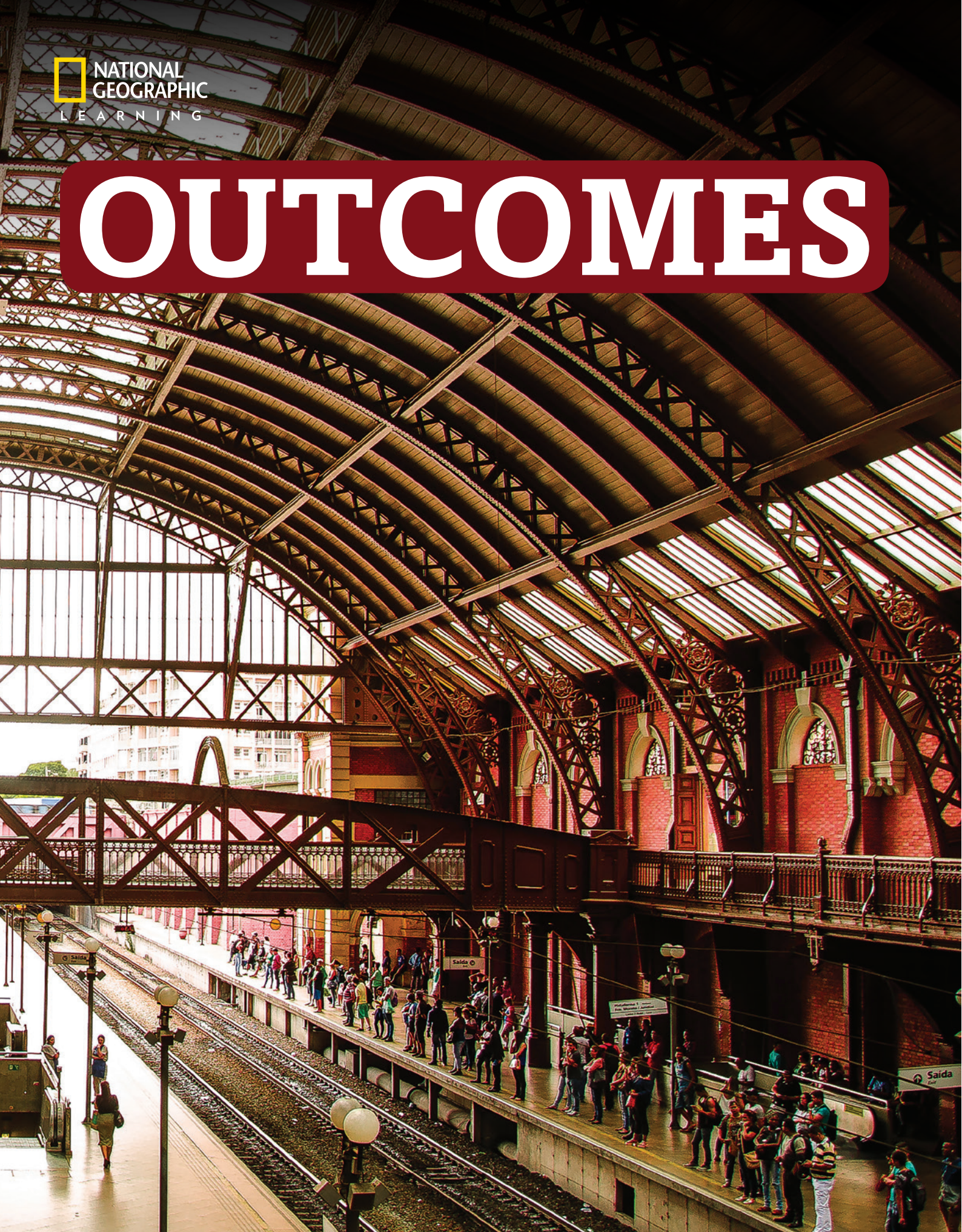


OUTCOMES



BEGINNER
TEACHER'S BOOK

MIKE SAYER

TEACHER'S BOOK

MIKE SAYER

INTRODUCTION BY ANDREW WALKLEY

BEGINNER

OUTCOMES

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CONTENTS

	INTRODUCTION TO <i>OUTCOMES</i> BEGINNER	4
1	BE	8
2	LIVE, WORK, EAT	22
3	LOVE, WANT, NEED	36
4	WHERE AND WHEN?	48
5	GOING PLACES	61
6	AWAY FROM HOME	73
7	GOING OUT AND STAYING IN	87
8	HERE AND THERE	99
9	HEALTHY AND HAPPY	113
10	NEWS	124
11	LIFE AND HISTORY	138
12	THANK YOU AND GOODBYE	149
	GRAMMAR REFERENCE ANSWER KEY	161
	TESTS	169
	TESTS ANSWER KEY	193
	TESTS AUDIO SCRIPTS	198
	COMMUNICATIVE ACTIVITIES	200
	TEACHERS' NOTES TO COMMUNICATIVE ACTIVITIES	213
	WORKBOOK ANSWER KEY	217

INTRODUCTION TO *OUTCOMES* BEGINNER

Who is *Outcomes Beginner* for?

Not all 'Beginner' language students are the same level. 'Real beginners' may have no knowledge of English whatsoever, while 'false beginners' will have some passive knowledge of the language and may even have studied the basics before. *Outcomes Beginner* is appropriate for the vast majority of Beginner students. However, those with a very low level may need a little extra support and will certainly require a slower pace through the material.

How does *Outcomes Beginner* help real beginners?

We help real beginners by:

- clearly showing the learning aims of the lesson with the opener photos or an initial dialogue
- teaching nearly all vocabulary in early units with visual support
- clearly matching the vocabulary and grammar input to the stated outcomes
- providing 'just enough' input – students don't initially learn all forms of the grammar point, but just enough to enable effective conversation
- offering additional support and reference for areas where some knowledge is assumed in the text (e.g. subject pronouns, colours)
- providing a lot of listening tasks that focus on receptive recognition of words and phrases rather than testing comprehension
- providing recordings of the majority of words, tasks and texts they see on the page
- providing a detailed **Letters and sounds** chart (Student's Book p140) to enable students to match spellings to sounds
- incorporating a large amount of revision and recycling within lessons and units, and throughout the course.

How does *Outcomes Beginner* help false beginners?

