

Teacher's
Resource Book

We know
books

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A1



Business Partner

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We know books

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IBDIS

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1.1 Nice to meet you

GSE learning objectives

- Can recognise simple informal greetings.
- Can use language related to nation, nationality and language.
- Can use the correct form of 'be' with singular and plural nouns.
- Can use subject pronouns with the correct form of the verb 'be' in the Simple Present.
- Can understand the main information when people introduce themselves (e.g. name, age, where they are from).
- Can introduce themselves using a basic phrase (e.g. 'My name's...').

Lead-in

Students learn how to introduce themselves and others.

1A 1.01 If this is your first lesson with your students, you could lead into the concept of introductions by introducing yourself to the class and inviting students to do the same. Say: *Hi, I'm [Sam].* and invite a student to introduce himself/herself. Then introduce that student to the person sitting next to him/her. Say: *[Eva], this is [Alex].* and invite the next student to introduce himself/herself. Continue until all students have introduced themselves to the class, then move on to the exercise. Explain the task, play the recording and then go through the answers with the class. Elicit or explain the meaning of each phrase.

2 a 3 b

1B 1.02 Explain the task and check that students understand *Nice to meet you*. Get them to complete the exercise individually, then play the recording for them to check their answers. After class feedback, you could get students to practise the dialogues in pairs to help them familiarise themselves with the key phrases here.

A 2a B 3b

Vocabulary: Countries and nationalities

Students look at vocabulary for countries and nationalities.

2 Do this as a whole-class activity, checking answers as you go. For each item, elicit the correct country and if necessary, help students with pronunciation. You could list the five countries on the board and then ask students if they know the names of any other countries in English. Add any they mention to the list on the board, again helping them with pronunciation if necessary.

2 India 3 Mexico 4 Brazil 5 Japan

3A Draw students' attention to the example sentence and refer them back to 'I'm Irish.' in Exercise 1. Write *Mexican* and *Irish* on the board, underline *-an* and *-ish* and elicit that these are the nationalities for 'Mexico' and 'Ireland'. Explain that to form the nationality word, we usually add a group of letters (suffix) to the country word, and that *-an*, *-ish* and *-ese* are some common suffixes – write these on the board. Highlight the use of just *be* before a nationality word (*I'm/He's/She's* + nationality), and the use of *be from* before a country (*I'm/He's/She's from* + country). Get students to complete the exercise individually, then go through the answers with the class.

2 Poland 3 Brazilian 4 India 5 Japanese

3B 1.03 Ask students to do this individually and then get them to compare answers in pairs. Play the recording for them to check their answers, then clarify any errors or difficulties as necessary. If there is time, get them to practise the dialogues in pairs/groups of three. Note that the words in bold are examples of the target grammar in the Communicative grammar section, but they should only be looked at as lexical items here, to make sure students can follow the dialogues. Do not go into detail about the verb *be* yet – students will look at it in the exercises that follow.

2 Polish ('from Poland' is also possible, but this is not what is said in the recording) 3 Mexico 4 Japanese 5 India 6 Brazil

4 1.04 You could do this as a whole-class activity, checking answers as you go, or let students try to complete the table individually or in pairs and then go through the answers with the class. Copy the table onto the board and write (or invite students to write) the answers, to make sure they spell them correctly. Play the recording and ask students to listen, then play it again and get them to listen and repeat. You may also wish to refer students to the Vocabulary list on page 130 of their coursebook and encourage them to add translations of the words into their first language as further consolidation. For some further practice, write the following questions on the board and elicit answers around the class: *What country are you from? What's your nationality?* (Students answer, e.g. *I'm from Poland. I'm Polish.*) To extend the activity further, you could put students in pairs or small groups and get them to introduce themselves. Write the following exchange on the board: *A: Hi, my name's [Alex]. I'm from [Poland]. I'm [Polish]. B: Nice to meet you, [Alex].* Students follow the model on the board and, in their pairs/groups, take turns to introduce themselves.

