

UNIT 2

All about me



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about places and common objects
- exchange information about places and common objects
- ask and talk about possession
- describe objects and places
- understand conversations in which people ask for and give personal information and do so themselves
- complete a form with personal information

UNIT CONTENTS

G GRAMMAR

- *be: it's / it isn't*
- Possessive adjectives
- Plural nouns
- *have*
- Language Plus: *in / near*

V VOCABULARY

- Common adjectives: *bad, beautiful, big, boring, difficult, easy, funny, good, happy, interesting, new, old, right, sad, small, wrong*
- Common objects 1: *book, bottle of water, computer, key, knife, newspaper, phone, ticket, umbrella, watch*
- Numbers 1: *one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety*
- Language Plus: *a / an*

P PRONUNCIATION

- Sound and spelling: /h/
- Sound and spelling: /s/, /z/, /ɪz/
- *Do you ... ?*
- Long and short vowel sounds in *do* and *have*
- Main stress in questions
- Tone in questions

C COMMUNICATION SKILLS

- Talking about your home town
- Talking about possessions and common objects
- Asking for and giving personal information
- Completing a form
- Writing Plus: The alphabet and spelling

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Collect some common objects from around the classroom, including some of your own things. Put them on a table in front of the class. These objects could include books, pens, a wallet, a bag, etc. Elicit or teach the word *things*, gesturing to the collection of objects. Find out if students know the names of the objects in English.

If you have time, extend this activity by asking students to look away while you remove one of the objects. Can they tell you which one you've removed?

- a 1.38 Write on the board: *house, family, window, chair, car, TV, table*. Ask students to find them in the picture. Monitor and see how easy or difficult students find this. Check answers as a class. Say: *One, two, three ...* and find out if students can count to five. Put students into pairs to look at the picture and answer questions 1–4. Monitor and notice whether students attempt to use *it's* and *they're*, but don't correct errors at this stage. Go through the questions as a class, writing students' ideas on the board. If students suggest more than one answer (e.g. *Russia, Poland*), write them all on the board. Leave students' ideas on the board for the next stage. If you wish, give students information from the Culture notes.

Play the recording for students to listen to other people talk about the picture. Do the speakers have the same ideas as the students? Check as a class, underlining any of the things on the board the speakers say.

Audioscript

- | | |
|--|---|
| A Is it a hot country? | A Three chairs and four tables? |
| B Well, no. There's snow! | B Yes! |
| A Yes. It's a cold country, not a hot country! | A And TVs? |
| B Is it a big city? | B I can see two TVs. And the last one ... cars. |
| A Hmm, I don't know. Maybe a town? | A Just one car. |
| B Yes, maybe. And is it a new house? | B Yes. |
| A No, it's an old house. | A What other things do they have? |
| B What country do you think it is? | B Hmm, they have a piano, and a carpet ... |
| A Hmm, maybe Russia? | A Oh yes. And they have two sofas. |
| B Yes, maybe. | B Yes, and two bikes. |
| A OK, let's count the windows: one, two, three, four. | A And what's that at the back? |
| B Four, yes. | B It's a bookcase. And they have a bear on one of the sofas! |
| A And the people in the family? | A Yes! What things in the picture do you have? |
| B Four again. How many chairs are there? | B Well, I have two sofas, and a TV – just one TV. And five bookcases! What do you have? |
| A Two. | A I have a car. And ... two tables. |
| B Two? No, I can see three. There's a little one on the right. | A A big table with eight chairs. |
| A Oh yes. Let's count the tables now. | B Oh, OK. |
| B One, two, three, four. Four tables. | |



EXTRA ACTIVITY

Write these words and phrases on the board and check students understand them using gestures and mime:

maybe

I don't know

I can see ...

I have

Play the recording again for students to listen and count how many times they hear each phrase. Check answers by pausing the recording after each phrase (*maybe* – 4, *I don't know* – 1, *I can see* – 2, *I have* – 2).



CULTURE NOTES

The photo shows a Russian family, from Suzdal (population about 10,000), an old town 215 km northeast of Moscow, whose streets are lined with traditional colourful wooden houses like the ones in the picture.

The family are standing outside their house with all their material possessions. Noticeably, this family doesn't own a bed. Instead, they use their sofas (*divan*) and turn them into beds at night.

This photo was taken as part of the Material World project, which showed 30 families from different countries with all their belongings. A book consisting of these photos has been published and has sold well around the world.



