Cambridge University Press 978-0-521-18045-0 – Cambridge English Prepare! Level 1 Kathryn Davies and Dean Holdsworth Consultant Editor Annette Capel Excerpt2

More information

# In the classroom

# What's your name?

#### **Lesson profile**

Vocabulary The alphabet; numbers 1–20; days of

the week

**Grammar** What's your name? How old are you?

How do you spell it?

Pronunciation The alphabet

#### **Warmer**

Say *hello* to the students. Encourage them to say *hello* back as a class and individually. Introduce yourself and encourage the students to introduce themselves to you and to each other.

Although some students may be able to use a phrase such as *My name's* ..., other students might not be able to. It is important for you to repeat the target language a number of times and to use gestures.

Teacher to Student A: Hello, my name's Alessandra.

What's your name?

Student A: Nicola. / My name's Nicola. /

I'm Nicola.

Teacher to Student B: Hello, my name's Alessandra.

What's your name?

## THE ALPHABET

1 1.02 Books closed. Play the recording once or twice and ask the students to listen to it.

Books open. Focus the students' attention on Exercise 1 and explain that they have just heard the English alphabet. Play the recording again and practise saying the alphabet as a class, making sure that the students are pronouncing the sounds as clearly as possible.

Encourage the students to repeat the alphabet with different emotions, e.g. in a happy or sad voice. Write the adjectives *happy* and *sad* on the board and draw simple faces to represent them.

## **Extension activity**

If you want to approach the alphabet from a different angle, try to present it in sound groups.

On the board write the following prompts:

A \_ \_ \_ B \_ \_ \_ \_ \_ F \_ \_ \_ \_ \_ I \_ Q \_ \_ O

R

Point to the letter *A* and model the pronunciation. Encourage the class to repeat it before pointing to the next space. Students may want to give you the letter B. If they do so, simply smile and shake your head until you are given the letter *H*, *J* or *K*. If you are given *J* or *K* first, put them into their correct positions and continue to elicit the letter *H*. If, however, students are not able to produce a letter from the sound group, give them the letter *H* and continue eliciting the other letters. Go through the alphabet this way encouraging the students to find the common sound in each group.

At the end of the activity, you should have a complete alphabet:

/ei/ AHJK

/i:/ BCDEGPTV /e/ FLMNSXZ

/ai/ /Y

/ju:/ Q *U W* 

0

R

2 1.03 Before you play the recording, ask the class to guess the names of the people in the photographs and pictures. Allow the students to call out their suggestions.

Play the recording two or three times, pausing it to give the students some time to write down their answers.

## **Mixed ability**

At this stage, some students might be false beginners and know the alphabet quite well. It is important to allow everyone to feel that they have achieved something in class. If you practise spelling, choose a selection of long, medium and short names. Ask the stronger students to spell the longer names, e.g. *Sebastian*. Let the weaker students spell some shorter names, e.g. *Bob, Dan, Ian, Lee, Amy, Liz* or *Ann*.

#### **Answers**

a Paolo b Rosa c Joelle d Nat e Katie f Sally

g Jason

Cambridge University Press 978-0-521-18045-0 - Cambridge English Prepare! Level 1 Kathryn Davies and Dean Holdsworth Consultant Editor Annette Capel Excerpt2



**Audioscript** 

Conversation a

Girl: What's your name?

Paolo: Paolo.

Girl: How do you spell it?

Paolo: P-A-O-L-O. Conversation b

Boy: What's your name?

Rosa: Rosa.

Boy: How do you spell it?

Rosa: R-O-S-A. Conversation c

Boy: What's your name?

Joelle: Joelle.

Boy: How do you spell it? Joelle: J-O-E-double L-E.

Conversation d

Girl: What's your name?

Nat:

Girl: How do you spell it?

Nat: Conversation e

Boy: What's your name?

Katie: Katie.

Boy: How do you spell it?

Katie: K-A-T-I-E. Conversation f

Boy: What's your name?

