

1 WELCOME!

Students will practice...

- the verb *to be*: *I, you*
- the verb *to be*: *he, she, it*

and they will learn how to...

- talk about countries and nationalities
- talk about numbers and ages
- use the alphabet to spell words
- give contact information

KEY VOCABULARY PAGES 4–5

Before you start the course, you might like to refer students to the Word Bank on page 108. This deals with classroom language. Focus on the pictures and play the first part of the audio for students to listen to the instructions. Make sure they understand all the words. As you go over the course, point out new instructions in the rubrics and check that students understand them.

Play the second part of the audio, pausing for students to repeat the useful expressions. Encourage students to use these expressions in class.



Listen. Read. Answer. Check. Write. Look.

T = Teacher S = Student

- T: Kara's twenty-eight.
S: Can you repeat that, please?
T: Kara's twenty-eight.
T: Viktor's Russian.
S: I'm sorry. I don't understand.
T: Viktor is from Russia.
T: How old is Lisa?
S: I don't know.

Lead-in

Mime saying *Hello* and *Good-bye* to a student in the class. Elicit or teach the words and write them on the board. Make sure students understand them and can pronounce them.

- 1 a** Check that students understand *family* and *new person*. Students match the photos to the situations.

ANSWERS

1 b 2 a 3 c

b Ask students what they say in their language. In a multilingual class, students might be interested in learning the words for *hello* and *good-bye* in each other's languages.

- 2** Refer students to A in the Key Vocabulary panel. Read the phrases out loud, then ask students to complete the chart in pairs.

Play the audio for students to listen and check their answers, then play the audio again for students to listen and repeat. Encourage students to use the same pronunciation and intonation as on the audio.

Refer students to B in the Key Vocabulary panel. Students work with a partner to match the phrases to the pictures.

Play the audio for students to listen and repeat the phrases.

Read the Notice box with the class and point out that we can also say *Good night* to people just before we go to bed.

SUGGESTED ANSWERS

- A** Hello: Hi, How are you? Nice to meet you.
Good-bye: Bye, See you.
B Good afternoon **b**
Good evening **c**
Good morning **a**



1.1
Hello.
Hi!
How are you?
Nice to meet you.
Good-bye.
Bye!
See you.



1.2
Good morning.
Morning!
Good afternoon.
Good evening.
Good night.

Extra activity

Ask students which phrase in A we use for a new person (*Nice to meet you.*) Ask students how they say this in their own languages.

- 3 a** Play the audio for students to listen. Play it again, pausing as necessary for students to complete the conversations.

b Play the audio again for students to listen and check their answers. Students match the conversations to the photos in exercise 1.

ANSWERS

- 1 Good morning; Hello, Laura (photo c)
- 2 Good-bye, Bye (photo a)
- 3 Hi (photo b)



1.3

- 1 A: Good morning, I'm Laura.
B: Hello, Laura! I'm Mark. Nice to meet you.
- 2 A: Good-bye, Nico.
B: Bye, Elena. See you!
- 3 A: Hi! Welcome home. How are you?
B: I'm fine, thanks. And you?
A: I'm fine.

- 4 Refer students to C in the Key Vocabulary panel. Students read the conversation again and complete the sentences. Check answers, then model and drill the sentences.

ANSWERS
fine; you

- 5 **a&b** If necessary, play the audio of the conversations in exercise 3 again, pausing after each line for students to repeat.

Demonstrate the activity by saying the first line of one of the conversations to a student. Encourage the student to reply. Students then practice the conversations in pairs. Monitor while students are working and drill any lines students find difficult before they switch roles and repeat. For extra practice, ask students to cover the conversations. Students can then work with their partner again and use the photos to practice the conversations from memory.

Mixed ability

You may have a mixture of students with different previous knowledge of English. If this is the case, try to pair a stronger student with a weaker one for pairwork tasks such as exercise 5a and b. In this way, the stronger students in your class can help the weaker ones.

- 6 Students continue the conversations in pairs. Monitor and help while students are working. Ask some pairs to perform their conversations for the rest of the class.

SUGGESTED ANSWERS

Bye, Rachel.
Bye/Good-bye. See you!
Hi, Andy. How are you?
I'm fine, thanks. And you?
I'm fine.

