

# Welcome section

This section is designed to serve as a review, giving students the opportunity to revise and practise language they already know. It is also a tool for teachers to find out how much students know already and which areas students may need to do more work on before continuing with the course.

## A GREETINGS

### 1 Saying *hello* and *goodbye*

#### Warm-up

Books closed. In order to introduce yourself to a group of new students at beginner level, say: *Hello, my name is ...* and encourage individual students to respond. Many students will know the word *Hello* in English. Go round the class introducing yourself to the students and encourage them to say *Hello, my name is ...* to each other.

- a** ▶ **CD1 T2** Books open. Read through the dialogues with students and ask them to guess which words go in the gaps. Listen to some of their ideas but do not comment at this stage. Play the recording for students to listen and check their answers.

#### TAPESCRIPT

See dialogues on page 4 of the Student's Book.

#### Answers

1 this 2 How; thanks 3 morning; Goodbye  
 4 See you

#### \* OPTIONAL ACTIVITY

Play the recording again, pausing after every second sentence and asking students to respond. With stronger classes, get students to respond without looking at their books. For further practice, ask students to work in pairs to recreate the dialogues. One student can look at the book while the other tries to remember the responses.

### 2 The day

- a** Ask students to look at the pictures and match them to the words.

#### Answers

2 night 3 morning 4 afternoon

- b** ▶ **CD1 T3** Students match the expressions to the speech bubbles. Play the recording for students to check their answers. To practise pronunciation, ask students to repeat the expressions after the recording.

#### TAPESCRIPT

A Good afternoon  
 B Goodbye  
 C Goodnight  
 D Good morning  
 E Good evening

#### Answers

B 5 C 4 D 1 E 3

## B THE WORLD, THE CLASSROOM

### 1 International words

#### Warm-up

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

- a** Students open their books at page 6 and read through the words in the box. 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** ▶ **CD1 T4** Play the recording for students to 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/ANSWERS

1 city 2 football 3 airport 4 computer  
 5 sandwich 6 bus 7 music 8 taxi 9 cinema  
 10 restaurant 11 museum 12 hamburger  
 13 DVD 14 TV 15 hotel 16 phone  
 17 pizza 18 café

#### \* OPTIONAL ACTIVITY

**Weaker classes:** Call out one of the numbers from the pictures on page 6 and a student's name. The student must name the object using the correct pronunciation.

## 2 Classroom objects

**a** **Stronger classes:** Students look at the pictures on page 7. In pairs, they ask each other the example question and try to answer as many questions as possible 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. Ask a student to demonstrate the question and then give them the answer. Remind students not to write anything down at this stage.

**b** **▶ CD1 T5** 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 for students to 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 CD 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 eight to ten small classroom objects (e.g. pen, pencil, notebook, CD) and put them on a tray. Give students a few minutes to look at the tray and memorise the items. 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 Plural nouns

**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 seven pencils 3 five chairs 4 four CDs  
 5 six books 6 three notebooks

### Language note

Explain to students that the plurals they have seen so far are regular (add an -s). 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*.

**b** Books closed. Write the words *man, woman, person, child* on the board and ask students to write the plurals. Students may try to write *mans, womans*, etc. Explain that these plurals are irregular. Books open. Students match the singular and plural nouns. Check answers and make sure students are pronouncing the words correctly.

### Answers

1 b 2 d 3 a 4 c

### \* 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.

### Grammar notebook

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

## 4 Syllables and word stress

- a** ▶ **CD1 T6** 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

bus phone desk taxi teacher hotel computer  
 cinema hamburger

- b** ▶ **CD1 T7** Explain that students will hear some other words. 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 in 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 window

#### Answers

- A:** door, pen  
**B:** sandwich, window  
**C:** museum, restaurant

## C THINGS, LETTERS, COLOURS

### 1 Adjectives

- a** Students read through the phrases in the box. Check any problems. Ask a stronger student to explain what an adjective is (it 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** ▶ **CD1 T8** Play the recording for students to listen and check their answers. Pause after each phrase for students to repeat.

### TAPESCRIPT/ANSWERS

- 1 a cheap computer
- 2 an old man
- 3 a big TV
- 4 a new book
- 5 a small hotel
- 6 an interesting DVD
- 7 a bad café
- 8 a good hamburger

- c** Ask students what they notice about the position of the adjectives in the phrases (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*.

