


# 4 DIFFERENT COUNTRIES

## UNLOCK YOUR KNOWLEDGE

 Focus on the photograph. Ask: *What country is this?* Students work in pairs and discuss their answer. Point out question 1 and ask students to read and circle their answer. Confirm that the answer is Japan. Write the country on the board. Point at the buildings and people and say: *What city is it?* Try to elicit *Tokyo*. Elicit more things that students associate with Japan (e.g. food: sushi, sashimi, noodles; things: robots, cars (Honda, Suzuki); technology: robots, computer games, Sony; activities: karate, judo; famous places: Kyoto, Mount Fuji). See p. 6 for advice on communicating with beginners.

Focus on question 2. Read it aloud. Students work in pairs and circle their answer. Take a class vote on whether Japan is interesting or boring. Focus on question 3. Read it aloud. Students think of three countries in English. Ask students to compare their lists in pairs. Write a few examples on the board.

### Answers

- 1 Japan
- 2 and 3 Answers will vary.

## LISTENING AND READING 1

### Learning objectives

- Describe qualities of countries – *hot, warm, cold, dry, wet, big, small*
- Ask about countries – *What's the UK like?*
- Give descriptions of countries – *It's cold and wet.*
- Gain awareness of the different sounds of the letters *w* and *v* – *where, warm, television, video*



See p. 6 for suggestions on how to use these Learning objectives with your students.

### Lead-in

You will need printable Flashcards 1.2. Go to [esource.cambridge.org](http://esource.cambridge.org) to print the flashcards. You need the sides with pictures only and some sticky tack. Review the names of the countries taught in Unit 1. Stick the flashcards with the flags only to the board and number them 1–6. Divide the class into two teams, A and B. Tell students they need to name the country



and spell the word accurately to get the cards. Ask Team A to choose a card (1–6) and name and spell the country. If they make a mistake, stop them and offer the other team the opportunity to name the country and spell the word. If the team are successful, take the card from the board and give it to them. The exercise is finished when all the cards have been awarded.

## VOCABULARY: DESCRIBING COUNTRIES

- 1  **4.1**  Focus on the photographs. Play the audio for students to listen and read. Encourage them to follow the audio by pointing in the book at each word as they hear it. Drill the adjectives. See p. 9 for advice on drilling. Check understanding of the new words by asking about Saudi Arabia and the UK: *Is Saudi Arabia hot?* (yes), *Dry?* (yes), *Big?* (yes), *Wet?* (no), *Small?* (no), etc.

Demonstrate the next part of the exercise with a student. Point to a photograph and encourage a student to say the adjective. Then encourage the student to point at a photograph, and say the adjective yourself. Students work in pairs. Monitor and correct any errors with vocabulary or pronunciation.

## SOUND AND SPELLING: *w* and *v*



- 2  **4.2**  Write: *V* and *W* on the board. Elicit the names of the letters and one example of a word for each letter (video, Wi-Fi). Point at the letters and elicit the sound. Drill the phonemes and the two example words.

The sound /*w*/ needs a lot of attention with Turkish students. /*w*/ occurs in some Turkish words, but not in the alphabet as a separate letter. Turkish students tend to confuse /*w*/ with /*v*/. Beginners may struggle to differentiate between these two sounds and pronounce /*wet*/ and /*vet*/ in the same way. Focus on the words in the book and point out the gapped letters. Point out the completed example and elicit the word *wet*. Say: *Listen and write 'w' or 'v'.* Play the audio. Students work individually. Students check their answers in pairs. Write the answers on the board. Play the audio again. Students listen and repeat the words. Correct any errors with the phonemes /*w*/ or /*v*/. Ask students to underline the letters *v* and *w* in the words in Exercise 1.

## Answers

2 where 3 television 4 what 5 video 6 Wi-Fi  
7 evening 8 warm



## LISTENING FOR KEY INFORMATION

- 3  4.3  Focus on the photographs. Ask: *What country is this?* about each picture and elicit the names of the countries, *Canada* and *Singapore*. Point to the following information in the Canada fact file: *9,984,670 km<sup>2</sup>*. Ask: *Big or small?* Elicit a response, then point to sentence 1 and demonstrate the exercise by pointing out the completed example. Read out the sentence. Point out that there are two options in sentence 2. Students work individually and choose the correct options for both countries. Play the audio for students to listen and check their ideas. Go through answers as a class.



## Answers

2 cold, dry 3 small 4 hot, wet

## PRONUNCIATION FOR LISTENING

- 4  4.4  Focus on the sentences and point out the highlighted words. Play the audio and clap or make an appropriate hand movement to emphasize the stressed words. Drill the sentence stress as a class. For advice on drilling see p. 9. Encourage students to clap with you.

## LISTENING FOR KEY INFORMATION

- 5  4.5  Focus on line 1 of the exercise. Elicit the adjectives for each of the circled pictures (small, cold, wet). Say: *Listen and circle* and demonstrate circling the pictures in the book. Play the audio. Students work individually and listen and circle the answers. Go through answers as a class.

