

Cambridge University Press
978-0-521-71295-8 - More! Teachers's Book 1
Cheryl Pelteret with Herbert Puchta and Jeff Stranks
Frontmatter
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MORE!



Cheryl Pelteret with Herbert Puchta
& Jeff Stranks

Teacher's Book



CAMBRIDGE
UNIVERSITY PRESS



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MORE!

The students using the first two levels of *MORE!* are very likely to be going through a period of significant change in their lives. They are not children any more, and yet they sometimes behave childishly. They are not true adolescents yet, either – but they can, at least sometimes, demonstrate behaviour that is very typical of teenagers. In fact, they frequently aspire to be older than they are, and would like nothing more than to be as ‘cool’ as students who are one or two classes above them.

Students using levels 3 and 4 of *MORE!* in all likelihood are already in the most difficult phase of young people’s lives - adolescence.

Not children any more, and not adolescents yet

Children in the first four years or so of primary school live in a world without clear-cut boundaries between reality and imagination. Their preferred stories are built on fundamental and strong emotional and moral categories, and are often about conflict between good and bad, happiness and sadness, love and hate. It is through such polar opposites that young children learn to make sense of the world, and – in a broad sense – to work out what socially and morally acceptable behaviour is. Their preference is for stories that have imaginative and sometimes even fairytale-like content. Children of this age often like stories with animal protagonists who speak and behave like humans. Likewise, cartoon strips with exaggerated characterisation are very popular. There is a need for stories to be clearly structured, with a beginning, middle and end, and to have clear and absolute moral, social and psychological messages.

Gradually, children grow out of this imaginative frame of thinking, and develop an interest in real-world topics. The transition period, however, differs in length from child to child. This is why, for quite some time, students seem to swing between being teenagers and children, showing interest in more mature and realistic content, but frequently

dropping back into childlike behaviour, attitudes and interests. When choosing the content of *MORE!*, the authors were aware of these challenges, and in order to make the content psychologically relevant, created more imaginative content in the two lower levels of the course, and more realistic content in the upper two. However, as has been stressed before, the authors also took into account the fact that the transition period between childhood and adolescence is blurred and not clear-cut. Hence, the content of the lower two levels is not solely imaginative, while the texts and topics in the upper two levels are not exclusively realistic.

Becoming teenagers

The more ‘teenage’ our students become, the more challenging it can be to teach them. Students suddenly seem to be so cool, and the content that they loved only a short while ago seems babyish. What is ‘cool’ is decided by the peer group rather than the individual, and quite frequently, individual ‘strong’ students take on the role of group leader and have a powerful influence on group attitudes and behaviour. It becomes increasingly difficult for students to think, act and express themselves as individuals. The group offers security, and, by imitating the style, language, behaviour and attitudes of the group, there is less risk for the individual of being singled out or even ridiculed – something that frequently occurs in young teenagers’ classrooms.

Almost simultaneously, things that seemed so easy may become difficult for the students. Students who loved acting out in front of the class, for example, may become rather shy or even unwilling to talk in front of the group. Talking about themselves is something many students dread. This poses a real challenge for teachers who are rightly convinced that ‘personalisation’ is a prerequisite of communicative language use. Imaginative content becomes less important (but is nevertheless occasionally loved), and songs and rhymes are often regarded as boring (unless liked by the peer-group leaders who frequently seem to decide what is or is not cool).

Psychologists stress that deep down, adolescents are often rather insecure, however cool and indifferent their behaviour may seem on the surface. For teenagers, the most appealing content often tends to be that which helps to 'distract' them from their own life situation and their insecurity. Hence, preferred topics are about anything that is 'far away' from the students' own world, full of realistic detail, surprise or even absurdity.

The need to support the students' self-esteem

In this phase of their lives, students are faced with the difficult challenge of developing their own identity. It is the teacher's task to support students in exploring their capabilities, strengthening their self-esteem and developing positive beliefs about themselves. The English teacher should make them aware of their learning progress and their language competencies. If the classroom culture allows this, the students are less likely to develop self-doubt and negative beliefs about their language-learning capabilities.