- 7 Ask two students to read the example conversation aloud, using their own names. Students then stand up and walk around the classroom, introducing themselves to their classmates. You could join in the activity and introduce yourself to your students, too.

Extra activity

You could use the photos on page 4 to teach some basic vocabulary such as *man, woman, old, young*.

Extra activity

When students come into the next class, greet them individually, saying: *Hi, (Maria). How are you?* Elicit the response *I'm fine, thanks. And you?* Encourage students to greet each other in this way before getting started.

1.1 ABOUT ME PAGE 6

VOCABULARY

Lead-in

Lead in by saying: *I'm (Sarah). I'm from (the USA)*. Draw a rough map of your country on the board to convey the meaning. Point to students and ask them to give similar information about themselves. They can say the name of their country in their own language if they don't know it in English.

Mixed ability

If you have some stronger students in your class who already know a little English, you could ask them to name as many countries as they can in English. Write these on the board and model pronunciation.

- 1 Students form pairs and match the countries to the photos. Check answers and model pronunciation of the country names.

Read the Notice box with the class, and point out that we don't say *the Brazil, the Japan*, etc.

ANSWERS

a the USA/US b the UK c Japan d Spain e Russia
f Brazil

- 2 **a&b** Demonstrate the task by saying: *I'm from (Brazil). I'm (Brazilian)*. Students complete the chart with the nationalities by themselves or with a partner.

Play the audio for students to listen and check their answers, then play the audio again for them to listen and repeat. Point out the different vowel sounds in *Spain* and *Spanish*.

Refer students to the Word Bank on page 109 for more nationalities. Play audio 1.5 for students to listen and repeat. Point out the different stress patterns in *Argentina/Argentinian, China/Chinese, Egypt/Egyptian* and *Italy/Italian*. Encourage students to use the correct stress patterns when they repeat the words.

ANSWERS

Brazil – Brazilian, Japan – Japanese, Russia – Russian,
Spain – Spanish, the UK – British, the USA – American



1.4

Brazil, Brazilian
 Japan, Japanese
 Russia, Russian
 Spain, Spanish
 the UK, British
 the USA, American



1.5

Argentina, Argentinian
 Australia, Australian
 China, Chinese
 Egypt, Egyptian
 Germany, German
 India, Indian
 Italy, Italian
 Mexico, Mexican
 Morocco, Moroccan
 Poland, Polish
 Turkey, Turkish

- 3 Ask students if their country and nationality are in exercise 1. Teach any country names and nationalities that are in your class but not in the unit or the Word Bank.

Extra activity (1)

Draw a picture or write a word or name on the board that represents a country, e.g., draw a picture of a hamburger (*the USA/US*), write the brand name Toyota (*Japan*) or write the name Ayrton Senna (*Brazil*). Say the country and elicit the nationality. Do the same again, but this time elicit the country and nationality. Ask a student to come and draw or write something on the board and see if the class can guess the country and nationality. The student who guesses comes to the board next.

Extra activity (2)

Suggest to students that they should start a vocabulary notebook. They could copy the chart of countries and nationalities into their notebook and add other countries and nationalities that are important to them. Encourage students to add new words to the notebook as they do the course.

READING & LISTENING

- 1 a Ask students to read the conversation and elicit the two questions. If your students are from countries that use a different script, point out the question marks at the end of the questions.

ANSWERS

1 What's your name? 2 Where are you from?

b Play the audio once through for students to listen, then play it a second time, pausing after each line for students to repeat.



1.6

A: Hi, I'm Katie. What's your name?
 B: I'm Michi.
 A: Where are you from, Michi?
 B: I'm from Japan. And you?
 A: I'm from the USA. I'm American.

- 2 a&b Demonstrate the task by reading the first line of the conversation to a student, saying your own name. Elicit their reply, using their own name. Continue the conversation with the student, using information about yourself.

Students practice the conversation in pairs. Monitor while students are working, then correct any pronunciation errors before students switch roles and repeat.

- 3 a&b Focus on the conversation. Make sure students understand *class*.

Play the first line of the audio and elicit the correct word (*Hello*). Play the rest of the conversation for students to listen and underline the words they hear.

Play the audio again for students to listen and check.

ANSWERS

Hello; Spanish; Yes, I am.



