

STARTER SECTION

Aims and objectives

In this unit, students will learn:

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

Warm-up

Ask students to look at the picture and ask (in students' first language): *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 the words with the class, repeating each one. Pay attention to word stress. Ask the students if they know the meaning 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 eraser |
| 3 paper | 11 ruler |
| 4 pen | 12 workbook |
| 5 pencil | 13 backpack |
| 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 to, 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—8:00 a.m., 1:00 p.m., 7:00 p.m., and 10:00 p.m.—and having students 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, Mom.
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, Mom. |

FOLLOW UP

Write some different times of the day on the board and have students say *Good morning* / *Good afternoon* / *Good evening* / *Good night* depending on the time written.

Get talking Saying hello

4 Listen and repeat the dialogues.

Play the recording. Ask students to listen and repeat. Then ask students to practice the dialogues with a partner. Ask several pairs to perform their dialogues for 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. To check their work ask several pairs to read each dialogue to the class.

Tapescript

See SB1, page 7.

Key

Dialogue 1 1 How 2 you

Dialogue 2 3 are 4 I'm

6 Now practice the dialogues with a partner.

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

Vocabulary Numbers

6 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. To check their work, have a pair 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 change roles.

Subject pronouns

Singular

Read 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 turtle).

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 for 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

Simple present of *be*

Singular, affirmative

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 to a student or ask face to face:
What's your name?)

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 aloud 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 aloud 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.

Summarize 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. Ask 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. Have a pair read aloud 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 for themselves. Then have them work with a partner to ask each other and answer the questions.

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 write the number for the picture that matches the word they hear. Then have them write the correct word 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 yogurt

Speaking

2 Listen and repeat. Then practice 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 for 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 fill in the blanks. Play the recording. Have 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 Arizona.
INTERVIEWER: How old are you?
GIRL: I'm 13.
INTERVIEWER: What's your favorite food?
GIRL: Hamburgers.
INTERVIEWER: What's your favorite 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 up 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's his dog's name? (It's Leo.)

Is Maggie 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 Michigan 4 Anna 5 number
 6 chicken 7 dog 8 hamster

Listening

11

5 Listen and complete the table.

Look at the map of Florida. Tell students that they are going to listen to some people talking about themselves and where they come from in Florida. Draw their attention to the table and the example. Make sure they understand that Alice comes from Miami, she is 13, she likes pizza, and her favorite number is 17.

Explain that students will hear teenagers talking about themselves and the students will have to complete the table. Play the recording once all the way 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 Miami.

INTERVIEWER: And how old are you?

ALICE: I'm 13.

INTERVIEWER: What's your favorite food?

ALICE: Pizza. I love pizza.

INTERVIEWER: And what's your favorite number?

ALICE: It's 17.

INTERVIEWER: What's your name?

BEN: Ben.

INTERVIEWER: Where are you from, Ben?

BEN: I'm from Jacksonville.

INTERVIEWER: And how old are you?

BEN: I'm 15.

INTERVIEWER: What's your favorite food?

BEN: Um ... fish.

INTERVIEWER: And what's your favorite number?

BEN: It's seven.

INTERVIEWER: What's your name?

KAREN: Karen.

INTERVIEWER: Where are you from, Karen?

KAREN: I'm from Tallahassee.

INTERVIEWER: And how old are you?

KAREN: I'm 13.

INTERVIEWER: What's your favorite food?

KAREN: My favorite food? It's ... bananas!

INTERVIEWER: And what's your favorite number?

KAREN: Three. Yeah, three.

INTERVIEWER: What's your name?

CHRISTOPHER: Christopher.

INTERVIEWER: OK. And, where are you from, Christopher?

CHRISTOPHER: I'm from Orlando.

INTERVIEWER: OK. And how old are you?

CHRISTOPHER: I'm 14.

INTERVIEWER: 14. I see. And what's your favorite food?

CHRISTOPHER: Um, hot dogs!

INTERVIEWER: And what's your favorite number?

CHRISTOPHER: My favorite number is 10.

INTERVIEWER: Hello. What's your name?

EMILY: Emily.

INTERVIEWER: Hi Emily. Where are you from?

EMILY: I'm from Tampa.

INTERVIEWER: Tampa? OK. And how old are you?

EMILY: I'm 13.

INTERVIEWER: And what's your favorite food?

EMILY: Chocolate.

INTERVIEWER: Chocolate! OK. And your favorite number? What's that?

EMILY: My favorite number is ... 13.

INTERVIEWER: Hello. What's your name?

JOSHUA Joshua.

INTERVIEWER: Hi Joshua. Where are you from?

JOSHUA: I'm from Naples.

INTERVIEWER: Naples. And how old are you?

JOSHUA: I'm 13.

INTERVIEWER: Great. And what's your favorite food?

JOSHUA: Yogurt!

INTERVIEWER: OK. And what's your favorite number?

JOSHUA: It's seven.

Key

	City	Age	Favorite food	Favorite number
Alice	Miami	13	pizza	17
Ben	Jacksonville	15	fish	7
Karen	Tallahassee	13	bananas	3
Christopher	Orlando	14	hot dogs	10
Emily	Tampa	13	chocolate	13
Joshua	Naples	13	yogurt	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 text.

