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A2

studio

Elementary

Teacher's Book

- Detailed unit overview
- Methodology tips
- Clear lesson summaries
- Simple, straightforward teaching notes
- Reproduced Student's Book spreads
- Answer keys and transcripts
- Extra activities and Exam Practice
- Listening and pronunciation tips
- Photocopiable Pairwork Activities
- PLUS online resources on **e-ZONE**



APP with Audio, Video, Pairwork, Activities
Vocabulary Beats, Quick Notes & Keys



ANSWERS

- 1a 1 shopping 2 party 3 friends 4 bed
 1b A go to the beach B go to the theatre
 C stay in bed D go out for a walk E go shopping

LISTENING

- 3  61 Direct students to the image of Gabriel and Monica. Ask questions to generate interest in the audio, eg *Where are they? Do they know each other? What is their relationship?* Check understanding of *colleague*. Play the audio and tell them to answer the two questions as they listen. Check answers.
- 4 Ask students to read the sentences before you play the audio again. Check understanding of *musical*. Ask them to compare with a partner after listening and check answers with the class. See p20 for more ideas on how to help students with listening.
- 5 Do the first item with the class then ask students to complete the activity in pairs. You could tell students to read the transcript on p151 to check their answers.

There are extra activities based on this audio in the e-book+.

ANSWERS

- 3 They're going to work. They talk about going out for a meal, going to the theatre, going shopping.
 4 1c 2c 3b 4a 5b 6c
 5 1 trip 2 time 3 questions 4 mean 5 weekend 6 day

VOCABULARY // Opinion adjectives

- 6 To lead into **part a**, ask: *How did Gabriel describe the musical?* (amazing) Check understanding of *amazing* and ask students where in the table it goes. Ask students to complete the exercise alone.
-  62 For **part b**, play the audio for students to check answers. Point out *OK* can be positive, negative or neutral depending on intonation. Ask students to listen again and repeat the words in **part a**.
- 7 Demonstrate **part a** with your own example for item 1. Ask students to work individually. Monitor and help with extra vocabulary as needed. Don't check answers yet.
 For **part b**, demonstrate the activity with a student and refer the students to the speech bubbles for support. Monitor as students complete the activity and make a note of errors and good language and go over these after they have finished the activity. Ask some students to share what they learned about their partner and check who had a lot of affirmative or negative answers.

ALTERNATIVE ACTIVITY Put students into small groups. Give each group a die. Students take it in turns to throw the die to select a topic from exercise 7a to talk about. Monitor and make a note of examples of good language and errors and go over these after students have had several turns each.

There is further practice of opinion adjectives in the Language studio on p129.

ANSWERS

- 6a 1 amazing, fantastic, great 2 fine, OK
 3 – 4 awful

GRAMMAR // Past simple: questions

- 8 Ask students to complete this exercise individually then check the answers with the class.

EXTRA ACTIVITY Ask students to read the transcript on p151 and make a note of the past simple questions and answers in the text.

- 9 Ask students what they can see in the photos. Do the example with the class and ask them to complete the activity alone. Monitor and prompt self-correction. Check answers.
- 10 Demonstrate the activity for the class. Monitor and correct errors or prompt-self correction while students prepare their questions in pairs. Remind students to use short answers if the question is *Yes / No*. Monitor while pairs ask each other their questions and make a note of errors and good language and go over this after they've finished the activity.
- 11 Do the first question on the board with the class then tell them to complete the exercise individually. Ask students to compare their questions with a partner then check answers with the class.

EXTRA ACTIVITY If you asked students to bring their mobile devices with photos to class, ask them to find any from their last weekend now. Put students in pairs and tell them they should show their partner their photos. Their partner should use the questions in exercise 11 and any others they need to find out more information about their weekend. Monitor and make a note of errors and good language and go over these after the students have finished speaking. This activity is similar to exercise 12 so if you use it, put students in new pairs for exercise 12.

There is more information on past simple: questions in the Language studio on p141.

ANSWERS

- 8 1 did 2 infinitive 3 before 4 was
 9 1 Did John go 2 he did 3 did he do
 4 Did he stay 5 he didn't 6 did they go
 7 Was 8 it was
 10 Suggested answers
 1 Did John go out for a meal?
 2 Did he go to a party?
 3 Did he go running?
 11 1 What did you do at the weekend?
 2 Did you go to the cinema?
 3 What did you see?
 4 Who did you go with?
 5 Did you like it?
 6 What did you do on Sunday?
 7 Did you have a good time?
 8 What was the weather like?