In *MORE!*, this is done in a principled way through the following means:

- **a CAN DO learning culture**

MORE! offers students plenty of opportunity to show what they can do in a foreign language and what they know in that language. There are many texts and tasks that stimulate real communication in the classroom, help develop critical thinking and involve the students personally. *MORE!* offers a systematic and carefully guided programme to encourage the students' creativity and develop their text-writing skills. Students can also assess their own learning progress through regular tests. *MORE!* offers every student a highly imaginative interactive CD-ROM which can also be used at home. It offers a wide range of texts, tasks, games and other fun activities, that again lead to an immediate feeling of CAN DO. Likewise, students can access a wide range of online activities on www.cambridge.org/elt/more – an interactive web-based learning platform. Students get immediate feedback on

their learning and can practise and deepen their knowledge and skills in a highly enjoyable way.

- **a teaching programme based on human values**

The teacher of the target age students is not only a language teacher, but also an educator. Students at this age need respectful guidance. The content dealt with in the foreign language classroom can offer an important foundation for the development of the students' system of values, and for their interaction with other people in the class and the world around them. The content in *MORE!* has been carefully chosen to stimulate the students' thinking and help them develop important human values such as eco-friendly behaviour, tolerance of other cultures and people, understanding of and empathy with others, peace education, critical thinking and meta-cognition, to name but a few.

- **a balance of classroom interaction and individual language training**

MORE! offers a wide range of tasks that can be completed individually, in pair and group work in class. The Workbook, the CD-ROM and online activities offer the students plenty of individual opportunity to develop their competencies further by training in the four skills, practising vocabulary, picking up chunks of language and grammar, and developing their pronunciation. This is done through a motivating and varied range of texts and tasks, taking into consideration different learning styles, multiple intelligences and students' mixed abilities. The level of difficulty varies from very simple texts and tasks (for example the CD-ROM, task of practising the meaning of lexis by matching words and pictures) to quite demanding ones (another CD-ROM task when students listen to authentic interviews with British teens and complete multiple-choice tasks while they are listening).

- **a mixture of fun and more 'serious' topics and texts**

MORE! takes young people seriously by progressively offering thought-provoking, stimulating and serious real-world content. This approach can be tracked through the growing number of documentary-style photographs throughout the series. An equally

important aspect of learning a foreign language is having fun. Students using *MORE!* will have fun learning English in many different ways: through motivating songs, poems and chants, the enjoyable texts, the interesting DVD and CD-ROM encounters with young people in English-speaking countries, and the humorous 'Fido' cartoons.

Each level of the *MORE!* course contains the following components:

- Student's Book with CD-ROM
- Workbook with Audio CD
- Teacher's Book
- Teacher's Resource Pack with Testbuilder CD-ROM/Audio CD
- Class Audio CDs (2)
- Extra Practice Book
- DVD (PAL/NTSC)
- Online resources
- Classware CD-ROM
- Online cyber homework

Student's Book with CD-ROM

The Student's Book is divided into twelve units with Level 1 having an additional starter unit for students who are new to English. Each unit is structured in the following way:

- an introductory photo dialogue with key language introduced
- a get talking exercise
- a grammar section
- a skills section which practises the four skills
- writing for your portfolio.

At the end of each unit there are alternating *Learn MORE through English* (CLIL*) pages or *Learn MORE about Culture* and *Read MORE for Pleasure* pages. Additionally there is a regular *Check your progress* review test every two units.

The CLIL pages cover subject areas such as History, Music, Biology, Science and Geography. They include facts which students may not already know and as such give students a real reason to use English to find out something new. They also teach students vocabulary which they may not otherwise learn in other coursebooks of the same level, but which they are likely to encounter during their school

curriculum in their first language. By extending students' exposure to different types of cross-curricular texts, students will see that English can be used beyond the normal social situations most coursebooks present and this should help with motivation and confidence-building.

The culture pages are designed to encourage students to consider different cultures beyond their existing experience and often feature young people so that students can relate to the subject matter more easily.

The reading texts are aimed to stretch students' imagination and linguistic ability with relevant and interesting content and to present grammar and vocabulary in realistic contexts.

At the back of the book there is a useful word list with phonemic transcriptions to aid pronunciation.