- b** Put students into pairs to say what things in the picture they have. If students are struggling, give some examples of your own, e.g. *I have a car. I have a TV.* Monitor and notice whether students attempt to use *have* and how much vocabulary for common objects they can produce. Don't correct errors at this stage. Take feedback as a class.

ADDITIONAL MATERIAL

Photocopiable activities: Pronunciation p.164

2A It's a very big city



OPTIONAL LEAD-IN

Books closed. Write this word snake on the board or one that is similar with other cities in it:

IZMIR MADRID ACAPULCO WASHINGTON VIENNA DAKAR JAKARTA MANCHESTER KYOTO MOSCOW

Put students into pairs and ask: *Can you find ten cities in one minute?* Check answers as a class (for this word snake: Izmir, Madrid, Acapulco, Washington, Vienna, Dakar, Jakarta, Manchester, Kyoto, Moscow).

1 LISTENING

- a** **1.39** Tell students to look at the pictures. Ask: *What country is it?* Elicit students' ideas, but don't confirm answers at this point. Individually, students match the words with the pictures. Play the recording for students to listen and check. Drill the words.

Answers

a city b town c village

At the end of this lesson, students will be able to:

- understand a text about people's homes
- use *it's* and *it isn't* correctly to talk about places
- use a lexical set of common adjectives to describe objects, people and places
- use possessive adjectives correctly
- talk about home towns and homes



- Put students into small groups to ask and answer the question. Take feedback as a class.

- b** **1.40** Play the recording for students to listen and match the names of the people with the pictures. Check answers as a class and write the names of the places on the board (*Santiago, Vyborg, Ravello*). If you wish, give students information about the three places from the Culture notes.

Answers

a Katia b Yuri c Carlo

Audioscript

Conversation 1

- A** Carlo, where are you from?
CARLO I'm from Ravello, in Italy.
A Ravello? Is it a big city?
C No, no. It isn't a city. It's a small village near Naples.

Conversation 2

- A** Where are you from, Katia?
KATIA I'm from Santiago.
A Santiago? In Chile?
K Yeah.
A It's a big city.
K Yes, it is. It's a very big city.

Conversation 3

- A** Yuri, where are you from?
YURI I'm from Vyborg, in Russia.
A Is it a city?
Y No, it isn't. It's a big town. It's near St Petersburg.



CULTURE NOTES

Ravello (population: approx. 2,500) is located on the Amalfi coast in the southwest of Italy. It is a very popular tourist destination. Popular attractions include a 13th-century villa, a tower and an outdoor pavilion. The pavilion is used every summer for some of the music, theatre and dance events of the Ravello Festival.

Santiago (population: approx. 6.7 million) lies on the Mapocho river in the centre of Chile. It was founded in 1541 by Pedro de Valdivia, a Spanish explorer. Today, it's a modern, cosmopolitan capital city, and Chile's business, political, cultural and entertainment centre. It is also an important manufacturing centre, producing textiles and foodstuffs.

Vyborg (population: approx. 80,000) is an ancient town 120 km northeast of St Petersburg, in Russia. First founded in 1293, Vyborg was a Swedish town until the beginning of the 1700s. It is a port and railway junction and has many industries including shipbuilding and factories that produce farm machinery, electrical equipment and paper. Its old buildings and monuments are a mix of Russian, Finnish and Swedish styles.

- c** **1.40** Play the recording again for students to listen and complete the conversations with the words in the box. Students check in pairs. Check answers as a class.

Answers

1 it 2 isn't 3 It's 4 is 5 Is 6 isn't

2 GRAMMAR *be: it's / it isn't*

- a** Write the following sentence on the board: *Ravello is in Italy*. Underline *Ravello is* and ask: *One word?* Elicit that *It's* can replace *Ravello is*.

Individually, students complete the table. Check answers as a class. Drill the three sentences.

Answers

+	Ravello is in Italy.	It's in Italy.
-	Ravello isn't in Russia.	It isn't in Russia.
?	Is Ravello in Italy?	Is <u>it</u> in Italy?



CAREFUL!

Students often omit *it's*, e.g. *I have a new phone. A very small phone*. (Correct form = *I have a new phone. It's a very small phone*.), or forget the apostrophe, e.g. *Its fantastic!* (Correct form = *It's fantastic!*). Another common error is using *it's* where *is* would be correct, e.g. *Central Park it's very nice*. (Correct form = *Central Park is very nice*.)

- b** Individually, students complete the sentences with *he's*, *she's* or *it's*. They then check in pairs.
c **1.41** Play the recording for students to listen and check their answers.