SPEAKING

- 12 To demonstrate **part a**, draw three pictures on the board and write the time above them (*yesterday / last weekend / last week*). Tell students to ask you questions about the pictures to find out more information. Prompt them to use the questions from exercise 11 and other past simple questions. Now give students time to read the instructions and check they understand. Give them a time limit of two or three minutes to draw their pictures. Tell them to complete **part a** in pairs and remind them to use past simple questions and opinion adjectives when they answer. Monitor and make a note of errors and good language. After students have finished speaking, go over this and elicit any additional questions that students used. Write the questions on the board. Put students into new pairs and ask them to complete **part b** without making the same errors. Encourage them to use the additional questions. Ask students to share anything interesting they learned with the class.

**PAIRWORK 7A** Talk about the past

If students can't use the App, you can make black-and-white copies of the activity on p157, or download it from e-zone and print it in black and white or colour.

In this pairwork task, students ask each other questions to find out information to complete gaps in a text.

Demonstrate the activity with a student to model the task and then monitor to listen for examples of good language and errors. Go over these after students have finished.

There is further practice on p37 of the Workbook. Use the Cyber Homework for 7A as extra practice for your class.

LESSON TRANSCRIPTS

61 7A, exercise 3

Monica: Morning!

Gabriel: Hey. How are you?

Monica: I'm fine.

Gabriel: Did you have a good weekend?

Monica: Yes, I did, thank you.

Gabriel: How was the trip?

Monica: It was great. The conference was really interesting.

Gabriel: Good. Did you have any free time? Did you see the city?

Monica: There wasn't much time. On Saturday evening we went out for a meal and then we went to the theatre. We saw a musical.

Gabriel: Was it good? Did you enjoy it?

Monica: The musical? Yes. It was amazing. But the meal was awful.

Gabriel: Oh, really? Where did you go?

Monica: We went to a fast food restaurant. You're asking a lot of questions.

Gabriel: I'm interested. I'd like to go to the conference next year.

Monica: What about you? Did you have a good weekend?

Gabriel: It was OK.

Monica: What did you do?

Gabriel: You know ... boring weekend things.

Monica: What does that mean? Did you stay at home all weekend?

Gabriel: No, I didn't.

Receptionist: Good morning.

Gabriel & Monica: Morning, Veronica!

Gabriel: On Saturday afternoon I went shopping.

Monica: What did you buy?

Gabriel: Some clothes ... and a book. The one you recommended last week.

Monica: Oh, OK! Are you enjoying it?

Gabriel: Yes, I am. You were right. It's fantastic!

Monica: Great. Well, see you later.

Gabriel: See you. Have a good day.

62 7A, exercise 6b

amazing, excellent, fantastic, great, wonderful
 all right, fine, OK

boring

awful, horrible, terrible

7B The right name

BUSINESS



VOCABULARY // Names

- 1 Work in pairs. Can you name the people in the photos? Why are they famous?
- 2 a Do the quiz. Use the photos in exercise 1 to help you.

The Name Quiz

- 1 People often call this US president JFK. His initials. What's his full name?
- 2 This singer's real name is Kathryn Hudson. What's her stage name?
- 3 George Eliot is the pen name of a famous writer. Was George Eliot a man or a woman?
- 4 He's an actor now but he was a wrestler. His nickname is The Rock. Who is he?
- 5 This businesswoman and TV presenter was born with the name Oprah. It was difficult to say so she changed the name. What is she called now?
- 6 Jeff Beze started this company in 1994. It's one of the world's top brand names and it's named after a river. What's it called?

b Check your answers to the quiz and to exercise 1. Who got the most correct answers in the class?

- 3 Match definitions 1-7 with seven of the words and phrases in your language?

- 1 Your first name, middle name and last name
- 2 The name your parents gave you
- 3 A name that writers use
- 4 The name of a company and its products
- 5 The first letters of your names
- 6 A name that actors and singers use
- 7 An informal name that friends or family call you

- 4 Write another question for the quiz in exercise 2a. Then ask other students. Can they answer it?

→ p129 Language studio: Names

READING

- 5 Read the article and choose the best title.

- A How to choose the right company name
- B There's a story behind every name
- C Don't use your real name!

- 6 Read the article again and answer the questions.

- 1 Where does the name Adidas come from?
- 2 What meaning of 'lego' did Ole Kirk Kristiansen discover after he chose the name?
- 3 What name did Bruno Mars's parents give him?
- 4 Why did the writer Mary Anne Evans use a man's name?
- 5 Why did JK Rowling use the initials JK and not Joanne?

