



WELCOME

Student's Book page 4–5

The alphabet

1  1.02 Look at the letters with students. Ask: *How many letters are there in the English alphabet? (26). Is the alphabet the same in your country?* Play the audio while students follow the alphabet on the page with a finger. Play the audio again, pausing after each letter for students to repeat and check pronunciation. If students need further practice, play the audio for a third time and ask students to read through the alphabet aloud as they listen. Point out that the colour of the letters indicates the vowel sound: grey features the /eɪ/ sound; green features the /i:/ sound; red features the /e/ sound; white features the /aɪ/ sound; yellow features the /əʊ/ sound; and brown features the /ɑ:/ sound.

2  1.03 Look at the table with students. This exercise shows similarities between the vowel sounds of different letters. As examples, read the phoneme and the first letter in the first two columns aloud. Play the recording while students follow the letters in the table. Play the audio again for students to repeat the letters.

Optional extension

To check understanding, ask students to work in pairs and test each other. Student A says the first letter in each column and Student B has to remember the letters with the same vowel sound. Students may also like to take it in turns to try to recite the whole alphabet.

3 **SPEAKING** Divide the class into pairs or small groups. Students take turns to spell their name and check spelling. For further practice, ask students to spell other words of their choice for their partner to write down. Listen to some examples in open class as feedback.

Colours

1 As a lead-in, ask students, in L1 if necessary: *Do you know the names of any colours in English?* Write any correct answers on the board.

Read through the colours with students and look at the picture. In pairs, students write the colours in the correct places in the key. During whole-class feedback, say the colours for students to repeat and check pronunciation.

Answers


- 2 black
- 3 brown
- 4 pink
- 5 grey
- 6 red
- 7 green
- 8 purple
- 9 yellow
- 10 blue
- 11 orange

2 **SPEAKING** Students work in pairs to talk about the colours around them. Listen to some examples in open class. After feedback, you could point to different objects in the classroom and see who can be first to say the colour of the object. Alternatively, say a colour and ask students to point to an object of that colour.

International words

1 Books closed. As a lead-in, ask students: *Can you think of any words in English that are used in your country?* Give an example of your own to get them started. Elicit suggestions and write them on the board.

Books open. Ask students to read through the 16 words and see if they can find any of their predictions from the lead-in. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say: *airport*, and nominate a student to say the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs. Do not check answers at this stage.

2  1.04 Play the audio for students to listen and check their answers to Exercise 1. Play the audio a second time, pausing after each word for students to repeat. If students are having problems with the pronunciation of some words, drill these as a class.

Answers

- 2 F
- 3 I
- 4 P
- 5 J
- 6 L
- 7 D
- 8 H
- 9 G
- 10 E
- 11 O
- 12 B
- 13 M
- 14 N
- 15 K
- 16 A

- 3 **SPEAKING** Working in pairs, students complete the exercise. As a follow-up, say a word in open class and ask for volunteers to come to the front and write it on the board while the rest of the class check if it is spelt correctly.

Optional extension

Give students two minutes to memorise the words on page 5. Ask them to close their books and take it in turns to tell a partner as many of the words as they can remember in one minute.

Student's Book page 6–7

Articles: *a* and *an*

- 1 Look at the four footballs and read through the sentences. Ask students to match the sentences with the pictures. Ask them to underline *a* and *an* in the four sentences. Explain that these words are articles and they are used when we are describing one thing. Ask students: *How do you say a/an in your language?* Ask: *Why do we say an in Sentence 2?* Elicit/explain that we use *an* with words that begin with the five vowels *a, e, i, o* and *u*, and *a* with words that begin with the other letters (consonants).

Answers

2 C 3 A 4 D

- 2 Students work with a partner to complete the exercise. Check answers in open class, paying attention to pronunciation. Make sure students are not stressing the article.

Answers

1 an 2 a 3 a 4 a 5 an 6 an 7 a

The day

- 1 Ask students to look at the pictures and work with a partner to match them to the words. Check answers in open class. Say the words for students to repeat and check pronunciation.

Answers

2 night
3 morning
4 afternoon

Optional extension

In pairs, students write down any nouns that are in the pictures and that they know how to say in English. Make sure they add the correct article (*a chair, a table, a clock, etc.*). During feedback write any correct answers on the board and check pronunciation.

Saying Hello and Goodbye

- 1 **1.05** Books closed. As a lead-in, say: *Hello, my name is ...* and encourage individual students to respond. Many students will know the word *hello* in English. Go round the class introducing yourself to the students and encourage them to say *Hello, my name is ...* to each other.

Books open. Give students a minute or two to read through the dialogues and the words in the list and check understanding. Students work with a partner to complete the exercise. Monitor and help with any difficulties. When the majority of the class have completed the dialogues, play the audio for students to check their answers.

