




# Welcome!

### Warm up

Ask students how old they think the characters in the photo are and what they think their names might be. Accept all answers at this stage.

## 1 Listen and read

 Play the recording while students read and listen. Check their predictions from the *Warm up* at this point.

**TAPESCRIPT**  
Hi! I'm Rob. What's your name?  
I'm Amy, and this is Lucy.  
Hello. My name's Alex.

**Language note**  
You may want to explain to students that there are two ways of greeting people in English: Hello and Hi. Hello tends to be slightly more formal and used when people meet each other for the first time although both are acceptable.

## 2 Speak

Divide the class into small groups of three or four. Give students a few minutes to read through the gapped dialogue and check they understand that they must substitute their own names in the gaps. Ask a few stronger groups to read out their completed dialogues to the rest of the class.

**Weaker classes:** They may find it useful to read through Exercise 1 again before they start.



# Module 1

# Me and others

**YOU WILL LEARN ABOUT ...**

Ask students to look at the photos on the page. Ask them to read through the topics in the box and check they understand each item. You can ask them the following questions in L1 if appropriate: *Which city can you see? How do you say ... in English? Who is the writer in the photo? How many people are in your family?* In pairs or small groups, students discuss which topic area they think each photo matches. Check answers.

**Answers**

- 1 International words
- 2 Famous people
- 3 A famous writer
- 4 Countries and nationalities
- 5 British families

**YOU WILL LEARN HOW TO ...**

See Introduction.

**Use grammar**

Go through the first item with students. Stronger students should be able to continue with the other items on their own or in pairs.

**Weaker classes:** Put the grammar headings on the board and give an example of your own for each or encourage students to provide an example. In pairs, students now match the grammar items in their book. Check answers.

**Answers**

The verb *be*: Nick and Mike are 17.  
Question words: Where are you from?  
*like / don't like*: I don't like Ricky Martin.  
Object pronouns: I really like them!  
Present simple: He studies French at school.  
Possessive 's: This is Peter's book.  
Possessive adjectives: She's here in England with her family.

**Use vocabulary**

Write the headings on the board. Go through the items in the Student's Book and check understanding. Ask students if they can think of one more item for the *Classroom objects* heading, prompting them by picking up items from their desks if necessary. Add suggestions to the list on the board. Students now do the same for the other headings. Some possibilities are:

Classroom objects: *pen, ruler, paper, sharpener, rubber, notebook, desk, chair*

Adjectives: *big, cheap, old, young*

Nationalities: *Spanish, French, Portuguese, Russian, Brazilian, Mexican*

Family: *mother, father, brother, grandmother, grandfather, aunt, uncle*



# I know!


## Unit overview

- TOPIC:** International words
- TEXTS**  
Reading and listening: international words  
Listening: to the alphabet  
Reading and listening: photo story: *No problem*
- SPEAKING**  
Exchanging personal information
- LANGUAGE**  
**Vocabulary:** Classroom objects; Adjectives; Numbers 0–100; Everyday English: *I know.*; *What's the answer?*; *I don't understand.*; *No problem.*; *That's correct.*  
**Grammar:** Plurals; *a* and *an*  
**Pronunciation:** Word stress

### 1 Read and listen

#### Warm up

Books closed. Ask students if they can think of any words in English which are international words. Elicit suggestions and put them on the board.

- a** Students open their books at page 8 and read through the list of words. Check understanding and see if any students' predictions from the *Warm up* are in the list. Go through the first item as an example, if necessary. Students complete the exercise. Do not check answers at this stage.
- b**  Play the recording while students listen and check their answers to Exercise 1a. If your students are complete beginners you may need to translate the numbers on the recording. Play the recording a second time, pausing after each word for students to repeat. If students are having problems with some words, drill these as a class.

**TAPESCRIPT**  
1 city 2 football 3 hamburger 4 hotel  
5 museum 6 pizza 7 phone 8 restaurant  
9 sandwich 10 taxi 11 TV 12 video

#### OPTIONAL ACTIVITY


- Weaker classes:** Call out one of the numbers from the pictures on page 8 and a student's name. The student must name the object and use the correct pronunciation.
- Stronger classes:** Give students a few minutes to memorise the 12 pictures on page 8. Books closed. Call out the number of an object from page 8 and a student's name. The student must name the object correctly and use the correct pronunciation.