Focus on the speech bubbles. Read out the question and encourage students to answer. Drill the question. Use the audio to drill the dialogue line by line with weaker classes. Demonstrate the next part of the exercise with a student. Point to a country and ask: *What is Turkey like?* Encourage the student to reply using the pictures they circled: *Turkey is big. It's warm and dry.* Then encourage the student to point at a country, and respond yourself. Students work in pairs. Monitor and correct any errors.

## Answers

2 big, warm, dry 3 small, warm, wet 4 big, hot, wet



## Common student errors

**Extra words:** Arabic L1 students often insert *it* into sentences where it is not needed. Here are some examples of this error type:

*The UK it is cold.*


*My house it is in Muscat.*

*The concert it will be in Tripoli.*

Build awareness of the meaning of these errors in feedback after speaking activities. Note their errors and write them on the board. Underline *it* and ask students to tell you what it represents e.g.,

*The UK it is cold.* (it means the UK.) So this is equivalent to saying *the UK* twice: *The UK the UK is cold.*


## WRITING AND SPEAKING

- 6  Focus on the photographs. Ask: *What country is this?* about each picture and elicit the names of the countries, *Brazil* and *Saudi Arabia*. Point to the following information in the Brazil fact file: *8,515,767 km<sup>2</sup>*. Say: *Big or small?* Elicit a response, then point to sentence 1 and demonstrate the exercise by pointing out the completed example. Read out the sentence (Brazil is big.) Point out that there are two more gaps to complete about Brazil. Students work individually and answer the questions about both countries. Go through the answers as a class. Ask individual students to tell you about Brazil and Saudi Arabia.

## Answers

1 Brazil is big. It is warm and wet.

2 Saudi Arabia is big. It is hot and dry.

- 7  Focus on the gapped sentences. With international classes, elicit their individual countries. Say: *My country is ...* and point to the adjectives in Exercise 1. Elicit some ideas from individual students. Demonstrate writing in the gaps. Students work individually and write sentences about their own countries. Monitor and help as necessary. Students work in small groups and describe the country they wrote about.

### Optional activity

You will need printable Flashcards 1.2 and 4.1. Go to [esource.cambridge.org](http://esource.cambridge.org) to print the flashcards. You need the pictures only.

Hold up one country card and one adjective card at a time. Encourage students to make a correct positive or negative sentence about the two cards. For example:

(Saudi Arabia) (dry) *Saudi Arabia is dry.*

(Japan) (big) *Japan is not big.*

If you like, you could make this a competitive game and award points for each correct sentence. For further writing practice, ask students to write a sentence for each card combination you hold up. If you do this, remember to note the cards you showed students so you can go through the answers at the end.

## LISTENING AND READING 2

### Learning objectives

- Describe location and origin – *They're in Egypt. It's not from Japan. It's from Korea.*
- Use sentence stress for corrections – *It isn't in France. It's in Spain.*

See p. 6 for suggestions on how to use these Learning objectives with your students.

### Lead-in

You will need printable Flashcards 4.2. Go to [esource.cambridge.org](http://esource.cambridge.org) to print the flashcards. You need the cards with pictures only and some sticky tack.

Review the pronouns taught on the course so far. Write: *You, He, She, It, They, I, We* on the board. Drill the words if necessary. Hold up the flashcards one by one and point to the words on the board. Elicit the correct pronoun from the students. Go through the cards a second time, this time eliciting correct sentences about each picture, using the pronouns and the verb *be*.

### PREPARING TO LISTEN

- 1 4.6 Focus on the map of the world on pp. 20–21. Ask: *Where is India?* Elicit the location on the map. Go through the location of the following countries: the USA, Japan, Egypt, Canada. Ask students to go to p. 78. Focus on photograph d and ask: *What country is this?* Elicit: *India*. Focus on the sentence and point out the completed example. Demonstrate the exercise by pointing out the letter d on the picture and the handwritten letter d in the box.

Students work individually, reading and matching the sentences to the pictures. Students work in pairs and compare their answers. Play the audio and go through answers as a class. Play the audio again for students to listen and repeat the sentences.

Demonstrate the next part of the exercise with a student. Point to a photograph and encourage a student to say the correct sentence. Then encourage the student to point at a photograph and say the correct sentence yourself. Students work in pairs. Monitor and correct any errors.

### Answers

2 c 3 b 4 e 5 a

### NOTICE

Write these headings on the board: *People and things, Places*. Elicit a couple of examples for each (e.g. *My mother, My computer / My university*). Focus on the NOTICE box. Point out the highlighted prepositions. Point at the category *People and things* on the board and say: *In or from?* Elicit: *from*. Elicit some sentences about the things in that category, e.g. *My mother is from Turkey. My computer is from Japan*. Repeat for *Places* and *in*, e.g. *My university is in Saudi Arabia*.

### READING FOR DETAIL

- 2 4.7 Focus on the photographs and the sentences. Point out the options in the sentences. Ask: *Turkey or Mexico?* etc. Encourage students to guess, but do not confirm whether they are right or wrong. Tell students they are going to read, listen, and circle the answers. Play the audio. Students work individually. Play the audio again and check the answers with the class as you hear them.

### Answers

2 Sudan 3 Mexico 4 India

### PRONUNCIATION FOR SPEAKING

- 3 4.8 Write: *It isn't in Saudi Arabia. It's in Turkey* on the board. Underline the stressed words (*isn't, Turkey*). Say the sentence and clap or make an appropriate hand movement to emphasize the stressed words.