- 7 Work in pairs. Tell each other the story behind your name or the story behind a brand name.

Why are you called ... ? I'm named after ...
My parents called me ... because ...

Names are everywhere. They're on street signs, in adverts, on the things we buy. But where do they come from?

Behind every brand name there's a story. Companies are often named after the person who started them. Adolf Dassler's nickname was Adi, so he called his sports-shoe company Adidas. Other company names say something about their products. When Ole Kirk Kristiansen called his toy company LEGO, he used the first two letters of the words leg godt. They mean 'play well' in his language, Danish. Ole later discovered that LEGO means 'I put together' in Latin. A perfect name for his toys.

It's also important to choose the right name in the entertainment business. Singers often use a stage name that's easy to remember. Singer Bruno Mars's real name, for example, is Peter Hernandez. For writers, a good pen name can be important.

GRAMMAR // Adjective + infinitive

- 8 Read the sentences. Then complete the rule.

- a) It's important to choose the right name in the entertainment business.
- b) Singers often use a stage name that's easy to remember.

We use the infinitive with to after these adjectives: bad, difficult, 1 _____, good, hard, 2 _____, impossible, possible, ready.

- 9 a Match 1-6 with a-f to complete the instructions.

- 1 Write a word in English that's difficult
- 2 Write the name of a game that's easy
- 3 Draw a type of food that it's bad
- 4 Write a sport that it's possible
- 5 Think of an activity it's important
- 6 Put up your hand when you're ready

- a) to eat every day.
- b) to check your answers.
- c) to play.
- d) to do in a language class.
- e) to spell.
- f) to do alone or with others.

- b Follow the instructions. Then compare your answers with a partner. How many are the same?



When Mary Anne Evans wrote *Middlemarch*, she used the name George Eliot. That's because people in the 1800s didn't think women were serious writers. And author Joanne Rowling used the initials JK with her surname on the Harry Potter series. Was JK a man or a woman? People didn't know. The mystery helped her to sell more books.
So the next time you see a name, find out more about it. There's always a story to tell.

- 10 Complete the advice for choosing a company name. Use the infinitive with to form of these verbs.

be buy know remember say tell

When you start a new business, it's important to choose the right name. A good name can make a big difference. Here are our top six tips.

- 1 People forget names, so choose a name that's easy.
- 2 Think about pronunciation. Don't choose a name that's difficult.
- 3 Don't copy. It's good to be different from other companies.
- 4 Have a story. Be ready to tell people how your company got its name.
- 5 Use a dictionary. It's important to know what the name means in other languages.
- 6 Check the domain name. Is yourcompanyname.com free? Don't choose a name if it's impossible to get the domain name.

→ p141 Language studio: Adjective + infinitive

SPEAKING

- 11 Work in pairs or small groups. Follow the instructions.

- Think of a business that you want to start.

I want to open a restaurant / hotel. What about you?

I'd like to start a magazine / toy company ...

- Think of three possible names for your business. Then choose the best one. Use exercise 10 to help you.

I like the name ... Me too.

It's not very easy to say / remember ...

- Think of a domain name for your business.
- Present your business to other students. Tell them the type of business, name and domain name and why you chose that name.

We want to start a ... We want to call it ... because ...

- After listening to other students, choose the best business name.

→ Reading 7B | → Cyber Homework | → WB p38 65

LESSON SUMMARY

Students read about the story behind famous names and develop a name for a new business.

LESSON OBJECTIVES

VOCABULARY Names

GRAMMAR Adjective + infinitive

OUTCOME Think of a name for a new business

LESSON PATHWAY

Learn vocabulary related to names



Read about the story behind some famous names



Study adjective + infinitive



Develop and present ideas for the name of a new business

PREPARATION

For exercise 7, prepare your own example explaining the story behind your name. If there is no story behind your name, research and prepare the story behind the name of a product or brand your students know.

VOCABULARY // Names

- 1 Students complete the activity in pairs. Monitor and help with vocabulary as needed. In feedback ask students to share some ideas about the different people. Don't confirm answers at this stage.
- 2 Ask students to complete the quiz in **part a** in pairs. Check understanding of *wrestler*. Tell them to try to understand any other new vocabulary from the context at the moment.
For **part b**, check the answers with the class. Ask students to share how many answers they got correct to find out who got the most.
- 3 Do the first item with the class and then ask students to complete the task individually. In feedback, check answers and pronunciation of the vocabulary.
- 4 Monitor and help students with vocabulary and grammar as they prepare their questions. You could do this as a mingle where students walk around the class and ask each other their questions. After students have asked and answered several questions stop the activity and ask the class who had the best question.

