

Unit 1, A

New language

Grammar: Subject pronouns – *I/You; to be* singular – *am/are*; possessive adjectives – *my/your*; *How old are you?*

Vocabulary: Numbers 0–100

Preparation: Ending the lesson: Bring a soft ball.

Culture notes

Bigger towns and cities in Britain sometimes have an ice rink like the one in the photo. People of all ages can hire skates and have fun all year round!

Warm-up

- (Books closed) Introduce yourself to the class and have students do the same. (*I'm/My name's ...*)
- Have them tell you more about themselves (L1/English). Encourage them to use English if they can.

Tip: Encourage students to speak in English as much as possible. Remember it's very important in the first few lessons to establish how much students know and to clearly establish your classroom expectations.

Lead-in

The ActiveTeach DVD-ROM provides optional Unit Lead-ins for use before students open their books. See Introduction page XX.

- (Books open) Use the photo to generate interest. Ask the class (L1) to tell you what they think the children are doing. (They're ice-skating.)
- Ask (L1/English) *Are they family or friends?* Students guess.
- Have the class suggest questions they would like to ask the children (L1/English), e.g. *How old are you? What's your favourite colour?*
- Have the class predict (L1) what the children are talking about.

1 02 Listen and read. Choose the correct words.

- Play the recording. Students listen, read and circle.
- Check answers.
- Check students' Lead-in predictions (L1). (They're family and friends. Mark, Anna and Megan are getting to know Will, a new boy at school.)

Answers → student page

1 Family and friends

A What's your name?

Lesson aims:
• introduce yourself
• ask someone's name
• ask someone's age



Presentation

1 02 Listen and read. Choose the correct words.
Anna: Oh sorry! Are you OK?
Will: Yes, no problem.
Anna: My name's Anna. What's your name?
Will: I'm Will. Hi!
Anna: Mark, are you OK? Mark's my brother / sister.
Mark: Yes, I'm fine, thanks.
Megan: And I'm Megan. Hello! Are you new / old here, Will?
Will: Yes, I am. I'm from Manchester.
Mark: Cool! How old are you?
Will: I'm ten / eleven.
Mark: Are you at Newham High School / House?

Will: Yes, I am. I'm in Class B.
Megan: Great! See you at school!
Will: Yes, see you soon. Bye!
Anna and Mark: Goodbye!

2 03 Listen and repeat the dialogue.

English today

- Sorry!
- Are you OK?
- No problem!
- Hi!
- I'm fine, thanks.
- Hello!
- Great!
- See you soon.
- Bye!
- Goodbye!

English today

- Draw students' attention to the English today box. Explain that these are very useful everyday expressions that they should try to learn.
- Have students find and underline the expressions in the dialogue in Exercise 1.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 03 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of four. Allocate roles. Play the recording again. Students repeat their lines during the pauses. Encourage them to use appropriate intonation and gestures.
- Invite different groups of four volunteers to read the dialogue to the class.

Tip: Repetition is a very useful way of helping students activate any passive knowledge of English they may have as well as helping them remember new words.

Vocabulary: Numbers 0–100

3 04 Listen and repeat. Then count to a hundred in fives.
five, ten ...

0	1	2	3
zero	one	two	three
4	5	6	7
four	five	six	seven
8	9	10	11
eight	nine	ten	eleven
12	13	14	15
twelve	thirteen	fourteen	fifteen
16	17	18	19
sixteen	seventeen	eighteen	nineteen
20	21	20	21
twenty	twenty-one	thirty	thirty-one
40	50	60	70
forty	fifty	sixty	seventy
80	90	100	
eighty	ninety	a hundred	

Grammar
I'm Will.
You're Anna.
Are you new here?
Yes, I am. / No, I'm not.
What's your name?
My name's Mark.
Your name's Anna.

Speaking

4 Ask and answer.
A: Hello. What's your name?
B: Hi. My name's Pietro.
A: How do you spell 'Pietro'?
B: P-I-E-T-R-O.

Grammar

How old are you? I'm eleven.

