

Get Ready

Background

This two-page spread introduces the characters for the story feature of the book. The fictional Cserszegi family is representative of many multi-cultural families in the UK. It is common for families in the UK to use the name of the father, which in this case is Hungarian in origin. The family live in the university city of Cambridge, which is about 50 miles (80 km) north of London. The children, Marcus and Oliver, who are identical twins, go to school there.

The family will be the homestay family for Murat Saner, who is from Turkey and a similar age to the twins. His mother is English and his father is Turkish and he therefore speaks excellent English. Murat will be going to school with the twins and getting to know about life in the UK. He will also document his week with the Cserszegi family by making a video for a competition.

More information about the city of Cambridge is available on the Internet.

Extra

Read through the module objectives with the class, translating them into the students' L1. At the end of the module, help students to assess how well they have achieved the objectives. Follow this procedure in each module.

1.13 Exercise 1

- Students match the words with the pictures. Check the spelling of any Key Words that are similar in English and in the students' L1.
- Students then listen to the recording and check their answers.
- Check students' pronunciation of the Key Words and word stress.

Answers → student page

Module

1

- Talk about personal information.
- Read a personal profile.
- Listen to information about people.
- Write a blog.
- Learn about the verb *to be*.



3 The United States (the USA)



4 Poland



6 Argentina



7 The Czech Republic



1 Spain



2 Turkey



5 The United Kingdom (the UK)



8 Hungary



9 Brazil

All About Me

Get Ready

- 1 Look at the Key Words. Match the words with the photos (1–9). Listen, check and repeat.



Key Words: Countries

Argentina Brazil Hungary Poland
Spain the Czech Republic
the United Kingdom (the UK)
the United States (the USA) Turkey



- 2 Complete the nationalities with the endings. Listen, check and repeat.

Word Builder

-an / -ian	-ish	other
Argentinian	British	Czech
American	Polish	
Brazilian	Spanish	
Hungarian	Turkish	

10

Extra

If you have a large world map, display it and invite students to find and point to the countries on the map.



1.14 Exercise 2

- Look at the possible endings for nationality adjectives with students. Students then complete the Word Builder, working individually.
- Students listen and check their answers.

Answers → student page

Exercise 3

- Students say pairs of country and nationality words, e.g. *the United States – American, Argentina – Argentinian*.
- Check pronunciation and word stress.



1.15 Exercise 4

- Audioscript → end of notes
- Students listen to Murat and underline the correct information.
 - Repeat the recording if necessary.

Answers → student page

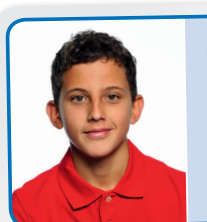
- 3 Game Work in pairs. Say a country, then a nationality.

The United States

American



- 4 Listen and underline the correct information.



First name Murat / Muret
Surname Saner / Sanar
Age 11 / 12
From Turkey / the UK



- 5 Listen and complete the information.



First name Marcus
Surname Cserszegi
Age 12
From Cambridge, England



First name Oliver
Surname Cserszegi
Age 12
From Cambridge, England



First name Claire
Surname Zoltan
Age 38
From Cambridge, England
Address 19 Greyfriars Lane, Cambridge



- 6 Label the photos.



Your Turn

- 7 Complete the information about you.

First name _____
Surname _____
Age _____
From _____
Address _____

Exercise 4 – Audioscript

Murat Hi there! My first name is Murat. That's M-U-R-A-T. Murat. It's a Turkish name. My surname is Saner: S-A-N-E-R. I'm 12 years old. And I'm from Ankara, the capital of Turkey.

Exercise 5 – Audioscript

One

Marcus Hello! My first name is Marcus, with a 'c'. That's M-A-R-C-U-S. Marcus. My surname is Hungarian – it's Cserszegi. It's a bit difficult. That's C-S-E-R-S-Z-E-G-I. I'm 12 years old. And I'm from Cambridge, in England.

Two

Oliver Hi! My first name is Oliver. That's O-L-I-V-E-R. My surname is Hungarian. It's Cserszegi. C-S-E-R-S-Z-E-G-I. I'm 12 years old. I'm from Cambridge, in England.

Three

Claire Hello. I'm Claire. That's Claire with an 'i' – C-L-A-I-R-E.