Focus on the sentences in the book and point out the underlined words. Play the audio and clap or make an appropriate hand movement to emphasize the stressed words. Drill the correct stress as a class. For advice on drilling see p. 9. Encourage students to clap with you.

Demonstrate the next part of the exercise with a student. Point to a photograph in Exercise 2 and encourage a student to say the correct sentence. Then encourage the student to point at a photograph and say the correct sentence yourself. Students work in pairs. Monitor and correct any errors.

## GRAMMAR: VERB BE NEGATIVE

- 4 4.9 Write: *I \_\_\_ not from Japan. You \_\_\_ not from Japan. He \_\_\_ not from Japan.* on the board. Point out the gaps.

Focus on the table in the book. Play the audio for students to listen and read. Focus on the sentences on the board. Elicit the correct form of the verb *be* for each sentence. Play the audio again and drill the sentences. Encourage students to create new sentences using the words in the box.

### NOTICE

Write: *It isn't in Saudi Arabia.* on the board. Circle and say: *isn't*. Then write: *It is not in Saudi Arabia.* underneath the sentence. Point at *It isn't* and encourage students to say the words. Then point at *It is not*. Say: *Say It isn't. Write It is not.* Repeat with *aren't* and the sentence: *They are not from India.*

Focus on the NOTICE box. Allow students a minute to read the information there.

- 5 4.10 Focus on the options under the line in sentence 1. Focus on the top photograph. Say: *Canada or the UK?* (the UK). Say: *Listen*, and read the completed example aloud. Demonstrate circling the correct option under the line. Point out the next sentence: *It \_\_\_ in the UK.*, and the options under the line. Students work individually and circle the correct options. Play the audio for students to check. Go through answers as a class. Then ask students to write the correct answers in the gaps. Monitor and check students' spelling.

### Answers

1 is 2 are not, are 3 is not, is

## ACADEMIC WRITING SKILLS

- 6 Write: *it is not in egypt* on the board. Ask: *What's wrong?* Move your pen on the board slowly across the sentence, encouraging students to shout *Stop!* when you get to the mistake. Elicit the corrections: *It is not in Egypt.* (two capitals and a full stop)

Focus on the sentences. Demonstrate the exercise by adding the capital letter and the full stop to the first sentence. Students work individually. Go through the answers on the board as a class.

### Answers

- 1 It is in Turkey.  
2 It is not in the USA. It is in Japan.

## SPEAKING

- 7 Focus on the speech bubble. Demonstrate the exercise with a student. Point to the first photograph and the two names of the countries with a tick ✓ and a cross ✗ underneath. Point at the country with a cross and say: *It's from Singapore.* Ask: *Yes or no?* (no). Encourage a student to read the speech bubble (It isn't from Singapore. It's from India.). Students work in pairs making sentences about the photographs. Monitor and correct any errors with vocabulary or pronunciation. Remind students that we use *in* with places.

### Answers

- 2 It isn't / is not in the UK. It's / is in the USA.  
3 It isn't / is not in Oman. It's / is in Malaysia.  
4 It isn't / is not in Canada. It's / is in the UK.

### Optional activity

You will need a set of pictures with famous places/people/things/food from around the world. In weaker classes, use things and people only from the countries studied in the book so far.

Divide students into groups of three. Ask them to choose one student in the group to write the answers. Display your photographs one by one. Ask: *What country is it in?* or *What country is it from?* Students work in their teams and quietly discuss the correct answer and then write it down. Allow time for students to discuss and write an answer to each question.

Teams swap notebooks to check each other's answers. Go through answers as a class. The team with the most correct answers wins.

## LISTENING AND READING 3

### Learning objectives

- Describe qualities of cities – *clean, cheap, expensive, beautiful, new, old*
  - Ask and answer about cities – *Is London expensive? Yes it is. No, it isn't.*
  - Use capital letters on cities' names – *Dubai, Tokyo*
- See p. 6 for suggestions on how to use these Learning objectives with your students.

### Lead-in

Write: *country* and *city* on the board. Elicit examples of both by asking: *Where are we? What country? What city?* and write them under each heading. (If you are not in a city, use the photograph of Tokyo in Japan on Student's Book p. 75 for this part of the exercise.)

Go round the class one by one asking each student for either a country or a city, writing each example in the correct category on the board. Stop when each list reaches ten items.

Focus on the sound and spelling of *country* and *city*. Circle the *c* in each word and elicit the sound the letter makes in each word: /k/ *country* /s/ *city*. Drill the words. Then remove the vowels and the letter *y* and write blank lines *c\_ \_ ntr\_ \_* and *c\_ \_ t\_ \_*. Elicit the missing letters.

## VOCABULARY: DESCRIBING CITIES

- 1 **4.11** You will need printable Flashcards 4.3. Go to [esource.cambridge.org](http://esource.cambridge.org) to print the flashcards.

Focus on the photographs. Play the audio for students to listen and read. Encourage them to follow the audio by pointing at each adjective as they hear it. Check understanding of the new words using the flashcards. Drill the adjectives. See p. 9 for advice on drilling.

Demonstrate the next part of the exercise with a student. Point to a picture and encourage a student to say the adjective. Then encourage the student to point to a picture, and say the correct adjective yourself. Students work in pairs. Monitor and correct any errors.



