



Introduction unit

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Classroom Presentation Tool Unit I

End of unit

Short Tests: Unit I

IA Vocabulary

Personal information

LESSON SUMMARY

Vocabulary: The alphabet; numbers 1–50; countries

Speaking: Exchanging basic personal information

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Spend no more than 1–2 minutes on exercise 5, and 5–6 minutes on exercises 11 and 12.

LEAD-IN 2–3 MINUTES

- Say: *What can we say to a new student to make them feel welcome?* (e.g. Hello! I'm (name). What's your name?) *What questions can we ask to find out more about them?* (e.g. Where are you from? Do you live near the school?)
- Say *Hello* to a student and elicit *Hello*. Then say: *My name's (your name). What's your name?* and elicit a response.

Exercise 1 page 4

- Focus attention on the photo and ask: *Where are the people? What are they doing?* Discuss possible answers.
- Students read the dialogue to check their ideas. They then complete the dialogue with the phrases.

Exercise 2 1.02 page 4

- Play the audio for students to check their answers.
- Play the audio again. Students listen and then practise the dialogue in pairs.

KEY

1 your name 2 do you spell 3 are you from 4 old are you

Exercise 3 1.03 page 4

- Play the audio for students to listen and repeat. Elicit an answer to the question.

KEY

They share the /eɪ/ sound.

Exercise 4 page 4

- Say *b* and *c*, emphasising the /i:/ sound. Ask: *What other letters have the same sound?*
- Elicit a few answers. Students then complete the exercise.

KEY

1 b, c, d, e, g, p, t, v 2 f, l, m, n, s, x, z

Exercise 5 page 4

- Ask: *Whose name is this?* Begin spelling the name of a person that everyone knows. Students raise a hand when they know who it is. They then do the exercise in pairs.

Exercise 6 1.04 page 4

- Play the audio for students to listen and repeat.
- With **weaker classes**, say *50* and then elicit *49*. Continue round the class counting back to 1.

For further practice of numbers and ordinals:

Vocabulary Builder IA page 117

3 1 second June 2 twenty-second November
 3 fifth August 4 twelfth February 5 twenty-first
 April 6 nineteenth October 7 third January
 8 twenty-third July 9 sixth December

Exercise 7 1.05 page 4

- Say: *You are going to listen to two dialogues in a school. The people exchange personal information.*
- Play the audio for students to listen and do the exercise.

KEY

1 Antoine, eighteen 2 Eszter, eighteen
 3 Martyna, seventeen 4 Alejandro, sixteen

Transcript

- 1 **Eszter** Hi! I'm Eszter. Nice to meet you.
Antoine Nice to meet you too. I'm Antoine.
Eszter How do you spell that?
A A-N-T-O-I-N-E.
E Oh, OK. Eszter is E-S-Z-T-E-R.
A And where are you from, Eszter?
E I'm from Hungary. What about you? Where are you from?
A I'm from France.
E How old are you?
A I'm eighteen.
E Me too!
- 2 **Alejandro** Hello. I'm Alejandro.
Martyna Hi! I'm Martyna. Nice to meet you.
A Nice to meet you too. How do you spell Martyna?
M With a 'Y': M-A-R-T-Y-N-A.
A Oh, right. I'm Alejandro with a 'J': A-L-E-J-A-N-D-R-O.
M Where are you from?
A I'm from Spain. What about you?
M I'm from Poland.
A Oh, OK. How old are you, Martyna?
M I'm seventeen. How old are you?
A I'm sixteen.

Exercise 8 1.05 page 4

- With **stronger classes**, ask students what other information they can remember from the dialogues in exercise 7. Which country is each person from?
- Play the audio again for students to find or check their answers.

KEY

Antoine France Eszter Hungary
Martyna Poland Alejandro Spain

Transcript

See exercise 7.

Exercise 9 page 4

- Students work in pairs and take turns to ask and answer:
How do you spell ... ?

Exercise 10 page 4

- With **weaker classes**, do the exercise as a class. Point out that two countries – Turkey and Russia – are in both Europe and Asia.

KEY

1 Croatia, the Czech Republic, France, Germany, Greece, Hungary, Italy, Poland, Russia, Slovakia, Spain, Turkey, the UK, Ukraine 2 China, India, Japan, Russia, Turkey 3 Argentina, Brazil, Canada, Mexico, the USA 4 Australia, Canada, the UK, the USA 5 Students' own answers.

Exercise 11 page 4

- Demonstrate the activity, e.g. *I'm Simon Smith. I'm from the UK. I'm 20 years old.*
- Elicit similar new identities from a few students.