Zoltan And hello from me. My first name is Zoltan. It isn't an English name. It's Hungarian. That's Z-O-L-T-A-N. Zoltan.

Claire And our surname is Hungarian, too. It's Cserszegi. That's C-S-E-R-S-Z-E-G-I. My age? I'm 38.

Zoltan And I'm 40.

Claire I'm from Cambridge, in England.

Zoltan And I'm from Budapest, the capital of Hungary.

Claire Our address in England is 19 Greyfriars Lane, Cambridge. That's G-R-E-Y-F-R-I-A-R-S Lane.

1.16 Exercise 5

Audioscript → end of notes

- Before you play the recording, give students time to read through the cards to see what missing information they need to listen for. Reassure students that they do not need to understand everything the speakers say to complete the cards.
- After checking answers, students name the people in the photos.
- If you have a large world map, show students where Ankara (Turkey), Budapest (Hungary) and Cambridge (England) are. Explain the meaning of *capital*.

Answers → student page

Exercise 6

- Students look at the photos and label them.

Answers → student page

Your Turn

Exercise 7

- Students complete the form, working individually.
- If they wish, students can attach a photograph or drawing of themselves to the form.

Answers
Students' own answers

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 8, 10 and 11)
More time: do the extra activities

Background

This lesson looks at vocabulary for people in students' lives and teaches students to talk about family, friends and people they know. The grammar focus is on the affirmative and negative of the verb *to be*.

This lesson has the first Sentence Builder. These sections help students get used to English sentence structure and create their own sentences using the patterns provided.

Warm-up

1.17 Exercise 1

- Students match the words with the pictures. Check the spelling of any Key Words that are similar in English and in the students' L1.
- Students then listen to the recording and check their answers.
- Check students' pronunciation of the Key Words and word stress.

Answers

- Family – dad, mum, sister
- People I know – neighbour, teacher
- Friends – best friend, team mates

Reading and Listening

1.18 Exercise 2

- Play the recording for students to listen and read the email.

Exercise 3

- Students work individually, completing the information about Diego.
- Check answers, then encourage students to guess the meaning of any new words in the text.

Answers → student page

1 I'm from Liverpool

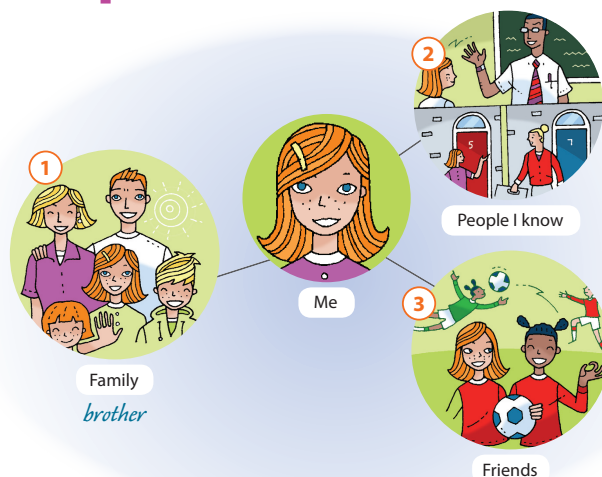
Warm up

- Look at the Key Words. Match the words with the pictures (1–3). Listen, check and repeat.



Key Words: People

best friend brother dad
mum neighbour sister
teacher team mates



Reading and Listening



- Read and listen.

From: Diego Clifton [attach](#)

Hi Adam,
 My name's Diego Clifton. Diego is a Spanish name but I'm not from Spain. Diego Maradona is my dad's favourite footballer! 😊
 I'm from Liverpool. It's famous for music and football. But football isn't my favourite sport, my favourite sport is cycling. This is a photo of my cycling club. We're twelve years old and we're in Year 8.
 My mum and dad are teachers at my school 😊. My dad is a sports teacher and my mum is an English teacher. My sister is nineteen. She isn't in Liverpool. She's a student in London.
 Send me a message soon.
 Diego

- Complete the information about Diego.

First name: Diego Favourite sport: cycling
 Surname: Clifton Dad: sports teacher
 Nationality: British/English Mum: English teacher
 From: Liverpool Sister: student
 Age: 12

12

Grammar: to be (1)

- Look at the table. Underline affirmative examples of *to be* in Exercise 2.

Affirmative		
I	'm	
You	're	
He	's	
She	's	from Liverpool.
It	's	
We	're	
They	're	

Practice

- Choose the correct words.