#### Vocabulary notebook

In their vocabulary notebooks, students can start a section called *International words*. They should note down any new words from this section and add any new words as they come across them.

### 2 Vocabulary Classroom objects

- a** **Stronger classes:** Students look at the pictures on page 9. In pairs they can ask each other the example question and try to answer as many of the questions with the correct English word. If they are having problems, they can ask you the question. Remind students not to write anything down at this stage.
- Weaker classes:** Give students a few minutes to look at the pictures, then ask a student to demonstrate the question and then give them the answer. Remind students not to write anything down at this stage.

- b**  Students now read through the words in the box and write the correct words under the pictures in Exercise 2a. Give them a few minutes to complete the activity. Play the recording while students listen and check answers. If your students are complete beginners you may need to translate the numbers on the recording.
- Play the recording a second time, pausing after each word for students to repeat.

**TAPESCRIPT/ANSWERS**  
1 pen 2 book 3 board 4 cassette 5 pencil  
6 chair 7 door 8 window 9 notebook  
10 desk

#### Vocabulary notebook

In their vocabulary notebooks, students can start a section called *Classroom objects*. They should note down any new words from this section and add any new words as they come across them.

#### OPTIONAL ACTIVITY

Collect up some small classroom objects (e.g. pen, pencil, notebook, cassette) and put them on a tray (a minimum of about 8 objects). Give students a few minutes to look at the tray and memorise the contents. Ask one student to come out and remove an object, while the others close their eyes. The students must then try and guess which object has been removed from the tray. The first person to get it right can come out and remove the next object.

3 Grammar  
Plurals

**Stronger classes:** Students look at the pictures and identify each one. Remind them of the words they have just learnt in Exercise 2. Explain that there is more than one of each item in each picture so they must write the plural form of each noun. Go through the example as a class, asking a student to explain how the plural is formed (by adding an -s). Give students a few minutes to write their answers. Check answers as a class.

**Weaker classes:** Books closed. Ask students how many of the words they can remember from Exercise 2a and write them on the board. Explain to students that these are all singular words and ask them how they would form the plural of them. Elicit or explain that they would add an -s and ask a student to come out and add an -s to the words on the board to demonstrate how this works. Students now open their books at page 9 and write the plural forms of the nouns in the pictures in Exercise 3. Check answers as a class, making sure students are using the correct pronunciation.

**Answers**  
2 6 pencils    3 3 chairs    4 4 cassettes    5 5 books  
6 6 notebooks


**Look box**  
Students read through the information in the box. Explain that the words in the box are irregular plurals. Ask students if they know any other irregular plurals in English (e.g. child/children, foot/feet, tooth/teeth).

**Language note**  
Explain to students that the plurals they have seen in this unit are regular (add -s) or irregular. There are other spelling rules for regular plurals which students may find it useful to know at this stage:  
If a noun ends in -s, -z, -x, -ch, -sh: add -es (bus/buses).  
If a noun ends in -y, change the -y to -i and add -es (baby/babies).  
Exceptions to the rule are: potato/potatoes, tomato/tomatoes.


**Grammar notebook**  
Students should note down the plural rules and some examples of their own in their grammar notebooks.

**OPTIONAL ACTIVITY**  
Call out some singular nouns from this lesson or some others of your own and ask students to provide the correct plural form, asking them to spell them out if necessary.

4 Pronunciation  
Word stress

**a**  Students read through the words in each column. Play the recording, pausing after each word for students to repeat. Ask students to explain the number of syllables in each column (A = 1 syllable, B = 2 syllables, C = 3 syllables). Remind them that they should repeat the words with the same stress as on the recording.

**TAPESCRIPT**  
read cheap desk open teacher hotel  
computer cinema hamburger


**b**  Explain that students will hear some other words and they must listen and decide how many syllables are in each and then write them under the appropriate column. Do the first item with them as an example, if necessary. Students listen and write the words down under the appropriate column. Play the recording again for students to listen and check answers. Play the recording a third time, pausing after each word for students to repeat.

**TAPESCRIPT**  
sandwich door museum pen restaurant  
cassette

**Answers**  
A: door, pen  
B: sandwich, cassette  
C: museum, restaurant

5 Vocabulary  
Adjectives

**a** Students read through the words in the box. Check any problems. Ask a stronger student to explain what an adjective is (describes a noun). Ask students to point out the adjectives in the box. Go through the example as a class, making sure students understand what *cheap* means. Students complete the exercise. Do not check answers at this stage.

