

# Get started!

## In the classroom

### Lesson profile

Things in the classroom

*There is / There are*

*Have got*

The alphabet

Speaking: questions in the classroom

### Preparation

For Exercise 6, bring in a school bag (or ask a student if you can borrow theirs) with various objects inside like textbooks, exercise books, a pencil case, some fruit, a bottle of water, a phone, an umbrella, keys, etc.

### Warmer

Divide the class into small groups. Appoint a secretary for each group and give them a few minutes to write down as many things in the classroom as they can, e.g. *desk, board*, etc. Don't go through the lists with them yet. Collect in the lists and check them while the students are doing Exercise 1. Award points for correctly spelled words.

## THINGS IN THE CLASSROOM

- 1 Ask the students to look at the picture first and to say what they can see. Then ask them to look at the words. Check that they can pronounce them correctly; in particular remind them that *board* /bɔ:d/ and *coat* /kəʊt/ are one syllable. Then ask the students to match the words with the lettered objects in the picture. If you did the warmer activity, give the lists back and ask them to compare their lists with the words in the book. If they enjoy competition, award extra points for every word they have written which is *not* in the book.

### Fast finishers

**Fast finishers** test each other on the words by pointing at the things in the picture or around the classroom and asking 'What's *this/that*'?

### Answers

a board b map c poster d door e teacher f window  
g computer h coat i bag j textbook k pencil case  
l chair m exercise book n rubber o pens p ruler

- 2 First, revise the names of the colours by pointing to things in the classroom and inviting volunteers to name the colours and write them on the board.

Remind students that with the verb *be*, we use *is* for singular objects and *are* for plural objects.

In pairs, encourage the students to look at the picture and say the sentences before they write them down.

Then ask them to write at least five sentences.

If necessary, teach them *this* and *that*: *This bag is red.*

*That bag is green*, etc.

### Possible answers

The exercise books are red/pink and blue.

The table is white.

The door is white.

The pencil cases are blue, green and red. /

This pencil case is red, etc.

The chairs are blue.

This bag is red. This bag is green and brown.

The map is blue, red, green and orange.

This coat is blue. That coat is red.

## THERE IS / THERE ARE


- 3 Read the first sentence as a class and encourage the students to look at the picture and to say if the sentence is correct (*yes*) or incorrect (*no*). They then do the exercise on their own. **Fast finishers** correct the 'no' sentences.

### Extension activity

In pairs, students write some more *There is / There are* sentences about their classroom. Encourage them to include some 'no' sentences. Then, in small groups, they take turns to read out their sentences and the others have to say 'yes' if the sentence is correct or 'no' if the sentence is incorrect. If the sentence is incorrect, they should try to correct it. Award a point for a correct answer and another point for correcting a 'no' sentence.

### Answers

1 no 2 yes 3 no 4 no 5 yes 6 yes

- 4  1.02 Draw the table onto the board. Play the recording and stop it after the first question. Ask the students to repeat the question and then look at the picture and say the answer. Invite a volunteer to put a tick in the correct space on the table on the board. Play the rest of the recording for the students to complete the table in their books or in their notebooks.

### Mixed ability

With a weaker class, stop the recording after each question and give them time to look at the picture.

With a stronger class, play the recording again and ask the students to say the complete correct answer, i.e.

*Yes, there is / No, there isn't*, etc.

### Answers

- 1 Yes, there are. 2 Yes, there is. 3 Yes, there are.  
 4 No, there isn't. 5 No, there aren't.

### Audioscript

- 1 Are there any rulers on the tables?  
 2 Is there a teacher in the room?  
 3 Are there any bags on the floor?  
 4 Is there a yellow bag under the teacher's table?  
 5 Are there any pencils on the floor?

- 5 Play questions 1 and 2 from the recording in Exercise 4 again and invite volunteers to write the two questions on the board. Remind the students that we use *Are there any ...?* with plural things and *Is there a ...?* with singular things. If necessary, revise *my* and *your*. They should take turns to close their eyes while their partner asks at least three questions.

## HAVE GOT

- 6 If you have brought in a school bag with objects (see Preparation), with books closed, tell the students that your bag is very heavy. Invite them to guess what you've got in it.
- Books open. Ask the students to look at the photos of things, to say what they are and also to say which things are in *your* school bag. Then encourage the students to read about Simon's bag and tick the things in his bag.