- You're / You's my best friend.
- I / I'm 13 years old.
- This is my sister. She's / Shes a teacher.
- My neighbours are American. They's / They're from New York.
- My friends and I are students. We're / We in Year 8.
- This is my dad. He's / She's Turkish.
- My surname's Wysocki. It's / I Polish.

- Complete the sentences with 'm, 's or 're.

- He 's from Liverpool.
- I 'm a student.
- You 're a good footballer.
- We 're from the United Kingdom.
- She 's my sister.
- It 's a Turkish name.
- They 're Argentinian.

- Look at the Sentence Builder.

Sentence Builder

He's a **footballer**.
 He's **Turkish**.
 He's a **Turkish footballer**.

- Write the words in the correct order.

- student. / Polish / is / Ewa / a
Ewa is a Polish student.
- my / is / colour. / Red / favourite
- a / is / Diego / name. / Spanish
- good / are / student. / You / a

Grammar: to be (2)

- Look at the table. Underline negative examples of *to be* in Exercise 2.

Negative		
I	'm not	
You	aren't	
He	isn't	
She	isn't	from Spain.
It	isn't	
We	aren't	
They	aren't	

Practice

- Write the sentences in the negative.

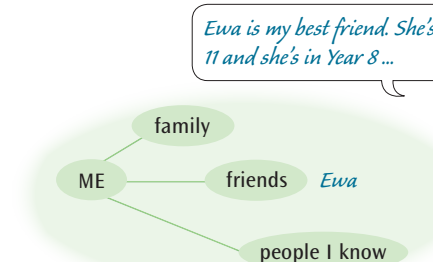
- You're a good student.
You aren't a good student.
- It's a Turkish name.
- I'm from the Czech Republic.
- She's Polish.
- We're friends.
- They're in Year 8.
- He's my teacher.

- Make true sentences. Use 'm, 'm not, 's, isn't, are or aren't.

- I am Turkish.
- My surname isn't Polish.
- My teacher isn't English.
- My best friend and I are from the UK.
- My favourite football team isn't Arsenal.
- My neighbours are American.

Your Turn

- Write the names of the people on the diagram. Talk about three people you know.



Answers

- It isn't a Turkish name.
- I'm not from the Czech Republic.
- She isn't Polish.
- We aren't friends.
- They aren't in Year 8.
- He isn't my teacher.

Extra

Each student tells the class three true sentences about themselves using the verb *to be*, e.g.

I'm 12.

I'm from Warsaw.

I'm not Spanish.

Exercise 11

- Check that students understand what to do.
- Students read aloud one or two of their sentences to the class.

Answers

Students' own answers

Your Turn

Exercise 12

- Elicit two or three example sentences from the class and remind students to use some of the vocabulary from Exercise 1.
- Tell students to write six to ten sentences.

Extra

Students close their books. Write jumbled words on the board for students to sort into people words:

- T R E S I S (*sister*)
- R E T H O R B (*brother*)
- R E A C H E T (*teacher*)
- B R O U H E I G N (*neighbour*)
- S T E B N E D I R F (*best friend*)
- M E A T S A M E T (*team mates*)

Photocopiable activity 1, Active Teach

Exercise 7

- Read the sentences with the students. Point out that the adjective (*Turkish*) comes before the noun (*footballer*).

Exercise 8

- Read the example sentence with the students.

Answers

- Red is my favourite colour.
- Diego is a Spanish name.
- You are a good student.

Grammar: to be (2)

Exercise 9

- Students find and underline examples of negatives in the email in Exercise 2.

Answers → student page

Practice

Exercise 10

- Do one or two sentences with the class before students complete the exercise, working individually.

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 4 and 7)
More time: do the extra activities

Background

This lesson contains the first of the cartoon strips in the book. These cartoon strips centre on Kim, her friends Zak and Lulu, and their band KimCo. Kim is the guitarist, Zak is the drummer and Lulu is the keyboard player. In this first episode, they recruit a new member, Kwame, who is a rapper. The cartoon strips present language in a clear context with lots of visual support to help students understand the meaning. It is subsequently analysed and practised in the grammar sections.

Warm-up

Exercise 1

- Play the recording for students to listen and repeat.
- Ask students to translate the words into their L1.