Sally: Sally.

Boy: How do you spell it? Sally: S-A-double L-Y.

Conversation g

Girl: What's your name?

Jason: Jason.

Girl: How do you spell it?

Jason: J-A-S-O-N.

3 1.04 After the students have listened to the recording and repeated the conversation, ask the class to close their books and write from memory the two questions (What's your name? and How do you spell it?).

Encourage the students to ask the questions to five classmates. Tell them to write their names down and try to remember them.

## **NUMBERS**

4 1.05 When the students have listened to the recording and repeated the numbers, write them on the board in three rows:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Revise happy and sad. Explain that the numbers from 1 to 12 are 'happy' numbers (their pronunciation is short and snappy), whereas the numbers from 13 to 19 are 'sad' because of the long /i:/ in the last syllable. Draw happy and sad faces beside the numbers. Encourage the students to practise saying the numbers in groups, and encourage them to really exaggerate the long sound in numbers 13 to 19.

5 Turn this exercise into a race to see who can count the candles without making a mistake.

#### **Answers**

b seventeen c twelve d fourteen e eight f eleven

6 1.06 Make sure that the students understand that they have to look at the cakes in Exercise 5 to complete this exercise. Play the recording twice.

#### Answers

2 b 3 a 4 f 5 e 6 c

## **Audioscript**

1 Boy: How old are you, Nat?

Nat:

2 Bov: How old are you, Penny?

Penny: 17

3 Woman: How old are you, Jack?

4 Woman: How old are you, Tim?

5 Boy: How old are you, Anna?

Anna: 8

6 Woman: How old are you, Lara?

Lara:

**7** Give each student a piece of paper and ask them to divide it into four sections. Ask them to write a number from 1 to 20 in each box. Explain that you are going to read out some numbers and that when the students hear their numbers, they should cross them out. When they have crossed out all their numbers, they should tell you.

Check that they are correct by asking them to read out their numbers.

### **Extension activity**

Focus the students' attention on the number 20 on the board, and present higher numbers: 30, 40, 50, 60, 70, 80 and 90. Explain to the class that these are also happy numbers and that it is very important to differentiate the 'sad' teens (13-19) and the 'happy' tens. Go through the pronunciation of the tens keeping them short and snappy.

Finally, contrast similar numbers. For example, write on the board: 14 / 40. Then say: Forty. Ask the students to decide which number they have heard.

#### **DAYS**

8 1.07 Play the recording twice. During the second listening, stop the recording after each word and encourage the students to point to the names of the days in their books.

Encourage the students to complete the chart, and play the recording again to check their answers. Practise the pronunciation of the words with the class.

15

Cambridge University Press 978-0-521-18045-0 - Cambridge English Prepare! Level 1 Kathryn Davies and Dean Holdsworth Consultant Editor Annette Capel Excerpt2

More information

## **Audioscript**

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

9 1.08 Explain that the children in the picture are playing a game. Play the recording once or twice. Put the students into pairs and ask them to play in the same way.

# **SPEAKING**

10 Check that the students have formed the questions correctly by writing them on the board. Tell the students to ask three classmates the questions and note down their answers. If the class know each other well, it may be an idea to give them different identities, as this will discourage students from writing down the information before they have even heard it.

#### **Fast finishers**

Fast finishers talk to one or two more classmates.

#### **Answers**

What is your name? How do you spell it? How old are you?

#### Cooler

To finish the lesson, ask the class to count from 1 to 20. Say goodbye to the students. Encourage them to say the same as they are leaving.

# **This pen is red**

#### **Lesson profile**

Grammar

Vocabulary Things in the classroom; colours; months a/an; singular and plural nouns;

This/That is ..., These/Those are ...; What colour is ...?

#### **Warmer**

Elicit the alphabet from the class, and ask the students if they know of any simple (or international) words in English.