There is further practice of vocabulary related to names in the Language studio on p129.

ANSWERS

- 1** A George Eliot, author
B Jeff Bezos, the founder of Amazon
C Oprah Winfrey, businesswoman and TV presenter
D John F Kennedy, US president
E Katy Perry, singer
F Dwayne Johnson, actor and ex-wrestler
- 2a** 1 John Fitzgerald Kennedy 2 Katy Perry
3 A woman 4 Dwayne Johnson
5 Oprah Winfrey 6 Amazon
- 3** 1 full name 2 real name 3 pen name
4 brand name 5 initials 6 stage name 7 nickname

READING

- 5** Set a time limit of one or two minutes so students read quickly. Ask some students to share their answers with the class and ask them to give reasons why. Confirm the correct answer.
- 6** Tell students to read the questions and make a note of the key words in their notebook before they read again. Demonstrate this with the first question *Where does the name Adidas come from?* Ask them to make a note of where the answers are as they read and ask them to refer to the text when you check answers.
- 7** Demonstrate the task with your own example. Remind students they can talk about their own name or a brand name. Tell them to look on their phones if they want to find information about brand names. If you think your class need it, give them some time to prepare and make notes. Encourage them to use the vocabulary from exercise 2. After students are finished speaking, ask some students to share anything interesting they learned with the class.

There are extra activities based on this text in the e-book+.

ANSWERS

- 5** B
- 6** 1 Adolf Dassler's nickname and the first letters of his surname.
2 I put together.
3 Rakim Mayers.
4 Because people in the 1800s didn't think women were serious writers.
5 Because she wanted to sell more books to boys.

GRAMMAR // Adjective + infinitive

- 8** Do this exercise with the class. If you have a monolingual class, compare the structure (adjective + infinitive) to their L1.

- 9** For **part a**, do the first one with the whole class then ask students to complete the activity alone. Check answers.
For **part b**, give your own example for one of the items then ask students to complete the activity alone. Monitor to help with vocabulary as needed. When students are ready ask them to compare their answers with a partner. Ask some pairs to share what they had in common with the class.

ALTERNATIVE ACTIVITY Ask students to write the answers to the instructions in exercise 9a in their notebook, eg 1) their, 2) tennis, etc. For **part b**, tell students to close their books, compare their answers and try to remember what each one refers to. Monitor as students try to remember and correct errors with the target grammar.

- 10** Tell students to read the introduction of the text then do the first tip as a whole class. Tell students to complete the exercise individually and compare with a partner. Check answers with the class.

There is more information on adjective + infinitive in the Language studio on p141.

ANSWERS

- 8** 1 easy 2 important
- 9a** 1e 2c 3a 4f 5d 6b
- 10** 1 to remember 2 to say 3 to be 4 to tell
5 to know 6 to buy

SPEAKING

- 11** Ask: *Have you ever had an idea for starting your own business?* Discuss the kinds of businesses that would be popular or a good idea to start in the local area. What things are missing from the city or town they live in? What kind of business could they start online? Put students into groups of three or four. Tell them to read the instructions and check everyone understands the activity. Ask groups to discuss their ideas and make a note of the answers. Monitor and help with language and make a note of errors and good language and go over this before the next stage of the activity. Re-group students when they have finished writing so they can each present their group's ideas to a different group. Encourage them to ask questions, eg *Why did you choose this name?* Re-group students again and ask them to repeat the presentations if some students still need to hear each other's ideas. End the lesson by asking students to vote on the best business plan.

There is further practice on p38 of the Workbook. Use the Cyber Homework for 7B as extra practice for your class.

7C Future plans

STUDIO MIX



VOCABULARY // Future time expressions

1 a Work in pairs. Put the time expressions in the correct order.

- tonight
- tomorrow night
- next week
- tomorrow morning
- this evening
- after this / after the class / later
- tomorrow afternoon
- this weekend
- this afternoon
- next month
- next year

b Listen and check. Then listen again and repeat.

→ p129 Language studio: Future time expressions

VIDEO // Watch and listen

2 Read the Studio Mix introduction and complete the task.

In today's Studio Mix, members of the team answer the question: What are your plans? Look at the pictures of their plans. Whose plans are they? Match the pictures to team members in exercise 3.