We help the teacher cater for students with some basic knowledge of English by:

- basing the language input on clear natural conversations – stronger students will naturally try to extend these conversations if the language is not entirely new to them
- bringing forward some elements in the syllabus which some students may have touched on before – real beginners work with the 'just enough' forms, stronger students have space to experiment a little more
- providing a **Grammar reference** section which details other forms and short answers that go beyond the 'just enough' introduction in the unit

- including short speaking tasks in which students can give simple answers, or more complex answers if they are more able
- giving opportunities for students to demonstrate and share knowledge beyond what is 'taught' in the book.

What are the goals of Beginner language students?

Beginner language students are very much the same as any other language student in terms of the broad reasons they want to learn. As the Common European Framework of Reference (CEFR) states, they generally want:

1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;

1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;

1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.

(Council of Europe, 2001, *Common European Framework of Reference for Languages*, p3)

At Beginner level, the extent to which students can achieve these goals will, of course, be limited. Nevertheless, we have kept these ideas in mind and aim to enable students to fulfil these goals – in simple ways, using very basic language. On the **opening double-page** of each unit you will see a list of outcomes, which cover these three areas:

Business of everyday life

Outcomes has a strong practical thread. For example, students at Beginner level learn to:

- ask about times and prices, pages 10–12
- order food in different settings, pages 20 and 21
- ask where things are and understand very basic directions, pages 34 and 35
- check in to a hotel, page 54
- make plans with other people, page 91.

Communicating thoughts and feelings

Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. For example, in the course students learn to:

- say what they like and don't like, pages 20 and 63
- talk about good places to go, pages 44 and 45
- ask and give opinions, page 67
- say how they feel, pages 80 and 81.