Answers

1 Hi
2 Good
3 How
4 thanks
5 morning
6 Bye
7 See you
8 have
9 night

Audio Script Track 1.05


- 1
Andy Hello. My name's Andy.
Tom Hi, Andy. I'm Tom, and this is Lucy.
Lucy Hi, Andy.
Andy Hi, Tom. Hi, Lucy.
- 2
Abi Good afternoon, Mrs Hamilton.
Mrs Hamilton Hi, Abi. How are you?
Abi Great, thanks. And you?
Mrs Hamilton I'm fine, thanks.
- 3
Dave Good morning, Mr Thomas.
Mr Thomas Hello, Dave. How are you?
Dave I'm fine, thank you.
Mr Thomas Good. I'll see you in class.
Dave Bye, Mr Thomas.
- 4
Jim Bye, Rachel.
Rachel Bye, Jim. See you later.
Jim Yeah, have a good day.
- 5
Sue Good night, Mum.
Mum Night, Sue. Sleep well.

Optional extension

Play the audio again, pausing after every second sentence and asking students to say the next sentence. With stronger classes, ask students to try to respond without looking at their books. For further practice, ask students to work in pairs to recreate the dialogues. One student can look at the book while the other tries to remember the responses.

Student's Book page 8–9

Classroom objects


- 1 If you are using an IWB, zoom in on the pictures and ask students to work with a partner to name the objects. If students cannot name the objects, they can ask you the question *What's ... in English?* Remind students not to write anything down at this stage.
- 2  1.06 Students read through the words in the list and work in pairs to write the correct words under the pictures. Play the audio for students to listen and check their answers. Play the audio a second time, pausing after each word for students to repeat and check pronunciation.


Answers

- 1 window
- 2 book
- 3 computer
- 4 pencil
- 5 chair
- 6 pen
- 7 desk
- 8 projector
- 9 board

- 3 Students work in small groups to make a list of any other classroom objects they know. Allow them to use a dictionary or the Internet to help them if necessary. After five minutes, brainstorm a list in open class and write any correct answers on the board.
- 4 **SPEAKING** Students work in pairs to ask and answer questions about the pictures. Listen to some examples in open class as feedback.
- 5 **SPEAKING** With a partner, students describe objects in the classroom. During whole-class feedback, pay attention to pronunciation.

Numbers 0–20

- 1  1.07 Books closed. Elicit as many numbers from 0–20 as students know.
Books open. Give students a minute or two to look at the numbers and words. Play the audio, pausing after each number for students to repeat. Check pronunciation and drill any difficult words with the whole class. For further practice, read individual numbers and ask students to tick the word they hear.
- 2 **SPEAKING** Students work with a partner to complete the exercise. Monitor to check students are pronouncing and writing the numbers correctly.

- 3  1.08 Explain to students that they will hear four phone numbers. Play the audio, pausing after each number if necessary to give students time to write their answers. Students compare answers before checking in open class.

Answers

- 1 4354619
- 2 08972387
- 3 6728076
- 4 7609234

Audio Script Track 1.08

- 1
My phone number is 435 4619. That's 435 4619.
- 2
My phone number is 0897 2387. Once more: 0897 2387.
- 3
Hi Deb? It's Oliver. Phone me, can you? It's 672 8076. OK?
672 8076.
- 4
Hi. This is 760 9234. Please leave a message after the tone.

- 4 **SPEAKING** Divide the class into pairs or small groups. Students ask and answer the question: *What's your favourite number?* As feedback, have a show of hands to find out which is the most popular number in the group.

Plural nouns

- 1 Books closed. As a warm-up, ask students: *How many of the words can you remember from the classroom objects exercise?* Explain that these are all singular words. Take one of the words as an example, e.g. *door* and write it on the board. Elicit the plural *doors* and elicit or explain that we usually form a plural by adding *-s* to the singular noun.
Books open. Students work with a partner to complete the exercise. Monitor to check students are spelling words correctly and that they understand they must give the correct number of objects in each case. As feedback, nominate individuals to come to the board and write the answers.


Answers

- 1 seven books
2 five pens
3 four windows
4 six pencils
5 three computers
- 2 Tell students that some words do not form a plural by adding *-s*. Look at the example and elicit or explain that the plural of *man* is *men*. Students work with a partner to match the remaining words. Check answers. Say the words for students to repeat and check pronunciation.

Answers


1 d 2 a 3 c

Classroom language

- 1  1.09 Look at the pictures and the phrases with students. Play the audio while students complete the exercise. Allow them to compare answers with a partner before a whole-class check.

Answers


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

- 2  1.10 Play the audio, pausing after each phrase for students to repeat. Divide the class into pairs or small groups for students to take it in turns to give each other instructions. Listen to some examples in open class. Nominate individuals to act as the teacher and give instructions to the rest of the class.