3 Watch or listen to check your answers to exercise 2. Complete the team members' plans with a verb.

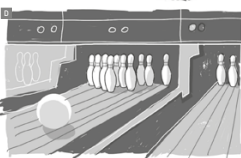


- _____ to Paris
- _____ bowling
- _____ at home
- _____ a band

4 Watch or listen again and write short answers to the questions.

- Who has plans for this evening?
- What does Kayla want to do next year?
- Where is Eugenie going to be next Saturday?
- When is the marathon?
- What are Edu's plans for this weekend?
- Does Edu know the dates of his holiday?

5 Work in pairs. Look at the video transcript on page 152 and make a note of the time expressions in each conversation.



GRAMMAR // be going to

6 Look at the sentences from the video. Then complete the rules.

- After the class, I'm going to meet some friends.
- I'm not going to go out.
- What are you going to do?
- Are you going to go out?

—Yes, I am. / No, I'm not.

• To talk about future plans and intentions we use going to.

• The form is I am / You / He / She / It + going to + infinitive.

• To form a question put the verb be before I, you, he, etc.

7 Complete the sentences with the affirmative or negative form of be. Use contractions when possible.

- My brother (v) _____ going to meet us at 7.00 pm.
- I (v) _____ going to go running this afternoon.
- We (v) _____ going to spend next weekend in Paris.
- But we (v) _____ going to visit the Eiffel Tower.
- My cousins (v) _____ going to stay with us until next Tuesday.
- My aunt (v) _____ going to come again until next year.

8 a Listen to this sentence. How do we pronounce to in going to? Is it /tu/ or /bə/?



He's going to meet us.

b Listen and repeat these sentences. Pay attention to the pronunciation of to.

- He's going to meet us.
- I'm not going to go running.
- They're going to stay with us.



9 a Write the questions using be going to. Then complete the answers with one word.

- What / you / do / after the class?
I don't _____.
- you / go / to the cinema / this weekend?
No, I'm _____.
- you / have / a holiday this year?
Yes, I _____.
- When / get up / tomorrow morning?
_____ seven o'clock.
- the teacher / give / you / any homework today?
No, she _____.

b Work in pairs. Take turns asking each other the questions in exercise 9a. Give your own answers.

→ p141 Language studio: be going to

SPEAKING

10 Work with 3-4 other students. Follow the instructions.



- Make a set of eight to ten cards. Write a future time expression from exercise 1 on each one.
- Make a second set of eight to ten cards. Write activities (go swimming, go out for a meal...) on some of them and the words the truth on the others.
- Swap your cards with another group. Place the new cards in two piles face down on a table.
- Take it in turns to pick a card from each pile and say what you're going to do at the specified time. If you pick an activity card, say the activity on the card. If you pick a truth card, say what you're really going to do.

This evening, I'm going to go swimming.

This evening, I'm going to watch TV.

- The other students ask questions to decide if you're telling the truth or not.

Where are you going to go swimming?

What are you going to watch on TV?

I don't believe you. OK, I believe you.

Cyber Homework

67

LESSON SUMMARY



Students listen to people talk about their future plans and then talk about their own future plans.

LESSON OBJECTIVES

VOCABULARY Future time expressions

GRAMMAR *be going to*

OUTCOME Ask and answer questions about people's plans

LESSON PATHWAY

Learn future time expressions



Watch and listen to people talking about their plans



Study *be going to*



Ask and answer questions about each other's plans

PREPARATION

For exercise 10 prepare two cards, one with a future time reference from exercise 1 and one with a free-time activity.

VOCABULARY // Future time expressions

1 Students complete **part a** in pairs.



In **part b**, play the audio to check answers. Play it again and ask students to repeat. Check that *later* doesn't refer to a specific time. You could also review *at* + time, *in* + time of day, *on* + day.

There is further practice of vocabulary for future time expressions in the Language studio on p129.

ANSWERS

- 1a
- 1 after this / after the class / later
 - 2 this afternoon
 - 3 this evening
 - 4 tonight
 - 5 tomorrow morning
 - 6 tomorrow afternoon
 - 7 tomorrow night
 - 8 this weekend
 - 9 next week
 - 10 next month
 - 11 next year

VIDEO // Watch and listen

2 Ask students to read individually then discuss their ideas with a partner. Ask some students to share their ideas with the class.

3 Play the video or audio and ask students to check their answers with a partner, then check with the class.



- 4 Ask students to read the questions before they watch or listen again.
- 5 Do an example with the class for the first expression. Students then complete the activity in pairs. Ask one pair to share answers with the class.

There are extra activities based on this audio in the e-book+.