Exercise 12 page 4

- Demonstrate the activity by asking one or two confident students: *What's your name?* Elicit their new identity. Then ask: *How do you spell that?* Elicit the spelling.
- Students do the exercise in pairs.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can exchange basic personal information, including where I am from and my age.*

IB Grammar

be and have got

LESSON SUMMARY

Grammar: *be* and *have got*

Speaking: Asking and answering questions with *be* and *have got*

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercises 9 and 10.

LEAD-IN 2-3 MINUTES

- On the board, write:
1 *Is it rainy today?*
2 *Are you ready to learn English today?*
3 *Have you got your book?*
4 *Have you got a pencil?*

- Ask individual students to answer the questions. Then ask: *What is the verb in questions 1 and 2? (be) What is the verb in questions 3 and 4? (have got)*

Exercise 1 1.06 page 5

- Play the audio for students to read and listen.
- Answer the question as a class.

KEY

Joanna's sister Emma is sixteen.

Exercise 2 page 5

- Check that students understand long and short forms. On the board, write: *I ___ got a book.* Elicit both *have* and *'ve*.
- Then write: *He ___ got a pencil.* Elicit both *has* and *'s*.
- On the board, write: *be.* Then write: *I ___ and you ___.* Elicit *am* and *are*. With **weaker classes**, work as a class to find *be* in the dialogue. **Stronger classes** can do it in pairs.
- On the board, write gapped sentences and elicit words to fill the gaps: *I ___ a teacher (am). You ___ students (are).* Students read the *Learn this!* box and do the exercise.

KEY

Here's a photo of us. I'm on the right. Are you twins? Yes, we are, but we aren't identical. Is that your dog ... ? Yes, it is. She's called Rosie. Rosie is Emma's dog, really. How old is she? She's sixteen ... That's very old ... No, Emma's sixteen. Rosie is six.

1 'm 2 's 3 aren't 4 is 5 are 6 is 7 are

Exercise 3 page 5

- Do the first item as a class. Students then do the exercise individually.

KEY

2 My teacher is / isn't very tall. 3 I'm / I'm not sixteen years old. 4 My friends are / aren't all girls. 5 It's / It isn't very cold today. 6 My friends and I are / aren't in an English lesson.

Exercise 4 page 5

- Do the first item as a class. With **weaker classes**, ask a student the first question and elicit an answer.

KEY

1 Are 2 Is 3 Are 4 Are 5 Are 6 Am

For further practice of be:

Grammar Builder IB page 122

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

2 1 I'm not from the USA. 2 My teacher isn't British. 3 I'm not at home. 4 You aren't sixteen years old. 5 It isn't cold today. 6 My friends and I aren't in a maths lesson.

3 1 Are we in school? d 2 Is it very hot today? b
3 Are you from China? f 4 Are your parents teachers? c 5 Is Stella eighteen years old? e
6 Is Sam in his bedroom? a

Exercise 5 page 5

- On the board, write: *I have got a book in my bag.* Underline *I have got* and elicit the short form: *I've got*.
- Students read the *Learn this!* box. Elicit the first two missing words. Students then do the exercise individually.

KEY

1 've / have 2 's / has 3 hasn't / has not 4 Have
5 haven't / have not

Exercise 6 page 5

- Read out the first sentence so that it is true for you. You could add more information, e.g. *I haven't got two brothers. I've got two sisters.*
- Students do the exercise individually.

KEY

1 've got / haven't got 2 've got / haven't got 3 's got / hasn't got 4 've got / haven't got 5 have got / haven't got

Exercise 7 1.07 page 5

- Tell students they are going to listen and tick what Joe and Amy have got. They then read the words in the table so that they know what to listen for.
- Play the audio for students to do the exercise.

KEY

Joe a pet, a skateboard, a smartphone, a watch

Amy a bike, a laptop, a watch

Transcript

Amy Hi, Joe. Have you got a pet?

Joe Yes, I have. I've got a dog. His name is Ricky.

A Ricky? That's a nice name.

J What about you, Amy? Have you got a pet?

A No, I haven't. Is that your skateboard? It's really nice.

J Thanks.

A I haven't got a skateboard. But I've got a bike.

J I haven't got a bike.

A That's a nice smartphone.

J Thanks. It's new – a birthday present from my parents.

Have you got a smartphone too?

A No, I haven't. My phone is really old! It isn't a smartphone.

J My computer is really old.

A Is it a laptop?

J No, it isn't. Have you got a laptop?

A Yes, I have. Oh, what's the time? Have you got a watch?

J Yes, I have. It's 12.30. Where's your watch?

A I'm not sure. Oh, it's here – in my bag. Come on. It's maths now with Mr Brown. We're late!