### Answers


- bottle of water ✓ sandwich ✓ pencil case ✓  
 textbooks ✓ exercise books ✓ money ✓

- 7 Write the questions: *What have you got in your bag today? Have you got a/an/any ..... in your bag today?* on the board. Remind students that we use *a/an* with singular things (*an* before a vowel sound) and *any* with plural things.
- Encourage them to ask you questions about your bag first. Then, in pairs, they ask and answer about their bags. They will need to remember their partner's answer because they will have to write some sentences about their partner's bag.
- Allow them some time to ask and answer their questions, then challenge volunteers to come to the board to write some sentences, both positive and negative, about your bag, e.g. *Mrs Fulton has got a bottle of water in her bag. She hasn't got a football.*
- They must write at least five sentences about their partner's bag.

### Sample answer

Maria has got a phone in her bag. She's also got two exercise books and a textbook. She's got a pencil case in her bag too. Maria hasn't got a football in her bag today. She hasn't got any money.

## THE ALPHABET

- 8  1.03 Play the recording and ask the students to listen and repeat the letters of the alphabet. If necessary, write some groups of letters on the board that students often confuse, e.g. the vowels A E I O U, and consonants G/J, B/V/W.

Get the students to listen to them and repeat them.

### Audioscript

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

- 9 Tell the students to look at the table in their books and ask *Why is H under A? And why is C under B?* (It's because they have the same vowel sound.) Tell the students to write the letters of the alphabet in the right column, according to the vowel sound. Point out that two of the columns have no other letters in them. Play the recording again (or say the letters yourself) if the students need help.
- With a **mixed ability** class, copy the table onto the board and invite students to come to the board, listen to you say the letter and then write the letter in the correct column.

### Answer

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

## SPEAKING

- 10 Tell the students to complete the questions (1–5) before they match them to their answers (a–e). **Fast finishers** can ask each other variations on these questions, e.g. *How do you say 'pizarra' in English?*

### Answers

- 1 I'm sorry, can you repeat that please? **c**  
 2 How do you say 'bonjour' in English? **e**  
 3 What page are we on? **d**  
 4 How do you spell 'because'? **a**  
 5 Can I borrow your ruler? **b**

### Cooler

Spelling Race. Divide the class into teams of four or five. Choose a word from this unit and spell it out quickly. The first team to put up their hand, say the word and spell it correctly gets a point. With a stronger class, the students can continue playing in groups.

## Talk about you

### Lesson profile

Numbers  
 Dates  
 Can  
 Present simple  
 Speaking: tell your partner about yourself

### Warmer

Play 'I spy' with the class using the things in the classroom in Exercise 1 on Student's Book page 10. Begin by saying *I spy with my little eye, something beginning with B*. Encourage the students to ask you questions before they guess what the word is. For example:

**Teacher:** I spy with my little eye something beginning with B.

**Student A:** Is it big?

**Teacher:** Yes, it is.

**Student B:** Is it near the door?

**Teacher:** Yes, it is.

**Student C:** Is it the board?

**Teacher:** Yes, it is.

With a stronger class, the students play the game in small groups.

## NUMBERS

- 1 1.04 Tell the students to notice how these numbers are always said with the stress on the first part of the word.

### Audioscript

20 30 40 50 60 70 80 90 100

- 2 1.05 Encourage the students to work in pairs and say the numbers 1–20 first, before they listen to the recording.

### Answers

a 75 b 30 c 91 d 14 e 19 f 50

## DATES

- 3 1.06 Choose 12 volunteers to say the months in order. Play the recording. Highlight the syllables and stress in each month (e.g. JAN-u-ry) and encourage the students to say each month correctly. Then, in pairs, the students say the months in order again.

### Audioscript and answers

January February March April May June July August  
 September October November December

- 4 1.07 Ask *What's the date today?* and write the date on the board using the ordinal number, e.g. 7th September. Ask the students to repeat the date and draw their attention to the box which explains the difference between how we say dates and how we write them. Check that they can pronounce the ordinal numbers on the calendar correctly, especially 20th (twentieth) and 30th (thirtieth). Then ask them to listen and write the dates. In pairs, they then check their answers by asking and answering questions:

**A:** What's a?

**B:** It's the first of March. What's b?

### Answers

b 12th October c 8th May d 25th February  
 e 22nd July f 31st December g 3rd April h 11th August

### Audioscript

a It's the 1st of March.	e It's the 22nd of July.
b It's the 12th of October.	f It's the 31st of December.
c It's the 8th of May.	g It's the 3rd of April.
d It's the 25th of February.	h It's the 11th of August.