Accompanying each Student's Book is an exciting interactive CD-ROM full of extra practice activities, audio/visual material and games. This is designed for students to use in their own time for self-study or for fast-fininishers to use in class.

Workbook with Audio CD

The Workbook contains lots of extra practice of the grammar and vocabulary presented in the Student's Book. It is accompanied by its own audio CD and is ideal for homework or for use with students who want to reinforce their learning through extra self-study practice.

Teacher's Book

The Teacher's Book contains:

- simple, clear step-by-step teaching notes on each unit and how to use the course material as effectively as possible
- complete tapescripts for those tracks which are not presented in the Student's Book
- complete answer keys for all exercises
- optional further activities to aid use of the course with mixed-ability classes
- complete answer key for the Workbook
- complete answer key for the Extra Practice Book

* Content and Language Integrated Learning. This is cross curricular material.

Teacher's Resource Pack with Testbuilder CD-ROM /Audio CD

The Teacher's Resource Pack contains extra photocopiable resources:

- communication activities
- extra grammar exercises
- tests
- teaching notes for the above

The pack also includes a Testbuilder CD-ROM which enables teachers to create two different tests and includes all the audio material required for the tests.

Class Audio CDs (2)

The Class Audio CDs contain the audio material for the Student Books and the Extra Practice Book. These include exercise listenings, dialogues, chants and songs.

Extra Practice Book

The Extra Practice Book contains extension, cross-cultural material and short stories. It is particularly useful for use with fast-finishers in mixed-ability classrooms.

DVD (PAL/NTSC)

There is a DVD for each level which contains six short dramas featuring English-speaking teenagers. It is intended to be used alongside the Student's Book at the end of every two units and has downloadable photocopiable worksheets to support viewing and listening work.

These can be found at: www.cambridge.org/elt/more. The DVD can be used on either a PAL or NTSC DVD player.

Online resources

There is a rich choice of extra online activities and exercises available to support the course. These include extra exercises, games and audio/visual material. These can be found at: www.cambridge.org/elt/more.

Classware CD-ROM

MORE! Classware offers an exciting way to use the Student's Book material in class with a computer, projects or interactive whiteboard. This software facilitates whole class teaching encouraging interaction. As well as containing all the lessons

from the Student's Book, class audio and scripts, it also includes a phoneme chart and pop-up dictionary. It also features comprehensive teacher tips.

STARTER SECTION

Aims and objectives

In this unit, students will learn:

- classroom objects and language
- greetings
- saying hello
- numbers
- asking about age
- international words
- colours
- days of the week
- the alphabet
- subject pronouns
- present simple of *be*
- possessive adjectives
- plural nouns

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).

1 Look at the picture. Write the number of the objects

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 match the numbered objects with the words.

Key

- | | |
|------------|------------------|
| 1 student | 9 board |
| 2 computer | 10 rubber |
| 3 paper | 11 ruler |
| 4 pen | 12 exercise book |
| 5 pencil | 13 rucksack |
| 6 desk | 14 chair |
| 7 book | 15 pencil case |
| 8 teacher | |

2 Listen to the sentences. How do you say them in your language?

Play the recording. Ask students to listen and repeat, and translate the expressions.

Tapescript

See SB1, pages 4 and 5

Get talking Greetings

3 Match the greetings to the correct picture. Write the number. Then listen and write the expressions under the pictures.

Read the greetings aloud and ask students to repeat. Elicit the words *morning*, *afternoon*, *evening* and *night* by writing different times on the board – 8 am, 1 pm, 7 pm and 10 pm and getting students to say them. Ask students to work with a partner to match the greetings and the pictures. Play the recording. Then ask students to listen and check.

Tapescript Key

- | | |
|-----------|---|
| Picture 1 | 1 Goodbye, Mum.
2 Goodbye, Luke. |
| Picture 2 | 3 Good morning, Luke.
4 Good morning Mrs Jones. |
| Picture 3 | 5 Hello, Jenny.
6 Hi, Luke. |
| Picture 4 | 7 Good afternoon, Mrs Jones.
8 Good afternoon, Luke. |
| Picture 5 | 9 Good evening. |
| Picture 6 | 10 Good night, Luke.
11 Good night, Mum. |

FOLLOW UP

Write some 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.