2 Germany 3 Indian 4 Irish 5 Japan 6 Mexico 7 Polish 8 Spain

Extra activities 1.1

A This activity practises vocabulary for countries and nationalities. Ask students to do it individually and tell them that they can refer to the table in Exercise 4 of their Coursebook if they need help. Check answers with the class, writing (or inviting students to write) them on the board, to make sure they have spelt them correctly.

2 Ireland 3 Argentinian 4 the USA 5 German 6 British/English

LEADERS

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Communicative grammar introductions

Students study and practise the verb *be*.

Introductions

Go through the Grammar box with students and highlight the changes in short forms, the inversion in questions and the form of short answers. Point out that we cannot use short forms in affirmative short answers (*Yes, he's. Yes, he is.*). Refer students back to the dialogue in Exercise 3B so they can look again at the target language in context – draw their attention to the verbs in bold in the dialogue. At this point, you could also refer them to the Grammar reference on page 105, go through it with them and clarify any points as necessary. Students could then do the extra grammar activities there, in class or as homework.

Grammar reference answer key: Teacher's book page 30.

5 1.05 Get students to complete the exercise individually and remind them that they can refer to the Communicative grammar box and/or the Grammar reference if they need help. Play the recording for them to check their answers, then go through them with the class as necessary. If there is time, you could get students to practise the dialogue in groups.

2 's **3** Are **4** 'm not **5** isn't **6** is **7** are **8** Are
9 aren't **10** are

Extra activities 1.1

B This activity gives further practice of the verb *be*. Ask students to do it individually and before they begin, look at the example with them and explain the +, - and ? symbols in brackets. You may also wish to ask students to use short forms where possible. If there is time, get them to compare answers in pairs before class feedback.

2 's/is **3** 's/is **4** isn't / is not **5** 'm/am **6** aren't /
are not **7** Is **8** aren't / are not **9** is **10** Are

Video

Students watch a video of people answering questions about themselves.

6 1.1.1 Tell students that they are going to watch a video in three parts and answer questions about each one. Give them time to read the questions, and point out that in question 1 they need to decide if statements a–c are true or false, whereas in questions 2–3 they need to answer questions. Encourage them to make notes for questions 2–3. You could pause after each part of the video and check answers before you play the next one or play the whole video through, twice if necessary, then check the answers to all three questions at the end. You could encourage students to give short answers for question 2 and say full sentences for question 3.

1 a F b T c F

2 a no / No, they aren't./No, they are not.

b no /No, they aren't./No, they are not. c yes / Yes, she is.

3 a Rafael / His name is Rafael.

b Brazil / He is from Brazil. c Brazilian / He's Brazilian.

Task

Students roleplay meeting colleagues and making introductions.

7A Put students in pairs and explain the scenario: they have a new job and are meeting a new colleague. They should take turns to introduce themselves and talk about their name, nationality and job. Pre-teach or elicit *What's your job?* and, if necessary, help students with any job vocabulary they may need. Refer them to the model dialogue in the Coursebook, go through it with them and remind them how they can ask and answer about each other's job (e.g. *A: What's your job? B: I'm a student. What's your job? A: I'm an Engineer.*). During the activity, monitor and check that students are using the language from the lesson correctly, and make notes for any points to highlight during feedback following Exercise 7B.

7B Join pairs together into groups of four and explain the activity: students will now take turns to introduce themselves and their partner to their 'colleagues' from the other pair. You could demonstrate the activity with a student and/or write a model dialogue on the board, e.g.

A: Hi. My name's Luis. I'm Spanish. I'm a student.

B: Nice to meet you, Luis.

A: Nice to meet you, too. And this is Lise. She's German.

B: Nice to meet you, Lise. Are you a student?

C: No, I'm not. I'm an Engineer.

While groups are working, monitor and note down any errors or difficulties but do not interrupt students. When they have finished, have a brief feedback session, highlighting any points you noted during this and the previous activity.

7C Do this as a quick, whole-class activity. Elicit the complete phrase and explain its use and meaning.