- 5 Encourage the students to tell you the questions first. (*When's your birthday / your mum's birthday? What's today's date? / What's the date today?*) If necessary, write them on the board. Then, in small groups, the students take turns to ask and answer the questions. Remind them to begin their answers with *It's ...*. Point out that they need to write down the other students' dates.

### Fast finishers

Fast finishers write some new questions about dates, e.g. *When's the next holiday? What's tomorrow's date? What date is our national day?* When the others are ready, the fast finishers ask the class their questions.

## CAN

- 6 Encourage the students to look at the pictures first and try to say what the people are doing in each one before they read the words and match them with the pictures.

### Answers

1 draw a car 2 swim under water 3 make a cake  
 4 ride a bike 5 speak three languages 6 run 5 km  
 7 play tennis 8 stand on your head

- 7 Encourage the students to make a question with each of the words in Exercise 6 first. With a weaker class, you might want to do this together on the board. Allow them time to ask and answer the questions in pairs. Then, if appropriate, ask them to stand up and ask at least four other students the questions. If not, they can do this in groups of six. Point out that they should take notes as they will need to report back to the class. They might find this easier if they complete a chart in their notebooks like the one on the next page.

Name	swim under water?	speak three languages?	ride a bike? etc.
Jon	✓	x	✓

When they have finished, ask *How many students can swim under water?* and encourage them to answer with either a number, e.g. *Five students can swim under water* or with names, e.g. *Ana and David can swim under water.*

### Fast finishers

Fast finishers write some more questions with *Can you ...?* and take turns to ask and answer them.

### Extension activity

A *can/can't* survey. Alone or in pairs, the students write six new questions with *can*. Then they use these questions to interview members of their family. (If appropriate, they can do this in their own language.) The students then present the results to the class in a poster. Encourage them to use a graph, photos of the people they interview and to write some sentences with *can* and *can't*.

## PRESENT SIMPLE

- 8 Point out that the three people in the photos appear in some of the later units in the book. Ask the students to read what the people say about themselves and answer the questions. In Unit 1, the students will look at the present simple again.

### Fast finishers

Fast finishers take turns to be Student A and Student B. Student A reads out the questions. Student B closes their book and tries to answer the questions. Then they write one more question about each text for the others to answer when they finish.

### Answers

- Yes, he does.
- He hasn't got any brothers.
- She likes swimming.
- He wants to go to China.
- He plays football every day.
- She goes shopping on Saturday.

- 9 Write the question prompts on the board and encourage the class to make complete questions. Demonstrate by getting volunteers to ask you the questions and give full answers. For example:

**Student:** What kind of music do you like?

**Teacher:** I like pop and rock. I don't like classical music.

Then the students take turns to ask and answer the questions. Point out that they will need to take notes so that they can tell the class about their partner.

### Mixed ability

For weaker students, write the question prompts on the board, leaving a space for the missing words, i.e.

- ..... do sports every day?
- What kind of music ..... like? etc.

Invite volunteers to complete the questions on the board. Then, as above, demonstrate the activity and then ask the students to ask and answer in pairs. If they need more help, suggest that they copy the questions into their notebook and write down the answers so they are true for them, before they ask and answer with a partner.

Stronger students can write some more questions for each other.

## SPEAKING

- 10 Brainstorm the questions as a class first. Then invite two stronger students to demonstrate the activity orally, giving complete answers. The students then write the questions individually before asking and answering in pairs. Point out that they need to listen to their partner carefully as they will need to write a short text about them. Remind them that when they do this, they need to use the third person *he* or *she*.

### Cooler

Tell the class that you're going to read four sentences about yourself and that the information in two of them is incorrect. Encourage them to listen carefully and say/guess which two sentences are incorrect and, if possible, correct the information. For example:

*My name's Mrs Brown.* (correct)

*I'm 18 years old.* (incorrect: I'm 40 years old.)