Get talking

Saying hello

4 Listen and repeat the dialogues.

Play the recording. Ask students to listen and repeat. Then ask students to practise the dialogues with a partner. Ask several pairs to perform their dialogues to the class.

Tapescript

See SB1, page 7

5 Listen and complete the dialogues.

Play the recording. This time ask students to listen and write in the missing words. As a way of checking, ask several pairs to read each dialogue to the class.

Tapescript

See SB1, page 7

Key

Dialogue 1

1 are 2 I'm

Dialogue 2

1 How 2 you

6 Now practise the dialogues with a partner.

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

Vocabulary

Numbers

1 Listen and 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.

Tapescript Key

six, eight, twelve, fifteen, seventeen

FOLLOW UP

Play 'Bingo'. Ask students to write down any nine numbers from Exercise 1 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.

7 2 Listen and complete.

Play the recording. Ask students to listen and write in the missing words. As a way of checking, get a pair to read each dialogue to the class.

Tapescript Key

SONIA: What's your name?

JACKIE: I'm Jackie.

SONIA: How old are you?

JACKIE: I'm twelve.

SONIA: Oh, I'm thirteen. What's his name?

JACKIE: Mike.

SONIA: How old is he?

JACKIE: He's fourteen.

Get talking

Asking about age

3 Look at the photos and the names and ages. Close your books and ask and answer with a partner.

Ask students to look at the photos for about a minute. Draw their attention to the dialogue and tell them that they will be having 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 Mike?* 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 keeps the book open and asks B three questions about the age of the students in the photos and B responds. They then swap over.

Subject pronouns

Singular

Read through the dialogue in the box with students. Elicit from students that we use pronouns (*I, you, he, she, it*) instead of repeating the noun. Ask what nouns *I, you, he, she* and *it* refer to in the dialogue (*I, you* = Liam, *he* = Connor, *she* = Kylie, *it* = the tortoise).

1 How do you say these words in your language?

Ask students to write the subject pronouns in their first language. Check the answers with 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 to replace the dialogue in the grammar box. Ask students to perform their dialogues to the class.

2 Write the correct pronoun.

Ask students to write the correct pronoun under the picture. Check answers.

Key

2 She 3 It 4 He 5 I

Present simple of *be*

Singular, positive

3 Use the dialogue above to complete the table.

Read the dialogue in the grammar box again. Ask students to complete the table in Exercise 3 with the short form of the verb *be*. Check answers. Elicit that the apostrophe stands for the letters left out of the verb *is* (= 's), or *am* (= 'm). Ask them what the apostrophe stands for in *you're* (the missing -a in *are*).

Key

1 'm 2 's 3 's 4 's

4 Rewrite the sentences. Use the short form.

Ask students to complete the exercise, using the

short form of the verb *be*. Check the answers with the class.

Key

2 She's nice. 3 It's late. 4 He's scared.
 5 You're friendly.

5 Complete the sentences with the correct short form.

Ask students to complete the task in pairs or individually. Check the answers with the class.

Key

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

Possessive adjectives

Singular

Write four 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)

Tell the students that *his* and *her* refer to a male and female possessor respectively. Read through the sentences in the grammar box.

6 Use the grammar box above to complete the table.

Ask students to complete the table in Exercise 6. Check answers.

Key

2 your 3 his 4 her 5 its

FOLLOW UP

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

7 Complete the sentences. Use *my, your, his or her*.

Ask students to work in pairs, look at the pictures and complete them with the correct possessive adjective. Check answers.

Key

1 His 2 your 3 Her 4 My

8 Circle the correct word.

Summarise the difference between subject pronouns and possessive adjectives. Write *I, you, he, she, it* and *my, your, his, her* and *its* on the board and point to each one. Get students to say which is which (*subject or possessive*).

Ask students to do Exercise 8 by circling the correct word from the options. Ask them to check their answers with another student and then check the answers with the whole class.

Key

1 my 2 She 3 your 4 her 5 He 6 I

9 Match the questions and the answers.

Ask students to do the task with a partner. Get a pair to read out each question and answer for the rest of the class to check.