5 05 Complete the dialogue. Listen and check. Then act it out.

Are name's you am not
What's I'm How

Amy: Hello! ¹ What's your name?
Will: My ² name's Will.
Amy: Hi, Will! ³ I'm Amy. Mark's my brother and Anna's my sister.
Will: ⁴ How old are you, Amy?
Amy: I'm nine. ⁵ Are you nine, too?
Will: No, I'm ⁶ not. I'm eleven.
Amy: Are ⁷ you new here?
Will: Yes, I ⁸ am.
Amy: OK! See you soon.

Writing

6 Write a message to Mark or Anna.

Hi, Mark. My name's Carlos. I'm at Hillside School. I'm in Class 1G. I'm eleven. How old are you?

Game

7 Choose a picture. Then ask and answer.

A: How old are you?
B: I'm thirty-three.
A: You're Steve!



> Now turn to Unit 1A in the Activity Book. Start on p1.

3 04 Listen and repeat. Then count to a hundred in fives.

- Play the recording. Students point to each number and repeat in chorus during the pauses.
- They count to a hundred in fives in chorus. Have them clap every time they say a number!

Tip: Using rhythm in the classroom is fun and motivating for students. It helps them remember language, too.

Go to the game on the ActiveTeach for this lesson.

Grammar

- Draw students' attention to the Grammar box.
- Have students repeat the sentences after you in chorus.
- Draw students' attention to the contractions *I'm = I am, You're = You are, What's ... ? = What is ... ?* and *name's = name is*.
- Point out the pronunciation of *your* and *you're* is the same.

4 Ask and answer.

- Read the example with a confident volunteer.
- Invite pairs of volunteers to ask and answer.

Suggestion: Revise the alphabet first with a weak class. Write different letters on the board at random. Have the class say each as you write. Point to each again as many times as you feel is useful. The class/volunteers say them again.

Grammar

- Draw students' attention to the Grammar box.
- Ask different pairs to ask and answer about their own ages.

5 05 Complete the dialogue. Listen and check. Then act it out.

- Give students time to read and complete individually.
- Have them compare answers with a partner.
- Play the recording while students listen and check.
- Play the recording again, pausing to check answers.

Answers → student page

- Give pairs time to act out the dialogue. Remind them to use appropriate intonation.
- Invite different pairs of volunteers to perform for the class.

6 Write a message to Mark or Anna.

- Tell students to use the example to help.
- Give students time to write. Move round the class, prompting and correcting.

Fast finishers: Student A asks *How do you spell ... ?* about different words in Lesson A. Student B answers.

7 Choose a picture. Then ask and answer.

- Have different pairs take it in turns to ask and answer.

Ending the lesson

Play Buzz with the class. Students pass the ball to each other. They say the next number as they receive the ball (*one, two, three, ...*). When the number includes, say, a five, the student who receives the ball must say *buzz* instead of the number. If he/she says the number instead, he/she is out.

Learning difficulties

It's best to avoid asking individuals to count in fives in Exercise 3 in case any students have difficulty with maths (dyscalculia). Choral class counting is a lot less stressful for such students and will encourage them to participate.

Photocopiable Resource 1A. You can use this resource any time after Exercise 4.

Unit 1, B

New language

Grammar: *to be* – third person singular *is*; *Who's that?*; possessive adjectives – *his/her*

Vocabulary: Formal greetings, The time

Preparation: Warm-up: Prepare enough Bingo cards for each student. Each card should have a 3 x 3 grid with nine different numbers from the range 1–100. **Ending the lesson:** Bring a clock with moveable hands.

Culture notes (Exercises 1, 3 and 5)

Lady Gaga is an American singer-songwriter from New York. *Radio Ga Ga*, the song by the 1970s band Queen, provided the inspiration for her name!