Reading and Listening

Exercise 2

- Before reading the cartoon strip, ask students to look at the pictures and describe what they can see.

Extra

Play the recording for students to focus on pronunciation, stress and intonation patterns. Students work in groups of four, reading aloud the dialogues and taking turns to be Kim, Zak, Lulu and Kwame.

2 Where are you?

Warm-up

- 1 Look at the photos. Listen and repeat.



Reading and Listening

- 2 Read and listen.

Are you a singer or a rapper?
 KimCo is a new band. Meet Kim, Zak and Lulu on: Tuesday 11 May at: 4 p.m. at school

1 Where are you?
 I'm at home.

2 I'm at school.
 I'm in town.

3 I'm at school.
 Hurry up!

4 Kim So, are you a singer?
 Kwame No, I'm not. I'm a rapper.
 Kim Cool. And how old are you?
 Kwame I'm twelve.

5 Zak I'm Zak.
 Lulu And I'm Lulu.
 Kwame Hi, I'm Kwame. I'm a rapper. Listen ...

6 Zak Is Kwame our new rapper?
 Kim Yes, he is!

7 Cool!

Grammar: to be (3)

- 3 Look at the table. Underline examples of Yes/No questions and short answers in Exercise 2.

Yes/No Questions	Short Answers
Am I	Yes, I am. No, I'm not.
Are you	Yes, you are. No, you aren't.
Is he	Yes, he is. No, he isn't.
Is she	Yes, she is. No, she isn't.
Is it	Yes, it is. No, it isn't.
Are we	Yes, we are. No, we aren't.
Are they	Yes, they are. No, they aren't.

Practice

- 4 Complete the questions and answers.

- 1 Are you Polish?
 Yes, I am.
- 2 Is your best friend from Turkey?
 No, he isn't.
- 3 Is your surname English?
 No, it isn't.
- 4 Are your teachers American?
 Yes, they are.
- 5 Are you and your friends at school?
 Yes, we are.
- 6 Is your mum at work?
 No, she isn't.

- 5 Work in pairs. Ask and answer the questions in Exercise 4. Say true answers.

Grammar: to be (4)

- 6 Look at the table. Underline examples of Wh- questions in Exercise 2.

Wh- Questions	Answers
What's your name?	Kwame.
What nationality are you?	English.
Where are you from?	London.
How old are you?	Twelve.
Where are you?	I'm at home.

Practice

- 7 Match the questions (1–5) with the answers (a–e).

- 1 What's your name? a) I'm eleven.
 2 What nationality are you? d) I'm from Budapest.
 3 Where are you from? b) My name's Kati Varga.
 4 How old are you? a) I'm Hungarian.
 5 Where are you? c) I'm at school.

- 8 Work in pairs. Ask and answer the questions in Exercise 7. Say true answers.

Your Turn

- 9 Imagine a new you. Practise the dialogue in pairs.

Name
 From
 Nationality
 Age
 Year

My name's Viktor.
 What's your name? → Serdar – S-E-R-D-A-R.
 Where are you from? → I'm from Istanbul.
 Oh, you're Turkish. → Yes, that's right.
 How old are you? → I'm eleven.

Grammar: to be (3)

Exercise 3

- Read through the table with the class.
- Ask students to look again at the cartoon strip in Exercise 2. Students find and underline questions and short answers containing *to be*.

Answers → student page

Practice

Exercise 4

- After checking answers, students work in pairs, reading aloud the questions and answers.

Answers → student page

Exercise 5

- Students work in pairs, asking and answering the questions from Exercise 4.

Grammar: to be (4)

Exercise 6

- Students find and underline examples of Wh- questions in the cartoon strip in Exercise 2.

Answers → student page

Practice

Exercise 7

- Give students time to read through the questions (1–5) and the answers (a–e). Do item 2 (*What nationality are you?*) with the class.

Answers
 2 d) 3 b) 4 a) 5 e)

Exercise 8

- Students work in pairs, asking and answering the questions from Exercise 7.

Your Turn

Exercise 9

- Ask two students to read aloud the example dialogue.
- Students work in pairs, taking turns to ask and answer the questions from the example dialogue.
- Encourage students to use grammar and vocabulary from the first two units. Remind students to invent a new identity instead of answering about themselves.

Extra

Ask students to tell the class about their partner's new identity. Remind them to use the third person singular of the verb *to be*. Tell students to listen very carefully to the new identities and decide which of the invented people is most similar to them.

