

STARTER Welcome back!

Aims and objectives

SB pp. 4–13

In this unit, students will learn:

classroom objects and language
 greetings
 to say hello
 numbers
 to ask about age
 international words
 colours
 days of the week
 the alphabet

- | | |
|--------------|------------------|
| 5 laptop | 14 pencil case |
| 6 teacher | 15 pencil |
| 7 desk | 16 paper |
| 8 book | 17 exercise book |
| 9 whiteboard | 18 rucksack |

Vocabulary Classroom language

03
CD1

2 a Listen and repeat.

Play the recording. Ask students to listen and repeat.

Audioscript

See SB1, page 4 and 5

b Write S next to the phrases for students and T next to the ones for the teacher.

Ask students to work with a partner to decide who is saying the phrases in each picture. Play the recording. Then ask students to listen and check.

Key

1 S 2 T 3 T 4 S 5 T 6 T 7 S 8 S 9 S

Follow up

Show different classroom objects and write their names on the board. Then get students to say what they are.

Set up a chain around the classroom. One student shows/points to a classroom object for the student behind him/her to say what it is. Repeat until all students have taken part in the activity.

Vocabulary Greetings

04
CD1

3 Listen and repeat.

Play the recording. Ask students to listen and repeat. Elicit the words *morning*, *afternoon*, *evening* and *night* by writing different times on the board –

WARM UP

Ask students to look at the picture and ask (in L1): *What place can you see in the picture?* (a classroom) *Who is in the picture?* (boys, girls and a teacher).

Vocabulary The classroom

02
CD1

1 Look at the picture. Write the number in the boxes. Listen and check.

Read through the words with the class repeating them. Pay attention to word stress. Ask the students if they know the meanings of any of the words, and ask them to point to the objects in the picture.

Ask students to write the number of the objects in the boxes next to the words. Ask students to check their answers with a partner. Check the answers with the class.

Audioscript

Key

- | | |
|------------|-----------|
| 1 student | 10 rubber |
| 2 computer | 11 ruler |
| 3 chair | 12 pen |
| 4 board | 13 tablet |

8 am, 1 pm, 7 pm and 10 pm and getting students to say them.

Audioscript

See SB1, page 6

4 Work in pairs. Practise the dialogues. Change the names and invent new ones.

Ask students to practise the dialogue with a partner. Ask them to use their own names instead of those in the book. As they gain confidence, ask them to change the names and invent new situations.

Eventually, ask different pairs to memorise the dialogues and perform them to the class.

Saying hello

5 Listen and repeat.

Play the recording. Ask students to listen and repeat. Pay special attention to intonation and stress.

Audioscript

See SB1, page 6

6 Work in pairs and practise the dialogues. Change the names and invent new ones.

Ask students to practise the dialogue with a partner using their own names instead of those in the book. Then, ask them to perform the dialogues to the class. Stronger students could memorise the dialogues.

Follow up

Give students time to create new dialogues combining those on page 6. One student says *Hello, ... How are you?* and the second student answers *I'm fine. How are you...?* and so on until they say *Goodbye*. You may write different times of the day on the board and get students to say *Good morning / Good afternoon / Good evening / Good night*, depending on the times.

Communication

Asking about age

7 Listen and repeat. Write the numbers.

Say the words in the box and ask students to repeat.

Play the recording. Ask students to write down the numbers as they hear them. Pause after each one so that they have time to do this. Check answers with the class.

Audioscript Key

See SB1, page 7

Follow up

Play 'Bingo'. Ask students to write down any nine numbers from exercise 7 in their notebooks.

Choose numbers at random to call out. If a student has that number, he / she crosses it out. The first person to cross out all nine numbers shouts *Bingo!* and is the winner.

8 Listen and circle the correct names and numbers.

Play the recording. Ask students to listen and circle the correct words. As a way of checking, get different pairs to read each dialogue to the class.

Audioscript Key

- | | |
|--------------------------------|--------------------------------|
| A Hi! What's your name? | C Hi! What's your name? |
| B I'm <u>Sarah</u> . | D I'm <u>Tim</u> . |
| A How old are you? | C How old are you? |
| B I'm <u>13</u> . | D I'm <u>14</u> . |

9 Work in pairs. Practise the dialogues. Change the names and ages and invent new ones.

Ask students to look at the photos again. Have them practise the dialogue and perform it in pairs. Draw their attention to the dialogue and tell them that they will be inventing similar dialogues about the people in the photos. Then ask them to close their

books and demonstrate the dialogue by asking a student: *How old is Mark?* Elicit the answer – *He's ...* Say, *That's right. / That's wrong.* Continue until the student guesses the correct age.