Answers

1 It's 2 She's 3 He's 4 It's 5 It's

- d** **1.42-1.43** Students read the information in Grammar Focus 2A Part 1 on SB p.116. Play the recording where indicated and ask students to listen and repeat. Individually, students complete exercise a in Part 1 on SB p.117. Check answers as a class. Tell students to go back to SB p.16.

Answers (Grammar Focus 2A Part 1 SB p.117)

a

1 It's 2 It's 3 They're 4 It's 5 They're 6 It's
 7 They're 8 It's

Language Plus *in / near*

Tell the students to look at the two maps. Ask: *Where's Naples?* (in Italy) *Where's Ravello?* (near Naples).



LOA TIP CONCEPT CHECKING

Ask the following question about the country you're in now: *Are we in (the country) or near (the country)?* (in). Then repeat the same question with the names of a town, city or country near your location. Finally, say the name of the town or city you're in now and ask: *Are we in (the town) or near (the town)?* (in).

- e** Individually, students use the prompts to write sentences about themselves. Monitor to check they are using the target language correctly.
f Put students into pairs to tell each other their sentences. Nominate a few pairs to share their sentences with the class.



EXTRA ACTIVITY

Write on the board: *Where?* Think of a village, town, city or country that everyone in the class will know. Keep it secret. Students can ask you ten questions with *Is it in ... ?* and *Is it near ... ?* They should try to guess the place in ten questions. Put students into small groups to play a few more rounds of the game. Monitor, but don't interrupt fluency.

3 READING AND VOCABULARY

Common adjectives


- a** **1.44** Go through the table with the class. Ask: *How many people? How many homes?* (seven people, six homes). Point to the example answer and pre-teach the word *flat*. Play the recording for students to listen and read *Our homes*.

Play the recording again for students to complete the table. They then check answers in pairs. Check answers as a class. You may wish to remind students of the word *friend*.

Answers


	home		home
Katia	big flat	Miguel	small house
Carlo	big, old and beautiful flat	Pietro and Susanna	big flat
Yuri	small house	Nina	small, old and beautiful flat


b Sound and spelling /h/

 **1.45** For exercise 1, play the recording for students to listen for the word which has no /h/ sound. Check the answer as a class and drill each word.

Answer


what

 For exercise 2, put students into pairs to practise saying the words. Monitor and correct students' pronunciation as appropriate.

c  **1.46** In pairs, students complete the sentences with the words in the box. Play the recording for students to listen and check.

Answers

1 small 2 new 3 big 4 old

d  **1.47** Students complete the exercises in Vocabulary Focus 2A on SB p.134. Play the recording for students to listen and repeat the adjectives in exercise a. For exercise b, put students into pairs to practise saying adjectives and their opposites. Individually, students complete exercise c with their own ideas. They then compare ideas with a partner. Check answers as a class by eliciting three or more possible adjectives for each sentence. Tell students to go back to SB p.17.

4 GRAMMAR Possessive adjectives

a Write *Our homes* on the board and underline *Our*. Copy the table below on the board with only the word *our* in it. Elicit *we* from the class and add it to the table. Then write *you* in the table and elicit *your*.

Pronoun	Possessive adjective
<i>we</i>	<i>our</i>
<i>you</i>	<i>your</i>

Tell students to look at the table on SB p.17. They need to find possessive adjectives in *Our homes* to complete the table. Check answers as a class. Drill the possessive adjectives.

Answers

Pronoun	Possessive adjective
I	<u>my</u>
you	your
he	<u>his</u>
she	her
we	our
they	<u>their</u>


CAREFUL!

Students often confuse possessive adjectives and pronouns, using pronouns where they should use possessive adjectives, e.g. *Where's ~~me~~ phone?* (Correct form = *Where's **my** phone?*), or possessive adjectives instead of pronouns, e.g. *~~Can you help my?~~* (Correct form = *Can you help **me**?*). This error most frequently occurs with *me* and *my*. Students may also miss out the possessive adjective, e.g. *Thanks for help.* (Correct form = *Thanks for **your** help.*), or use an article (most commonly *the*) in its place, e.g. *It's a picture of the ~~home town~~.* (Correct form = *It's a picture of **my** home town.*).

b Individually, students complete the sentences. They then check in pairs. Check answers as a class.