Photocopiable activity 2, Active Teach

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 3, 9 and 10)
More time: do the extra activities

Background

In this episode of the story, the Cserszegi family go to the airport to meet Murat, who is coming to stay with them. This is the first time the family have met Murat so the characters introduce themselves and the Cserszegis welcome Murat to England.
 In the first Writing section of the course, students study the use of capital letters at the beginnings of sentences, for countries and nationalities, for proper nouns and proper names, and for the pronoun *I*. This lesson has the first Key Expressions box. These sections teach students functional language for a variety of everyday situations.

Warm-up

Exercise 1

- Look at the pictures with the class.
- Elicit from the students the names of the people.

Answers
 From left to right: Claire, Zoltan, Marcus, Oliver, Murat

Extra

Write on the board:
 Claire, Zoltan, Marcus, Oliver, Murat
 Ask students *Wh-* questions about the characters to see what they remember, e.g. *Where is Claire from?* (*She's from the UK.*) *What nationality is Murat?* (*He's Turkish.*) *How old is Oliver?* (*He's 12.*)

Reading and Listening

1.21 Exercise 2

- Explain that in this Unit, the Cserszegi family are at the airport to meet Murat.
- Students read and listen to the dialogue.

3 Nice to meet you

Warm-up

- Look at the photos. Point to Murat, Claire, Zoltan, Marcus and Oliver.

Reading and Listening

- Read and listen.

Zoltan Hello, are you Murat Saner?
Murat Yes. And you are Mr and Mrs Cserszegi?
Claire It's Cserszegi. C-S-E-R-S-Z-E-G-I. Zoltan is Hungarian.
Zoltan Nice to meet you, Murat. Welcome to England.
Murat Nice to meet you, too, Mr ... Cserszegi.
Zoltan Your English is very good, Murat.
Murat Yes, my mum is English. I'm half Turkish and half English.
Zoltan Murat, this is Oliver.
Oliver Hello, Murat. How are you?
Murat I'm fine, thanks, Oliver.
Claire And this is Marcus.
Murat Oh, wow! Twins! Hi, Marcus.
Marcus Welcome to England, Murat.
Murat Thank you.



16

Speaking

Exercise 4

- Ask students to repeat the Key Expressions after you. Pay particular attention to intonation patterns and sentence stress.
- Students find and underline the Key Expressions in the dialogue in Exercise 2.

Answers → student page

- Write the correct names.

- His dad is Turkish. *Murat*
- His family is Hungarian. *Zoltan*
- She's English. *Claire, Murat's mum*
- They're twins. *Marcus and Oliver*
- She's at the airport. *Claire*

Speaking

- Look at the Key Expressions. Underline the Key Expressions in Exercise 2.

Key Expressions: Meeting people

Hello.	Hi.
Nice to meet you.	Nice to meet you, too.
Welcome to England.	Thank you.
This is Oliver.	Hello.
How are you?	I'm fine, thanks.

- Choose the correct words.

- A *1Hello* / How, my name's Donna. *2What's* / What your name?
 B Adam. I'm from Poland. *3Nice* / Fine to meet you.
 A *4Fine* / *5Nice* to meet you, *6too* / two.
7Welcome / Hello to our school.
 B *8Thank* / Thanks you.
 A Nick, *9this* / it is Adam. He's from Poland.
 C Hi, Adam. *10How* / How old are you?
 B I'm *11fine* / five, thanks.

- Work in groups. Practise the dialogue in Exercise 5.

- Work in groups. Practise the dialogue in Exercise 5 again. Use your names.

Hello, my name's Karina. What's your name?



Monika. I'm from Hungary. Nice to meet you.



Exercise 5

- Do the second sentence of the first dialogue with the class before students complete the exercise, working individually.

Answers → student page

Extra

Split the class in half down the centre and practise the dialogues for correct pronunciation. The half of the class on your left repeat A after you and then the half on the right repeat B. Change roles so that students practise both parts.

Writing: Capital letters

- Circle the capital letters in the sentence.

My name's Carlos and I'm from Spain.

- Write the sentences and put capital letters in the correct places.

1 *my friends from budapest are in town.*

2 *what's your name? how old are you?*

3 *nice to meet you. welcome to the uk.*

4 *are you from spain or argentina?*

- Find and correct seven mistakes.