*I've got two brothers.* (correct)

*I like travelling and I love sweets.* (incorrect: I don't like sweets.)

Then ask the students to write four sentences about themselves and include two sentences with incorrect information. In small groups, the students read their sentences and the others have to guess the incorrect information. If the students enjoy competition, they can award a point for identifying each incorrect sentence and an extra point if they can correct it.

### Teacher's resources

#### Student's Book

Grammar reference and practice page 142

#### Workbook

Starter Unit pages 4–7

#### Go online for

- Corpus activities worksheets

# 1 Sports and games

## I'm never bored

### Lesson profile

<b>Vocabulary</b>	Sports with <i>play</i> and <i>go</i>
<b>Reading</b>	<i>Two young sports stars</i> – a young sailor and cyclist talk about their sport
<b>Pronunciation</b>	/eɪ/ and /aɪ/
<b>Grammar</b>	Present simple and adverbs of frequency: <i>always, usually, often, sometimes, never</i>
<b>Speaking</b>	Ask and answer questions in the role of a young sports star

### Warmer

Challenge the students to guess the title of this unit: 'Sports and games.'

- Write \_ \_ \_ \_ \_ / \_ \_ \_ / \_ \_ \_ \_ \_ on the board.
- Encourage students to put up their hands and take turns to guess the missing letters.
- If the students say a wrong letter, e.g. 'u' is not in the unit title, write it on the board. Tell them that they can only guess five wrong letters.

Once the students have guessed the title, encourage a brief discussion on the difference between a sport and a game.

Brainstorm a list of sports onto the board.

## VOCABULARY

- 1 If the students have brainstormed a list of sports onto the board, encourage them to compare their list with the sports in the Student's Book. Encourage them to try to name the sports in the pictures before they match them to the words in the box. Invite the students to say why we use *play* with some sports (ball sports) and why we use *go* with others (sports ending in *-ing*).

Encourage the students to make a table of sports you can *play* and *go* in their notebooks, including the sports from the Student's Book and the sports they brainstormed at the beginning of the class. Tell them to underline the stressed syllable, e.g. badminton, volleyball.

### 1.08 Answers

The answers are recorded for students to check and then repeat.

- 1 play rugby 2 play badminton 3 play baseball  
 4 play volleyball 5 play hockey 6 go sailing 7 go running  
 8 go skating 9 go cycling 10 go snowboarding

- 2 Pre-teach *team* and *alone* by asking *Can one person play volleyball?* Elicit the answer *No, you play it in a team. You don't play it alone.* Encourage the students to answer in full sentences by pointing out the example answer in the Student's Book.

### Answers

- 1 You play volleyball, baseball, hockey and rugby in teams. You can also play badminton in teams ('doubles'). In a competition, you can also go cycling, running and sailing in a team.
- 2 You go cycling, running, skating, sailing and snowboarding alone.
- 3 You can play badminton in a team or alone (against an opponent) and you can go cycling, running, skating, sailing and snowboarding both alone and in a team.
- 4 *Students' own answers*
- 5 *Possible answer:* I prefer team sports because I can do them with my friends and I can meet new people.

## READING

- 3 Encourage the class to look at the photos first and say what sports Jess and James do. Then ask them to look at the two texts quickly and check their ideas. Finally, ask them to skim the texts quickly to find the answer to the two questions and to underline the answers in the text. Set a time limit (e.g. one minute) for this. This will discourage them from trying to read every word and also will add an element of competition (and fun) to the task.

### Answers

James wants to win at the Olympics.  
 Jess does her sport in other countries.

- 4 Encourage the students to read the questions first (before they read the texts again) and try to answer them from memory. Remind them to underline the answers in the texts. It is also a good idea to write the question number next to the underlined answer.

### Fast finishers

Encourage the fast finishers to compare their answers by using the phrases '*What have you put for number 1?*' '*I've put ... because here it says ...*'

In a mixed ability class, encourage the fast finishers to help those who are struggling to find the answers.

Check the answers as a class, encouraging students to give full answers (not just one or two words) and to say where they found the answers in the text.

### Answers

- 1 She goes sailing.
- 2 She goes sailing both alone and in a team.
- 3 Because it's difficult to get a place in the competition teams.
- 4 He thinks they're boring.
- 5 Nobody goes cycling at James's school.
- 6 He thinks about the Olympics.