### Common student errors

**Spelling:** In this unit, *beautiful* is in the top ten misspelled words by Arabic L1 and Turkish L1 students. These are the typical errors: *beatiful, beautifull*.

To focus on the problem areas in this word, you could include the following exercise in your lesson.

Write on the board:

*beautiful b\_ autiful be\_ utiful bea\_ tiful b\_ \_ \_ tiful*

Focus on the first word. Ask students to spell it out. Then erase the complete word from the board. Ask them to spell the word out again and complete the first word's gap with an *e* if they are successful. (If not, write up the full word again and repeat the first part of the procedure.) Then erase the completed word. Continue like this with all of the words with gaps, removing each word as you complete it.

The error with double *l* at the end of words may be better focused on by looking at the common spelling of the suffix in a number of words, e.g. *beautiful, wonderful, useful, helpful*.

## LISTENING FOR KEY INFORMATION

- 2 **4.12** Focus on the photographs. Ask: *What city is this? What country is this?* and point to the photographs one at a time. Point out the boxes and say: *Write 1, 2 or 3.* Students work individually and listen and write the numbers. Go through answers as a class.

### Answers

3 1 2

## READING FOR DETAIL

- 3 **4.12** Focus on the photographs. Use the map on pp. 20–21 to check understanding of the countries Qatar and South Korea and the city names London, Seoul and Doha.

Focus on the options under the line in the sentence for photograph 1 (Seoul). Focus on the photograph. Say: *Old or new?* (old). Read the completed example aloud. Demonstrate circling the correct option under the line in the book. Students work in pairs and circle the correct options. Play the audio again for students to check their answers. Go through answers as a class. Then ask students to write the answers in the gaps. Monitor and check students' spelling.

### Answers

2 expensive, clean 3 new, cheap



- 4 4.13 Focus on the exchanges and then on the photographs in 2. Read 1 aloud: *Is Seoul old?* Say: *Yes or no?* in a questioning tone (yes). Say: *Yes, it is. / No, it isn't.* Demonstrate circling the correct option. Students work individually and circle the correct response *Yes, it is.* or *No, it isn't.* for each exchange. Play the audio for students to check their answers.

### Answers

- 1 No, it isn't 2 Yes, it is, No, it isn't.  
3 Yes, they are, No, they aren't.

## SPEAKING

- 5 Focus on the photographs in Exercise 2. Point out the speech bubbles in Exercise 5 and demonstrate the exercise with a student. Students work in pairs, pointing and making sentences about the cities in the photographs. Monitor and correct any errors.

## GRAMMAR: VERB BE QUESTIONS

- 6 4.14 Write: *Is \_ old? Yes \_ is. / No \_ is not. Are \_ old? Yes \_ are. / No \_ are not.* on the board. Point out the gaps.  
Focus on the table in the book. Play the audio. Encourage students to point to each word as they hear it. Then focus on the sentences on the board. Elicit possible words to fill the gaps in each sentence. For each correct suggestion, drill the questions and answers. For advice on drilling see p. 9.  
Focus on the table again. Play the audio again and drill the sentences. Encourage students to create new questions and answers using the structures in the table. Then ask *yes/no* questions about students' country or city and elicit short answers.

### NOTICE

Write: *No it isn't.* on the board. Circle and say: *Isn't.* Then write: *No it is not.* underneath the sentence. Point at: *it isn't* and encourage students to say the words. Then point at: *it is not.* Say: *Say No it isn't. Write No it is not.* Repeat for *No they aren't.*

Focus on the NOTICE box. Allow students a minute to read the information there.

- 7 4.15 Focus on the first photograph and the options under the first line in exchange 1. Read the exchange aloud including the options. Ask: *One or two places?* (one). Ask: *Is or Are?* (Is). Read the correct question aloud. Demonstrate circling the correct option under the line. Say: *Read and circle.* Students work individually and circle the correct options. Play the audio for students to listen and check. Go through answers as a class. Then ask students to write the correct answers in the gaps. Monitor and check students' spelling and use of capital letters.

### Answers

- 1 No, it isn't.  
Is it big? Yes, it is.  
2 Are they in Canada? Yes, they are.  
Are they hot? No, they aren't.

## ACADEMIC WRITING SKILLS

- 8 4.16 Focus on the names of the cities with the missing letters and ask students to guess what all the words are (cities). Point out the completed city name and ask: *What city is this* (Dubai)? Point out the capital letter on the city name. Say: *Listen and write.* Play the audio for students to listen and write the missing letters. Students work in pairs and check their answers. Write up all the answers on the board. Go through the cities and check that students know where they are. Use the map of the world on Student's Book pp. 20–21 if necessary.

### Answers


- 2 London 3 Doha 4 Mexico City 5 Istanbul 6 Tokyo

## WRITING AND SPEAKING

- 9 Focus on the photograph and elicit the name of the city (Dubai). Write this on the board. Focus on the adjectives at the end of each line and read the first (old) aloud. Write a question mark next to Dubai on the board. Elicit the question: *Is it old?* Then point out the completed example. Students work individually and write questions. Students work in pairs and check their answers. Go through the answers as a class on the board.