ANSWERS

- 2 A Kayla B Edu C Kayla D Stefan E Eugenie
- 3 1 fly (Eugenie) 2 go bowling (Stefan)
3 stay at home (Edu)
4 see a band / group (Kayla)
- 4 1 Kayla. 2 She wants to travel around the world. 3 In Paris 4 Next Sunday morning.
5 Stay at home and relax. 6 No, he doesn't.

GRAMMAR // *be going to*

- 6 Do this exercise with the whole class. Check understanding of *intentions*. Highlight that we can't use *will* to talk about future intentions.
- 7 Ask students to complete the activity individually then compare with a partner. Check answers with the class.
-   65 For **part a**, check students understand the phonemic script, then play the audio and check with the class.
-  66 For **part b**, play the audio twice.
- 9 Do the first item in **part a** with the class. Ask students to complete the exercise individually then compare with a partner. Check answers.
For **part b**, demonstrate the activity with a student. Monitor and make a note of errors and good language and go over these after students have finished.

There is more information on *be going to* in the Language studio on p141.

ANSWERS

- 6 1 are 2 is
- 7 1 's (is) 2 'm not (am not) 3 're (are)
4 aren't 5 are 6 isn't
- 9a 1 What are you going to do after the class? / I don't know.
2 Are you going to go to the cinema this weekend? / No, I'm not.
3 Are you going to have a holiday this year? / Yes, I am.
4 When are you going to get up tomorrow morning? / At seven o'clock.
5 Is the teacher going to give you any homework today? / No, she isn't.

SPEAKING

- 10 Put students into groups and ask them to read the instructions. If possible, show students an example for of each kind of card. Check they understand. Monitor closely while they prepare the two sets of cards and help with language. Demonstrate the next part of the activity with one group and refer students to the speech bubbles for support. Now tell students to complete the activity in groups.
Monitor while students do the activity and make a note of errors and good examples of the target language. Go over these with the class after students have finished speaking.
To end the lesson, ask some students to share who they think has the most interesting plans for the weekend. Encourage the other students to listen, comment and ask follow up questions.

There is further practice on p39 of the Workbook.

Use the Cyber Homework for 7C as extra practice for your class.

LESSON TRANSCRIPTS

23 64 **7C, exercise 3**

Stefan: What are your plans?

Kayla: What do you mean? Now? After this? I don't know. This evening I'm going to see a band.

Stefan: Really? Who are you going to see?

Kayla: A local group. They're really good. Do you want to come?

Stefan: I can't. I have plans.

Kayla: Oh. What are you going to do?

Stefan: After this, I'm going to meet some friends. Later we're going to go bowling.

Kayla: Bowling?

Stefan: Yeh. You know. You have a ball and you roll it and try to knock down some pins.

Kayla: I know what bowling is. Ah! Next year I'm going to travel around the world. I am!

Eugenie: Um ... next weekend I'm going to fly to Paris for two days with a friend. She's going to run in the marathon there. So, we're going to spend Saturday together and walk around the city. Then she's going to do the marathon on Sunday morning and I'm going to ... watch. It's going to be great.

Edu: Olivia? I don't have any plans.

Olivia: I don't believe you. Are you going to go on holiday ... er ... on vacation this year?

Edu: Yes, I am. But I don't know where or when.

Olivia: OK. What about this weekend? Are you going to go out?

Edu: No, I'm not going to go out. I'm going to stay at home and relax.

Olivia: Well ... You're going to relax. That's a plan.

Edu: I guess.

Olivia: Are you going to say it to the camera?

Edu: No.

Olivia: He's going to stay at home and relax.

101 THINGS TO DO IN ENGLISH

7 Check in to a hotel

GET READY

1 a Look at the photo on the right and order the conversation.

- Let me see. Ms J. Duncan?
- Yes. It's Duncan. D-U-N-C-A-N.
- I'd like to check in. I have a reservation.
- That's right.
- Good afternoon. How can I help you?
- Very good. Can I have your last name, please?

b Watch the video intro to check your answers.

WATCH

2 Watch the 101 video. Why is Julie staying at the hotel?

3 Watch again. Complete the missing information and choose the correct options.

Hotel Guest information

Guest name ¹ Ms J. Duncan
 Number of nights ² three
 Type of room ³ single / twin / double
 Form of ID ⁴ ID card / passport
 Reason for visit ⁵ business / pleasure
 Breakfast included ⁶ yes / no
 WiFi password ⁷ H01QR

STUDY

4 a Complete the phrases with these words.