Jay-Z is an American rapper from New York. People in his town sometimes called him Jazzy, one of the reasons for his stage name. British school children usually call their teachers' friends' parents *Mr/Mrs/Miss* + surname. *Mr* + surname is used for a man, *Mrs* + surname for a married woman and *Miss* + surname for an unmarried woman.

Warm-up

- (Books closed) Play Bingo with the class to revise numbers 1–100. Give a Bingo card to each student. You say a number and students cross it out if they have it on their card. The first student to cross out all his/her numbers and shout *Bingo!* wins.

Lead-in

- (Books open) Ask the class about the photo to generate interest and pre-teach any key vocabulary. Pointing to each child in turn, look puzzled and ask *Who's he/she?* (From left to right: *Mark, Anna, Megan*.)
- Have the class guess (L1) who the woman is and where they are.

1 06 Listen and read. Tick (✓) the correct words.

- Play the recording while students listen, read and tick.
- Check students' Lead-in predictions (L1/English). Encourage students to use English if they can. (The woman is Mrs Price, Anna and Mark's mother. They are at the Prices' house.)
- Ask the class why the children are smiling. (Because Mrs Price made a mistake with Jay-Z's name.)
- Check answers.

Answers → student page

B Who's she?

Presentation

1 05 Listen and read. Tick (✓) the correct words.

Megan: Good evening, Mrs Price.
Mum: Hello, Megan. Come in.
Megan: Thank you, Mrs Price.
Mark: Hi, Megan. Hey, what time is it?
Megan: It's 7 seven [Z] ten [] o'clock.
Anna: Great! It's time for *Pop World!*
Mark: Wow! Who's that, Anna?
Anna: That's Lady Gaga. She's a 2 rock [] pop [✓] singer.
Mark: Her 3 name [✓] hair [] is crazy!
Megan: And who's he? He's 4 cool [✓] good []
Mum: He's a rapper. He's Jay-B.
Anna: Mum! His name isn't Jay-B! It's Jay-Z!

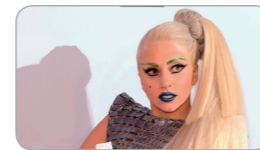
2 07 Listen and repeat the dialogue.

English today

- Come in.
- It's time for (*Pop World*).
- Wow!
- He's cool.

Comprehension

3 Read again and complete the information.



Name: Lady Gaga
Job: pop singer



Name: Jay-Z
Job: rapper

Lesson aims:

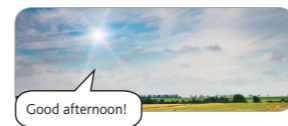
- greet people formally through the day
- tell the time



6

Vocabulary: Formal greetings

4 08 Listen and repeat.



English today

- Draw students' attention to the English today box. Have them find and underline the expressions in the dialogue in Exercise 1. Check/ Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

2 07 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of four. Allocate roles. Play the recording again. Students repeat their lines during the pauses. Encourage them to use appropriate intonation.
- Give groups of four time to practise the dialogue.

3 Read again and complete the information.

- Check *job*, e.g. ask a student to translate it into L1 or tell them.
- Give students time to read and complete.
- Check answers.

Answers → student page

5 Greet these people. Then greet your teacher!

Good evening, Mr Price!



1 Mr Price



2 Mrs Price

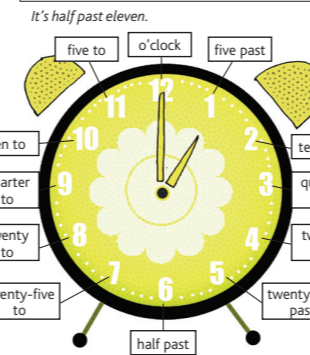


3 Miss Jones

Vocabulary: The time

6 08 Listen and repeat. What time is it now?

one o'clock five past ten past
quarter past twenty past twenty-five past
half past twenty-five to twenty to
quarter to ten to five to



6

7 Write the times in words.

1 It's five past five.



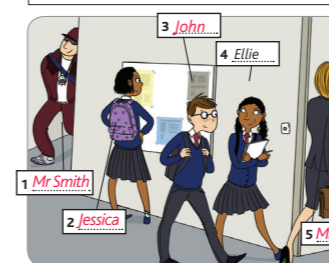
Grammar

Who's he? He's Jay-Z.
Who's that? That's Lady Gaga.
His hair is cool!
Her hair is crazy!

