love them.

SPEAKING

Aim

to practise asking and answering questions about food and prices

5 Organise the class into pairs and check the meaning of *more* and *less*. Then ask students to read the example conversations. You could act out the three conversations with a reliable student as a model.

6 Ask students to work in pairs to have similar conversations to the examples in Exercise 5 to decide on prices for the food and drink items on the menu on Student's Book page 21. Tell students to write the price next to each item.

7 Organise the class into new pairs by asking one student from each pair to change places with another. Check the meaning of *expensive* and *cheap*: draw a simple picture of two identical items on the board and writing a very high price next to one, and a very low price next to the other.

- Tell students to ask *How much ... ?* questions to find out prices and to say *It's cheap* or *It's expensive*.
- As students speak, monitor and listen carefully and note down errors that you can give feedback on at the end.

LISTENING

Aim

to practise listening for general information and key words

8  **47** Play the recording. Students listen and look at the menu on page 21 of the Student's Book. They tick the drinks the family order. Note that the partially completed audio script is visible on the page in Exercise 10, so you may wish to ask students to close their books to do Exercises 8 and 9.

Answers

two orange juices, a Coke and some water

47

A: Do you have a table for three?
 B: Yes. Would you like a menu in English?
 A: Please.
 B: Would you like some drinks?
 A: Yes. Two orange juices, a Coke and some water.

9  **48** Play the recording. Students listen and look at the menu on page 21 of the Student's Book. They tick the food the family order.

Answers

kebab with rice, chicken with chips, prawns with rice

48

B: Are you ready to order?
 A: Yes. A kebab with rice for me.
 B: And for you?
 C: Chicken, please.
 B: With rice or chips?
 C: Chips, please.
 B: And you?
 D: Prawns with rice.
 B: Anything else? A salad?
 C: How much is the tomato salad?
 B: Fifteen euros.
 C: Oh. It's expensive. No, thanks.

10  **49** Play the recording. Students listen and complete the conversation with one word in each space. Let students compare answers in pairs before writing the answers on the board (see Teacher development below).

Answers

1 three	6 rice
2 English	7 else
3 some	8 Fifteen
4 me	9 thanks
5 you	

49

A: Do you have a table for three?
 B: Yes. Would you like a menu in English?
 B: Yes, please.
 A: Would you like some drinks?
 B: Yes. Two orange juices, a Coke and some water.
 ...
 B: Are you ready to order?
 A: Yes. A kebab with rice for me.
 B: OK. And you?
 C: Chicken, please.
 B: With rice or chips?
 C: Chips, please.
 B: And you?
 D: Prawns with rice.
 B: Anything else? A salad?
 C: How much is a tomato salad?
 B: Fifteen euros.
 C: Oh. It's expensive. No, thanks.
 B: So that's one kebab and rice, one chicken and chips, and one prawns with rice.

Teacher development: providing feedback on answers

At Beginner level, students need careful confirmation of answers. Whether writing answers to a reading or listening task, or whether doing a grammar or vocabulary exercise, ensure that students are able to see, check and copy the correct answers at the end of an activity. Here are some suggestions:

- 1 Always allow students to check answers with a partner – this provides confirmation, confidence and a degree of peer-teaching.
- 2 Always write up (or otherwise display) answers on the board. They should be written up clearly (e.g. numbered) so that students can confirm by comparing with what answers they have, and can copy the answers if necessary.
- 3 Consider involving students in the feedback stage, e.g. you could ask individuals to come to the board and write up some or all of the answers.

DEVELOPING CONVERSATIONS

Ordering food and drinks

Aim

to introduce and practise ways of ordering food and drinks

11 Read through the information box with your class. Point out the use of *please* and *for me* when ordering.

- Organise the class into groups of three to practise a conversation using the phrases and questions provided. You could drill the questions and responses first to make sure students can say them correctly.

SPEAKING

Aim

to give extended practice in ordering food and drinks in a restaurant

12 Organise the class into pairs. Ask students to work together to practise the conversation. They could start by reading out the script and changing the words in red, before closing books and trying to remember and improvise the conversation.

- As students speak, monitor and note any errors they make.