Are Can Do It's What

The guest	The receptionist
I'd like to check in.	Good afternoon. How can I help you?
I have a reservation.	I have your last name?
¹ time is breakfast?	May I have your passport, please?
² I need a password for the WiFi?	⁴ you here for business or pleasure?
	Here's the key to your room.
	⁶ room 405 on the fourth floor.

b Watch the 101 useful phrases video to check your answers. Repeat the phrases.



5 a When we speak, we usually divide sentences into groups of words. This helps other people to understand us. Listen and divide the phrase into two groups of words.
 A single room for three nights.

b Listen and repeat these sentences. Say the two groups of words.
 1 Can I have / your last name?
 2 Here's your passport / and the key to your room.
 3 It's room 405 / on the fourth floor.

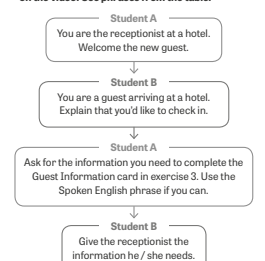
SPOKEN ENGLISH

Just a moment

We can say *just a moment* or *one moment* when we need time to find something.

PRACTISE

6 a Work in pairs. Prepare a conversation like the one on the video. Use phrases from the table.



b Swap roles. When you are ready, use the videoscape to present your conversation to other students. Can they complete a Guest Information card?

PREPARATION

If you are teaching a monolingual class and you don't speak the students' L1, look up ways of saying *just a minute* in preparation for the Spoken English box.

GET READY

1 Ask: *Where are the people in the photo? What are they doing?* Check understanding of *last name* then ask students to complete **part a** in pairs.

24 For **part b**, play the video and ask students to check their answers.

ANSWERS

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

WATCH

2 25 Play the video and ask students to compare their answer with a partner. If many students didn't get the answer the first time, play it again and pause to help them hear where the answer is. Check understanding of *conference*.

3 Ask students to read the form before they watch again. Check understanding of *guest*, *single*, *twin*, *double* and *pleasure*. If students found it difficult the first time pause the video two or three times to allow them to make a note of the answers. Check answers.

ANSWERS

2 She's there for a conference.
 3 1 Ms J. Duncan 2 three 3 single 4 passport
 5 business 6 yes 7 H01QR

STUDY

4 In **part a**, do the first item with the class then ask students to complete the exercise individually.
 26 Play the video for **part b**, and ask students to check their answers. Play the video again and ask students to repeat. Explain that we can use *can* and *may* to ask for information, eg *Can / May I have your last name?* and *Can / May I have your passport?*

5 This exercise helps students become more aware of how, when we speak, we organise what we are saying into thought groups. A thought group is usually a group of 2–5 words which has one key idea, forming a unit of meaning. One sentence or question might have many thought groups. When we pronounce a thought group the key content words like verbs and nouns are stressed and the function words like pronouns, prepositions and auxiliary verbs are usually unstressed.

67 For **part a**, write the sentence on the board and ask students what they think the two parts of

LESSON SUMMARY

Students watch a video of someone checking into a hotel and role-play checking in to a hotel.

LESSON PATHWAY

Predict the order of a conversation

Watch a video for general understanding and then to hear more details

Study phrases for checking into a hotel

Practise pronunciation of dividing phrases into groups of words

Role-play checking in to a hotel

the sentence are. Play the audio and ask students to check then play it again and ask them to repeat. Elicit or explain why the sentence is divided into these two groups.



68 In **part b**, play the audio and ask students to listen and repeat. Ask students to practise the three sentences in pairs. Monitor and give feedback on pronunciation.

PRONUNCIATION TIP You can use clapping or clicking to help students hear and replicate sentence stress.

Start by modelling the stressed words in the sentence and clap or click at the same time. Then show students how to add the extra unstressed words in the phrase. They should be able to add the unstressed words so the timing is still the same, eg *passport* (click) *key* (click) *room* (click). *Here's your passport* (click) *and the key* (click) *to your room* (click).

Direct students to the Spoken English box. Ask them to look at the video transcript on p152 and find another expression the receptionist uses with the same function as *just a moment (let me see)*. If you have a monolingual class, elicit phrases that are used in the students' L1 with the same function.

ANSWERS

- 4a** 1 What 2 Do 3 Can 4 Are 5 It's
5a A single room / for three nights.



PRACTISE

- 6** Tell students they are going to role-play a conversation in a hotel similar to the one they watched. In **part a**, put students in pairs and tell them to read the situation. Check they understand the task and ask them to prepare the conversation. Remind them that to help develop their speaking skills and spoken fluency it is better to make notes as they prepare, rather than writing and then reading out complete sentences. Remind them to use phrases from the lesson as they make their notes. Monitor closely and help with language. Ask them to rehearse the conversation.
- For **part b**, tell them to swap roles and to continue to rehearse until they can have the conversation without looking at their notes. Ask them to perform the conversation in front of the videoscape if you can project in your classroom. Tell the listeners to complete the Hotel Guest information card.