Answers

1 His 2 your 3 Our 4 Her 5 Their

c  **1.48** Students read the information in Grammar Focus 2A Part 2 on SB p.116. Play the recording where indicated and ask students to listen and repeat. Individually, students complete exercise a in Part 2 on SB p.117. Check answers as a class. Tell students to go back to SB p.17.

Answers (Grammar Focus 2A Part 2 SB p.117)

a

1 your 2 her 3 their 4 Our 5 your 6 their


d Individually, students think of a friend and complete the sentences.

e  Put students into pairs to tell each other their sentences.

FAST FINISHERS

Ask fast finishers to repeat the task about a different person they know.

5 SPEAKING

 Divide the class into groups of three and assign A, B and C roles. Student As read the information on SB p.103, Student Bs on SB p.109 and Student Cs on SB p.113. Remind students of the meaning of *the same* by showing two books that are different and asking: *Are they the same?* (no). Then show two books that are the same and repeat the question (yes). Students tell their information to the other two students. Monitor, but don't interrupt fluency. When students have finished, they answer the following question in their groups: *What information is the same about all three people?* Check the answer as a class.

Answer

They all live in a small city.

ADDITIONAL MATERIAL

- ▶ Workbook 2A
- ▶ Photocopiable activities: Grammar p.151, Vocabulary p.159

2B Do you have a phone?

OPTIONAL LEAD-IN

Books closed. Write the names of some famous airports on the board, for example *Heathrow*, *Narita*, *JFK*, along with the name of a major airport in the country you are in now. Elicit the word *airport*.

In pairs, give students two minutes to think of other words related to *airport*, for example, *plane*, *fly*, *travel*, *ticket*, etc. Which pair can think of the most? Write the words on the board and any others students thought of. Elicit a sentence containing each word from the class.

1 VOCABULARY Common objects 1

- a 1.49 Ask students to look at the picture at the bottom of SB p.18. Ask: *Where is it?* If you didn't do the Optional lead-in, elicit or pre-teach the word *airport*.

In pairs, students match the words with the objects in the picture. Play the recording for students to check their answers. Drill the words.

Answers

1 a newspaper 2 a phone 3 a book 4 an umbrella
5 a bottle of water 6 a key 7 a computer 8 a knife
9 a ticket 10 a watch

- b Ask students to look at the picture again. Ask which two items are not OK in this picture. Check the answer as a class.

Answer

a knife; a bottle of water (you can't take them through security)

LOA TIP DRILLING

Model and drill the /ə/ sound in *a /ə/* and *an /ən/*. Then model and drill *a key*, *a book*, *an apple*, *an umbrella*. Increase the challenge with this simple drill:

Say: *book* Students say: *a book*

Say: *watch* Students say: *a watch*

Say: *umbrella* Students say: *an umbrella*

Say: *newspaper* Students say: *a newspaper*

Say: *ice cream* Students say: *an ice cream*

Say: *apple* Students say: *an apple*

Say: *bottle of water* Students say: *a bottle of water*

Language Plus a / an

Tell students to look at the objects in the picture again and then read the rules. Ask: *How many is 'a'?* (one) *How many is 'an'?* (one). Draw a picture of an apple and a phone on the board. Write: *___ apple* and *___ phone* on the board and ask: *a or an?* Elicit *an apple* and *a phone* and complete the phrases on the board.

- c Tell students to cover the box in 1a. In pairs, students ask and answer the question *What's this?* about the objects in the picture. Monitor and check that

At the end of this lesson, students will be able to:

- use a lexical set of nouns for common objects correctly
- understand a conversation with a customs officer about objects you can take on a plane
- use plural nouns correctly
- use *I have* and *Do you have ... ?* correctly to talk about possession
- use numbers 1–20 and 30, 40, 50, 60, 70, 80, 90 correctly
- ask and say what they have with them now

students are using the question and *It's a/an ...* correctly and correct their pronunciation as appropriate.

- d 1.50 Students complete the exercises in Vocabulary Focus 2B on SB p.133. For exercise a, play the recording for students to listen and repeat the objects. Put students into pairs to do exercises b and c. Monitor and help as necessary. Tell students to go back to SB p.18.

2 LISTENING AND GRAMMAR

Plural nouns

- a 1.51 Tell students to look at the picture of John Munroe. Ask: *Where is he?* (at an airport). Play the recording for students to listen for the words he says. Play the recording again for students to listen and check, pausing after each answer. If you wish, give students information from the Culture notes below.

Audioscript

A What things are OK at an airport?

J Yes, they're fine.

A So, what's not OK?

JOHN Most things are fine.