1.7

A: Hello. Am I in your class?
 B: What's your name?
 A: Cristina Torres.
 B: Are you Spanish, Cristina?
 A: Yes, I am.
 B: No, you aren't in my class. You're in Class C.

- 4 If necessary, play the audio again, pausing after each line for students to repeat.

Students practice the conversation in pairs.

Extra activity

Play a guessing game to practice the questions and answers from exercise 3. Write the name of a famous person (e.g., David Beckham) on a piece of paper, but don't show the class. Give the paper to a student and say: *It's your name*. Ask: *Are you Brazilian? Are you Spanish?* Elicit the answer: *No, I'm not*. Encourage students to join in and ask questions. When they have guessed the nationality, ask: *What's your name?* The student then answers with the name on the paper.

Indicate that all students should write the name of a famous person on a piece of paper in the same way. Students can then work in pairs or small groups to ask and answer questions.

GRAMMAR PAGE 7

- 1 Focus on the first verb form and point to it in the conversation in exercise 1a. Students work in pairs to find and underline the remaining verb forms.

ANSWERS

- 1 I'm Katie. I'm Michi. I'm from Japan. I'm from the USA. I'm American. Yes, I am. No, I'm not. Am I in your class?
2 You're in Class C. No, you aren't in my class. Where are you from? Are you Brazilian?

- 2 Focus on the Grammar panel and check to be sure students understand the symbols +, - and ? Complete 1–7 in the Grammar panel with the class, eliciting the correct verb form for each blank. Model and drill pronunciation of the verb forms. Refer students to the Grammar Reference on page 98.

ANSWERS

- 1 m 2 re 3 not 4 aren't 5 Am 6 Are 7 not

 PRESENT SIMPLE TO BE: I, YOU

The present simple of *to be* is irregular, and students need to learn the different forms for *I* and *you*. Questions are formed by changing the order of the subject and verb: *Are you Brazilian?* not *You are Brazilian?* We always use the full form in affirmative short answers: *Yes, I am. Yes, you are,* not *Yes, I'm. Yes, you're.*

- 3 a Focus on the sample answer to demonstrate the task. Students rewrite the sentences using the contracted forms, then check answers.

ANSWERS

- 1 I'm American.
2 You're from Italy.
3 I'm Colombian.
4 You're in my class.
5 I'm Roberto.

b Use the sample answer to demonstrate the task. Students change the sentences to the negative form. Check answers by asking students to come and write their answers on the board. Correct any spelling mistakes and mistakes in the use of apostrophes.

ANSWERS

- 1 I'm not American.
2 You aren't from Italy. / You're not from Italy.
3 I'm not Colombian.
4 You aren't in my class. / You're not in my class.
5 I'm not Roberto.

- 4 a Focus on the first prompt and the sample answer to demonstrate the task. Check or teach *partner*. Students write the questions. Check answers, and drill the questions if necessary with the class.

ANSWERS

- 1 Am I in your class?
2 Are you my teacher?
3 Are you from Egypt?
4 Am I your partner?
5 Are you Stefan?

b Ask a pair of students to read the sample dialog. Ask other pairs of students to ask and answer the questions in open class. Correct any errors in the short answers, then students ask and answer the questions in pairs.

SPEAKING

- 1 a Demonstrate the activity by saying: *Hi, I'm Elliott. What's your name?* Choose a student to take on the role of Student B, and conduct the conversation with him/her. Use the conversation in Reading & Listening exercise 1a as a model. Then students practice the conversation in pairs. Monitor while students are working, and correct any errors in a feedback session at the end.
b Students use photos 3 and 4 to have another conversation with their partners.

1.2 ONE, TWO, THREE... PAGE 8

Lead-in

Pretend that you are counting the students in your class. Point to each one, and say: *One...* See if any students can continue counting.

VOCABULARY

- 1 a&b Point to the number 1 on page 8 and elicit the word *one*. Students form pairs and match the other numbers to the photos.
Play the audio once for students to listen and check. Then play it again for them to listen and repeat.

ANSWERS

eight i five f four e nine j one b seven h six g
ten k three d two c zero a



1.8

a zero b one c two d three e four f five g six
h seven i eight j nine k ten

- 2 a Students count from one to ten around the class. If you have more than ten students, tell them to start again at one when they reach ten. You could do this several times, asking students count faster each time.
b Students count backward from ten to one around the class. Again, you could do this several times, with students speeding up each time.