13 Once students have practised the conversation, organise the class into groups of four. Ask each group to roleplay a situation in a restaurant. Make sure each student is clear about their role (waiter or customer?) and get them to use the menu on page 21 of the Student's Book. Encourage them to act a little and improvise the conversation as far as possible.

- Ensure students change roles and repeat the roleplay so that each student has an opportunity to be the waiter.
- As students speak, monitor and note any errors they make. In feedback, write up errors on the board and ask students to correct them.

Optional extra activity Ask students in pairs to design their own restaurant menu with prices. Ask a student from each pair to change places with a student from another pair. Students then take turns to roleplay the situations using their own menus. To conclude, you could ask one or two pairs to act out a conversation for the class.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise listening to fast and slow speech

14  **50** Play the recording. Ask students to listen and write the number of the sentences as they hear them. Play and pause if necessary. Let students compare answers in pairs.

50 and answers

- 1 It's a nice area.
- 2 It's in the north.
- 3 She's a teacher in a language school.
- 4 Where do you live?
- 5 I like it here.
- 6 I don't live near here.
- 7 I don't know it.
- 8 I don't like it.
- 9 He's a student at university
- 10 They have a nice house.

15  **51** Play the recording. This recording is the same as Audio script 50 but the sentences are first heard spoken slowly and are then repeated at a faster, more natural speed. Ask students to listen and check their answers. This time, with the sentences spoken slowly, they should get the answers. Let students compare answers in pairs. You could play the recording again so that students can listen and repeat.

16 Ask students to work in pairs to practise saying the sentences that appear on the page in Exercise 14.

17 Organise the class into new pairs. Set a one-minute time limit for students to write as many words as possible. In feedback, find out which pair has most words.

Possible answers

Jobs/Work:

job, bus driver, doctor, nurse, student, waiter, mum, retired, teacher, work in an office / a university / a coffee shop / a hospital, hours, money, company

Food/Drinks:

chicken, fish, ice cream, salad, meat, seafood, burgers, chips, oranges, vegetables, bacon, kebab, rice, tomato, prawns, bread, cake, curry, pizza, cheese, salmon, cod, sandwich, drinks, fruit juice, coffee, tea, water, coke, milk

Optional extra activity Write *office, hospital, school* and *restaurant* on the board. Get students to think of jobs in all these places.

G For further pronunciation practice, see Exercises 1 and 2 in the Grammar reference on page 118.

Answers to Exercise 1B, Grammar reference

1 a 2 b 3 a 4 a 5 b 6 a 7 b 8 a 9 b 10 a
11 b 12 a

Answers to Exercise 2, Grammar reference

- 1 Where are you from?
- 2 Do you live here?
- 3 Are you OK?
- 4 What do you do?
- 5 Do you know it?

VIDEO 1: PEOPLE

Student's Book page 22

Aim

to listen to people from around the world; to improve students' ability to follow and understand fast speech in a video extract; to practise asking and answering personal questions

- 1 Ask students to look at the photo in the Student's Book. Ask: *What can you see?* Elicit ideas and words.
- In open class, or in pairs, ask students to guess where the people are from. Tell them to look up nationality words on page 139 of the Student's Book if necessary.

Answers

Answers will vary, but the flags suggest Spain, Israel and Georgia. The faces are from Asia, the Indian subcontinent, Europe and perhaps South America. The best answer is 'many different countries in the world'.

- 2  1 Ask students to read the sentences carefully. Play the video. Ask students to watch, listen and number the sentences in the order they hear them. Let students compare answers in pairs before checking as a class.

Answers

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

- 3 Organise the class into new pairs. Ask students to discuss the sentences and decide which ones are true.
- 4  1 Play the video again. Ask students to watch, listen and check their answers to Exercise 3. Let students compare answers in pairs before checking as a class.

Answers

- T
- F (The baby is 14 months old.)
- F (They are friends).
- F (She does like the book.)
- T
- T
- F (The boy is ten.)

- 5 Ask students to complete the sentences with one word in each space. Elicit the first answer to get students started. Let students compare answers in pairs before checking as a class.

Answers

- We
- He; His
- has; He
- it
- you
- 're

- 6 Organise the class into groups of four or five. Ask students to discuss the questions. In feedback, invite individuals to share their ideas with the class.