Exercise 8 page 5

- Ask: *What's Joe got?* and elicit the individual items, then a full sentence. Students complete the exercise individually.

KEY

Joe's got a pet. He's got a skateboard. He hasn't got a bike. He's got a smartphone. He hasn't got a laptop. He's got a watch.

Amy hasn't got a pet. She hasn't got a skateboard. She's got a bike. She hasn't got a smartphone. She's got a laptop. She's got a watch.

Exercise 9 page 5

- Students complete the third column in exercise 7 about themselves.
- Students work in pairs asking and answering *Have you got ... ?* questions about the items in exercise 7.

Exercise 10 page 5

- Ask a few students to tell the class about their partner.

For further practice of *have got*:**Grammar Builder IB** page 122

4 1 have got 2 hasn't got 3 haven't got
4 has got 5 have got 6 haven't got

5 2 I've got a laptop. / I haven't got a laptop. 3 I've got a pet. / I haven't got a pet. 4 I've got a smartphone. / I haven't got a smartphone. 5 I've got a TV in my bedroom. / I haven't got a TV in my bedroom. 6 I've got an English dictionary. / I haven't got an English dictionary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use 'be' and 'have got' to talk about family, pets and possessions.*

IC Speaking**Talking about ability and asking for permission****LESSON SUMMARY**

Vocabulary: Musical instruments; action verbs

Grammar: *can* for ability; *can* for permission

Speaking: Talking about ability and asking for permission

SHORTCUT

- Exercise 3 can be set for homework or done as a class.

LEAD-IN 2-3 MINUTES

- Tell the class about an ability you've got, e.g. *I can play the piano.*
- Ask questions about students' abilities, e.g. *Who can play the piano? Who can play football?* Students raise their hands if they can do something.

Exercise 1 1.08 page 6

- Focus attention on the photo. Ask: *What's she doing?* (She's playing the guitar.) *How old is she?* (Students read the dialogue to find out her age: she's fourteen or fifteen.) *What does Alfie want?* (He wants to borrow £1.)
- Students answer the questions.

KEY

Alfie She can play the guitar really well. Her voice isn't bad.

Rose She isn't very good. She can't sing.

Exercise 2 page 6

- On the board, write: *She ___ play the guitar really well.* and elicit the missing word. (*can*)
- Students then read the *Learn this!* box.
- With a **weaker class**, do the exercise together. **Stronger classes** do the exercise in pairs.

KEY

Affirmative She can play the guitar really well. But I can play the piano. **Negative** She can't sing. I can't hear the words.

No, I can't. I can't find my money. **Interrogative** Can you play the guitar like that? Can I borrow £1, please?

Exercise 3 page 6

- Do the first item as a class. **Stronger classes** do the exercise individually and then check answers in pairs. With a **weaker class**, do the exercise together.

KEY

1 can 2 can't 3 can't 4 can 5 can't

Extra activity

- Play a memory game. Start by saying: *I can play the guitar.* The first student says: *(Teacher's name) can play the guitar. I can speak English.* The next student says: *(Teacher's name) can play the guitar. (Student 1's name) can speak English. I can play football.*
- The game continues round the class. If a student can't remember what to say, they can ask another member of the class for help.

Exercise 4 page 6

- Model the exercise by asking a confident student: *Can I borrow your book?* Elicit: *Yes, you can* or *No, you can't.*
- Students do the exercise in pairs.

For further practice of can:

Grammar Builder IC page 122

- 7 2 They can't speak French. 3 We can swim.
4 Ben and Sam can ski. 5 You can't play the piano.
6 My friend can play tennis.

Exercise 5 page 6

- Do the exercise as a class. Ask students to think of other musical instruments and write them on the board.

KEY

guitar, piano

Exercise 6 1.09 page 6

- Play the audio for students to write the instruments.

KEY

2 keyboard 3 guitar 4 trumpet 5 flute 6 drums
7 violin

For further practice of numbers and ordinals:

Vocabulary Builder IC page 117

- 4 A saxophone B trombone C drums D keyboard
E violin F trumpet G flute H piano
5 1 base guitar, drums, guitar / electric guitar
2 cello, clarinet, drums, flute, oboe, piano, trumpet,
trombone, violin

Exercise 7 page 6

- Focus attention on the photos. Do the exercise as a class.

KEY

1 swim 2 ride a horse 3 dance 4 play basketball

Extra activity

In groups, students take turns choosing an activity from the list in exercise 7 and miming it. As one student mimes, the others guess by asking: *Can you play the violin?*

Exercise 8 page 6

- Make sure students understand the meaning of *questionnaire* (a list of questions designed to find out information about someone). Read the example together and elicit a second question.
- Students write their questionnaires individually.