J Well, bottles of water, they're not OK.

Computers are fine, and phones, and watches of course, all no problem.

A And, of course, no knives?

J Er, no!

A What about umbrellas?

Answers

computers, phones, watches, umbrellas, bottles, knives

CULTURE NOTES

On many flights, passengers who want to take a bottle of water on the plane must buy it from the shops at the airport after going through security – or they can fill an empty bottle after going through security.

Passengers are allowed to take certain items onto the planes in their hand luggage. These can include:

- spoons, small scissors and round-ended scissors, disposable razors, nail files, knitting needles, sewing needles, umbrellas, walking sticks, safety matches, medical equipment and electronic equipment such as a tablet or laptop.

Passengers aren't allowed to take dangerous items onto a plane in their hand luggage. These depend on the airline and the area the flight takes place in, but can include:

- corkscrews, knives, large scissors, non-safety matches, fireworks, work tools such as screwdrivers, and sports equipment such as ice skates and fishing rods.

- b** Pick up a book. Ask the class: *What's this?* (a book). Pick up two other books and ask: *What are these?* (books). Write *book* and *books* on the board and write *singular* (= 1) and *plural* (= 2+) above them. Tell students to complete the table individually. Check answers as a class.

Answers

Singular (= 1)	Plural (= 2+)
a key	keys
a newspaper	<u>newspapers</u>
a watch	<u>watches</u>
a knife	<u>knives</u>

- c** Discuss the question as a class.

Answers

watch – *watches* (add -es)

knife – *knives* (change the *f* to *v* and add -s)

CAREFUL!

Students often make mistakes with plural noun endings, e.g. *I have two phone*. (Correct form = *I have two phones*.), and *They're big citys*. (Correct form = *They're big cities*.).

- d** Sound and spelling /s/, /z/ and /ɪz/

1.52 Remind students what a syllable is by writing *phone* and *computer* on the board and asking: *How many syllables do these words have?* (*phone* – 1 syllable, *computer* – 3 syllables). Repeat the question with the words *apple* and *umbrella* (*apple* – 2 syllables, *umbrella* – 3 syllables). For exercise 1, give students one minute to read the task. Play the recording. Check the answer as a class. If necessary, say *book/books*, *key/keys*, *watch/watches* so students can hear the contrast between the singular and plural forms.

Answer

watches

1.53 For exercise 2, play the recording for students to listen for which plural noun has an extra syllable. Check the answer as a class. Write *villages* on the board. Model the /dʒ/ sound in this word. Point out that this sound is followed by /ɪz/. Play the recording again for students to listen and repeat.

Answer

villages

- e** Put students into pairs so they can practise saying the plural forms of singular nouns.
- f** Students read the information in Grammar Focus 2B on SB p.116. Students then complete the exercises on SB p.117. Check answers as a class. Make sure that students have changed the *y* at the end of *country* and *city* to *-ies*. Tell students to go back to SB p.19.

Answers (Grammar Focus 2B SB p.117)

a

1 eggs 2 knives 3 girls 4 countries
5 towns 6 phones 7 villages 8 cities

b

1 a big city 2 a town 3 a small 4 flats
5 bottles 6 baby 7 cities 8 tickets

3 GRAMMAR have

- a** **1.54** Tell students to look at the picture of the bag. Ask: *What's in the bag?* In pairs, students complete the conversation. Play the recording for students to listen and check their answers.

Answers

1 book 2 keys 3 umbrella 4 phone 5 bottle; water

- b** **1.55** Play the recording for students to hear the positive and question forms of *have*.
- c** **1.55** **Pronunciation** Play the recording again. Discuss the question as a class. Drill the sentences as a class, then put students into pairs to practise saying the sentences a few more times.

Answer

a short sound

- d** In pairs, students ask and answer questions about the common objects in the picture in 3a with *Do you have ... (here/at home)?*. Monitor, but don't interrupt fluency. To close the activity, invite students to ask you a few questions.

4 VOCABULARY Numbers 1

- a** **1.56** Play the recording for students to listen and repeat the numbers.
- b** Students match the words and numbers. Check answers as a class.
- Answers**
seven 7, two 2, nine 9, four 4, eight 8, eleven 11, three 3, six 6, one 1, ten 10, twelve 12, five 5
- c** Demonstrate the activity by saying a number between 1 and 11 and nominating a student to say the next number. Put students into pairs to do the activity.