See you later.

MyEnglishLab: Teacher's resources: extra activities; Additional interactive activities

Grammar reference: p.105 Introductions: *be*

Teacher's book: Resource bank Extra vocabulary practice p.136 Exercises 1 and 2

Workbook: p.4 Exercises 1 and 2; p.5 Exercises 1 and 2

IBDIS

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1.2 Can you fill this in, please?

GSE learning objectives

- Can understand basic personal details if given carefully and slowly.
- Can use language related to numbers.
- Can say the letters of the alphabet.
- Can use language related to personal details.
- Can complete simple forms with basic personal details.
- Can identify a caller's name and phone number from a short, simple telephone conversation.
- Can use possessive adjectives such as 'my', 'your', etc.
- Can extract personal details in a limited way.
- Can understand questions addressed carefully and slowly.
- Can ask for and give a phone number.
- Can ask for the spelling of a word, or for a word to be written down.
- Can read out phone numbers.
- Can give very limited personal information using basic fixed expressions.
- Can use brief, everyday expressions to ask for and give personal details.

Lead-in

Students look at language for filling in forms.

1 P1.06 Draw students' attention to the image, teach *employee identification card* and then go through the words in the box with the class. Help students with the pronunciation of the words – drill them around the class if necessary. You could use the image to teach *address*, *email address*, *ID card number* and *phone number*, pointing (or asking students to point) to each item in turn. Point out that *ID* stands for *identification* and explain its meaning – students will come across the word later in the lesson, and this is a good point to pre-teach it. Explain the activity and get students to complete the dialogue individually, then play the recording for them to check their answers. If there is time, you could get students to practise the dialogue in pairs. To extend the activity, you could ask students to answer the four questions in the dialogue about themselves (*What's your address? What's your ID card number? What's your email address? What's your phone number?*). Get them to write down their answers individually. Note that students should only *write down* the information at this point, not practise *saying* it, as the language they will need in order to share it orally is covered in the exercises that follow.

- 1 address 2 ID card number 3 email address
4 phone number

Vocabulary: Personal details

Students study vocabulary for giving personal details.

2 Depending on the level of your class, you could do this as a whole-class activity, checking answers and clarifying meanings as you go, or you could let students attempt the exercise individually first, then clarify meanings during class feedback. For item 1/c, explain the meaning of *Mr* and how it is used, and pre-teach other titles (see Notes below) – students will need them when they do Exercise 3. You might also like to point out that in items a, b, f and i, the two alternatives given have the same meaning; in the case of *zip code* and *cell (phone) number*, however, these phrases are typically used by American English speakers rather than British English speakers.

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

Notes

Mr is a title used before a man's family surname or full name. It is an abbreviation for *Mister*.

Mrs is a title used before a married woman's surname or full name.

Miss is a title used before the surname or full name of a woman who is not married.

Ms is a title used before the surname or full name of a woman, when you do not want to state or do not know if she is married or not. Note that some women prefer to be addressed as *Ms* because it does not draw attention to their marital status. In business settings, the title *Ms* is usually preferred and considered more appropriate than *Mrs* or *Miss* as marital status is irrelevant.

American English writers put a full point after titles, e.g. *Mr. Smith*, not *Mr Smith*.

3 Explain the activity and give students a minute to look through the information and ask you any questions they may have. Get them to complete the form individually, while you monitor and help as necessary. Note that some students may not feel comfortable sharing some of the personal details on the form. If this is the case, reassure them that they can make up the information. Check students' answers while you are monitoring, but do not get them to share this information orally yet.

