

Welcome!

Unit aims

I can ...

- talk about my favourite things.
- understand and give instructions.
- understand short personal profiles.
- write my profile.

Unit contents

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Review	Favourite things

Be curious

- Look at the picture as a class. Ask: *What is happening in the picture?* Accept answers in L1, if necessary.
- Put students in small groups. Give students a minute to answer the questions on the page.
- Check answers in English.
- Tell students that the theme of the Welcome Unit is you and your favourite things.

Suggested answers

The boy is on a bus or train, perhaps on a school bus.
He is about 14 years old.

CEFR

SKILL AREA	GOAL	EXERCISE
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Vocabulary Favourite things

Objectives


- learn and practise vocabulary for everyday objects.
- talk about favourite things.

Warm-up

- Write *favourite things* on the board (translate if necessary) and elicit English words for objects from the class. Write them on the board.


Say it right!

Ask students to open their books at page 5 and identify the *guitar*, *football* and *computer*. Say *It's a guitar* and ask students to repeat. Write it on the board and identify the ə (schwa) sound (the a) in that sentence. Ask students to repeat the sound.

-  **S1.01** Play the recording. Students work in pairs and identify the ə sounds in each of the three sentences. Point out that there are two of them in sentence 3.

Answers

1 It's a guitar. 2 It's a football. 3 It's a computer.

-  **S1.01** Tell students they are going to hear more examples. Play the recording and get students to repeat the sentences. Draw attention to the two schwas in item 3 (an, and player)


Audioscript

- 1 This is a mobile phone.
- 2 This is a skateboard.
- 3 This is an MP3 player.

- 1 • Read out the words in the box. Ask students to repeat them after you.
 - Check that students understand the words.
 - Students complete the exercise in pairs.

Answers

1 a skateboard 2 a tablet computer 3 trainers
4 a mobile phone 5 an MP3 player 6 a laptop
7 a guitar 8 a football 9 headphones 10 a bike

- 2  **S1.02** Play the recording. Students listen, check and repeat.
- 3 • Make sure students understand the words *sport*, *technology* and *music* by eliciting one example of each from the class, e.g. Sport – *trainers*, Technology – *mobile phone*, Music – *guitar*.
 - Point out that there is some overlap between Technology and Music (e.g. MP3 player, headphones).
 - To **extend** this exercise, you could elicit further examples for each of the categories, e.g. Sport – *basketball*, Technology – *printer*, Music – *CD*.

Answers

Sport	Technology	Music
skateboard	tablet computer	(tablet computer)
trainers	mobile phone	(mobile phone)
football	MP3 player	MP3 player
bike	laptop	(laptop)
	headphones	guitar
		headphones

- 4 • Model the language necessary to play this game with a stronger student. Tell the student that they are going to try to remember all the objects and their numbers in Exercise 1. Give them a minute to look, and then tell the student to close their book. Ask: *What is number ...?* Respond with: *That's right* or *No, it isn't. It's a ...*. Get students to repeat the responses.
 - When the game is complete in pairs, you can **extend** the activity by playing as a whole class. Divide the class into two teams which take turns to ask each other questions. Keep score on the board.

Reading Personal profiles

Objectives

- read short profiles.

- 1 • Look at the photos of the three teenagers, but don't read the profiles yet. Ask the class to try to predict where each of them is from (students can refer to the flags to help them), how old they are, what their names are and what they like.
 - Students read the profiles quickly. Did anyone get their predictions right?
 - Ask a stronger student to read the profiles aloud. Check that all the vocabulary is understood, especially *stadium*, *city centre* and *room*.
 - In pairs, students complete the tables.

Answers

Name: *Emre*
City: *İzmir*
Age: *11*
Favourite thing: *football*
Favourite place: *football stadium*

Name: *Elena*
City: *Madrid*
Age: *13*
Favourite thing: *skateboard*
Favourite place: *city centre*

Name: *Pablo*
City: *Mérida*
Age: *12*
Favourite thing: *guitar*
Favourite place: *his room*

Language focus 1 Possessive adjectives: *my, your, be*: affirmative

Objectives

- practise forms of the verb *be*.
- ask and answer questions with *What* and *How old*.
- learn possessive adjectives *my* and *your*.