- Write a blog. Include this information. Check your work for capital letters.

- name
- from
- age
- favourite sports star

Exercise 6

- Students practise the dialogue, working in groups of three.

Exercise 7

- If there is time, students change groups and repeat the activity with different students.

Writing: Capital letters

Exercise 8

- Check answers by writing the sentence on the board and asking students to circle the capital letters.

Answers → student page

Exercise 9

- Read the sentences with the class before students work individually, deciding which words should have capital letters.

Answers

- My friends from Budapest are in town.
- What's your name? How old are you?
- Nice to meet you. Welcome to the UK.
- Are you from Spain or Argentina?

Extra

Write on the board:
 What's your name?
 What nationality are you?
 Where are you from?
 How old are you?
 Students work in pairs, imagining they are at a party and meeting each other for the first time. They can use the *Wh-* questions and the Key Expressions for meeting people.

Exercise 10

- Students read the blog and correct the mistakes.
- After checking answers, ask students what similarities and differences there are between the use of capital letters in English and in their own language.

Answers

Fernandez
 Santander
 Spain
 football
 favourite
 Sergio

Exercise 11

- Students work individually, writing their blog.
- Check students' writing and point out any language errors for them to correct.

Language Check

Exercises 1–4

Answers → student page

Feedback

- Check answers with the class. Check spelling where necessary by asking individuals to write the answers on the board.
- After checking answers to Exercise 4, students work in groups of three, reading the dialogue aloud and changing parts.
- Students complete the Feedback section. Tell them that one star means *I need more practice of this*, two stars means *I can do this but I make some mistakes* and three stars means *I'm good at this*.
- Give students time in class or at home to do Language Check 1 of the Workbook.

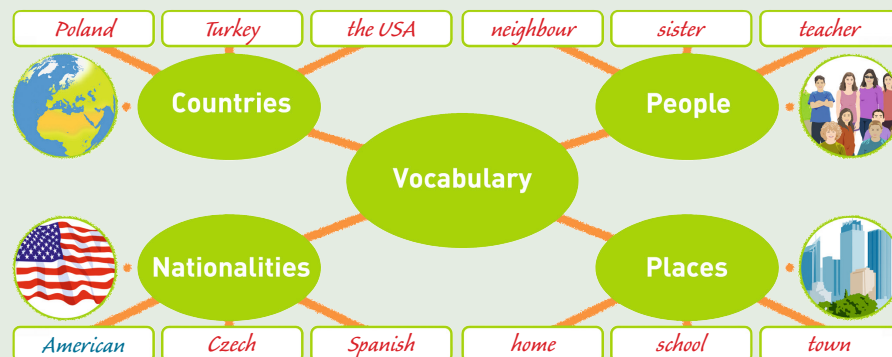
Module 1 Test, Active Teach

Study Corner 1

Language Check Vocabulary

1 Complete the spidergram with the words in the box.

Turkey home American neighbour Poland sister
Czech teacher the USA school Spanish town



Language Check Grammar

2 Complete the sentences with 'm, 's or 're.

- You 're a good footballer.
- I 'm twelve years old.
- Claire isn't Hungarian. She 's English.
- Mum and Dad aren't at home. They 're at work.
- My friend and I aren't Polish. We 're Czech.
- Oliver isn't Turkish. He 's English.
- My name isn't Tom. It 's Tim.

3 Complete the questions and answers.

- Are you and Yasemin Turkish?
Yes, we are.
- Are you twelve years old?
No, I 'm not.
- Is your computer new?
No, it isn't.
- What 's your name?
My name is Caroline.
- How old is your sister?
She 's thirteen years old.
- Where are they from?
They 're from the USA.

Language Check Key Expressions

4 Complete the dialogues with the words in the box.

Thank How ~~too~~ fine to this

- A Hello, my name's Lee. What's your name?
B Musa. I'm from Turkey. Nice to meet you.
A Nice to meet you, ¹ too. Welcome
² to England.
B ³ Thank you.
A Emily, ⁴ this is Musa. He's from Turkey.
C Hi, Musa. ⁵ How are you?
B I'm ⁶ fine, thanks.

Feedback

Vocabulary	☆	☆☆	☆☆☆☆
Grammar	☆	☆☆	☆☆☆☆
Key Expressions	☆	☆☆	☆☆☆☆
Module 1	☹	😊	😄