Pronunciation bank

p.96: The alphabet

1A P1.01 Ask students to look at the first group of letters. Play the first part of the recording or say the letters yourself. Explain that the letters in group 1 are pronounced with the sound /eɪ/, like the letter 'A'. Continue the exercise in the same way, drawing students' attention to the similarities in the pronunciation of the letters in each group. The letters in group 2 are pronounced with the sound /i:/, like the letter 'E'. Group 3 contains the sound /e/, group 4 contains the sound /aɪ/, like the letter 'I', and group 6 contains the sound /u:/. Groups 5 and 7 (O /əʊ/ in British English or /oʊ/ in American English; and R /ɑ:/ in British English or /ɑ:r/ in American English) are pronounced unlike any other letters. Then play the recording and get students to repeat each group of letters.

1B ▶ P1.02 If your students need more practice with the English alphabet, write it on the board in order in four lines, as shown below, and encourage students to pronounce the letters as you write them.

ABCDEF G
HIJKLMN
OPQRSTU
VWXYZ

Then put students in pairs to practise saying the alphabet together. The alphabet is recorded in order, so play the recording as necessary to help students consolidate.

2 ▶ P1.03 Tell students that they are going to write down some well-known company names spelt in English. Play the recording, then check answers with the class. Ask students which of the companies they are familiar with. Play the recording again and ask students to repeat the names as a group. Then put them in pairs and ask them to take turns to spell the names.

2 KFC **3** BMW **4** LG **5** IBM **6** KLM **7** CNN
8 UPS **9** HSBC **10** MTV

3 ▶ P1.04 Before moving on to this activity, do Exercises 4A and 4B on page 10 with students. Play the recording and ask students to complete the names and addresses. Check answers with the class, then put students in pairs and get them to take turns to say the names and addresses. If you wish to extend this activity, ask students to write down an imaginary name/surname and email address/website. In their pairs, they then dictate what they wrote to each other, spelling each word aloud.

1 Marquez **2** INFO, blkn. **3** -Tkacz
4 jj_diaz .mx **5** .uoq.jp **6** @Inter-FTV.ar

4A Refer students back to the email address on the identity card in Exercise 1 (*j.iwaniec@cce.com*) and write it on the board. Check if students remember how to say it and elicit or remind them of *at*, *dot*, *com* and *lower case*. Then refer them to the email address in this exercise and, depending on the level of your class, do the activity with the whole class, checking answers and clarifying meanings as you go, or let students attempt the matching task individually and then clarify meanings during class feedback. Help students with the pronunciation of the items as necessary.

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

4B ▶ 1.07 Play the recording, twice if necessary, then put students in pairs to practise saying the email address. During the activity, monitor and correct any errors as necessary.

4C ▶ 1.08 Tell students that they are going to hear and write down different email addresses, and refer them to the example. Play the recording, twice if necessary, for students to check/complete their answers, and get them to compare answers in pairs before checking with the class. Write (or invite students to write) the answers on the board during class feedback so students can check their answers.

2 JAN.SMITH@SMITH.COM
3 Uwe@1-2-3.pl
4 Alex_Aziz@jump.jp
5 szulgit-k@bigio.org

4D Explain the activity and look at the example with students. If necessary, demonstrate the exchange with a stronger student. Then ask students to mingle and ask as many of their classmates as possible within a given time limit. Reassure them that if they are not comfortable sharing their real email address, they can make one up. During the activity, monitor and note down any errors to highlight during feedback.

Reading and listening: Filling in forms

Students read an employee registration form and listen to a conversation where a new employee supplies information for the form.

5A ▶ 1.09 Refer students to the employee registration form, give them a minute to read the information and teach or elicit the meanings of *gender*, *male*, *female*, *marital status*, *single*, *married* and *emergency contact number*. Then draw their attention to the table about phone numbers. If your students do not know how to say the numbers 0–9 in English, write them on the board and help students with their pronunciation as necessary. Alternatively, you could refer them to page 112 of the Coursebook and teach these numbers using the list and the recording (P10.01) there. Note that students will look at large numbers in Lesson 2.2, so it may be better to only focus on numbers 0–9 for now, which students need in order to complete the exercise. After teaching/reviewing numbers, go through the box with students, explaining how to say phone numbers in English. Point out the differences between British English and American English, and if time allows, ask a few students to share their phone numbers with the class (or with each other, in pairs/groups). Remind them that they do not have to share their real numbers if they are not comfortable doing so. Explain that they are going to listen to a conversation where an employee is taking information from Anna, a new employee, in order to complete the form. Play the recording, twice if necessary, and check answers with the class.