- Books closed. Write *be* on the board. Demonstrate its use with examples. Underline the verbs, e.g. I am your teacher. You are my students. He is a boy. She is a girl. It is my book.
 - Write *I, you, he, she, it* on the board, and elicit the correct forms of *be* from the class.
 - Show and explain the difference between the full and contracted forms of *be* (contracted forms are for informal and spoken English).
 - Make sure students understand the word *friend*.
 - Students work in pairs to complete the exercise.
 - To **extend** this exercise, focus on the *my* and *your* possessives. *I am your teacher. You are my students.* Put students in pairs and get them to practise *I am your friend. You are my friend.*


Answers

I	am your friend.	I 'm	your friend.
You	are my friend.	You 're	my friend.
He	is your friend.	He 's	your friend.
She	is my friend.	She 's	my friend.
It	is my mobile phone!	It 's	my mobile phone!

- Read out the example question. *What's your name?* Ask students to repeat.
 - Students can work alone to complete the exercise.

Answers

What	's	your	name?
How old	are	you?	
What	's	<u>your</u>	favourite place?
<u>What</u>	's	your	favourite thing?

-  **S1.04** Play the recording. Students listen and check answers to Exercise 4 and repeat the questions.

Your turn


- Refer students to the example conversation. Ask two of them to read it out.
 - Students work in pairs to complete the activity.
 - Monitor and check that students are forming the questions and answering correctly.
 - You can **extend** this activity by getting students to report back to the class about their partners. Note that they will need the possessive adjectives *his* and *her* to do this, which is scaffolding for future work. E.g. *He's Elif. He's 11. His favourite thing is ...*

Question words: *What ...?* *How old ...?*

- Draw a large question mark on the board and elicit the word *question*.
 - Model a question-answer exchange with a strong student.
 - Practise with a few more students until you are satisfied everyone understands the questions.
 - Students complete the exercise on their own.

Answers

1 c 2 a 3 b 4 d

-  **S1.03** Play the recording. Students listen and check the answers to Exercise 2.


Audioscript

- A: What's your name?
B: I'm Defne.
- A: How old are you?
B: I'm 12.
- A: What's your favourite place?
B: It's the park in my city.
- A: What's your favourite thing?
B: It's my bike.

Listening and Vocabulary Instructions and announcements


Objectives

- follow classroom instructions.
- listen to an announcement.

- 1
- Books closed. Tell the class: *Please, stand up.* Repeat the command, translating if necessary. When the whole class is standing, say: *Sit down.* Then write the commands on the board.
 - Explain what it means to give instructions. Elicit some further examples from stronger students if possible, e.g. *Be quiet. Close the door.*, etc.
 - Revise or pre-teach the verbs necessary to complete Exercise 1 (*be, come, close, listen, open, read, raise, sit, stand, turn*).
 - Students look at the photos. Explain that they have to match the verbs with the photos and complete the commands.
 - Students complete the exercise in pairs.
- 2
-  **S1.05** Play the recording. Students listen and check their answers to Exercise 1.
- Repeat the commands as a class.

Answers

1 Listen 2 Close 3 Open 4 Turn 5 Read 6 Sit
7 Stand 8 Come 9 Be 10 Raise


- 3
-  **S1.06** Explain the concept of an after-school club. These are clubs, usually run by a teacher or senior student, which focus on special interests not always included in the school curriculum. They can focus on sports, or hobbies, or other things such as films. Ask students for other examples of clubs, and find out if any students go to them.
- Tell students they are going to listen to a teacher making an announcement about an after-school sports club.
 - Make sure students are familiar with all the sports listed in Exercise 3. Read them out and get students to repeat.
 - Play the recording. Tell students to circle the sports as soon as they hear them mentioned.
 - Check the answers.

Audioscript

Ms Moore: Hello, students! Welcome back to school. And welcome to Club Go! OK, everyone, please be quiet and sit down. Now, please listen to me. I'm Ms Moore, your club leader. Club Go is a sports club. And it's fun! We play sports every day after school. On Mondays and Wednesdays, we play football in the school fields. On Tuesdays, we go to the sports centre to play tennis. On Thursdays, it's basketball, and on Friday we play a new sport every week. This week it's badminton. OK? Now, some rules. Don't worry! They aren't bad. First, don't forget your sports clothes. Second, don't be late. And third, have fun! OK, it's time to go. Don't run in school! See you on Monday at Club Go! Now, go!

Answers

football, tennis, basketball, badminton

- 4
-  **S1.06** Ask students to read the sentences and try to complete them without listening again.
- Play the recording again. Students complete the answers on their own.
 - Check the answers with the whole class.


Answers

1 b 2 c 3 b

Language focus 2 Imperatives: positive and negative

Objectives

- practise commands.
- learn negative imperatives.