#### THE CLASSROOM

1 1.09 Ask the students to look at the picture at the top of page 12 for a minute and then close their books. Students draw as many of the objects as they can remember. After two minutes, ask them to open their books and check.

Ask the students to look again at the picture but this time concentrate on the words. After a minute or so, ask them to close their books again, and to label as many of their drawings as possible.

Play the recording and encourage the students to repeat the words.

Ask the students to look at the picture in Exercise 2. Explain that a is used before consonant sounds and an is used before vowel sounds, e.g. a ruler and an apple. Point out that neither a nor an are used with plural nouns (plural nouns end with -s).

Divide the class into small groups and give each group 10-15 Post-it notes. Tell them to go around the class labelling as many objects as possible.

#### **COLOURS**

3 Books closed. Ask the students to bring a few of their labelled items to your desk and place them in view of the class. Hold up each item and tell the class what colour it is. Introduce the question: What colour is it? Repeat it a few times and write the question on the board.

Ask the students to work in their groups, asking the question and naming the colours of other labelled items. Books open. Ask the students to do the matching activity and then check their answers.



The answers are recorded for students to check and then repeat. 1 orange 2 blue 3 green 4 grey 5 red 6 black 7 white 8 yellow 9 brown

Cambridge University Press 978-0-521-18045-0 – Cambridge English Prepare! Level 1 Kathryn Davies and Dean Holdsworth Consultant Editor Annette Capel Excerpt2 More information

4 Focus the students' attention on the phrase: Say the colour, not the word! Make sure that the students understand that they should say the name of the colour that the word is written in.

#### Answers

1 orange 2 red 3 blue 4 green 5 grey 6 black 7 brown 8 white

After the students have done this exercise, you can also change the rubric to Say the colour <u>and</u> the word. Encourage the students to read the word in the book and give its colour, e.g. Zero. Black and yellow.

**5** Focus the students' attention on the example. Encourage the class to write five more sentences but do not explain the use of *the* at this stage.

#### **Fast finishers**

Fast finishers write sentences about the objects they have previously labelled in the classroom.

#### **Answers**

- 1 The pencil case is red.
- 2 The apple is green.
- **3** The pen is blue.
- 4 The book is orange.
- 5 The ruler is black.

## THIS, THAT, THESE, THOSE

Books closed. Choose a volunteer, and ask him/her to hold one pencil in one hand and two or three in the other. Make sure that the target words are written on the board.

Hold up a single pen and show it to the class. Say: *This pen*. Ask the volunteer to hold up and show a pen to the class and say: *That pen*. Repeat the exercise with *these* and *those*.

**6** Check if the students have understood your grammar presentation by asking them to complete Exercise 6.

#### **Answers**

2 a 3 d 4 b

**7** Ask the students to complete the sentences in pairs. Ask a few students to read out their answers to check.

#### **Answers**

- 1 That desk is grey.
- 2 These pens are black.
- **3** Those pens are green.
- 4 That ruler is orange.
- 5 This ruler is yellow.
- 8 Ask a pair of students to read out the dialogues. Explain that we use *What colour is* ... with singular nouns and *What colour are* ... with plural nouns. Show the class a few objects and ask them: *What colour is/are* ...? Then, encourage the students to play in pairs.

## **Mixed ability**

In a mixed ability class, play a more teacher-led game with the class. Hold up two green pens and say: *These pens are yellow.* Try to elicit: *No, those pens are green.* 

#### **MONTHS**

**9** 1.11 Encourage the students to repeat the words with the recording.

Then say: One – January. Two – February. ... Twelve – December. Then say the numbers from 1 to 12, in random order. Encourage the students to give you the name of the month.

- 10 1.12 Play the recording to present the dialogue, and check if the students understand the question. Point out that we use *in* with months. Give them a few minutes to talk in pairs.
- **11** With a **mixed ability class**, draw one big chart on the board. Encourage each student to come to the board, complete the chart for him/her and say: *My birthday is in (November)*.