Listening

8 10 Listen and label the people in the picture.

Ellie John Mr Smith Mrs Brown Jessica



Speaking

9 Ask and answer about the people in the photo on page 6.

A: Who's she?
B: She's Megan.
A: What's his name?

> Now turn to Unit 1B in the Activity Book. Start on p5.

1

7 Write the times in words.

- Give students time to write in their notebooks.
- Have them compare answers with a partner.
- Check answers.

Answers

- 2 It's five to nine. 3 It's half past six.
4 It's five o'clock. 5 It's quarter past one.
6 It's quarter to three.

Fast finishers: Pairs take it in turns to draw clocks showing different times. They ask and answer about the time.

Go to the game on the ActiveTeach for this lesson.

Grammar

- Draw students' attention to the Grammar box.
- Point out *Who's = Who is*, *He's = He is* and *That's = That is*.
- Remind students *his* and *her* are possessive adjectives.
- Have students find and underline the *Who ... ?* questions in Exercise 1.

8 10 Listen and label the people in the picture.

- Give students time to read the names.
- Have them tell you (L1) where the people are (school). Pointing to Ellie, ask a volunteer *Who's she?* (*She's Ellie*.)
- Play the recording while students listen.
- Play the recording again, pausing to check answers.

Answers → student page

AUDIOSCRIPT PAGE 104

9 Ask and answer about the people in the photo on page 6.

- Invite different pairs to ask and answer, checking answers as you go.

Ending the lesson

Using the clock you've brought, have different pairs of students ask and answer about different times.

Learning difficulties

Students with dyslexia and/or dyscalculia may find Exercise 7 very challenging. Help them by pairing each with a cooperative, strong student. They decide on the answer together. The strong student writes it.

Photocopiable Resource 1B. You can use this resource any time after Exercise 6.

4 08 Listen and repeat.

- Give students time to look at the photos. Play the recording twice. Students listen and repeat.
- Tell them (L1) the greetings are more formal than *Hi!* or *Hello!*

5 Greet these people. Then greet your teacher!

- Ask a student to read the example.
- Have the class greet Mrs Price and Miss Jones in chorus.
- Tell students *Mr, Mrs* and *Miss* + surname are used for formal greetings. (See Culture notes.)
- Have the class greet you in chorus!

Answers

- 2 Good morning, Mrs Price!
3 Good afternoon, Miss Jones!

6 09 Listen and repeat. What time is it now?

- Give students time to read the times.
- Play the recording twice. Students listen and repeat. Have them point to the corresponding phrase in the box as they speak, e.g. *It's five past one*: they point to *five past*.
- Ask *What time is it now?* Students give the actual time.

AUDIOSCRIPT PAGE 104

Unit 1, C

New language

Grammar: *to be* – third person questions and short answers

Vocabulary: Days of the week, Family members

Preparation: Warm-up: Have students bring a magazine/Internet photo of a favourite star.

Exercise 10: Ask students to bring a photo of a family member. Book a computer room if possible.

Culture notes

A lot of people in Britain live in houses with gardens like the one in the photo. Outside barbecues are popular in the summer with people of all ages.

In informal situations some adults prefer children to call them by their first name.

Warm-up

- (Books closed) Have students take it in turns to show the class the photo they've brought. They ask the class *Who's he/she?* or *What's his/her name?*

Lead-in

- (Books open) Ask the class about the photo to recycle language and generate interest. Pointing to Mr Price, Mark and Will in turn, ask *Who's he?* *What's his name?*
- Have the class guess (L1) who the man on the left is. Tell them he's Mark's Uncle Tony. Have a strong student translate *uncle* and *cousin* from L1 to English or tell them.
- Use the photo to teach *barbecue* and *young*.