- 1  **S1.07** Before looking at the table, introduce students to negative imperatives by giving examples, e.g. *Don't talk. Don't run.* Elicit more examples from the class.
- Ask students to read the sentences in the table and to try to fill in the blanks from memory.
 - Play the recording. Students complete the exercise on their own.

Answers

Imperatives for commands and instructions	
+	-
1 Be quiet.	4 Don't worry.
2 Please, <u>listen</u> to me.	5 Don't forget your sports clothes.
3 Have <u>fun</u> .	6 Don't <u>run</u> in school!
Contraction of do not = don't	

- 2
- Explain that students have to match the first part of the command to the second.
 - Ask a strong student to do the first item as an example.
 - Students complete the exercise in pairs.
 - Check the answers.
 - You can **extend** this exercise by reading out each complete command and asking students to repeat, as a drilling exercise.


Answers

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

- 3
- Books closed. Write *Classroom Rules* on the board with *Do* and *Don't* underneath. Elicit some examples of both positive and negative rules from the class, e.g. *Answer the questions. Don't write in your books.*
 - Make sure students know the words *homework* and *carefully* before doing the exercise.
 - Put students in pairs to complete the exercise.
 - Monitor while students do this. Check they are matching the words up and putting them in the correct column.

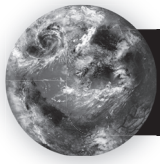
Answers

CLASSROOM RULES	
Do	Don't
1 <u>read the rules.</u>	4 <u>talk on the phone.</u>
2 <u>listen carefully.</u>	5 <u>run in the classroom.</u>
3 <u>do your homework.</u>	6 <u>stand on your chair.</u>

- 4  **S1.08** Play the recording and check the answers to Exercise 3.
- You can **extend** this activity by putting students in small groups and asking them to come up with some new rules for the class, both positive and negative. Choose the best ones and write them on the board. They can be silly or amusing.

Your turn

- 5
- First demonstrate this game in front of the whole class by asking one student to stand up, and another to raise their hand.
 - Put students in pairs to play the game. Tell them that they can refer to previous exercises on this page to do this.
 - Monitor the pairs, making sure they are forming the imperatives correctly.
 - As an **extension**, you can play a variation of this game called *Simon Says*. Students only perform the actions if the command is preceded by the words *Simon Says*, otherwise they lose a point.



Discover Culture

Objectives

- watch a video about a school boy in India.
- make notes about my own school.

Warm-up

- Write *India* on the board.
- Ask students what they know about the country.

- 1
- Ask students to look at the photos (Anuj in the classroom and the photo of Rishikesh). Get them to say what they see and guess what the video will be about.
 - Students answer the question.

Answers

Rishikesh, in India.

- 2
- Put students in pairs to match the words with the photos.
 - Check the answers by pointing to each photo and asking students to say the correct word.
 - Explain that the photos in Exercise 2 aren't from the video, but that they represent parts of the video.
 - In pairs, students number the photos in the order they think they appear in the video.

Answers

mountains – photo 2
river – photo 1
plate – photo 3
toothbrush – photo 4
Photo order: 1, 4, 3, 2

- 3
- ▶ **S1.1** Play the video with the sound off. Stop it at the point where each of the events from Exercise 2 happens. (Timings: river – 00:18–26, toothbrush – 00:36–41, plate – 00:58–01:03, mountains – 01:47–01:50.)
- Students check their answers to Exercise 2.
 - Check if any pairs got the order correct.

- 4
- ▶ **S1.1** Read out the five statements.
- In pairs, students try to guess if the answers are true or false. Explain *true* and *false* if necessary.
 - Play the video with the sound so that students can check their answers.
 - Check the answers with the class.

Videoscript

Anuj's First Day

The city of Rishikesh is in India. It is near the Himalayan mountains and the Ganges river.

Rishikesh is a quiet and beautiful city. This is a school in Rishikesh. The students live at the school. Today is a special day for the boys. It is the first day of school.

This is Anuj. He's 9 years old. He is a new student at the school. He is ready for the day.

First, it's time for breakfast. Anju eats with his classmates.

Now breakfast is over and it's time for class. This is Mr Singh. He is an English teacher. Anuj likes his class. It's fun.

After English, it's time for history class. Mr Gupta is the History teacher. The boys love history class. Mr Gupta and the boys go to the Himalayan mountains. It's a beautiful day and a great class.

After class, it's time to play. Anuj and his new friends play games outside. It's a wonderful first day at a new school.

Answers

1 F – Anuj is 9 years old. 2 T 3 F – Anuj eats breakfast with his classmates. 4 T 5 F – Only boys play games. There are no girls at Anuj's school.