Exercise 9 page 6

- Students do the exercise in pairs. Remind them to make a note of their partner's answers.

Extra activity

Students think of three or four more questions to ask their partner. They can choose activities from the list in exercise 7 or use their own ideas.

Exercise 10 page 6

- Ask individual students to tell the class about their partner.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about ability and ask for permission.*

ID Grammar

Articles: *the, a / an, some; this / that / these / those*

LESSON SUMMARY

Vocabulary: In the classroom

Grammar: Articles: *the, a / an, some*; demonstrative pronouns: *this / that / these / those*

Speaking: Talking about classroom items

SHORTCUT

- To do the lesson in under 30 minutes, keep the lead-in brief and spend no more than 3–4 minutes on exercise 3.

LEAD-IN 2–3 MINUTES

- Ask a student: *Have you got a pencil?* Elicit: *Yes, I have* or *No, I haven't.*
- Ask a few students about different objects, e.g. pens, erasers and calculators.

Exercise 1 page 7

- Focus attention on the pictures. Ask: *What are these things?* and elicit answers.

KEY

Left to right, top row eraser, cupboard, pencil case, ruler

Left to right, bottom row pencil sharpener, shelf, exercise book, bin

Exercise 2 1.10 page 7

- Students listen to and read the dialogue to find the answer to the question. Then ask:
Has Olivia got a coloured pen? (no)
What has she got? (coloured pencils)
What colours? (red, blue, green, brown – lots of colours)

KEY

Olivia's pencil case is at home.

Exercise 3 page 7

- On the board, write: *the chair, the books, a pen, an exam*. Ask: *Which words are articles?* Elicit *the, a* and *an*, and underline them. *Which word is plural?* Elicit *books*.
- Students read the *Learn this!* box. Ask: *What other article can we use with plurals?* Elicit *some*.
- To check understanding, ask a student: *Have you got a pencil?* When the student says *yes*, say: *Please show me the pencil*. On the board, write *a pencil* and *the pencil*.
- Ask: *When do we use 'a'?* (when we mention something for the first time) *When do we use 'the'?* (when we mention it for the second time)
- With a **weaker class**, do the exercise together. **Stronger classes** can do the exercise in pairs.

KEY

Have you got a pencil and an eraser? I've got a pencil, but I haven't got an eraser. The pencil is on my desk. Have you got a coloured pen? No, but I've got some coloured pencils.

Exercise 4 page 7

- Model the examples with a confident student. Students then work in pairs.
- Ask a few pairs to demonstrate their questions and answers for the class.

For further practice of articles *the, a / an, some:* Grammar Builder ID page 122

9 1 a 2 an 3 some 4 some 5 an 6 some
7 an 8 a 9 a 10 some

10 1 a, a, the, the 2 some, a, The, The 3 an, some,
The, the 4 some, an, The, the

Exercise 5 page 7

- On the board, write: ___ *exam* (an); ___ *class* (a); ___ *students* (some). Elicit the articles.
- Students do the exercise individually.

KEY

1 an 2 some 3 an 4 some 5 an 6 some
7 some 8 some 9 a 10 some 11 a 12 a

Exercise 6 page 7

- Students do the exercise individually.

KEY

1 a, a, The, The 2 some, The, the, the 3 an, a, The, the
4 some, some, the 5 a, a, some, The, the

Extra activity

- Play a game. Put students in small groups. Students put three or four items, e.g. erasers, pens and pencils, on a desk in front of them.
- They take turns holding up an object and saying what it is, e.g. *I've got an eraser*. The other students say, *Yes, you have* or *No, you haven't*. *You've got a pen*.
- Students listen out for the correct use of articles. They should use plurals too, e.g. *I've got some pens*.

Exercise 7 page 7

- Hold up a pencil and ask: *What is this?* Then point to an object in the room that everyone can identify, but that is not near you. Ask: *What is that?* Write *this* and *that* on the board.
- Go through the *Learn this!* box together and then ask students to find the demonstrative pronoun in the dialogue in exercise 2.

KEY

Is that your pencil case?

Exercise 8 page 7

- Model the exercise with a confident student. Point out that the answer to both *Is this ... ?* and *Is that ... ?* is *Yes, it is / No, it isn't*. Similarly, the answer to *Are these ... ?* and *Are those ... ?* is *Yes, they are / No, they aren't*.
- Students do the exercise in pairs.

For further practice of *this / that / these / those:* Grammar Builder ID page 122

11 1 those 2 This 3 this 4 That 5 Those 6 These

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use articles and demonstrative pronouns correctly*.