### Answers

- Is it cheap? Is it beautiful? Is it big?

- 10  Divide the class into Student As, Bs and Cs. Tell each group to go to the correct page (Student As, p. 200, Student Bs, p. 203 and Student Cs, p. 206). Demonstrate the next part of the exercise with two students. Use one of the roleplay cards and ask the other students about your city. Elicit answers from them (Yes it is. No, it isn't.). Emphasize that there is no correct answer and they can use their own ideas. Students work in groups and ask questions about the city on their card. Monitor and correct any mistakes with vocabulary or pronunciation.

### Optional activity

Hold up a piece of paper and write a city name (e.g. London) on the side that students can't see. Say: *This is a city.* Point at the word students cannot see. Write a question mark and all the adjectives from this unit on the board (*hot, cold, warm, big, small, new, old, beautiful, clean, wet, dry, expensive, cheap, old, new*). Encourage students to ask you questions: Is it old? (yes). Is it expensive? (yes). Say: *What country is it? Is it in ...?* Encourage students to ask: Is it in the USA? The UK? Answer students using short answers. When a student guesses the city, tell them it is their turn to think of a city. Continue the exercise as a whole class or in small groups.

## WATCH AND REMEMBER

### Learning objectives

- Understand adjectives – *old, new, hot, cold, wet, dry*
- Practise using adjectives and question words – *Where's this? Is it new?*
- Practise talking about your own city – *I'm from Istanbul, in Turkey. What's it like?*

See p. 6 for suggestions on how to use these Learning objectives in your lessons.


### Lead-in

Write: *good, new, black* on the board. Point at the words and say: *adjectives*. Elicit more examples of adjectives. You could put students into teams. The winner is the team with the most adjectives.

## PART 1



In Part 1, two people introduce the cities they live in (Doha and Mexico City) and talk about whether they are old or new.

## BEFORE YOU WATCH

- 1  Focus on the photographs and the adjectives. Ask students whether they recognize any of the places. Students work individually and match.

### Answers



1 c 2 b 3 d 4 a

- 2  4.17  Play the audio for students to listen and check their answers in Exercise 1. Go through answers as a class. Students work individually and write the adjectives under the photographs. Monitor and check students' handwriting.

### Answers

a old b new c big d small

## WATCH


- 3   Focus on the sentences and the options. Students read the sentences and predict their answers. Students watch Part 1 and check their predictions.

### Answers

1 new 2 big 3 old

## AFTER YOU WATCH

In stronger classes, Exercise 4 should be completed by students after watching Part 1. In weaker classes, students can watch Part 1 again and complete Exercise 4 or use the audio script at the back of the book.

- 4  Focus on the dialogue with gaps and the words in the box. Point at the completed example and read it aloud. Students work individually and complete the gaps in the sentences. Students work in pairs and check their answers. Go through answers as a class. In weaker classes, play Part 1 again or use the audio script in Student's Book p. 218. Check students understand the use of the apostrophe and also that the final s in *Who's* and *Where's* is pronounced /z/.

### Answers

warm Who's Where's new

## PART 2

In Part 2, three more people talk about their cities (Muscat, London and Seoul), talking in particular about the weather and important buildings.

### BEFORE YOU WATCH

- 5 Focus on the photographs and the adjectives describing weather. Students work individually and match the photograph to the adjective. Go through answers as a class (1b 2d 3a 4c). Students write the adjectives under the photographs. Monitor their handwriting and spelling.

#### Answers

a hot b cold c dry d wet

### WATCH

- 6 Focus on the cities and weather descriptions. Students predict the answers. Students watch Part 1 and check their predictions. Go through answers as a class.

#### Answers

1 hot and dry 2 wet and cold 3 very cold

### AFTER YOU WATCH

- 7 Students complete the sentence using two adjectives to describe the weather in their city. You could repeat the exercise using the adjectives in Part 1 (i.e. *new, old, big, small*) as a way of preparing for Exercise 10.

## PART 3

In Part 3, students remember key information from the lesson.

### REMEMBER

- 8 Focus on the words in the box and the gapped sentences. Students watch Part 3 and complete the gapped sentences with words in the box. Students work in pairs and check their answers. Go through answers as a class.

#### Answers

1 city 2 Doha 3 London 4 Seoul

## MORE VOCABULARY: PLACES

- 9 Elicit the meaning of the words *fort* and *palace*. Use the video to illustrate the meanings if necessary. Students circle the correct options for their country. If students answer Yes, ask them to provide more information (e.g. its name / how big it is / if it is old or new) using the language learned before.

#### Answers

Answers will vary.

### NOTICE

Focus on the NOTICE box in the book. Allow students a minute to read the information there. Ensure students are clear about the different spelling and pronunciation of *places* /pleɪsɪz/ and *palaces* /pəˈleɪsɪz/.

## ASK AND ANSWER

- 10 In groups, students practise asking and answering the questions. Change groups to give them more opportunities to practise.

## LANGUAGE FOCUS

### Learning objectives

- Ask and answer about people, things and places – *What's this? Where's this? Who's this?*
- Introduce and describe people, things and places – *This is the Taj Mahal. It's in India.*
- Use stress correctly in questions – *What's this? Where's this? Who's this?*

See p. 6 for suggestions on how to use these Learning objectives with your students.