EXTRA ACTIVITY

Put students into pairs to use the numbers in different ways, for example

- counting up from one to twelve (*one, two, three ...*) and down from twelve to one (*twelve, eleven, ten ...*)
- counting in twos (*two, four, six ... / one, three, five ...*) and threes (*three, six, nine ...*)

Students can also give each other simple sums to do, for example:

A *What is six and four?*

B *Ten.*

- d** Divide the class into pairs and assign A and B roles. Student As go to SB p.104 and Student Bs go to SB p.108. Remind students what *the same* means by showing two books and two pens that are the same. Then show two books and two pens that are different and elicit *different*. Students read the instructions and the example question and answer. Indicating the A and B pictures, ask the class: *How many things are different?* (seven). Students complete the task in pairs. Monitor, but don't interrupt fluency. At the end of the activity, ask the class: *What are the seven differences?*

Answers

Student A has two books, Student B has three books.
Student A has two phones, Student B has one phone.
Student A has one knife, Student B has four knives.
Student A has one watch, Student B has two watches.
Student A has five keys, Student B has one key.
Student A has three tickets, Student B has no tickets.
Student A has no newspaper, Student B has one newspaper.

- e** 1.57-1.58 Students complete the exercises in Vocabulary Focus 2B on SB p.146. For exercise a, play the recording for students to listen and repeat the numbers. In exercise b, play the recording for students to listen and underline the correct number. Check answers as a class. Tell students to go back to SB p.19.

Answers (Vocabulary Focus 2B Numbers 1 SB p.146)

b
a 30 b 40 c 15 d 60 e 17 f 18 g 90

5 SPEAKING

- a** Ask students to write three things they have in their bag (or pocket).
- b** Put students into pairs to play this guessing game. Extend the game by changing the pairs a few times. Monitor, but don't interrupt fluency.



FAST FINISHERS

Tell fast finishers to ask you some questions about what's in your bag.



EXTRA ACTIVITY

In pairs, students role play a conversation between a customs officer and a passenger at an airport. The customs officer asks *Do you have ... ?* and the passenger replies with *Yes* or *No*. The passenger can also say *I have a Is it OK?* Monitor, but don't interrupt fluency unless students make mistakes in their choice of vocabulary.

Nominate a few pairs to act out their conversation in front of the rest of the class.

ADDITIONAL MATERIAL

- ▶ Workbook 2B
- ▶ Photocopiable activities: Grammar p.152, Vocabulary p.159, Pronunciation p.165

20 Everyday English

What's your address?



OPTIONAL LEAD-IN

Write on the board:

- old houses
- new houses
- big houses
- small houses
- old flats
- new flats
- big flats

Say: *Think about (the town/city you're in now). Where can you see these buildings?*

Put students into small groups to discuss their ideas for two minutes, then take feedback as a class. Does this town/city have areas with all these buildings?

1 LISTENING

- a** Write *A good home* on the board. Give students one minute to think about what is a good home and tick four boxes. Check students understand *park* and *shops* by giving examples from your local area that everyone will know.
- b** Put students into pairs to discuss their opinions. Then put pairs together to make small groups to extend the discussion. To bring the discussion to a close, ask each group: *Do you have the same or different ideas? Why?*

At the end of this lesson, students will be able to:

- understand a conversation in which someone gives personal information
- use appropriate phrases to ask for and give personal information
- understand a conversation about a flat
- use appropriate tone in questions
- say their name, phone number and address
- use the alphabet to spell words aloud
- complete a form

- c** 1.59 Look at the picture with the class. Point to Sophia. Ask: *Who's this?* and *Why is she here?* (for a new home). Play Part 1 of the video or audio recording for students to answer the questions. They then check in pairs. Check answers as a class.

Answers

1 the woman 2 a flat

Video/Audioscript (Part 1)

RACHEL Good morning.

SOPHIA Good morning.

R Can I help you?

S Well ... yes ... I need a flat near here.

R OK – sure – we can help! Please sit down. OK, so ... a flat just for you?

S Yes, just me.

R One bedroom?

S One bedroom is fine, yes.

R One or two questions if that's OK?

S Of course.

R What's your name?

S Sophia Taylor.

R OK. That's Sophia ... S-O-F-I-A?

S No, S-O-P-H-I-A.

R Ah yes, sorry. Sophia – er Taylor. How do you spell that?

S T-A-Y-L-O-R.