- 5
- ▶ **S1.1** Give students a minute to read the gapped sentences. Quickly check understanding of the words in the box and the gapped sentences.
- Play the video again.
 - Students watch and complete the sentences.

Answers


1 beautiful 2 student 3 History 4 mountains
5 wonderful

Your turn

- 6
- Go through Anuj's row in the table. Ask students to complete the single gap in this row (Anuj is 9).
 - Students work alone to complete row 2 of the table with their own information.
 - Ask students to take turns to read out their information in pairs. Tell them to use complete sentences. *I am 11 years old. My school's name is My English teacher's name is ...*

Objectives

- learn the alphabet.
- spell names.
- practise asking for clarification.


- 1  **S1.09** Books closed. Write *Alphabet* on the board. Ask if any student can recite the whole alphabet in English.
- Play the recording. Students repeat each letter of the alphabet.
 - Listen for any letters that cause difficulty and drill those.
 - Write the phonemes up on the board and give examples of words containing each of those sounds. Try to elicit further examples of words from the class. E.g. /eɪ/ – *cake*, /ɪ:/ – *tree*, /aɪ/ – *fly*, /e/ – *bed*, /u:/ – *true*.
 - Explain that students now need to put each letter in the correct column according to the sound it contains. Note that this is **not** the same as rhyming letters (e.g. *f* and *n* do not rhyme, but they both contain the e sound).
 - Also point out that there are two letters of the alphabet which do not contain any of the five listed sounds.
 - Students complete the table in pairs or small groups.

Answers

eɪ	ɪ:	aɪ	e	u:
a	b	i	f	q
h	c	y	l	u
j	d		m	w
k	e		n	
	g		s	
	p		x	
	t		z	
	v			
	(z) (US)			


Language note

In US English, the letter z is pronounced /zi:/ (zee). Point out that this would put it in a different column (the i: column).

- 2  **S1.09** Play the recording again for students to listen for the two letters which do not contain the sounds in the table in Exercise 1.

Answers

Extra letters: o, r

- 3  **S1.2** Tell students they are going to hear people saying and then spelling their own names.
- In pairs, students look at the gapped names 1–8. Ask if they can guess what the names will be from the letters given.
 - Play the video. Students complete the names.
 - Check the answers in class. This is a good opportunity to review the pronunciation of letters, and work on any which are still causing difficulty.

Videoscript

That's my name!

- Interviewer:** How do you spell your name?
Emily: E-M-I-L-Y, that's Emily. E-M-I-L-Y. Emily.
Petra: My first name is Petra, P-E-T-R-A. P-E-T-R-A. Petra.
Rachel: R-A-C-H-E-L, Rachel, J-A-N-E, Jane. R-A-C-H-E-L J-A-N-E. Rachel Jane.
Courtney: My first name is Courtney, and it is C-O-U-R-T-N-E-Y. C-O-U-R-T-N-E-Y. Courtney.
Evan: My first name is Evan. E-V-A-N. E-V-A-N. Evan.
Binny: Binny, B-I-double N-Y. B-I-N-N-Y. Binny.
Steven: So, my first name is Steven, S-T-E-V-E-N. S-T-E-V-E-N. Steven.
Freddie: Uh, F-R-E-double D-I-E, Freddie. F-R-E-D-I-E. Freddie. How do you spell your name?

Answers

- 1 Emily 2 Petra 3 Rachel Jane 4 Courtney 5 Evan
 6 Binny 7 Steven 8 Freddie


Your turn

- 4
- Ask two students to read out the example.
 - Put students in pairs to ask and answer the question.
 - Monitor the pairs and give help when needed.

Optional activity

Alphabet bingo

Write the 26 letters of the alphabet on separate pieces of paper and put them into a box. Tell students to draw a 3x3 square in their notebooks and fill the squares with 9 different letters. Take the papers out of the box one by one, reading each one out and putting it to one side. If the letter read out is the same as on a student's grid, the student crosses it out. Continue until one student has crossed out all of their letters. At this point they shout *Bingo!* and win the game.

- 5  **S1.10** Explain that students will hear a conversation between two classmates.
- Read aloud the phrases from the *Useful language* box. Invite stronger students to complete each phrase with their own ideas.
 - Play the recording and ask students to complete the conversation on their own.
 - Play the recording again. Students check their answers in pairs.

Answers

- 1 Look at my 2 How do you say 3 I don't understand
 4 How do you spell

- 6  Students practise reading the conversation in pairs.