### Lead-in

Write the categories: *People, Places, Things* on the board. Divide the class into small groups. Ask them to write one letter and one word. Say: *People; first letter T. Elicit: teacher. Write: T teacher* on the board under *People* as an example. Now give another category and letter. Only use ideas which are covered by the vocabulary in the course. Here are some examples:

People: *teacher, student, doctor, brother, sister, father, mother, grandfather, grandmother*

Places: *Japan, Turkey, Saudi Arabia, India, Turkey, Brazil, Canada, library, university*

Things: *book, notebook, pen, pencil, computer, ID card, car, mobile phone, etc.*

After ten items, stop. Students join with another group and compare lists. Ask them to check their spelling in the book.



## VOCABULARY: WH- QUESTIONS

- 1 4.18 Focus on the photographs. Ask: *People, place or thing?* about each picture. Then say: *Where, what or who?* about each picture. Focus on the tickboxes and letters. Students work individually and match the question words to the pictures. Play the audio for students to check. Drill the questions. See p. 9 for advice on drilling.

### Answers

1 c 2 b 3 a

## SPEAKING

- 2 4.19 Focus on the photographs. Ask questions and elicit as many ideas as you can about the places, people and things in them. Use the target language from the lesson, as this should already be familiar to students receptively (*What's this? Where's this? Who's this?*). Do not confirm their ideas.

Focus on the questions 1–6 on the left. Encourage students to read out the questions one by one. Then focus on the answers on the right. Say: *Listen and match*. Demonstrate the exercise using the completed example. Play the audio for students to check their answers.

Now point at each photograph again and ask students the same questions. Elicit the correct answers, helping with pronunciation as necessary. Draw attention to the ph in elephant and elicit the sound /f/.

### Answers

- |                 |                        |
|-----------------|------------------------|
| 2 Where's this? | It's in Kenya.         |
| 3 Who's this?   | This is our driver.    |
| 4 What's this?  | This is oud from Oman. |
| 5 Where's this? | It's in Muscat.        |
| 6 Who's this?   | His name's Abdullah.   |

## NOTICE

Write: *Who's this?* on the board. Circle and say: *Who's*. Then write: *Who is this?* underneath the sentence. Point at: *Who's* and encourage students to say the words. Then point at: *Who is*. Say: *Say Who's. Write Who is*. Repeat for *What's this?* and *Where's this?* Focus on the NOTICE box in the book. Allow students a minute to read the information there.

## PRONUNCIATION FOR SPEAKING

- 3 4.20 Focus on the questions and point out the underlined words. Play the audio and clap or make an appropriate hand movement to emphasize the stressed words. Drill the main stress as a class. For advice on drilling see p. 9. Encourage students to clap with you.

## PREPARING TO SPEAK

- 4 4.21 Focus on the photographs. Say: *People, place or thing? Who, where or what?* Point out the gapped questions and demonstrate writing on the lines under the pictures. Students work individually. Monitor and check for correct use of capital W and spelling. Go through answers on the board as a class.

### Answers

What's this? Who's this?

## WRITING

- 5 4.22 Focus on the first three photographs and read the sentences under them. Focus on the gapped sentences next to the second three photographs and say: *What's missing?* Point at the gaps to communicate your meaning, then point back at the row of example sentences. Students work individually, reading the examples and writing the words. Monitor and check that students are using capital letters at the start of the sentences. Play the audio for students to listen and check. Write the answers on the board.

Welcome any variations in the answers as long as they are grammatically and factually correct.

### Answers

It is Kerala in India.  
This is a sari.  
Her name is Srabanti.

## SPEAKING

- 6 Focus on the speech bubbles in Exercise 6. Demonstrate the exercise with a student. Point at the photograph of Srabanti in Exercise 5. Say: *Who's this?* Encourage the student to respond: *Her name is Srabanti*. Students work in pairs and ask about the people, places and things in Exercise 5. Monitor and make sure students ask full questions and answer in full sentences. Monitor and correct any errors with pronunciation or vocabulary.

### Optional activity

You will need to mark three photographs of people, places and things you like throughout the book before the lesson.

Write: *People, Places, Things* on the board. Tell students to look in the book and demonstrate flicking through the book. Say: *Find one*, and point to the categories on the board. Say: *One person. One place. One thing*. Demonstrate finding a picture and writing down the page number. Allow some time for students to find the photographs they like. Monitor and help as necessary.

Focus on one of the photographs you found and encourage the class to ask you questions: *Where's this?* Demonstrate looking on the page and finding the answer. Give as much detail and opinion as you can, e.g. *This is Asma. She's from Oman. She is young. This is her brother. His name is Abdul Aziz*. Demonstrate the exercise with all three of your photographs. Students work in pairs and discuss the photographs they found.

## ACADEMIC LISTENING AND SPEAKING

### Learning objectives

- Give a presentation about a country, city and place
- Understand notes for a presentation
- Prepare notes for a presentation
- Use correct word stress on common adjectives

See p. 6 for suggestions on how to use these Learning objectives with your students.

### Lead-in

You will need printable Flashcards 3.3, 4.1 and 4.3. Go to [esource.cambridge.org](http://esource.cambridge.org) to print the flashcards. You need the sides of the cards with pictures only.