Ask students to work in pairs A and B. A asks B questions about the age of three students in the class or three famous people and B responds. They then swap over. Ask different pairs to perform their dialogues to the class.

Grammar

Simple present of *be*

Positive

10 Circle the correct verb.

Read the table. Ask them to read their sentences below and circle the correct form of the verb for each subject. Tell them to use the table as reference. Check the answers with the class.

Key

1 is 2 is 3 am 4 is 5 are 6 are 7 are

Subject Pronouns

11 Listen and read. Circle the subject pronouns below.

Ask students to look at the photo. Play the recording while students read through the dialogue.

Ask students to circle the subject pronouns. Check the answers with the class.

Elicit from students that we use pronouns (*I, you, he, she, it, we, you, they*) instead of repeating the noun. Ask what nouns *I, you, he, she, it, we* and *they* refer to in the dialogue (*I* = Jenny, *she* = Sally, *he* = Mark, *they* = Mark and Sally, *we* = Jenny, Sally and Mark, *it* = the school).

Audioscript

See SB1, page 8

Key

I, She, He, They, We, It

12 Complete the dialogue with the correct subject pronouns.

Ask students to complete the dialogue. Point out that some subject pronouns will be singular and some will be plural. Allow them to check with a partner before a whole class check.

Key

1 I 2 She 3 He 4 They 5 We 6 It

13 Complete the text for yourself. Then tell the class.

Ask students to complete the text. As a way of checking, get students to read their sentences to the class.

Follow up

Ask students to work with a partner and make up a new dialogue using their own names and the names of their friends. Ask students to perform their dialogues to the class.

Plural nouns

14 Reread the text in exercise 12 and complete the table.

Read the rule about forming plural nouns. Ask students to read exercise 12 again and fill in the table. Check the answers.

Read the second table. Point out that irregular nouns have to be learnt; there is no pattern to them.

Key

1 friends 2 students

15 Make the sentences plural.

You may need to help students identify the nouns to be made plural first: *ruler, child, pen, man, friend, book*. In this exercise, only two nouns (*child, man*) are irregular, so students have to add *-s* to the other four. However, make sure they realise they have to change the verb *be* so that it agrees with the plural noun, too. Check answers.

Key

- 2 The children are 14.
- 3 The pens are red.
- 4 The men are English.
- 5 My friends are great.
- 6 The books are about London.

Note the pronunciation of –s endings is not always /s/: houses = /ɪz/, horses = /ɪz/, friends = /z/.

Follow up

Play 'Plural tennis'. Divide the class into two teams, or several groups. Team A chooses a noun from this unit, e.g. *football*. Team B has to make the plural (*footballs*). If it is correct, they get a point. Then it is Team B's turn to suggest another singular noun from the unit, and Team A has to make the plural. The game continues in this way. If a team gets the plural wrong, the other team has a chance to suggest the correct plural. The winner is the team or group with the most points when you finish the game.

Possessive adjectives09
CD1

- 16 Listen and read. Use the table above. Circle the possessive adjectives in the text.**

Write five sentences on the board:

My name is ... (write your name)

Your name is ... (point at a student or elicit a student's name through modelling the question)

Her name is ... (write a female student's name)

His name is ... (write a male student's name)

Our school is ... (write the school's name)

Their names are ... (write a female and a male students' names)

Tell the students that *his* and *her* refer to a male and female possessor respectively. Make sure they realise that two or more people are being referred to when they use *our* or *their*. Read the grammar box.

Ask students to study the picture. Play the recording while students read the text. Ask them to circle the possessive adjectives. Check answers.

Audioscript

See SB1, page 10

Key

My / my, My / his, My / her, Our, Their, Its, your

- 17 Complete the sentences with the correct possessive adjective.**

Ask students to study the pictures and make sure they know exactly who is being referred to. Demonstrate by pointing, if they are not sure. Ask students to look at the text above again and then to complete the sentences. Check answers.