Key

1 C 2 A 3 B 4 D 5 E

10 Write your own answers to the questions in Exercise 9. Then ask and answer with a partner.

Ask students to write the answers themselves. They then work with a partner and ask each other and answer.

Listening

1 Listen and write the numbers. Then write the correct word under the pictures.

Show the words in the box to the students. Explain the words. Play the recording. Ask students to number the pictures in the order they hear them. Then write the correct words underneath. Check

answers. Get them to use the vocabulary by asking questions: *What's number 4?* etc.

Tapescript Key

1 pizza
 2 hamburgers
 3 apples
 4 hot dogs
 5 ice cream

Speaking

2 Listen and repeat. Then practise other dialogues with a partner.

Play the recording. Ask students to listen and repeat. They can then use their own ideas and create new dialogues. Ask several pairs to perform their dialogues to the class.

Tapescript

See SB1, page 11

Listening

3 Listen to the interview and complete the dialogue.

Ask students to read the dialogue first, predicting the words they might hear to complete the gaps. Play the recording. Students listen and fill in the missing words.

Tapescript

INTERVIEWER: What's your name?
GIRL: Kirsty.
INTERVIEWER: Where are you from?
GIRL: I'm from London.
INTERVIEWER: How old are you?
GIRL: I'm thirteen.
INTERVIEWER: What's your favourite food?
GIRL: Hamburgers.
INTERVIEWER: What's your favourite number?
GIRL: It's seven.

Key

1 your 2 you 3 are 4 your 5 your 6 It's

FOLLOW UP

Ask students to make their own interviews, using the interview in Exercise 3 as a model.

Reading

4 Read and complete.

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 14)

What is his dog's name? (It's Leo)

Is Suzy a dog? (No, she's a cat) etc.

Do the same with the second text.

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

Key

2 Anna 3 Manchester 4 Anna 5 number
 6 chicken 7 dog 8 hamster

Listening

11

5 Listen and complete the table.

Look at the map of Britain. Tell students that they are going to listen to some people talking about themselves and where they come from in Britain. Draw their attention to the table and the example. Make sure they understand that Alice comes from York, she is twelve, she likes pizza and her favourite number is 17.

Explain that students will hear children talking about themselves and they will have to complete the table. Play the recording once, straight through so students get a general idea of the information. Repeat and pause after each relevant piece of information so that students can fill in the table. Allow them to compare answers with a partner before a whole class check.

Tapescript

INTERVIEWER: What's your name?
ALICE: Alice.
INTERVIEWER: Where are you from, Alice?
ALICE: I'm from York.
INTERVIEWER: And how old are you?
ALICE: I'm twelve.
INTERVIEWER: What's your favourite food?
ALICE: Pizza. I love pizza.
INTERVIEWER: And what's your favourite number?

ALICE: It's 17.

INTERVIEWER: What's your name?
BEN: Ben.
INTERVIEWER: Where are you from, Ben?
BEN: I'm from London.
INTERVIEWER: And how old are you?
BEN: I'm fifteen.
INTERVIEWER: What's your favourite food?
BEN: Um ... fish.
INTERVIEWER: And what's your favourite number?
BEN: It's 7.

INTERVIEWER: What's your name?
KAREN: Karen.
INTERVIEWER: Where are you from, Karen?
KAREN: I'm from Cambridge.
INTERVIEWER: And how old are you?
KAREN: I'm twelve.
INTERVIEWER: What's your favourite food?
KAREN: My favourite food? It's ... bananas!
INTERVIEWER: And what's your favourite number?
KAREN: Three. Yeah, three.

INTERVIEWER: What's your name?
CHRISTOPHER: Christopher.
INTERVIEWER: OK. And, where are you from, Christopher?
CHRISTOPHER: I'm from Cardiff.
INTERVIEWER: OK. And how old are you?
CHRISTOPHER: I'm fourteen.
INTERVIEWER: 14. Fine. What's your favourite food?
CHRISTOPHER: Um ... well, hot dogs!
INTERVIEWER: And what's your favourite number?
CHRISTOPHER: My favourite number is ... 10.