3 female **4** German **5** married **6** a_weber@net-mail.de
7 232-1056 **8** 457-8812 **9** T13247900

5B ▶ 1.09 Ask students to complete the exercise individually or in pairs, then play the recording for them to check their answers. Go through the questions with the class, clarifying meanings as necessary. If there is time, you could play the recording a second time for students to repeat.

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

UPPIS

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Extra activities 1.2

A This activity gives further practice of language for giving personal details and filling in forms. Explain that students need to choose the option which correctly describes how we say each piece of information, and look at the example with them. Get them to complete the exercise individually, then check answers with the class.

2 c 3 a 4 c 5 b

B Students could do this activity individually and then compare answers in pairs before class feedback or, if time is short, you could do it as a whole-class activity, checking answers as you go.

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

my, your, his, her, its, our, their

Write *What's your address?* on the board, underline *your* and elicit its meaning. Tell students that it is used to show possession, draw their attention to the Grammar box and explain that the words in bold are used in the same way. Go through the Grammar box with the class and clarify any points as necessary. You could then refer students to the Grammar reference on page 105 and ask them to do the extra grammar activity there, in class or as homework.

Grammar reference answer key: Teacher's book page 30.

Extra activities 1.2

C This activity practises possessive adjectives. Get students to complete it individually and remind them that they can refer to the Grammar box on page 11 and/or the Grammar reference on page 105 if they need help. Check answers with the class.

2 My 3 our 4 your 5 its 6 His 7 Her

Speaking

Students practise asking for and giving personal details in order to complete a form.

6A Draw students' attention to the employee registration form and explain the activity. Tell them that they should think about the questions they need to ask in order to complete the form, and remind them that they can look at Exercise 5B if they need help. You may wish to let students make notes at this stage, in preparation for Exercise 6B. During the activity, monitor and help as necessary. Although 'What's your gender?' is not a question that is frequently asked, here it serves as a reinforcement of the 'What's your ...' structure, and the vocabulary item 'gender', that students have been practising.

Possible answers

What's your surname?
 What's your first/given name?
 What's your gender?
 What's your nationality?
 What's your marital status?
 What's your email address?
 What's your phone number?
 What's your emergency contact number?
 What's your ID card / passport number?

6B Put students in pairs and explain that they are going to take turns to ask and answer the questions from Exercise 6A in order to complete the form with their partner's details. Again, tell them that they do not have to share their real details if they are not comfortable doing so – they can invent the information. During the activity, monitor and note down any errors, but do not interrupt students. Highlight any points in a brief feedback session after the activity.

MyEnglishLab: Teacher's resources: extra activities; Additional interactive activities

Grammar reference: p.105 *my, your, his, her, its, our, their*

Pronunciation bank: p.96 The alphabet

Teacher's book: Resource bank Extra vocabulary practice p.136 Exercises 3 and 4

Workbook: p.4 Exercise 3; p.6 Exercises 1–4; p.44 Exercises 1–6

1.3 > My company

GSE learning objectives

- Can follow speech which is very slow and carefully articulated, with long pauses.
- Can understand basic factual statements.
- Can make basic inferences in simple conversations on familiar everyday topics.
- Can use language related to the office.
- Can understand simple descriptions of places.
- Can use 'there' + 'be' to express presence/absence.
- Can write short, basic descriptions of places, people or things.

Lead-in

Students learn vocabulary for workplace facilities.

1 Explain to students that the photos show different workplaces of Fashion HiQ, a clothing maker. Teach or elicit the meanings of *workplace*, *warehouse*, *office* and *factory*, and then ask students if their own workplace is like one of the workplaces in the photos. Elicit answers around the class. Pre-service students could talk about similar workplaces in their area instead.