- d** Go through the example as a class and then, in pairs, students can provide an example for each item in Exercise 1c. 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

- 2 d 3 a 4 b 5 e

#### \* OPTIONAL ACTIVITY

Ask students to look round the class and find an object for each of the adjectives in Exercise 1e, e.g. a big television, an old chair, etc.

#### Vocabulary notebook

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

## 2 a/an

### Warm-up

Books closed. Write three gapped words on the board, e.g.

\_ c \_ \_ \_ \_ c \_ \_ \_ \_ \_

Ask students to guess what the words are (a cheap computer), then ask them to point to the noun, the adjective and the article. Repeat the exercise with

\_ \_ o \_ \_ m \_ \_ (an old man)

- a** Books open. Look at the examples with students and ask them to complete the rule. If necessary, use L1 to help weaker students.

#### Answer

a, e, i, o, u

- b** Students complete the exercise. Check answers in open class, paying attention to pronunciation. Make sure students are not stressing the article.

#### Answers

2 an 3 an 4 a 5 a 6 an

## 3 The alphabet

- a** ▶ **CD1 T9** Play the recording for students to listen. Play the recording a second time, pausing after each letter for students to repeat.

#### TAPESCRIPT

See page 9 of the Student's Book.

- b** Write the sounds of the alphabet on the board. Go through each sound as a class, making sure students can hear each 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** ▶ **CD1 T10** Play the recording for students to listen and check their answers.

#### TAPESCRIPT/ANSWERS

/e/ f, l, m, n, s, x, z

/ei/ 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, e.g. *R-I-H-A-double N-A*. 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.

## 4 Colours

- a** Ask students if they know the names of any colours in English. Ask them if a colour is an adjective or noun (adjective) and whether it goes before or after a noun (before). Students write the colours under the football shirts. Let them compare answers with a partner but do not check at this stage.
- b** ▶ **CD1 T11** Play the recording for students to listen and check their answers to Exercise 4a. Repeat the recording, pausing after each colour for students to repeat.

#### TAPESCRIPT/ANSWERS

1 white 2 black 3 brown 4 pink 5 grey  
 6 red 7 green 8 purple 9 silver 10 yellow  
 11 blue 12 orange

- c** Point to various objects in the classroom and ask students to say the colour. Encourage students to use articles and nouns as well.

#### Vocabulary notebook

Encourage students to start a section called *Colours* and to note down the colours from this section.

#### \* OPTIONAL ACTIVITY

Whole class or small groups. Students think of colours which are used with famous brands, organisations or TV characters, e.g. the Red Cross, the Pink Panther. If this is done in small groups, set a time limit and the group with the most words after the time limit is the winner.

## D ASKING AND ANSWERING

### 1 Problems

#### Warm-up

Books closed. Draw a large question mark on the board. Speak very quickly to the students on a topic of your choice. Encourage them to say they don't understand and try to elicit some of the expressions from the dialogues.

- a** ▶ **CD1 T12** Books open. Read through the dialogues with students and ask them to guess the correct words. Play the recording while students listen and check their predictions. Check answers. Play the recording again, pausing for students to repeat. In pairs, students can act out the dialogues. Listen to some of the best examples in open class.

#### Answers

**2** Sorry **3** don't **4** you **5** Excuse me **6** No

- b** Ask students to cover the dialogues in Exercise 1a and to make phrases using one word from each column. Check answers.

#### Answers

**2e** Excuse me. **3a** I don't know.  
**4c** What does this mean? **5d** I can help you.

#### \* OPTIONAL ACTIVITY

As this is useful classroom language, ask students to work in pairs and prepare a poster using some of the expressions. Display the best ones around the class.

### 2 Numbers 0-20

- a** ▶ **CD1 T13** 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

See page 11 of the Student's Book.

#### Language note

Make sure students are pronouncing the *-teen* numbers correctly; they should put the stress on the second syllable (e.g. *fourteen*). 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** ▶ **CD1 T14** Explain to students that they will hear four phone numbers. 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 for students to 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.

### 3 Numbers 20-100

- a** ▶ **CD1 T15** 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.

#### TAPESCRIPT

See page 11 of the Student's Book.

- b** ▶ **CD1 T16** 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

- 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.