INTERVIEWER: Hello. What's your name?
HANNAH: Hannah.
INTERVIEWER: Hi Hannah. Where are you from?
HANNAH: I'm from Oxford.
INTERVIEWER: Oxford? OK. And how old are you?
HANNAH: I'm thirteen.
INTERVIEWER: Good. And what's your favourite food?
HANNAH: Well, chocolate.
INTERVIEWER: Chocolate! OK. And ... your favourite number? What's that?
HANNAH: My favourite number is ... 13.

- INTERVIEWER:** Hello. What's your name?
DANIEL: Daniel.
INTERVIEWER: Hi Daniel. Where are you from?
DANIEL: I'm from Glasgow.
INTERVIEWER: Glasgow. And how old are you?
DANIEL: I'm twelve.
INTERVIEWER: Good. And what's your favourite food?
DANIEL: Yoghurt!
INTERVIEWER: OK. And what's your favourite number?
DANIEL: It's seven.

Key

	City	Age	Favourite food	Favourite number
Alice	York	12	pizza	17
Ben	London	15	fish	7
Karen	Cambridge	12	bananas	3
Christopher	Cardiff	14	hot dogs	10
Hannah	Oxford	13	chocolate	13
Daniel	Glasgow	12	yoghurt	7

FOLLOW UP

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

Example:

Alice is from York. She's 12 years old. Her favourite food is pizza, and her favourite number is 17.

A song 4 U Alphabet Stars

12

6 Listen and sing.

Play the recording, encouraging students to sing along.

Sounds right The alphabet

13

7 Listen and repeat. Which four letters are missing?

Play the recording. Ask students to note down the letters that are missing.
 Check answers with the class.

Tapescript

See SB1, page 13

Key

Missing letters; G,O,R,Z

FOLLOW UP

Play 'Cat'. Think of a word of at least 7 letters from the unit so far e.g. *hamster* / *chicken* / *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.

Get talking Spelling

14

8 Listen and repeat the dialogue. Then work with a partner and practise dialogues with other names.

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.

Tapescript

See SB1, page 13

International words

9 Write the words under the pictures.

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. Check answers. Get them to use the vocabulary by asking questions: *What's number 4?* etc.

Key

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

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.

15 10 Listen and repeat.

Play the recording. Ask students to listen and repeat the dialogues in pairs.

Tapescript

See SB1, page 14

11 Work with a partner. Ask and answer questions about these objects. Use the dialogue from Exercise 10.

Ask students to work with a partner. They ask and answer questions about the pictures, using the model given in Exercise 10. Ask several pairs to present their dialogues to the class for checking.

Vocabulary Colours

16 12 Listen and write the numbers.

Read the colours and get students to repeat. Play the recording. Students listen and number

the colours in the order they hear them. Check answers by asking, *What's number 2?* etc.

Tapescript Key

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

FOLLOW UP

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

Vocabulary Days of the week

17 13 Put the days of the week in order. Write 1 – 7. Then listen and check.

Say the days of the week in random order. Ask students to repeat. Make sure they use the correct stress as they copy you. Students work with a partner to guess the correct order of the days of the week. Start with Monday (1). Check answers: 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.

Tapescript Key

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

Get talking Saying the days of the week and colours.

14 Work with a partner. Ask and answer.

Role play the dialogues with a student. They refer to the days of the week in Exercise 13. Elicit the answer to A's second question: *Saturday*. Then put students in pairs to continue the game.

Subject pronouns

Plural and singular

Read the speech bubbles with students. Make sure they realise that two people are being referred to in these cases. Elicit from the class that the apostrophe stands for letters left out (-a from *are*) and demonstrate on the board.

1 How do you say these words in your language?

Ask students to translate. Check answers.

2 Write the correct subject pronoun.

Ask students to complete. 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

2 We 3 They 4 It 5 I

Present simple of *be*

Plural, positive

3 Use the cartoon in Exercise 1 to complete the table.

Ask students to look at the speech bubbles again in Exercise 1 and then to complete the table. Check answers.

Key

1 're 2 're 3 're

4 Rewrite the sentences. Use the short form.

This exercise will test students' ability to use contractions. Students can work with a partner if you feel they need help. Check answers.