## **Project**

#### Alphabet chart

Put the students into small groups. Give each group a sheet of A3 paper and ask them to divide it into 26 squares (as there are 26 letters in the English alphabet).

Tell them to find an object beginning with each letter of the alphabet. The groups then draw each object next to its first letter in order to create their own alphabet charts.

Encourage the groups to draw the objects using the colours presented in the unit. When the groups present their charts to the class, ask them to follow this pattern: A - apple. This apple is green.

# Cooler

Ask three volunteers to come to the front of the class and ask them to close their eyes. Explain that you are going to give them a classroom object to feel, and that you want them to say what it is and guess the colour. Encourage the rest of the class to join in with the activity, by saying yes when the volunteer is correct and no when the volunteer is incorrect.

## **Teacher's resources**

#### Workbook

Starter Unit pages 4-7

## Go online for

· Corpus tasks

www.cambridge.org

Cambridge University Press 978-0-521-18045-0 — Cambridge English Prepare! Level 1 Kathryn Davies and Dean Holdsworth Consultant Editor Annette Capel Excerpt2

More information



# **New friends**

### **Lesson profile**

Listening Photo story: Teenagers meet and make

friends at the photo club

Vocabulary camera, phone, photo, friend, name,

eacher

**Grammar** Determiners: *my, your, his, her*; present

simple be - affirmative, singular

**Speaking** Draw a picture and talk about yourself;

play a game

#### Warmer

Write the alphabet on the board in the sound group order seen in the Starter unit (cf. Teacher's Book page 14), and drill round the class.

Recap this, that, these, those and colours, by holding up pens, pencils and other classroom objects and indicating this pen, these pens, that pencil, those pencils. Encourage the students to do the same.

## LISTENING AND VOCABULARY

1 Put the students in pairs for this activity to encourage a little competition. When the students have finished, check the answers as a class.

#### **Extension activity**

Encourage the students to try to find any vocabulary they know in the photos at the top of page 14. For example, the students can name the colours and any classroom vocabulary they notice. Ask the students to look at the photographs for a minute and then close their books. Ask them to work in pairs or small groups. Give the students a couple of minutes to write down as much as possible before checking as a class.

- 2 1.13 Before playing the recording, put the students into pairs and ask them to tell each other who the people in the photos are. Then listen and check.
- 3 1.13 Put the students into pairs and ask them to read the sentences to each other for practice. Then listen to the recording again before checking the answers as a class.

#### **Answers**

**1** I'm 13 today. **2** He's my dad. **3** My number's 056 312 392.

## **Audioscript**

Joelle: Hi. I'm Joelle.

Rosa: Hi Joelle. My name's Rosa ... and this is Paolo.

Paolo: Hello Joelle.

Joelle: Er ... er ... Hey, nice camera!

Rosa: Yes, it's new. (1) I'm thirteen today. It's my birthday.

Joelle: Cool!! This is my camera. It's my phone.

Paolo: Look Rosa! Her phone's red ...
Joelle: ... and his phone's red!
Paolo and Joelle: Snap!
Rosa: You guys are funny!

[pause]

Voices: Bye guys, see you later.

Woman: Joelle!

Joelle: OK ... She's my teacher!

Paolo: And look ... there ... (2) he's my dad. What's your

phone number, Joelle?

**Joelle:** (3) My number's oh-five-six ... three-one-two ...

three-nine-two.

**Paolo:** Oh-five-six ... three-one-two ... three-nine-two. OK. **Rosa:** Oh-five-six ... three-one-two ... three-nine-two. I'll text

you, Joelle.

Paolo: Hey ... next week's photo project is 'Houses'. Come to

my house on Saturday.

Joelle: Cool. See you later.

Rosa: Yes. See you Saturday.

Paolo: Goodbye, Joelle. Bye, Rosa.

## **Extension activity**

Use the recording in Exercise 3 to point out that English speakers say each digit of a telephone number separately, which helps to avoid confusion between similar numbers, such as 13 and 30. Explain that in Standard UK English, the number 0 in a phone number is usually pronounced like the letter  $O / \frac{1}{2} v / \frac{1}{2}$ , but it's possible to hear speakers say zero.