For more information on how to use the videoscape, please go to p21.

There is further practice on p40 of the Workbook.

Use the Cyber Homework for 101 7 as extra practice for your class.

LESSON TRANSCRIPTS

24 101 7, exercise 1b

Receptionist: Good afternoon. How can I help you?

Julie: I'd like to check in. I have a reservation.

Receptionist: Very good. Can I have your last name, please?

Julie: Yes. It's Duncan. D-U-N-C-A-N.

Receptionist: Let me see ... Ms J. Duncan?

Julie: That's right.

25 101 7, exercise 2

Receptionist: Good afternoon. How can I help you?

Julie: I'd like to check in. I have a reservation.

Receptionist: Very good. Can I have your last name, please?

Julie: Yes. It's Duncan. D-U-N-C-A-N.

Receptionist: Let me see ... Ms J. Duncan?

Julie: That's right.

Receptionist: A single room for three nights.

Julie: That's correct.

Receptionist: May I have your passport, please?

Julie: My passport? Oh, yes, of course. Just a moment. Here you are.

Receptionist: Thank you. Are you here for business or pleasure?

Julie: I'm here for the conference. I'm not going to have time to do any sightseeing.

Receptionist: OK. Here's your passport and the key to your room. It's room 405 on the fourth floor. Breakfast is included.

Julie: What time is breakfast?

Receptionist: From 6.30 to 11.30. The restaurant is on the first floor.

Julie: Thanks. Oh. Do I need a password for the WiFi?

Receptionist: Yes, you do. Let me write it down for you. It's H01QR.

Julie: Thank you.

26 101 7, exercise 4b

The guest

I'd like to check in.

I have a reservation.

What time is breakfast?

Do I need a password for the WiFi?

The receptionist

Good afternoon. How can I help you?

Can I have your last name?

May I have your passport, please?

Are you here for business or pleasure?

Here's the key to your room.

It's room 405 on the fourth floor.

REVIEW 7 & 8

Ask students to work through the exercises in pairs. Monitor and help with explanations and corrections. For more information on the Review sections, see p16. For more practice, go to:

- Project 4 on e-zone
- Writing 4 on SB p119
- Workbook pp45–47

PAIRWORK

This pairwork task recycles vocabulary from pp62–76. Ask students to read the relevant instructions (Student A or B) and check they understand the task. Tell students to refer back to the lessons if they need help with remembering language they can use in the task. Demonstrate the task with a confident student and then ask pairs to complete the task. Monitor and make a note of errors and good language. Go over this language after they have finished speaking.

ANSWERS

- 1** 1 boring 2 full name is 3 countryside 4 rain
5 meal 6 brand
- 2** 1c 2f 3e 4h 5b 6g 7a 8d
- 3a** 1 after 2 parade 3 real 4 fireworks
- 3b** 1 the highest 2 bigger 3 the coldest
4 more famous
- 3c** 3a: 1F: it's named after a place
2F: It's in New York 3T 4T
3b: 1T 6T 3F: Antarctica is the coldest place.
4 (your opinion)
- 4** 1 How **much** pasta is in the fridge?
2 Grammar exercises are difficult **to** do.
3 'Was the movie good?' 'Yes, it **was** amazing.'
4 Tomorrow morning I'm going to get up early.
5 Running is healthier **than** sitting on the sofa.
6 There were only a **few** people at the party – it was terrible.
- 5** 1 I'm going to be
2 We're going to stay
3 aren't going to be
4 They're going to be
5 We aren't going to have
6 I'm not going to leave
7 Are you going to be
- 6** 1 one 2 Adidas
3 Suggested answers: home, the cinema, Paris, the Eiffel Tower, 4 93%
5 Suggested answers: an airport, a road / motorway, a mountain, Rio, Copacabana Beach
6 Hogmanay
- 7a** 1 I'd like to check in.
2 May I have your passport?
3 How can I help you?
4 Do I need a password for the WiFi?
5 What time is breakfast?
6 Can I have your last name?

- 7b** 1 guest 2 receptionist 3 receptionist 4 guest
5 guest 6 receptionist

8 Suggested answers

Student A: Would you like to go to the cinema tomorrow evening?

Student B: I'd love to but I can't. I have other plans.

Student B: How about going to eat at a restaurant next weekend?

Student A: That sounds great.