Understanding other cultures

Many of the reading texts and **National Geographic videos** provide insights into other cultures and perspectives. These generally focus on a simple description with some facts and numbers, but students are encouraged to relate them to their own lives and countries through simple guided questions and tasks. For example, students read texts or watch videos about:

- different weekends round the world, page 37
- interesting information about Egypt, page 58
- homeworking in different countries, page 74
- reasons Iceland is a good place to live, pages 82 and 83
- Diwali in India, page 112
- the Pohoda festival in Slovakia, page 91
- World Heritage sites, pages 102, 146 and 147.

How did we choose the language for students at this level?

The language for this Beginner course was chosen on this basis:

- We start by considering the conversations students may want and need to have.
- We then identify the simplest grammar and vocabulary that will enable students to fulfil those goals in a natural-sounding way.
- Grammatical patterns are introduced to facilitate a limited variety of similar conversations. This may include teaching examples of grammar presented as phrases, such as *I don't know*, *What would you like?*, *Can you repeat that?*, *The best place is Westfield*, or *Where are you going?*.
- We teach some extra vocabulary that helps students to have a limited variety of similar conversations.
- We pay close attention to word frequency. The words we actively teach are largely taken from the top 100 most common verbs, the top 100 common nouns, etc. We use corpora such as the BNC (British National Corpus) and COCA (Corpus of Contemporary American English) as reference points.
- We ensure that the language taught in *Outcomes Beginner* leads naturally on to *Outcomes Elementary*, where it is recycled and extended.

What do we expect Beginner students to achieve?

It is important to keep in mind what our overall expectations are of Beginner students. A relatively wide variety of exchanges and language is encouraged at Beginner level, but we DO NOT expect accuracy in all these exchanges. The Beginner student often quickly resorts to single words and a default 'present' tense. That's fine. They are Beginners. Note how the CEFR describes ability at A1 level:

I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

Even single words and default 'present tense' utterances can still be about plans, or last weekend, or general experiences. However, we believe that it is empowering and motivating to learn a broader range of language, even if much of it will not be used accurately at first. After all, accuracy will only come with practice and exposure to English over a long period of time. Mistakes are both a natural and necessary part of learning.

Should we allow L1 in the classroom?

Our answer to this question is a definite yes, if it is possible given the range of nationalities in your class. All Beginner students naturally translate in their heads and it is better if this process is open and acknowledged. While drilling, practice, testing and recall are best done in English, L1 can be extremely useful in the initial stages of dealing with new language:

- Giving a translation can be an efficient and precise way to convey meaning.
- Occasionally allowing students to use a bilingual dictionary enables them to adapt the conversations they practise to talk more effectively about themselves.
- Asking for an L1 explanation of what students heard or read in a listening can be a better guide to how well they understood something.

How does *Outcomes Beginner* differ from other Beginner courses?

Approach to grammar

Outcomes Beginner does not differ from other Beginner courses in terms of the basic grammar that is covered in the course, all of which is typical of all Beginner books. However, where there are differences in the way we present grammatical areas, it is always in order to prioritise the language that students are likely to need most outside the class and to ensure greater recycling over time.

1 To practise the verb *be* in Unit 1, we have question words, numbers and family as the main lexical sets rather than a focus on countries, nationalities, or the alphabet, which are common in many other books. This is for these reasons:

- It enables a broader range of 'natural' exchanges in which students can practise the verb *be*. Note that the answers are often very simple: numbers, names or people.
- The exchanges presented can be more easily and naturally recycled from lesson to lesson than, for example, *Where are you from?* / *Are you Russian?* can.
- It allows question words to be frequently recycled right from the start of the book and enables a bigger range of possible exchanges when students come to practise the present simple, past simple, etc.