Key

- | | |
|---------|-----------------------------|
| 1 His | 4 Its |
| 2 Her | 5 My / Student's own answer |
| 3 Their | 6 My / Student's own answer |

- 18 Complete the sentences about yourself and your family. Use the words below.**

Ask students to complete the sentences. Check answers.

Key

- 1 My / Student's own answer
- 2 Her / Student's own answer
- 3 His / Student's own answer
- 4 Our / Student's own answer
- 5 your

Follow up

Ask students to work with a partner and make up new sentences using possessive adjectives. Ask different pairs to read their sentences out to the class.

Skills Vocabulary

Days of the week

10 **19** Complete the days of the week. Then listen and repeat.

Say the days of the week and write them on the board. Ask students to look attentively. Then, cover the board. Ask one student to say the first day of the week, and another to say the next. Continue with seven students until you have the whole week. Ask the rest of the class to say if they are correct. Ask students to complete the days of the week. Uncover the board to check the answers. Play the recording. Ask students to repeat. Make sure they use the correct stress as they copy the recording.

Audioscript

Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday

11 **20** Answer the question. Then ask six friends. Write their names in the diary above.

Ask the question to a student for him / her to answer *It's on ...*. Point out that they need to add the preposition on. Ask individual students to answer the question for themselves. Then ask their friends and write their names in the diary. Check answers.

Colours

11 **21** Write the colours under the correct picture. Then listen, check and repeat.

Read the colours. Students point to and write the colours under the correct picture as they hear them. Play the recording and get students to repeat. Check answers by asking, *What's number 2?* etc.

Audioscript **Key**

1 purple	6 orange
2 yellow	7 white
3 black	8 pink
4 blue	9 red
5 green	10 grey

12 **22** Listen and repeat. Ask other students about their favourite colour.

Play the recording. Ask students to repeat. Make sure they use the correct stress and intonation as they copy the recording. Ask students to work with a partner and take turns to ask and answer the question. Then, ask students to ask and answer the question to other students. Ask some pairs to perform their dialogues to the class.

Audioscript

See SB1, page 11

Follow up

Point to various objects in the classroom, or students' clothing, and ask students to say the colour.

Vocabulary International words

13 **23** Write the words under the pictures. Listen and check.

Draw students' attention to the words in the box. Ask them to try to match the words to the pictures. They will probably know these words, because they are international words – words used in many languages today. Play the recording. Check answers. Get them to use the vocabulary by asking questions: *What's number 4?* etc.

Audioscript **Key**

1 taxi	4 supermarket	7 hotel
2 pizza	5 football	8 tennis
3 bus	6 hamburger	

Follow up

Ask students to think of other international words they know and make a list. Many words to do with sport, e.g. football, or food and cooking, are now international words.

The alphabet

14 Listen and repeat the alphabet.

CD1 Play the recording, encourage students to repeat.

Audioscript

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

15 Listen and circle the correct letter.

CD1 Play the recording. Ask students to circle the letters that they hear. Check answers with the class.

Audioscript **Key**

w p z t a f r

Spelling

16 a Listen and repeat.

CD1 Play the recording and ask students to follow in their books. Play it again asking students to repeat. Then get them to practise spelling their own names, and names of other students in the class with a partner. Make sure they use the correct stress and intonation as they copy the recording.

Audioscript

See SB1, page 12

b Work with a partner. Choose different words and names. Ask and answer about spelling.

Ask students to work in pairs. They can then use new words or their own names to create new dialogues. Ask several pairs to perform their dialogues to the class.

Follow up

Play 'Cat'. Think of a word of at least 7 letters from the unit so far e.g. *hamburger* / *dictionary* / *computer* / *rucksack*, and tell pupils that it appears in the unit. Write the number of spaces for the word on the board. If pupils need help, write one or two of the letters in the spaces. Pupils work in two teams to guess the mystery word. When they call out a letter, e.g. *a*, write it in the correct space if it is in your word. If it doesn't appear in your word, write it on the board, then draw the first part of the 'cat' – the head. Continue with the body, the tail, the ears, the face and the whiskers.

Pupils should try to guess the mystery word as quickly as they can and before the cat picture is complete. Stronger students can play the game in pairs, looking for other words in the unit so far.

Reading

27 Read the texts and complete the table below.

Tell students that they are going to read what two children say about themselves and where they come from in Britain. Draw their attention to the table. Explain that they will read and then they will have to complete the table.