Answers

Students' own ideas

SPEAKING

Aim

to practise asking and answering personal questions

- 7 Organise the class into pairs to practise asking and answering questions. Remind students that they will need to switch between *he/his* and *she/her* or *they/their*, depending on which photos they use. If possible, personalise the activity by encouraging students to use their own personal photos.
- As students speak, monitor and offer support and help with vocabulary. In feedback, ask individuals what they found out from their partner.

Optional extra activity Ask the class to use the questions to interview you.

Teacher development: using the video

How you use and integrate the video extracts in *Outcomes* will depend on your teaching situation and personal preferences. However, here are some suggestions:

- Use the video as an alternative to listening to the class audio. The images give context and support students' understanding of the language. They also generate more interest in the topic.
- Use the video plus its Speaking section as an alternative to the Conversation practice in the Student's Book. For example, you could use it in place of the conversation practice at the end of the *Nice to meet you* section in Unit 1 or the end of the *Where do you live?* section in Unit 2.
- Use the video after studying two units as a way of revising and testing what students have learnt. If students forget words or make errors, refer them back to the relevant sections in the Student's Book.

 1

Narrator: This is us. Lots of people from different countries. We are friends. We do the same things.

We meet.

We talk.

We work.

We live and love.

We meet in the street. We talk.

Older woman: Oh, so nice! Boy or girl?

Younger woman: He's a boy. His name's Josh.

Older woman: Oh, so nice.

Younger woman: Thanks.

Older woman: How old is he?

Younger woman: 14 months.

Older woman: This is my friend. Her daughter has a son. He's two.

Younger woman: Oh, that's nice.

Narrator: We meet on the train. We talk.

Man: Do you like the book?

Younger woman: What? Sorry?

Man: The book. Do you like it?

Younger woman: Oh, yes. It's good.

Man: Yes. I like it too.

Narrator: We meet at work. We talk.

Younger woman 1: Would you like a break?

Younger woman 2: Yes.

Younger woman 1: Would you like a coffee?

Younger woman 2: OK.

Narrator: ... And they talk more ... and they don't work.

Narrator: We meet as a family. We talk.

Father: Hey, you're ten!

Two aunts: Happy Birthday!

Grandfather: Look at the camera! Smile!

Mother: One, two, three ...

Narrator: This is us. People. Nice to meet you.

REVIEW 1

Student's Book page 23

Aim

to consolidate vocabulary and grammar from Units 1 and 2

Answers

1

- | | |
|------------------|------------|
| 1 are | 6 his |
| 2 is | 7 do |
| 3 do you | 8 are |
| 4 has | 9 don't |
| 5 children; sons | 10 I don't |

2

- 1 It's not expensive. / It isn't expensive.
- 2 Is his mother retired?
- 3 They don't have a lot of money.
- 4 Do you work near here?
- 5 I don't have a sister.
- 6 Are the teachers nice?
- 7 I don't know her brother.
- 8 Does he like English?

3

- | | |
|-------------|-----------|
| 1 don't | 5 are; is |
| 2 his | 6 's (is) |
| 3 don't | 7 lot |
| 4 n't (not) | 8 do; Is |

4

- | | |
|-----------------------|-------------------------|
| 1 What's your name? | 4 What do you do? |
| 2 Where are you from? | 5 Do you like your job? |
| 3 How old are you? | |

5

- | | |
|--------|--------|
| 1 work | 5 walk |
| 2 take | 6 like |
| 3 live | 7 know |
| 4 have | |

6

Food: chicken, fish, rice, salad, sandwich

Drink: americano, Coke, orange juice, tea, water

Jobs: doctor, nurse, taxi driver, teacher, waiter

7

- | | |
|---------------------------|----------------------|
| 1 <i>This is my wife.</i> | 5 It's in the south. |
| 2 This is my brother. | 6 It's very cheap. |
| 3 This is my father. | 7 It's a small town. |
| 4 This is my daughter. | |

8

- | | |
|-----------|-----------|
| 1 name | 5 flat |
| 2 student | 6 brother |
| 3 city | 7 park |
| 4 north | 8 nice |

9

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