**b**  Play the recording for students to listen and check their answers.

**TAPESCRIPT/ANSWERS**  
1 a cheap computer  
2 an old man  
3 an interesting film  
4 a new book  
5 a small hotel  
6 a big TV  
7 a bad singer  
8 a good hamburger

- c Ask students what they notice about the position of the adjectives in the phrases in Exercise 5a (the adjectives are all before the noun). Go through the example as a class then give students a few minutes to complete the exercise. Monitor and check students are putting the adjective in the correct position. Check answers.

- Answers**  
2 a good CD  
3 an expensive restaurant  
4 an interesting museum  
5 a good football team  
6 an interesting computer game

**Language note**  
It may be useful to point out to students at this stage that adjectives in English do not change with the noun, the adjective stays the same whether the noun is singular or plural. We say: *A good book / three good books* NOT ~~three goods books~~.

**Look box**  
Students read through the examples in the box. Ask them what the difference is between the first two examples and the second two examples (the first two have *a* because the adjective begins with a consonant and the second two have *an* because the adjective begins with a vowel). If students need further practice with this, give them a few examples of your own.

- d Go through the example as a class and then in pairs students can provide an example for each item in Exercise 5b. Ask pairs to read out their examples to the rest of the class.
- e Students read through the list of adjectives. Go through the example as a class. Students complete the exercise. Check answers.

- Answers**  
big – small  
boring – interesting  
old – new  
cheap – expensive

**OPTIONAL ACTIVITY**  
Ask students to provide an example of their own for the adjectives in Exercise 5e.

**Vocabulary notebook**  
Remind students to note down the adjectives from this section in their notebooks.

6 Listen

- a Play the recording for students to listen. Play the recording a second time, pausing after each letter for students to repeat.

**TAPESCRIPT**  
A B C D E F G H I J K L M N O P Q R S T U V W X  
Y Z

- b Write the sounds of the alphabet on the board. Go through each sound as a class, making sure students can hear the sound clearly.

**Stronger classes:** They can classify the remaining letters. Do not check answers at this stage.  
**Weaker classes:** It may be helpful to go through each sound individually with them, replaying the recording from Exercise 6a for them to listen again. Do not check answers at this stage.

- c Play the recording for students to listen and check their answers.

**TAPESCRIPT/ANSWERS**  
/e/ f, l, m, n, s, x, z  
/eɪ/ a, h, j, k  
/i:/ b, c, d, e, g, p, t, v  
/aɪ/ i, y  
/əʊ/ o  
/u:/ q, u, w  
/ɑ:/ r

- d Go through the example as a class. Point out to students that we can also say 'double ...' in English when there are two letters the same in a word. In pairs, students think of names and spell them out to their partner, who must work out if the spelling is correct.

**OPTIONAL ACTIVITY**  
Make up various bingo cards using the letters of the alphabet. Copy and give these out to students. Call out the letters of the alphabet in a random order (keeping a note of the letters you have called out). The first student to cross off all the letters on their card and to call out *Bingo!* is the winner.  
Alternatively, this can be done as a small group or pair activity.


7 Vocabulary  
Numbers 0–20

- a Books closed. Elicit as many numbers from 0 to 20 as students know and write them on the board (or ask students to come out and write them up if time permits). Students open their books at page 11 and quickly read through the numbers. Play the recording, pausing after each number for students to repeat.

**TAPESCRIPT**  
zero one two three four five six seven eight  
nine ten eleven twelve thirteen fourteen fifteen  
sixteen seventeen eighteen nineteen twenty

Language note

Make sure students are pronouncing the 'teen' numbers correctly; they should put the stress on the second syllable (e.g. four-teen). If you feel this is a problem, call out a few teen numbers for them to practise in isolation.

- b** Prepare a list of numbers between one and twenty to read to the class, pausing after the first item to go through as an example, if necessary. Read the rest of the list for students to listen and tick the numbers they hear. Check answers, reading your list of numbers again as necessary.
- c**  Explain to students that they will hear a few phone numbers on the recording. It may be useful to explain to them (or elicit) that in English we say phone numbers in two ways, e.g. 712345 = seven one two/three four five or seven one/two three/four five. Also explain to students that where there are two numbers the same we say 'double ...'. Play the recording, pausing after the first phone number, if necessary. Play the rest of the recording while students listen and write down the numbers they hear.