Extra activity

Hold up four fingers and elicit *four*. Repeat with another number, then students form pairs to test each other with different numbers. Monitor while students are working and correct any errors in a short feedback session at the end.

READING & LISTENING PAGE 8

- 1 a&b** Read the Notice box with the class. Write a few more double numbers on the board, e.g., 55, 88, and elicit how we would say these.

Play the audio once for students to listen, then play it again for students to complete the numbers.

Play the audio again to check answers, then play it again, pausing after each line for students to repeat.

ANSWERS

5782
52



1.9

- A: What's your phone number?
B: 1486 7 double 9 1. What's your phone number?
A: It's 1940 5782.
B: What's the country code?
A: It's 52, for Mexico.

- 2** Demonstrate the task by having the conversation with a student in open class, asking him/her to give his/her phone number. Tell students that they can invent a phone number if they don't want to give their real number.

Students practice the conversation in pairs.

Refer students to the Word Bank on page 109. Play audio 1.10 and practice the numbers eleven to twenty by inviting students to count around the class.

Play audio 1.11 and practice the numbers twenty-one to one hundred, asking students to count in tens around the class (*ten, twenty, thirty*, etc.). Then write random numbers from twenty-one to one hundred on the board and elicit how we say them.



1.10

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty



1.11

twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

- 3 a** Focus on the photos, then play the audio for students to read and listen. Students match the conversations to the photos, then check answers.

ANSWERS

1 b 2 a 3 c



1.12

- 1** A: How old is she?
B: She's twenty-two. And how old is she?
A: She's twenty-four.
2 A: How old is it?
B: It's thirteen years old. Is it a Honda?
A: No, it isn't. It's a Nissan.
B: OK. What's the phone number?
A: It's 3945 6210.
3 A: How old is he?
B: He's sixty-seven.
A: And how old is she? Twenty?
B: No, she isn't twenty. She's about thirty.

b If necessary, play the audio again, pausing after each line for students to repeat. Check that they understand *How old...?* and read the information in the Notice box with the class. Students practice the conversations in pairs.

- 4** Demonstrate the activity by giving your own age and then asking a student: *How old are you?* Refer students back to the Notice box and tell them they can use *about* if they don't want to say their exact age. Students then ask and answer the question in pairs.

Extra activity

Use the photos on page 9 to teach some basic vocabulary, e.g., *car, computer, book*.

GRAMMAR PAGE 9

- 1** Remind students of the distinction between full and contracted forms by writing on the board *I am* and *I'm*. Point to the two forms and elicit which is the full form and which is the contracted form.

Focus on the bold verb forms in exercise 1 and elicit which are full forms and which are contracted forms.

ANSWERS

- 1 's – contracted form
2 Is – full form; isn't – contracted form
3 isn't – contracted form

- 2** To check that students understand *he, she* and *it*, ask a male student: *How old are you?* When he answers, tell the class: *He's (nineteen)*. Repeat this with a female student to teach *she*, then hold up an object and say: *It's (five) years old*.

Complete 1–4 in the Grammar panel with the class. Then refer students to the Grammar Reference on page 98.

ANSWERS

- 1 's 2 isn't 3 Is 4 isn't

- 3** Read the first question and elicit the answer. Check that students understand *student*. Students match the remaining questions and answers by themselves or with a partner, then check answers.

ANSWERS

1 e 2 c 3 a 4 b 5 d

Extra activity

Students form pairs to practice the questions and answers in exercise 3. They could test each other by covering the answers and taking turns reading the questions. Their partner must supply the answer from memory. They could then cover the questions and try to remember the correct question for each answer.

- 4 Focus on the first prompt and elicit the correct form. Students then form the sentences and questions by themselves or with a partner. Check answers carefully, writing the answers on the board.

ANSWERS

1 Is he a student?
2 She isn't from Argentina.
3 It's three years old.
4 How old is he?
5 He's Russian.

- 5 **a** Demonstrate the activity with a student, then students ask and answer the questions in pairs. Monitor while students are working and correct any errors in a feedback session at the end.
- b** Give some examples of true sentences about a student in your class, e.g., *She's a student. She isn't Mexican. She's from Spain. She's about twenty.* Students then write four sentences about their partner. Ask some students to read their sentences to the class and correct any errors together in class.