Read the texts aloud with your students. Ask questions to make sure they understand: Point to the boy and ask: *What's his name?* (Michael) *How old is he?* (He's 12.) *What is his favourite colour?* (It's red.) *What is his favourite food?* (It's pizza.) etc. Do the same with the second text.

Ask students to complete the table, comparing answers with a partner before a whole class check.

Key

Name:	Michael	Alice
From:	London	Brighton
Age:	12	13
Year:	8	9
Favourite colour:	red	purple
Favourite food:	pizza	chicken

Follow up

Play 'Guess who?' Demonstrate by thinking of a famous person for the students to guess. Say, *I'm from Scotland. I'm 26. I'm a tennis champion. What's my name?* Ask students to try to guess the name of the famous person (Andy Murray). Ask students to work in pairs or small groups to make sentences about other famous people, and to read them to the class for the class to try to identify.

Writing and speaking**29 Complete the dialogue for yourself. Then practise it with a friend.**

Ask students to complete the dialogue for themselves. Tell them to practise the dialogue in pairs. Ask several pairs to perform their dialogues to the class.

Follow up

Students use the information in the interview to write a short text of three or four sentences about their partner. Give them an example and ask them to use it as a model for their own texts.

Example:

Michael is from London. He's twelve years old. His favourite food is pizza, and his favourite colour is red.

Listening

17
CD1

28 Listen and complete the dialogue.

Tell students that they are going to listen to an interview. Ask them to read the dialogue first, predicting the words they might hear to complete the gaps. Play the recording once, straight through. Play it again and pause so that students can fill in the missing words. Allow them to compare answers with a partner before a whole class check.

Audioscript **Key**

- Jake** What's your ¹name?
Sarah My name's Sarah.
Jake How old are you?
Sarah I'm ²14 years old.
Jake Where are you from?
Sarah I'm from ³London.
Jake What's your favourite colour?
Sarah My favourite colour is ⁴red.
Jake And what's your favourite food?
Sarah My favourite food is ⁵yoghurt.

UNIT 1 How are you?

Aims and objectives

SB pp. 14–23

In this unit, students will learn:

- subject pronouns (revision)
- present simple of *be* (revision)
- questions with *Who?*
- possessive adjectives (revision)
- words for feelings
- numbers (revision)
- to introduce yourself
- to ask how people feel

WARM UP

Look at the photo with the class to establish the context and activate any relevant structures and/or vocabulary students may have. For the time being, these questions will have to be asked and answered in L1: *Where are the characters?* (in a park) *Where do you think the boys are coming back from? Why?* (they are probably coming back from a sports club because they have a sports bag). *Do you think the girls know the boys? What do you think the blond girl is doing?* (she's introducing her friend). *Do you think the boys are friendly or unfriendly?* (friendly)

18
CD1

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

- What are the girls' names?* (Kelly and Leah)
- What are the boys' names?* (Joe and Adam)
- Are they friends?* (yes)
- What's the name of Kelly's sister?* (Meg)
- How old is she?* (eight)

Audioscript

See SB1, page 14

Ask students to work in groups of four and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Write the names under the pictures.

Draw students' attention to the names in the box. Ask them to match the names with the pictures. They should compare their answers with a partner before a whole class check. Ask: *Who's this?* for each picture and encourage them to use full sentences in their answers.

Key

2 Leah. 3 Kelly. 4 Joe.

3 Write the names in the spaces.

Ask students to use the names in the box again to complete the sentences. Check answers by asking: *Who ... (is fine)?* etc.

Key

1 Joe 2 Leah 3 Kelly 4 Meg 5 Joe

Introducing yourself

4 Listen and complete the dialogues.

Background notes

Greetings and introductions

- In Britain, adults often shake 'right' hands when meeting each other, especially in formal situations. Young people don't usually shake hands, except in formal situations when they meet an adult for the first time.
- It is believed that shaking hands originates in the wish to show that you were unarmed and not holding a weapon in your right hand.

- In informal situations, most people say *Hello*, or *Hi*. These days, *Hiya* is becoming more popular, too. *Hello*, and *Hi* are usually acceptable in formal situations, as well.
- It is standard practice to ask a friend, *How are you?* and to respond, *I'm fine thanks. And you?* Other acceptable responses include *I'm OK, thanks. / Not bad, thanks. / Great, thanks.*
- It is polite to introduce someone who is with you, to someone you meet: *This is ...*
- When you are introduced to someone, it is usual to say, *Nice to meet you.*

Play the recording. Ask students to listen and fill in the missing words.