Your turn

- 7 Point out the words in bold in the conversation in Exercise 5. Then ask students to look at the photos and labels.
- Tell students that they will use the labels to change the words in bold in the conversation in Exercise 3. This way they will make their own conversation.
 - Give students a minute to write their own words in the gaps.
 - Students practise the new conversation.
 - Monitor the conversations and help if necessary.

Writing An email

Objectives

- write an email with your personal profile.

- 1 • Draw students' attention to the photos. Ask them to predict information about each of the people. *How old is he/she? Where is he/she from? What's his/her favourite thing/place?*
 - Ask two of the stronger students to read the emails aloud.
 - Make sure students understand what a *penfriend* is. Also check understanding of other unfamiliar words and phrases, e.g. *It's fantastic*, *It's cool*, and *Write soon*.
 - Students match the emails with the photos.

Answers

Photo a – Daniel
Photo b – Martha

Language note

The word *hockey* in Canada and the USA always refers to ice-hockey. In the UK and other parts of the world, hockey is usually played on grass.

- 2 • Read the questions aloud in class.
 - Students answer the questions in pairs.

Answers

1 13 2 Montreal, Canada 3 the beach 4 hockey
5 his basketball

- 3 • Ask students how many ways they know of saying *hello* and *goodbye* in English.
 - Point out that these emails are informal, and so use informal language for saying *hello* and *goodbye*.
 - Students find and underline the words in the emails.



Get Writing

PLAN

- 4 • Look at the questions in Exercise 2 again.
 - Ask stronger students to convert the questions to *you* questions (*How old are you? Where are you from? What is your favourite place? What sport do you like? What is your favourite thing?*)
 - Give students a couple of minutes to write short answers to these questions.

WRITE

- 5 • Look at the skeleton email and explain that students should copy it and fill in the gaps with their own information.
 - Tell students to make sure they ask their reader to write back to them. Refer them to the model emails for two ways of doing this.
 - Students write the email in their notebooks.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- 6 • Read the questions aloud. Students check their own emails first. Then put students in pairs to exchange their email with a partner. Ask partners to check all the points and offer suggestions.

Review

- 1 • Explain that this exercise will review some of the nouns that students learned in this unit. Ask students to look back at Exercise 1, page 5 before doing the exercise.
- Tell students that the letters of each object are jumbled up.
 - Students complete the exercise on their own.

Answers

1 ruler 2 bike 3 mobile phone 4 trainers 5 desk
6 guitar 7 laptop 8 car

- 2 • Briefly look back at the table in Exercise 1, page 7. Highlight *my* and *your* and review the meaning by demonstration (*My book. Your book, etc.*).
- Students complete the exercise on their own. Check the answers in class.

Answers

1 My 2 Your 3 your 4 my 5 your 6 my

- 3 • Look at the table in Exercise 1 page 7 again, focusing on the short forms of *be*.
- Explain that students need to rewrite the sentences by changing the long form to the short form.
 - Students complete the exercise on their own. Check the answers in class.

Answers

2 He's my English teacher. 3 You're Spanish.
4 She's my penfriend. 5 It's fantastic!

- 4 • Explain that students need to circle the correct form of the verb *be* to complete the email.
- Point out that the email contains a mixture of long and short forms.
 - Students complete the exercise on their own. Check the answers in class.

Answers

1 is 2 'm 3 are 4 are 5 is 6 's 7 's

- 5 • Allow students time to review the question exercises in this unit (Exercises 2–4, page 7).
- Explain that they need to write the question for each answer.
 - Tell them that they can use either contractions or the full form of the verb. Both are correct.
 - Monitor while students are completing the exercise, helping and correcting when necessary.

Answers

1 's your name 2 do you spell that 3 old are you
4 's your favourite sport 5 is Örgün from

- 6 • Explain to students that they are going to review verbs used to give instructions in this unit. Allow them time to review the exercise in this unit dealing with these verbs (Exercise 1, page 8).
- Check that the meaning of every verb is clear.
 - Students complete the exercise on their own. Check the answers in class.

Answers

1 Come 2 Open 3 Be 4 Read 5 Don't stand

- 7 • Explain to students that they are going to review verbs used to give instructions in this unit. Allow them time to review the exercises in this unit dealing with these verbs (Exercises 1–4, page 9).
- Explain that students must change the affirmative imperatives to negatives, and the negative imperatives to affirmative in this exercise. Do the first item as a class to demonstrate this, if necessary.
 - Students complete the exercise on their own. Check the answers in class.

Answers

2 Listen 3 Don't read 4 Turn 5 Don't sit