PRONUNCIATION: WORD STRESS

- 1 Focus on the numbers and play the audio. Students listen and repeat. Draw attention to the underlined syllables, showing how these mark the stress.



1.13

thirteen, thirty

- 2 **a&b** Write *forty* on the board. Play the first part of the audio (*forty*) and underline the first syllable on the board. Play the rest of the audio for students to listen and underline the stress.

Play the audio again for students to check and repeat. Elicit or point out the pattern, that “ten” words, e.g., *twenty, thirty, forty*, are stressed on the first syllable, but *-teen* words, e.g., *thirteen, fourteen, fifteen*, are stressed on the second syllable.

ANSWERS

eighteen fifteen fifty forty ninety seventeen seventy
sixty



1.14

eighteen, fifteen, fifty, forty, ninety, seventeen, seventy, sixty

Extra activity

If students have dictionaries with them, ask them to look up some of the numbers from exercise 2 to see how stress is marked in their dictionary. Encourage students to mark the stress when they record new vocabulary.

SPEAKING

- 1 **a&b** Ask two students to read the sample dialog. Check that students understand *I think*.

Ask students to turn to the photos on page 115. Students discuss how old the people are with a partner.

Ask individual students to say how old they think each person or thing is. Encourage other students to agree or disagree.

Extra activity

Play a game to further practice the *he/she* forms. Write the name of a student on a piece of paper and give it to another student, without letting anyone else see. Start asking questions to guess the student, e.g., *He or she? Is she British? Is she from Brazil? Is she seventeen? Is she Paula?* Encourage other students to join in and ask questions in order to guess the student. Students can then take turns choosing a person in the class for their classmates to guess. You could make it more difficult by setting a limit of five questions for students to guess.

1.3 FUNCTIONAL LANGUAGE PAGE 10

TUNE IN

- 1 Focus on the alphabet on page 10 and elicit or teach the word *alphabet*. Ask: *How many letters are in the alphabet?* (26). Ask students if the alphabet is the same in their language. If you have students in your class who use a different alphabet, the class might be interested in seeing some characters from their alphabet. You could ask them to come and write their name on the board using their own alphabet.
- 2 Play the audio, pointing to each letter and pausing the audio so that students can repeat.



1.15

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

FOCUS ON LANGUAGE

- 3 a&b** Point out the phonetic symbols and model pronunciation of them. Students complete the chart by themselves or in pairs.

Play the audio for students to listen and check, then play the audio again for students to repeat.

ANSWERS

1 J 2 E 3 L 4 Y 5 U



1.16

/e/ A, H, J, K

/i/ B, C, D, E, G, P, T, V, Z

/ɛ/ F, L, M, N, S, X

/ay/ I, Y

/o/ O

/yu/ Q, U, W

/ɑ/ R

Extra activity

Ask students to say the alphabet around the class, using the letters in the Student's Book to remind them of the order. If students make a mistake with pronunciation, they start again. Do this several times, gradually speeding up.

- 4 a&b** Read the conversation aloud, and check that students understand *Excuse me*. Ask students to underline the question.

Play the audio and have students listen, then play it again, pausing after each line for students to repeat. Point out that it is also possible to say double s in the same way that we use double 3, etc. for phone numbers.

ANSWER

How do you spell Russia?



1.17

A: Excuse me. How do you spell Russia?

B: R-U-S-S-I-A.

- 5** Read the information on intonation with the class. Play the audio for students to listen and repeat. Encourage them to use the correct intonation.

Demonstrate the task by asking a student: *Excuse me. How do you spell Brazil?* Elicit the answer. Students ask and answer questions in pairs.



1.18

Excuse me. How do you spell Russia?

Excuse me. How do you spell Australian?

- 6 a&b** Make sure students understand *thanks*. Indicate that the conversation is in the wrong order. Elicit the first line, and indicate that students should put a number 1 next to it. Students order the remaining lines in pairs.

Play the audio for students to listen and check. If you think your students need more pronunciation practice, you could play the audio again, pausing after each line for students to repeat.

ANSWERS

1 Excuse me. What's your name?

2 Aidan.

3 How do you spell that?

4 A-I-D-A-N.

5 Thanks.



1.19

A: Excuse me. What's your name?