Play the recording a second time for them to check their answers. Check answers with the whole class.

Audioscript

See SB1, page 15

Key

1 are 2 is 3 are / 're 4 am / 'm

5 Act out the dialogues from exercise 4.

Ask students to work in groups of three (Dialogue 1) or four (Dialogue 2) to practise the dialogues. Ask them to substitute the names in the dialogues with their own names, and to act out the dialogues to each other in groups. Ask one or two groups to perform their dialogues to the class.

Vocabulary

Feelings

20
CD1

1 a Listen and circle the correct word.

Focus on the adjectives. Write them on the board and explain the meaning of any adjectives they may not be familiar with. Play the recording. Ask students to listen and circle the correct feeling for each person.

Play the recording a second time for them to check their answers. Check answers with the whole class.

Audioscript **Key**

Lucas is bored.
 David is excited.
 Peter is hungry
 Kate is cold.
 James is scared.
 Grace is sad.
 Tina is hot.
 Anna is happy.
 Sarah is nervous.
 Fred is angry.

b Now work with a partner and ask and answer.

Ask pairs to work together and take turns to ask and answer the questions:

A *Who's happy?* **B** *Anna. Who's ...?*

Follow up

Ask students to work in groups and mime one of the adjectives in the exercise above. Other students in the group have to say, *He's / She's happy / sad* etc. The game can be played as a team game, with teams taking turns to mime and guess. Each team scores a point every time they get the answer correct on the first guess.

Numbers (revision)

2 a Listen and circle the correct numbers.

Revise the numbers. Ask students to count in twos or threes. Write the numbers or get students to come up to the board and write them down. Play the recording. Ask students to listen and circle the number they hear.

Play the recording a second time for students to check their answers. Check answers with the whole class.

Audioscript **Key**

1 nineteen books	5 nine chairs
2 sixteen pens	6 eleven friends
3 thirteen pencils	7 twenty students
4 four houses	8 seventeen computers

b Listen and write the correct numbers.

Play the recording. Ask students to write the numbers they hear.
 Play the recording a second time for students to check their answers. Check answers with the whole class.

Audioscript **Key**

- 1 five taxis
- 2 fifteen laptops
- 3 two friends
- 4 eighteen books
- 5 fourteen footballs
- 6 thirteen pencils
- 7 four buses
- 8 nineteen pens

Sounds right Days of the week (revision)

Revise days of the week by drawing seven 'blocks' on the board, and filling in one of them, e.g. the fourth block, Thursday. Elicit the names of the days of the week before Thursday, and those after it. Write them or get students to come up to the board and write them in the correct places.

3 a Complete the days of the week. Number them in the right order.

Ask students to write the days of the week. Then, number them in the right order.

Key

4 Thursday 7 Sunday 3 Wednesday 6 Saturday
 1 Monday 5 Friday 2 Tuesday

b Listen and check.

Play the recording. Ask students to listen and check their answers.

Audioscript

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Communication Asking how people feel

Background notes

- To show concern about how someone feels, it's usual to ask: *What's wrong? What's the matter?*
- To ask about someone else, the question is *What's wrong with ...? / What's the matter with ...?*

24
 CD1

4 Listen and match the names and the feelings.

Play the recording. Ask students to listen and match the people to their feelings according to what they hear. Play the recording a second time for them to check their answers. Allow students to work in pairs to check their answers before checking with the whole class.

Audioscript

Speaker Look at the students in 5G. Anna isn't happy today- she's sad. Fred's hungry. It's nearly lunchtime so that's OK. Lucas is bored. The lesson isn't very interesting. And how's Tina today? She's cold! Peter is next to Tina. He's nervous because of the Maths test today. And look at David! He is angry! Where's Kate? She's next to the window. She's hot. Grace is happy. It's Friday. And what about James? He's scared. There's a mouse in the classroom. Sarah's worried. She isn't happy about the test. And Mike? He's tired!

Key

1 f 2 g 3 i 4 j 5 e 6 a 7 c 8 d 9 h
 10 b 11 k

5 a Now interview four of your classmates.

Ask students to work in groups of four, taking turns to ask and answer the dialogue. Ask them to write down the answers.