**PRONUNCIATION** /eɪ/ and /aɪ/

- 5 Write /eɪ/ sailing and /aɪ/ cycling on the board in two columns and model the pronunciation. Ask the students to copy the two columns into their notebooks. Encourage them to say the words in the box aloud and write them in the correct column.

**1.09 Answers**

The answers are recorded for students to check and then repeat.

/eɪ/ **sailing**                      /aɪ/ **cycling**  
baseball, day, skating, wait      bike, fly, life, riding

**GRAMMAR** Adverbs of frequency

Books closed. Write these sentences on the board:

*I always go sailing at weekends. I'm never bored.*

*I usually go sailing in a team.*

Encourage the students to tell you whether the sentences refer to the present, past or future (present) and whether they are talking about something we are doing now or something we do often or every day (often or every day). Ask them to say what the underlined words are (adverbs of frequency – we use these to say how often we do things).

- 6 Books open. Before the students look at this exercise, encourage them to find the adverbs of frequency in the texts about Jess and James.

Encourage the students to work in pairs to answer the questions. Although only *go* is used in the example sentences, point out that we can use most verbs with adverbs of frequency.

**Answers**

Sentences with a present simple verb:

I always go sailing at weekends.

I usually go to different sailing competitions.

I often go cycling with my friends.

Sentences with the verb **be**:

I'm never bored.

I'm sometimes tired.

In sentences with the **verb be**, we put the adverb of frequency **before** the **adjective**.

In sentences with the **present simple**, we put the adverb of frequency **before** the **verb**.

→ Grammar reference Student's Book page 143

- 7 Encourage the students to compare these sentences with the sentences in Exercise 6 and to say what the difference is. (Exercise 6 – affirmatives; Exercise 7 – negatives and questions.)
- Write *I don't often play rugby* on the board. Check understanding of what a 'main' verb is by asking a volunteer to come up and underline the main verb (*play*). Then students complete the rules.

**Answers**

In negatives and questions with the **present simple**, we put the adverb of frequency **before** the **main verb**.

In negatives and questions with the **verb be**, we put the adverb of frequency **before** the **adjective**.

- 8 Books closed. Write the adverbs of frequency (*always, never, usually, often* and *sometimes*) on the board or on separate pieces of card. Encourage the students to put them in order of frequency, i.e. *always, usually, often, sometimes, never*.

Books open. Ask the students to look at the light bulbs and say what the difference between each set is (4 lit bulbs, 3 lit bulbs, etc.) and which adverb they think goes with 4 lit bulbs (*always*). Then ask *What do you write next to no lit bulbs?* (*never*) Now ask them to write *often, usually* and *sometimes* in the correct place.

**Answers**

1 always 2 usually 3 often 4 sometimes 5 never

- 9 Read through the examples as a class. Highlight the use of *but* for a contrast (*I often ... but I never ...*), and for in addition (*I often ... and I usually ...*) and also the use of adjectives (*It's boring, It's great fun*). Encourage the students to use questions with *How often do you ...?* and to give full answers with adverbs of frequency and adjectives. Model a good answer with a strong student and then with a pair of strong students. For example:

**Student:** *How often do you play badminton?*

**Teacher:** *I never play badminton but I sometimes play tennis. It's great fun. How about you?*

**Mixed ability**

Put students of the same ability together. Encourage weaker students to write their answers first – accept shorter sentences with only one sport, e.g. *I often play hockey*. Encourage stronger students to use longer sentences with several sports and an adjective.

**Fast finishers**

Fast finishers ask and answer new questions by changing the **sport** (basketball, karate, etc.), the **time** or **place** (during the week, at school, etc.) or the **person** (my brother, friends, etc.).

**Extension activity**

Prepare three or four sentences in the third person about the sports you do (and never do) at the weekend. For example:

*She often goes cycling with her husband at the weekend.*

*She sometimes plays tennis with her friends.*

*She never plays or watches football. She thinks it's boring.*

Read the sentences to the students and ask them to guess who they are about (you!).

Ask each student to write three sentences about their partner's answers to Exercise 9 but not to write the student's name.

When they have done this, collect in their sentences.

Read them out to the class (without saying the students' names) and the class has to guess who it is.