Write all the adjectives on the board randomly:

*hot, cold, big, small, new, old, wet, dry, expensive, cheap, interesting, boring, difficult, easy.*

Hold up one card. Elicit the vocabulary item (e.g. *hot*).

Hold up two cards for opposite adjectives together.

Say: *It isn't hot, it's ...*. Elicit: *cold*. Divide the class into two teams. Hold up the cards, two opposites at a time. Students knock on the desk if they can remember the names of the items and form the two sentences. Award a point for each correct answer. Deduct a mark for long pauses. The first team to get five points is the winner.

Follow up by asking pairs of students to give you an example with each pair of adjectives in the format: *\_\_\_ isn't (adjective). It's (adjective)*. E.g. *London isn't cheap. It's expensive*.

### PREPARING TO LISTEN

- 1 4.23 Focus on the fact file and the photograph. Point out the labels and ask: *What country is this?* (Argentina), *Is it big or small?* (big). Read out the first sentence and point out the options. Focus on the fact file and encourage students to choose an option. Students work in pairs and make predictions about the audio. Play the audio for students to check their predictions. Go through answers as a class.

#### Answers

1 big 2 city 3 interesting

### LISTENING FOR KEY INFORMATION

- 2 4.24 Focus on the sentences and point out the options in 1. Say: *Argentina or Mexico?* (Argentina). Say: *Read, listen and circle the answers*. Encourage students to read all of the sentences then play the audio. Students work individually. Play the audio again and check answers with the class as you hear them. Go through answers as a class, using the audio script on Student's Book p. 219 with weaker classes.

#### Answers

2 dry 3 beautiful 4 old 5 cold 6 clean


### CRITICAL THINKING: UNDERSTAND

- 3 4.24 Focus students on the diagram and point out the central labels. Ask: *What country?* (Argentina), *What place?* (La Boca). Point out the words in the box and the examples. Say: *Argentina is big and hot*. Encourage students to remember what Natalia said and complete the rest of the missing words. Students work in pairs and complete the notes. Play the audio from Exercise 2 one more time for students to check their answers. Then go through answers as a class.



#### Answers

Argentina: dry  
Buenos Aires: city, beautiful, not expensive  
La Boca: not old


## CRITICAL THINKING: CREATE

- 4  Focus on the blank frame for making notes. Read the headings boxes first. Demonstrate writing the name of your country in the first box. Students work individually and complete the notes. Monitor and help if necessary. Give more support by focusing on each box and demonstrating with examples with weaker classes. If students are from the same city, brainstorm places in the city on the board and elicit adjectives to describe those places. Students work in pairs and swap books. They check each other's ideas and writing.

## PRONUNCIATION FOR SPEAKING

- 5  4.25  Write three stress patterns and adjectives on the board with bubbles above the vowels (O *big*, oOo *expensive*, Ooo *beautiful*). Sound out the stress patterns using neutral sounds, e.g. DUH for O and DUH-duh-duh for Ooo. Clap your hands on the stressed syllables for extra impact. Face the students and say: *expensive*, clearly emphasizing the stressed syllable and clapping for extra impact. Repeat for all the words in the set. Encourage students to join you saying the words and clapping on the stressed syllables. Play the audio while students listen and look. Play again for students to listen and repeat.

## SPEAKING TASK

- 6  You will need to give a short presentation about a city (similar to Natalia in Exercise 3). Try to choose a city that students are unlikely to choose. Model the speaking task by giving a short presentation. Use the Model example below as an example. Focus on the REMEMBER box and the questions they need to ask. Tell students to practise their presentations in pairs. Ask for a volunteer from the class to give their presentation first. Stand nearby as each student speaks and help as necessary by encouraging them to look at their notes, if they are finding the task difficult. After a student finishes their presentation, encourage other students to ask more questions about the country and city they talked about, e.g. *Is it new? Is it cheap in Dubai?*

### Model answer

I'm Julia. I'm from Spain. It's big. It's warm and dry. My city is Barcelona. It's old and beautiful. It is expensive. Parc Guell is in Barcelona. It's interesting. Thank you.

B: Is Barcelona small?

J: No, it isn't. It's big.

B: Is Parc Guell new?

J: No, it isn't. It's old.

### Optional activity

Ask students to add three more words, one for each of the stress patterns in Exercise 5.

Write the stress patterns on the board. Number them 1–3. Give students the words below to match orally. Say the words in a random order (including the words from the lesson so far). Students call out which stress pattern they hear (1, 2, 3):

oOo *expensive*, *computer*

O *hot*, *big*, *cold*, *dry*

Ooo *beautiful*, *India*

## ACADEMIC READING AND WRITING

### Learning objectives

- Read in detail about another country
- Prepare a fact file about your own country
- Expand a fact file to complete a paragraph
- Link sentences with the pronoun *it*


See p. 6 for suggestions on how to use these Learning objectives with your students.

### Lead-in

You will need printable Flashcards 4.3, pictures only. Go to [esource.cambridge.org](http://esource.cambridge.org) to print the flashcards.