- R** T-A-Y-L-O-R. And what's your address? Do you have an address in London?
S Well yes, but it's a hotel.
R OK.
S It's the Alpha Hotel, A-L-P-H-A.
R Alpha Hotel. Right. And what's your phone number, please?
S Well, it's my mobile number. It's 07832 647893.
R 07832 67489 ...
S No, sorry, it's 647893.
R 647893?
- S** That's right.
R OK, thanks. Well now ... we have two nice flats in this part of London. This one. It's an old flat. Very big rooms.
S Hmm.
R And this one. It's quite big, and it's a really nice flat.
S Oh, yes. That is nice.
R It's near here. We can go there now.
S OK, great!

- d** **1.59** Play Part 1 of the video or audio recording again for students to tick the correct answers. If necessary, pause and replay the recording when Sophia spells out her personal information. Check answers as a class.

Answers

1 b 2 a 3 b

2 USEFUL LANGUAGE

Asking for and giving personal information

- a** **1.60** Tell students they're going to hear more people asking for and giving personal information. Play the recording for students to listen and underline the correct words. They then check in pairs. Check answers as a class.

Answers

1 It's 2 It's 3 It's 4 It's

- b** **1.61** Play the recording for students to listen to how phone numbers and email addresses are said. Check answers as a class.

Answers

1 a 2 b

- c** **1.62** Play the recording for students to listen and underline the correct question word. Check the answer as a class.

Answer

How

- d** **1.63 Pronunciation** Play the recording for students to notice the main stress in each question. Play the recording again, pausing after each question for students to repeat it. Listen and correct their pronunciation as necessary.

- e** **1.64** Students go to Writing Plus 2C Part 1 on SB p.154. Play the recording in exercise a for students to hear how each letter is pronounced. Drill each letter sound with the class, going down each column (A, H, J, etc.). For exercise b, students add the missing letters. Encourage them to say the letters aloud. Check answers as a class. Tell students to go back to SB p.20.

Answers (Writing Plus 2C Part 1 SB p.154)

b

2 H 3 Y 4 C 5 F 6 R 7 O

- f** In pairs, students practise asking questions and spelling their own surname.
- g** Divide the class into pairs and assign A and B roles. Student As ask the questions on SB p.104 and Student Bs

read the information on SB p.109. Students then swap roles, with Student Bs asking questions and Student As reading the information and answering. Monitor and help as necessary. Tell students to go back to SB p.20.



FAST FINISHERS

Ask fast finishers to stay in the same pairs and take turns to spell out words from Units 1 and 2 to each other. How quickly can the listener guess what their partner is spelling out?

3 LISTENING

- a** **1.65** Tell the class to look at the picture. Ask: *Is it a house or a flat?* (a flat). Elicit or pre-teach the meaning of *nice*. Draw a happy face on the board to show the meaning of *really nice* and a sad face for *isn't very nice*. Play Part 2 of the video or audio recording for students to tick the sentence which matches Sophia's opinion. Check the answer as a class. Ask: *Do you think the flat is nice?*

Answer

1 The flat's really nice.

Video/Audioscript (Part 2)

RACHEL So, this is it. One bedroom. And a kitchen, of course. And it's quite big!

SOPHIA Yes, it is. It's beautiful.

R Yes, it's a very good flat for one person ... It's a nice street. And near a park.

S Oh, good.

R Take a look.

S OK, thank you. It's a good flat – it's great. I like it. I really like it.

R OK, great!

- b** **1.65** Check students understand *supermarket* by giving an example from your local area that everyone will know. Play Part 2 of the video or audio recording again for students to listen for the correct information about the flat. They then check in pairs. Check answers as a class. Ask: *Would you like to live here? Why / Why not?* Encourage students to express their opinion without worrying about accuracy.

Answers

1 big 2 good for one person 3 near a park



LOA TIP ELICITING

Elicit some positive and negative adjectives from the class. Write *nice* on the board and ask students to call out more adjectives from Unit 2 to talk about flats and houses. Check that students can pronounce the adjectives correctly, then write some of them on the board:

old, new, big, small, good, bad, interesting, boring, beautiful

Write these sentences from exercise 3a on the board:


It's really nice.

It isn't very nice.

Elicit more sentences like this by asking students to change the adjective, e.g. *It isn't very big. It's really bad.*

Finally, elicit some personal responses to the flat that Sophia looks at. Ask students to look at the picture on SB p.21. Point to different things in the picture and nominate a few students to give their opinions using the adjectives on the board or their own ideas. For fun, you could also elicit students' opinions about things in the classroom (e.g. the chairs, a picture on the wall, the carpet, one of your pens) using *Do you like this/these?*

4 PRONUNCIATION Tone in questions

- a  1.66 Play the recording for students to listen for whether the tone goes up or down at the end of the questions. Check the answer as a class, playing the recording again if necessary and using your hands to show the downward movement of the tone.