Optional extension

It is very important for students to learn to use classroom language at this early stage in learning. Ask: *Which two phrases are for students to say?* (e and f). Ask students to work in small groups and create a poster showing the two phrases for display on the wall of the classroom. Encourage creativity and the use of drawings. When students have completed their posters, hold a class vote to choose the best two posters and display them on the wall. These can be used for reference when students ask one of the questions in L1 or don't understand the teacher's instructions.


Student's Book page 10–11**Numbers 20–100**

- 1  1.11 Books closed. Elicit as many numbers between 20 and 100 as students know. Encourage as many students to answer as possible rather than relying solely on stronger students.

Books open. Give students a minute to read through the numbers and words. Students work with a partner to match the numbers to the words. Play the audio for students to check their answers. Repeat the audio, pausing after each number for students to repeat and check pronunciation.

Answers

d fifty
g eighty
h ninety
f seventy
i one hundred
b thirty
a twenty
e sixty
c forty


- 2  1.12 Students work with a partner to complete the exercise. Monitor and help any students who are finding this difficult. Play the audio for students to check answers, pausing after each number for students to repeat.

- 3 Refer to the Look! box and show students how the numbers are formed. Point out the hyphens. Students work individually to write the numbers in word form. Monitor and make sure students are writing the correct numbers, and that they are including the hyphen between the two number parts (e.g. *twenty-four* not *twenty four*).

Answers

1 forty-seven
2 sixty
3 eighty-nine
4 thirty
5 fifty-eight
6 seventy-two
7 ninety-one

Messages

- 1  1.13 Look at the messages with students. Ask: *Who is the first message from?* (Oliver Holmes). *What information is missing?* (his house number, the bus number and his phone number). Play the audio while students complete the missing numbers. Students compare answers with a partner before a whole-class check. If necessary, play the audio again to clarify answers.

Answers

1 87
2 36
3 023 876 788

Audio Script Track 1.13

Hello. This is a message for Liam from Oliver Holmes. Just to let you know that my house number is 87. You can get the number 36 bus from the bus station. It stops outside my house. Any problems call me on 023 876 788. That's 023 876 788. See you Friday.

- 2  1.14 Repeat the procedure for Exercise 1.

Answers

1 63
2 18
3 0935 635 757

Audio Script Track 1.14

Hello. This is a message for Abi from Mrs Davis. Just to let you know that my house number is 63. You can get the number 18 bus from the bus station. It stops outside my house. Any problems call me on 0935 635 757. That's 0935 635 757. See you Friday.

Optional extension

Ask students to work with a partner to prepare a similar message to those in Exercises 1 and 2. Pair students with a different partner and ask them to read out their message while their partner writes the numbers down. Students compare the numbers they wrote with the original message.

Review

- 1  1.15 This game reviews vocabulary covered in the Welcome unit.

Look at the table with students and read through the instructions. Clarify that students should write down as many words as possible in each category and that some categories will remain empty. Divide the class into pairs. Play the audio while students write down the first letter, then give them five minutes to write down words beginning with that letter before repeating the process with the next letter. Alternatively, play the audio in full and ask students to write down the letters in the columns, then give them time to complete all the categories. Monitor to help with any questions and to check students are spelling words correctly. During whole-class feedback, complete the table on the board adding points up as you go along.

Mixed-ability

Weaker students: Allow students to look back through the unit to find words.

Stronger students: Give students five minutes to look back at the unit to remind themselves of the language covered. They can then try to complete the exercise from memory.

Answers

1 b 2 s 3 r 4 w 5 t

- 2 In open class, read the instructions and look at the example. Write the five vowels on the board. Students work with a partner to complete 1–11. Let them find the words in the unit to check their spelling before whole-class feedback. This exercise would work well as a competition with pairs racing to be first to spell the words and write them in the correct column. When students have completed the columns, give them three minutes to add more words to each column. Listen to some of their ideas in open class.

Answers

- 1 *door*
- 2 *restaurant*
- 3 *orange*
- 4 *pen*
- 5 *nine*
- 6 *chair*
- 7 *five*
- 8 *yellow*
- 9 *airport*
- 10 *green*
- 11 *eight*

International words: restaurant, airport

Colours: orange, yellow, green

Numbers: nine, five, eight

Classroom objects: door, pen, chair

- 3 **SPEAKING** Divide the class into pairs. Students choose three pictures and spell the words for their partner. Students check each other's spelling.

Optional extension

In pairs, students spell out a word, pausing after each letter for their partner to guess the word. For example:

Student A: R.
Student B: Ruler?
Student A: No. E.
Student B: R... e... red?
Student A: No! S.
Student B: R... e... s... restaurant!
Student A: Yes!

Student B scores three points. The player with the fewest points wins.

- 4 Working with a partner, students put the dialogues in order. Check answers in open class. Drill the dialogues to practise pronunciation and intonation. In pairs, students practise the dialogues. Encourage them to take turns to close their books and say the dialogues from memory.

Answers

Dialogue 1: 3 1 4 2

Dialogue 2: 3 1 2