For further number practice, tell the students that you are going to give them a phone number, and that you would like them to write it down. Invent a number that is at least 21 digits long, and say it to the class slowly, pausing after every three digits. When you have finished, ask the students to compare their numbers in pairs. Finally, write it on the board for the students to check. Ask the class if they think it's a real number. (It's probably too long to be real.)

Repeat the exercise with the students working in pairs or small groups. With a mixed ability class, vary the length of the number depending on the level of the students.

Cambridge University Press 978-0-521-18045-0 — Cambridge English Prepare! Level 1 Kathryn Davies and Dean Holdsworth Consultant Editor Annette Capel Excerpt2

More information



# Gettalking!

Read out the expressions from the **Get talking!** box. Encourage the students to say when we use them (when we want to greet somebody and to say goodbye).

- 4 1.14 Play the recording and listen. Encourage the students to speak loudly and focus on the pronunciation.
- Divide the class into groups of three. Encourage them to practise the dialogue from Exercise 4, using their own names. With a mixed ability class, ask the students to write the dialogue on a sheet of paper first. When you feel they have become confident, ask them to work from memory.

#### **GRAMMAR** Determiners

Books closed. On the board write *her* on the left, *my* in the middle and *his* on the right. Ask two volunteers, one female and one male, to come to the front of the class with their pencil cases. Ask the female student to stand under *her* and the male student under *his*. Take a pen and stand between the two students, under *my*. Hold up your pen and say: *my pen*. Ask the male student to hold up a pen or pencil, point and say: *his pen*. Do the same with the female student to present: *her pen*.

Ask the volunteers to take out some more objects from their pencil cases, and elicit more phrases with these determiners. Encourage the students to produce even longer phrases, for example: That is her pen. Her pen is red. Those are his pens.

Ask everyone in the class to hold up a pen. Point to one student and say: *Your pen is blue*. Repeat with a few other students to elicit *your*.

**6** Books open. Before the students look at this exercise, introduce yourself again, saying: *My name is ...*. Point at the volunteers who were previously at the front of the class and say: *His name's .... Her name's ...*.

Encourage the students to compare their sentences with each other before you check the answers as a class.

#### **Answers**

1 My 2 His, Sam 3 Her, Jane

→ Grammar reference Student's Book page 137

# be singular 🔂

7 Ask the students to look at the grammar section, and present the verb be. Read through the sentences in the box as a class and add your own examples. Make sure the students understand that he, she and it are all third person singular pronouns. On the board write the names of your friends (male and female) and these sentences: This is (Mary)......'s my friend. Encourage the students to complete the gap with the missing pronoun (She). Repeat with other names.

#### **Fast finishers**

Fast finishers rewrite the sentences in Exercise 7 using full forms of the verb.

#### **Answers**

1 's 2 's 3 's 4 'm 5 're

## Aboutyou-

8 Tell the students that they have just a minute to draw their pictures. Draw a picture of yourself on the board as an example. Then give the students two minutes to talk to their partner about their picture.

### **SPEAKING**

Arrange the students into groups of four, making sure that the pairs from Exercise 8 are separated to avoid repetition.

## **Mixed ability**

With a mixed ability class, encourage the stronger groups to play a guessing game. One student puts his/her picture on the table and all other students make sentences about it. For example:

Student A: Your name's Eva.

Student B: Yes.

Student C: Your phone is blue.

Student B: No.

#### **Extension activity**

When the students have finished the activity in Exercise 9, ask them to put their name at the top and put them up around the room. When this is done, encourage the class to look at the pictures and write a phrase about each person on the paper. For example: *Your pen is red.* 

#### Cooler

Ask the students to write down the names of five people they know, before explaining to their partners who they are, using the verb be. For example: He's my dad. His name is David.