There is a reference to countries and nationalities on page 139 of the Student's Book, in case students need support with their initial exchanges about *Where are you from?*

2 We do not practise short answers with auxiliaries (*Yes, I am. No, I don't.* etc.) in the main units. This is for these reasons:

- In standard L1 language use, a simple *yes/yeah* or *no* is far more common than using these words with an additional auxiliary.
- The addition of an auxiliary does not add significant communicative value at this level.
- Not spending time practising short auxiliaries allows students more time to practise using and understanding a wider variety of questions.

Some students may need some knowledge of short auxiliary answers for institutional tests. To this end, several tables and exercises are included in the

Grammar reference section. Note that short answers with auxiliaries are explicitly taught in Unit 7 of *Outcomes Elementary*.

3 We initially introduce some forms in a more restricted way than other courses. For example, in Unit 4 students learn *Is there ...? / There's ...* and then in Unit 5, we introduce *Are there ...? / There are + negatives*. This is for these reasons:

- The primary focus is on the conversation we are enabling students to have and on ensuring students get sufficient practice of that conversation. Often, students initially only need to use one or two forms (usually *I/you*) rather than all forms.
- It promotes recycling and allows students to build their knowledge of grammar in clear, easy-to-manage stages.
- Grammar tends to be acquired over time, with repetition, rather than from one single intense (or mass) practice in one unit.

All parts of the key forms are presented and practised over the whole of the *Outcomes Beginner* course and are thoroughly revised at *Elementary* level.

4 In Unit 6, we change the focus from present to past forms, which is earlier than in some other books, and the irregular forms *was, went, had* and *did* are introduced first. This is for these reasons:

- The present simple form is relatively straightforward in English, and although students will continue to make errors with this basic form, we feel it is important to move on to other relevant and useful structures.
- We introduce the past forms gradually, starting in Unit 6 with four of the most common verbs in English. This allows them to be presented almost as items of lexis, before revisiting the past form in more detail in subsequent units.
- Introducing the past simple earlier allows more recycling and enables us to then include a greater range of texts and exchanges with a natural range of language.
- Research suggests that students need this language early in their course in order to function within their school and the wider community.

5 We introduce a simple way to talk about the future earlier than other books – and we do not give it a 'name'. In Unit 5, we present *I'm/We're going* and *Are you going ...?* We do this in the context of a conversation at the end of a class, to talk about your

immediate plans. We show that the pattern can be followed by a place (*home / to the cinema / to the gym*, etc.) or an action (*to have a coffee / to meet a friend*, etc.). We do this for these reasons:

- Research suggests that students need this language early in their course in order to function within their school and the wider community.
- The exchange can be very naturally recycled within all classroom settings – in every lesson, if you wish!
- Presenting it as a pattern (rather than as the present continuous / *be going to + verb*) means students can easily assimilate it and compare it to the now familiar pattern of *I need/want a coffee* and *I need/want to go*.
- Introducing this pattern earlier allows more recycling over the whole course because we can use it in a greater variety of texts and exchanges with a natural range of language.

6 We expose students to limited exponents of other grammatical structures earlier than other books by presenting these as phrases in the **Developing conversations** section. For example, we present *Have you been to + place name*. This is for three reasons:

- Learning simple phrases is a common and natural part of language and learning.
- Knowing some of these phrases helps students take part in a greater variety of exchanges as soon as possible.
- These phrases provide an initial basis for understanding meaning and use and this will help when students come to later study the underlying grammar (either in later units, or in *Outcomes Elementary*).

7 We teach some words and have some simple exchanges about aspects of life and society that other books do not. For example, in Unit 9 students learn the words *education, health system, and environment* (among others) and discuss what they think of these things in their country. This is for three reasons:

- *Education, health system, and environment* are all in the top 100 most frequent nouns in English, so students are likely to see/hear them and want to use them outside of class.
- The vast majority of students want to exchange thoughts, feelings and opinions.
- Enabling conversations like this allows more freedom for better students to extend their English by trying to explain their opinions, while still providing a very simple model for weaker students.