B: Aidan.

A: How do you spell that?

B: A-I-D-A-N.

A: Thanks.

OVER TO YOU

- 7** Demonstrate the task by having the conversation with a student, making sure he/she uses his/her own name.

Students practice the conversation in pairs. After they have practiced once, they should switch roles and practice again. Monitor while students are working and correct any errors in a feedback session at the end.

- 8** Ask students to stand up and walk around the classroom, asking and answering the questions. Stop the activity after a couple of minutes and ask individual students about another student in the class: *What's his/her name? How do you spell that?* See if they can remember how to spell each other's names.

Mixed ability

With stronger classes, you could play a game to practice spelling and review some vocabulary from this unit. Divide the class into two or more teams and ask students to close their books. Ask each team to spell a word from the unit, e.g., *How do you spell "hello"?* If they spell it correctly, they get a point. If they make a mistake, another team can try to spell it. Use these words, or others from Unit 1: *hello, good-bye, fine, afternoon, morning, Japan, Brazil, Spanish, three, four, five, eight, zero, student, phone number, excuse me.*

1.4 SPEAKING TASK PAGE 11

TUNE IN

- 1 a Write on the board:

Name

Phone number

E-mail address

Fill in your own information (using a fictional phone number and e-mail address if you prefer), and explain that this is your *contact information*. Leave your information on the board, as you can use it again in exercise 2 to teach more vocabulary.

Focus on the photo and use it to teach *computer*, *phone* and *address book*. Ask: *Where do you keep contact information?* Students tell each other in pairs.

b Ask the class where they keep contact information. Ask for a show of hands for each possible answer and ask a volunteer to count each time. Write the numbers on the board and see where most people keep contact information.

- 2 Read the information about Antonia to the class. Students can read along as they listen to you. Students complete the form by themselves or in pairs.

Check answers, then go back to your information on the board and change it to include: *first name*, *last name*, *home phone number* and *cell phone number*. Mime using a landline phone to check that students understand *home phone number* and hold up a cell phone to teach *cell phone number*.

ANSWERS

1 First 2 Rivera 3 Home 4 Cell phone 5 address

PREPARE FOR TASK

- 3 a Play the audio once for students to listen, then play it again for them to listen and complete the conversation. Pause the audio as necessary to allow students time to write.
- b Play the audio again for students to check their answers, then play it once more, pausing after each line for students to repeat. Students then practice the conversation in pairs.

ANSWERS

1 first 2 last name 3 phone 4 408951 5 e-mail 5 Matthew



1.20

A: OK, what's your name, please?

B: My first name is Matthew and my last name is Huang.

A: How do you spell that?

B: H-U-A-N-G.

A: Thank you. What's your phone number?

B: My phone number is 7340 8951.

A: And what's your e-mail address?

B: matthew@mailus.com.

Read the information in the Notice box together in class, and model pronunciation of the e-mail addresses. Ask one or two students to repeat the e-mail addresses in the Notice box.

- 4 Elicit the first answer from the class. Students complete the task by themselves or with a partner, then check answers.

ANSWERS

1 M 2 A 3 M 4 A

TASK

- 5 a&b Demonstrate the task by asking a confident student about his/her contact information. Students then ask and answer questions in pairs. Tell students they can give fictional information if they prefer. Monitor while students are working and correct any errors before students change roles and repeat.

REPORT BACK

- 6 a&b Model the task by giving your own contact information (fictional if you prefer), based on Antonia's words in exercise 2.

Ask students to take turns standing up and sharing their contact information. See how many students have the same name.

Alternative task

You could bring everything from the unit together by telling students they are going to have a class party and meet each other. Move tables and chairs out of the way if possible.

Write prompts on the board to remind students of what they have learned to talk about so far:

Name (*first name*, *last name*)

Spell?

Where from?

How old?

Phone number

E-mail address

Demonstrate by having a conversation with a student, starting: *Hi. I'm (Claire). What's your name? How do you spell it? Where are you from? How old are you?* etc.

Ask students to stand up and mingle, introducing themselves to each other and asking for contact information. Join in the activity yourself, and try to make it feel as relaxed and natural as possible.

Refer students to Review A, Unit 1 on page 20.