Answer

The tone goes down ↘.


LANGUAGE NOTES

In *Wh-* questions, the tone usually falls from high to low at the end of the question:

↘
What's your surname?

- b  1.66 Play the recording again, pausing after each question so students can listen and repeat.
- c  1.67 In pairs, students practise saying four more questions. Monitor and check whether students are saying the question with a downwards tone at the end. Play the recording for students to compare themselves to the audio.

5 SPEAKING


- a  Tell students that they can now practise using all the language from the lesson with a partner. Give students one minute to prepare their questions and answers. They then work with two or three different partners to ask for and give personal information. Monitor and note down any common mistakes/errors to deal with during feedback. Take feedback as a class.

6 WRITING

- a Give students one minute to read the form and find any new information about Sophia. They check in pairs. Check answers as a class.

Answers

The address of the Alpha Hotel (High Street)
Sophia's email (sophiat@electricblue.com)

- b  1.68 Students go to Writing Plus 2C Part 2 on SB p.154. Read through the information in the box. Write *adress* on the board and elicit the correct spelling: *address*. Individually, students complete exercise d. Play the recording so students can check the spelling. Then write all the correct answers on the board. Tell students to go back to SB p.21.

Answers (Writing Plus 2C Part 2 SB p.154)

d

- 1 address
- 2 village
- 3 umbrella
- 4 happy
- 5 small
- 6 difficult
- 7 interesting
- 8 right
- 9 wrong
- 10 knife

- c Give students up to five minutes to complete the form with their own information. Monitor and point out errors for students to self-correct.



EXTRA ACTIVITY

Students copy out the form in 6c on a piece of paper, leaving it empty. In pairs, they role play a conversation. Student A works at Local Rentals. Student B is a customer. Student A asks questions and fills in the form with Student B's information (first name, surname, etc.). Write this opening exchange on the board which students can use to begin their conversation:

A: *Can I help you?*

B: *Yes, I need a flat near here.*

Students A and B then swap roles and repeat the conversation.

ADDITIONAL MATERIAL

- ▶ Workbook 2C
- ▶ Unit Progress Test
- ▶ Personalised online practice
- ▶ Photocopiable activities: Pronunciation p.166

UNIT 2

Review

1 GRAMMAR

- a** Students correct the underlined word in each sentence. Check answers as a class. Write the correct words on the board.

Answers

1 her 2 your 3 It's 4 isn't 5 their 6 Our

- b** Students add the plural form of the nouns to the sentences. Check answers as a class by asking students to spell out the plural forms.

Answers

1 keys 2 knives 3 watches 4 bottles of water
5 cities 6 books

- c** Students complete the sentences with the words in the box. Check answers as a class.

Answers

1 It's 2 are 3 they 4 They're 5 Is 6 his 7 isn't

2 VOCABULARY

- a** Students match the opposites. Check answers as a class.

Answers

1 difficult 2 good 3 wrong 4 happy 5 boring 6 old



EXTRA ACTIVITY

Tell students to cover the adjectives on the left (*big, easy, etc.*). They then look at the adjectives on the right (*small, difficult, etc.*) and write the opposites. When they finish, they can look at the adjectives they covered and check their spelling.

- b** In pairs, students look at the pictures and complete the crossword. Check answers as a class.

Answers

1 umbrella 2 book 3 watch 4 ticket 5 computer
6 key 7 phone 8 newspaper



FAST FINISHERS

In pairs, fast finishers ask each question with *Do you have ...?* about the objects in the crossword and other things from the unit (e.g. *a flat, an umbrella*).

3 SOUND AND SPELLING

- a** 1.69 Play the recording for students to listen to the pronunciation of the plural nouns in the box. Students add the plural nouns to the correct place in the table according to the final sound (/s/, /z/ or /ɪz/). Play the recording again. Check answers as a class. In pairs, students practise saying the words.

Answers

/s/	/z/	/ɪz/
flats	keys	villages
tickets	umbrellas	addresses
books	computers	houses

- b** 1.70 Play the recording for students to listen and tick the words with a /h/ sound. Play the recording again if necessary. Check answers as a class. In pairs, students practise saying the words.

Answers

hello, her, his, home, house, how, who, happy



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.