**Team spelling test:** Follow the procedure on p. 11.

## SCANNING FOR KEY INFORMATION

- 1  Focus on the photographs. Point to the Eiffel Tower and try to elicit the name. Accept any language. Say: *This is the Eiffel Tower*. Model the pronunciation /aɪfəl taʊə/ and ask students to repeat. Ask: *Is it big or small?* (big). Focus on the picture of the Louvre and try to elicit the name. Say: *This is the Louvre*. Model the pronunciation /lu:vʁə/ and ask students to repeat. Ask: *Is it old or new?* (old), *Is it in London or Paris?* (Paris). Focus on the sentences under the photographs. Point out the options in the sentences. Students work in pairs and circle the answers.



### Answers

This is the Eiffel Tower. It is big.

This is the Louvre. It is old.

Where is it? It is in Paris.

### READING FOR DETAIL



- 2  4.26  Focus on the sentences. Read the first sentence aloud: *Paris is a country in France*. Say: *Yes or no?* in a questioning tone. Elicit the correct answer (No, it's a city). Encourage students to read all of the sentences, then ask them to read the text and find the information. Students work individually, looking at the text and circling Yes or No for each sentence.

Students work in pairs and go through their answers. Then go through answers as a class. Read out each sentence. Students say Yes or No and show you where they found the information in the text.

### Answers

2 Yes 3 Yes 4 No


### ACADEMIC WRITING SKILLS

- 3  4.27  Write the vowels on the board: a, e, i, o, u. Point out the completed example. Ask: *What word is this?* (country). Repeat with the second word (city). Point at the space for a missing vowel in word 2 and elicit the missing letter (i). Students work individually and complete the words with the missing vowels. Play the audio for students to check their answers. Monitor and check that weaker students are keeping up with the audio and checking their answers correctly. Write the answers on the board with weaker classes.

### Answers

2 city 3 beautiful 4 warm 5 interesting 6 small  
7 cheap 8 expensive

### CRITICAL THINKING: REMEMBER

- 4  Focus on the fact file. Read the first line, and point out the completed example (country) and the words in the box. Say: *Read and write*. Students work individually and complete the headings in the fact file. Students check their answers in pairs. Go through answers as a class.



### Answers

country : France – warm, not cold

city : Paris – beautiful, clean, not cheap

place : Eiffel Tower – big, interesting, not new

### ACADEMIC WRITING SKILLS



- 5  4.28  Write: *Paris is beautiful. Paris is expensive.* on the board. Focus on the second example in Exercise 5. Look at the board, then look at the example again. Ask: *What's different?* Elicit: *It*. Focus on the board. Cross out *Paris* and write: *It* above it. Write: a 1 above *Paris* and a 2 above *It*. Underline the full stop between the sentences. Circle the capital letters. Focus on the last sentence about the Eiffel Tower. Ask a student to read it aloud. Point at the word *It* in the second sentence and say: *What is 'It'?* Elicit: *the Eiffel Tower*. Focus on the sentences about Dubai. Students work in pairs and complete the sentences. Monitor and check students are using *It* correctly and that they are using capital letters. Play the audio for students to check their answers. Go through answers as a class. Ask: *What is 'It'?* about each pronoun.


### Answers

It is big and new. It is not cheap.

It is big. It is beautiful and new.

### CRITICAL THINKING: CREATE

- 6  Focus on the blank frame for the students' fact files. Read the headings aloud. Demonstrate writing the name of your country on the first line. Students work individually and read and prepare the fact file. Monitor and help if necessary.
- 7  Focus on the gapped sentences and point out the phrase *is a country*. Elicit what is missing from the first gap (country name). Point out the use of *It is* and *It is not ...* in the next sentences. Elicit some possible ways to complete the two sentences, e.g. *It is big. It is not small*. Focus on the students' own fact files in Exercise 6 and ask them to complete the sentences. Students work individually and complete the gapped sentences with information from their fact files. Monitor and check grammar, spelling, and the use of capital letters.

- 8  Students swap books and check each other's writing.

### Model answer

England is a country. It is beautiful. It is not big.  
Cambridge is a city in England. It is old and small. It is not cheap.  
Cambridge University is in Cambridge. It is old and beautiful. It is not small.

### Objectives review

See Introduction on p. 7 for ideas about using the Objectives review with your students.

### WORDLIST AND GLOSSARY

See Introduction on p. 7 for ideas about using the Wordlist at the end of each unit and the Glossary at the end of the book with your students.

### REVIEW TEST

Go to [esource.cambridge.org](http://esource.cambridge.org) to print out the Review test and ideas about how and when to administer the Review test.

## RESEARCH PROJECT

### Create a fact file on a different country

Show the class some websites which have facts about different countries. As your students are beginners, these websites should be in the students' native language if possible. If not, choose websites with a lot of pictures so students can see how they can use the language they know to describe these places. Divide the class into groups and tell them each group needs to choose one country to research. Students could choose a country which is known to them or one which they would like to visit. If needed, provide students with an English name of the country they choose.

Tell students that each group will design a fact file including a description of the country, photographs of famous places and people, and a map of the country they find online. They should find out about the size of the country, the climate, the capital city and one famous place. Students could use the fact files in Unit 4 as a model.

Allow students class time for the research or encourage them to do this for homework. Give students class time during the next lesson to create their fact files.

Display the fact files in the classroom. Encourage students to ask questions about each other's fact files.