Example:

Alice is from Miami. She's 13 years old. Her favorite food is pizza, and her favorite number is 17.

A Song 4 U *Alphabet stars*

12

6 Listen and sing.

Play the recording and encourage 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 the game Cat. Think of a word of at least seven letters from the unit so far, such as *hamster / chicken / hamburger / dictionary / computer / backpack*, and tell students 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, such as *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. Students should try to guess the mystery word as quickly as they can, before the cat picture is complete. Stronger students can play the game in pairs, looking for other words that have appeared in the unit so far.

Get talking
Spelling

14

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

Play the recording and ask students to follow in their books. Play it again, asking students to repeat. Then have them practice spelling their own names and the 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 that are already used in many languages today. Check answers. Get students to use the vocabulary by asking questions such as *What's number 4?*

Key

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

FOLLOW UP

Ask students to think of other international words they know and make a list. Many words related to sports, food, and cooking are 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. Have them 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 Colors

16 12 Listen and write the numbers.

Read the colors aloud and have students repeat. Play the recording. Tell students to listen and

number the colors in the order they hear them. Check answers by asking questions such as *What's number 2?*

Tapescript Key

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

FOLLOW UP

Point to various objects in the classroom or students' clothes and ask students to say the color.

Vocabulary Days of the week

17 13 Put the days of the week in order using the numbers 1–7. Listen and check.

Say the days of the week aloud in random order. Ask students to repeat. Make sure they use the correct stress as they copy you. Have students work with a partner to guess the correct order of the days of the week. Start with Sunday (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 Sunday
- 2 Monday
- 3 Tuesday
- 4 Wednesday
- 5 Thursday
- 6 Friday
- 7 Saturday

Get talking Saying the days of the week and colors

14 Work with a partner. Ask and answer.

Role-play the dialogues with a student. They refer to the colored boxes around the days of the week in Exercise 13. Elicit the answer to B's 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 realize that more than one person is being referred to in these cases. Elicit from the class that the apostrophe stands for letters left out (*-a* from *are*) and write the full forms 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 the exercise. 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

Simple present of *be*

Plural, affirmative

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

Ask students to look at the speech bubbles in Exercise 1 again and then 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 Canadian.
- 5 He's Steve.
- 6 I'm from New 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 yourself 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 realize that two people are being referred to in Sasha's question (their = Mia and Chloe).

6 Use the dialogue above to complete the table.

Ask students to look at the dialogue above again and then 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 yourself by pointing if students 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 aloud 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 learned; there is no pattern to them.

Key

1 s

Note the pronunciation of an -s ending is not always /s/: houses = /haʊs/ horses = /hɔrs/, friends = /frend/).

9 Make the sentences plural.

You may need to help students identify the nouns that need 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 students realize they have to change the verb *to be* so that it agrees with the plural noun, too. Check answers.

Key

- 2 The men are American.
 3 Your horses are beautiful.
 4 My friends are from New York.

FOLLOW UP

Play the game Plural Tennis. Divide the class into two teams or several groups. Team A chooses a noun from this unit, e.g. *taxi*. Team B has to make the plural (*taxis*). 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 it 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 make a check next to the sentences the people say.

Play the recording. Ask students to listen and put a check next to the information about each person they hear. Allow them to compare in pairs. Ask several students to read aloud one of the correct sentences about each character while the rest of the class follows along.

Tapescript Key

ANNOUNCER: One
GIRL: Hey! I'm Veronica.
 I'm from Philadelphia.
 I'm 15.
 I'm in ninth grade.

ANNOUNCER: Two.
BOY: And I'm Ronin.
 I'm from Chicago.
 I'm 14.
 I'm in ninth grade.

ANNOUNCER: Three.
GIRL 2 / BOY 2: Hi!
GIRL 2: We're Justin and ...
BOY 2: Jayden.
BOY 2: We're from Denver.
GIRL 2: We're 16.
BOY 2: We're in tenth grade.

ANNOUNCER: Four.
GIRL 3 / BOY 3: Hi!
GIRL 3: We're Helen and ...
BOY 3: Michael
BOY 3: We're from Portland.
GIRL 3: We're 13.
BOY 3: We're in eighth grade.

11 Talk about the boys and girls from Exercise 10.

Ask students to work with a partner and reread the sentences they have checked in Exercise 10. Have them complete the sentences about each person. Check answers.

Key

- 1 Veronica's from Philadelphia. She's 15. She's in ninth grade.
 2 Ronin's from Chicago. He's 14. He's in ninth grade.
 3 They're Justin and Jayden. They're from Denver. They're 16. They're in tenth grade.
 4 They're Helen and Michael. They're from Portland. They're 13. They're in eighth grade.

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 are from, how old they are, and what grade they are in. Ask them to read their sentences to each other.

FOLLOW UP

Play the game Guess Who? Demonstrate by thinking of a famous person for the students to guess. Say, *I'm from the United States. I'm 25. I'm a champion Olympic swimmer. What's my name?* Ask students to try to guess the name of the famous person (Michael Phelps). Ask students to work in pairs or small groups to make sentences about other famous people. Then have them read them aloud for the class to try to identify.

Check your progress

Starter Section

Key

1

1 teacher 2 desk 3 ruler 4 pen 5 eraser 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