TAPESCRIPT/ANSWERS


- 1 My phone number is 272 3454. That's 272 3454.
- 2 My phone number is 681 7595. Once more: 681 7595.
- 3 Hi John? It's Tom. Phone me, can you? It's 923 6931. OK? 923 6931.
- 4 Hi. This is 717 4930. Please leave a message after the tone.

- d** Divide the class into pairs. Ask a stronger pair to demonstrate the example question and answer. Give students a few minutes to ask and answer.

OPTIONAL ACTIVITY

You can give students some simple sums using the numbers 0 to 20.

Numbers 20–100

- e**  Books closed. Elicit as many numbers between 20 and 100 as students know and write them on the board. Students open their books at page 11 and quickly read through the numbers. Play the recording, pausing after each number for students to repeat.
- f** Students read through the numbers. Ask them how to pronounce them. Play the recording for students to listen and check their pronunciation. Pause the recording after each number for students to repeat.

TAPESCRIPT

twenty thirty forty fifty sixty seventy eighty ninety a hundred

TAPESCRIPT

1 twenty-six 2 twenty-nine 3 thirty-five 4 forty-seven 5 fifty-eight 6 sixty-four

Vocabulary notebook

Remind students to make a note of all the numbers from this section in their notebooks.

OPTIONAL ACTIVITY

Give students the following extra exercise for practice in distinguishing between -teen numbers and -ty numbers. Write the following on the board:

- 1 13 or 30?
- 2 90 or 19?
- 3 18 or 80?
- 4 50 or 15?
- 5 17 or 70?

Choose which number you are going to call out, making a note of it each time and then ask students to read out their answers.


Alternatively, you can give them some more sums using all the numbers from 0 to 100.

No problem

8 Read and listen

Warm up

Give students a few minutes to look at the photo story and ask them the following questions: *What are the characters' names? (Rob, Amy and Lucy) Where are they? (In a Maths class) What is the woman's job? (She is a Maths teacher).* Accept all suggestions at this stage but do not offer the correct answers.

- a**  Play the recording while students read and listen to the story. Check their predictions to the *Warm up*. Play the recording again, pausing as necessary for students to clarify any problems.

TAPESCRIPT

See the photo story on page 12 of the Student's Book.

- b** Students look at the pictures and the names and match them. Go through the first one as an example, if necessary. Check answers.

Answers

Rob Amy Lucy

OPTIONAL ACTIVITY


In small groups, students can act out the photo story dialogue.




9 **Everyday English**

- a** Students read through the words. Check any problems. Go through the example as a class making sure students understand they must match the words on the left with words on the right to make sentences from the photo story.
- Weaker classes:** Students may find it helpful to read the photo story again before completing this exercise. Check answers.
- Answers**  
What’s the answer?  
I don’t understand.  
No problem.  
That’s right.
- b** Divide the class into pairs. Give students a few minutes to read through items 1 to 8. Go through the first item as a class, asking students how they would express this in their own language. Remind them that there may not be an exact translation. Pairs can compare answers before a whole class check. Discuss any different translations as a class.

10 **Listen and write**

- a**  Ask students: *Who is the first message to (Lucy) and who is it from (Mrs Hurley)?* Students quickly read through the message. Play the recording while students read the text again. Check answers.

**TAPESCRIPT**  
Hello, this is Mrs Hurley with a message for Lucy. The homework is on page 78. If there are any problems, my number is 01433 651464. Bye now.

- b**  Students read the gapped message. Ask them what information is missing (person’s name, page number and telephone number). Students listen to the recording and complete the missing information.

**Weaker classes:** They may find it helpful to listen to the whole message first, then it can be played and paused after each gap.  
Check answers.

**TAPESCRIPT/ANSWERS**  
**Girl** Hello?  
**Woman** Hello, it’s Mrs Booker. Is Rob there please?  
**Girl** No sorry. Can I take a message?  
**Woman** Oh yes please. My name is Mrs Booker, that’s B double O K E R, I’m Rob’s English teacher. Please tell him the homework is on page 85.  
**Girl** Page 85. OK!  
**Woman** And my phone number is 01763 208956.  
**Girl** 01763. Er...  
**Woman** 208956. Thanks very much.  
**Girl** OK. Bye Mrs Booker.  
**Woman** Goodbye.