Revision and recycling

The *Outcomes* series offers a particularly effective learning experience partly because it puts revision and recycling at its heart. As writers, we see these as core principles and have meticulously planned and crafted the structure and content of the series on this basis.

In the case of *Beginner* level there is an extra need for repetition and recycling because the forms and language we introduce are usually entirely new to students.

Extensive repetition and recycling is enabled through:

- opener photos which present and practise the language students will learn in the unit

- dialogues which build and recycle the target vocabulary and grammar as students progress through the unit
- extra review sections in the units (**Review and speaking; Pronunciation and review**)
- extra **Revision and pronunciation** work in the **Grammar reference** section
- the structure of the grammar syllabus (see **Approach to grammar** above).

Motivation

We believe motivation in language learning comes mainly from successful communication in the business of everyday life and of personal thoughts and feelings. The *Outcomes* series is driven by the goal of effective communication and as a result students are provided with many supported opportunities to grow and learn. Motivation can also come from a sense of progress; to this end *Outcomes* provides regular tests and revision tasks that show objectively what students have learned. Feedback from *Outcomes* users repeatedly shows that students recognise these elements in the series and respond to them positively.

How does *Outcomes* support teachers?

Of course, the carefully planned support for successful learning in this course is not only beneficial for students, but also creates a solid, effective framework for teachers. We recognise that busy teachers also need material that is quick to prepare and easy to use and we have prepared the course with this very much in mind.

Enough material in the Student's Book

We are aware that due to the naturally limited knowledge and capabilities of Beginner students, tasks at this level tend not to last very long. With some courses, this can result in teachers needing to 'fill space' with additional practice activities. In *Outcomes*, while the language input remains necessarily limited, we consciously provide a range of varied practice tasks throughout the unit, and in the **Review sections** after every two units. Some of these tasks are short and very focused, while others are longer or more involved (and recycle previously taught language) yet can also be easily broken up into smaller elements for less able students.

Extra material if you need it

- **The Teacher's Book** provides background information, additional activities and language support. Audio scripts and full answer keys with additional explanations accompany the activity notes.
- **Tests** in the Teacher's Book allow you to assess students' progress after every unit, and to review and assess what they have learnt so far on the course at regular intervals through the year.
- **Photocopiable communicative activities** provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student's Book.

- **The online Vocabulary Builder** follows the spreads of the book so that you and your students can easily look up words in class. All of the target vocabulary is contained in a database on the website. Students can search for specific words, create their own word lists, and add translations and examples, as well as print out lists organised by spread.
- **ExamView tests** allow you to make your own tailored revision tests in a matter of minutes.
- **The course website** gives access to all of the additional materials, videos and audio.
- **MyOutcomes online resource.** Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor's account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.
 - 1 Go to the MyELT.heinle.com website.
 - 2 Click Create an Account!
 - 3 Click Instructor and then click Next.
 - 4 Complete the online form and click Submit Request. New accounts will be processed within 72 business hours. You will receive a verification email after submitting your account request. A second email will include instructions for logging in to MyELT once your account has been approved. Please print and / or save these emails for your records.

Clear structure and signposting to 'pick up and go'

There may be moments when you have little time for preparation. *Outcomes* won't let you down. The following elements help you orient yourself and teach on the go:

- Clear unit goals, along with clear lesson and language input titles; the regular unit structure creates a natural flow and progression through the material.
- Straightforward numbering of exercises and audio on each page helps teachers orient students and manage the class.
- Clearly structured grammar presentations:
 - simple form focus and very simple explanations where possible
 - a 'just enough' focus on grammar, practising the forms students need for the particular outcome and leaving other forms till they are needed
 - lots of extra examples and tasks in the unit and **Grammar reference** including receptive listening tasks and pronunciation practice.
- Visual support for new vocabulary in the opener and throughout the units makes teaching vocabulary efficient and instinctive.
- A **Classroom Presentation Tool** that allows you to go through the material on an interactive screen easily, with answers, audio and video at the click of a button.

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)

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

3, 2, 5, 1, 4, 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 What's your phone number?

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? |