Key

- 2 You're my friend.
- 3 We're from London.
- 4 She's Greek.
- 5 He's Steve.
- 6 I'm from York.

5 Write the correct short form: 'm, 're or 's.

Ask students to study the pictures and make sure they know exactly who is being referred to. Demonstrate by pointing if they are unclear. After they have completed the sentences, check answers by asking them to read full sentences. Make sure they are pronouncing the contractions correctly.

Key

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

Possessive adjectives

Plural and singular

Read the dialogue in the grammar box. Make sure students realise that two people are being referred to in Sasha's question (their = Dorota and Steffi).

6 Use the dialogue above to complete the table.

Ask students to look at the dialogue above again and then to complete the table. Check answers.

Key

1 our 3 their

7 Write *our, my, their, your, his or her* under the pictures.

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 them to complete the sentences. Check answers.

Key

1 your 2 Her 3 their 4 our 5 my 6 your

Plural nouns

8 Look at the box and complete the rule.

Read through the sentences in the grammar box. Elicit the rule about forming plural nouns. Regular nouns are made plural by adding 's'. Ask students to fill in the table. Point out that irregular nouns have to be learnt; there is no pattern to them.

Key

1 s

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

9 Make the sentences plural.

You may need to help students identify the nouns to be made plural first: *house, man, horse, friend*. In this exercise, only one noun (*man*) is irregular, so students have to add -s to the other three. However, make sure they realise they have to change the verb *to be* so that it agrees with the plural noun, too. Check answers.

Key

- 2 The men are English.
 3 Your horses are lovely.
 4 My friends are from London.

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.

Get talking

Talking about myself and others

18

10 Listen and tick the sentences the people say.

Play the recording. Ask students to listen and tick the information about each person that they hear. Allow them to compare in pairs. Ask several students to read out one of the correct sentences about each character while the rest of the class check.

Tapescript Key

ANNOUNCER: One
GIRL: Hey! I'm Veronica.
 I'm from Oxford.
 I'm eleven.
 I'm in Year 7.

ANNOUNCER: Two.
BOY: And I'm Roger.
 I'm from Cork.
 I'm twelve.
 I'm in Year 7.

ANNOUNCER: Three.
GIRL 2 / BOY 2: Hi!
GIRL 2: We're Karen and ...
BOY 2: Benny.
BOY 2: We're from Liverpool.
GIRL 2: We're thirteen.
BOY 2: We're in Year 8.

ANNOUNCER: Four.
GIRL 3 / BOY 3: Hi!
GIRL 3: We're Helen and ...
BOY 3: Michael
BOY 3: We're from York.
GIRL 3: We're twelve.
BOY 3: We're in Year 9.

11 Talk about the boys and girls from Exercise 10.

Ask students to work with a partner and reread the sentences they have ticked in Exercise 10. Students then complete the sentences about each person. Check answers.

Key

- 1 Veronica's from Oxford. She's eleven. She's in Year 7.
 2 Roger's from Cork. He's twelve. He's in Year 7.
 3 They're Karen and Benny. They're from Liverpool. They're thirteen. They're in Year 8.
 4 They're Helen and Michael. They're from York. They're twelve. They're in Year 9.

12 Talk about yourself.

Ask students to use the model sentences in the table in Exercise 10 to write about themselves – their names, where they come from, how old

they are and what class they are in. Ask them to read their sentences to each other.

FOLLOW UP

Play 'Guess who?' Demonstrate by thinking of a famous person for the students to guess. Say, *I'm from England. I'm 22. I'm a Formula 1 champion. What's my name?* Ask students to try to guess the name of the famous person (Lewis Hamilton). 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.

Check your progress

Starter Section

Key

1

1 teacher 2 desk 3 ruler 4 pen 5 rubber 6 student
 7 pencil case 8 paper 9 book 10 chair

2

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

3

1 's 2 're 3 're 4 's 5 'm 6 're

4

1 Good 2 are 3 you 4 I'm 5 you 6 thanks

5

1 She 2 is 3 are 4 They 5 My 6 our

6

1 children 2 men 3 women 4 people 5 houses
 6 friends

7

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

8

1 their 2 Our 3 your 4 their