- 1** Listen and read. How old is Tony?
 • Play the recording while students listen and read.
 • Check the answer. (*He's twenty-eight.*)

English today

- Draw students' attention to the English today box. Have them find and underline the expressions in the dialogue in Exercise 1. Check/Explain meaning.
- Play the recording again. Students put up their hands or shout *Stop!* when they hear the expressions.

- 2** Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of four. Allocate roles. Play the recording again. Students repeat their lines. Encourage them to use appropriate intonation.
- Give groups of four time to practise acting out the dialogue.

C He's my uncle.

Presentation

- 1** Listen and read. How old is Tony?

It's Sunday afternoon at the Price house.

Will: Hello, Mr Price!
 Mr Price: Hi, Will. Welcome to our barbecue!
 Will: Thanks. Burgers ... yum!
 Mark: Hi, Will.
 Will: Hi, Mark. Hey, who's that? Is he your cousin?
 Mark: No, he isn't. He's my uncle!
 Will: Your uncle? How old is he?
 Mark: He's twenty-nine on Tuesday.
 Will: Oh, he's young!
 Mark: Uncle Tony, this is my friend. His name's Will.

Uncle Tony: Nice to meet you, Will.
 Will: Nice to meet you, Mr Price.
 Uncle Tony: Oh, call me Tony!
 Mark: Quick, Uncle Tony! The burgers!

- 2** Listen and repeat the dialogue.

Comprehension

- 3** Read again and choose the correct words.

- It's / (It isn't) Saturday.*
- (Will) Tony is Mark's friend.*
- Uncle Tony is old / *young*.
- It is *(isn't) Uncle Tony's* birthday.

Vocabulary: Days of the week

- 4** Listen and repeat. Then write the days in order.

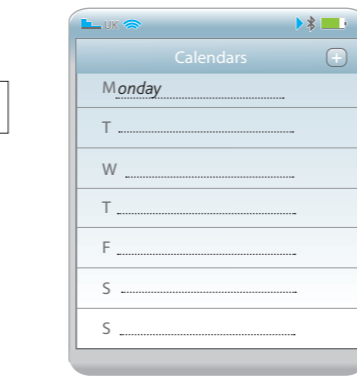
Friday Monday Saturday Sunday Thursday
 Tuesday Wednesday

We say on Monday, Tuesday ...

- 5** Ask and answer. Use these questions.

- 1** A: *What day is it today?*
 B: *It's ...*
- What day is it today?
- What's your favourite day of the week?
- What's your favourite TV programme? What day is it on?

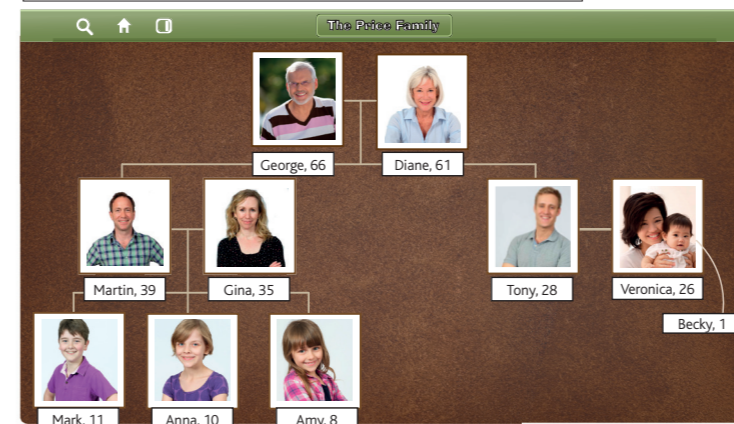
Lesson aims:
 • introduce people
 • talk about your family



Vocabulary: Family members

- 6** Listen and repeat. Then describe the relationships in the Price family.

father (dad) mother (mum) parents grandmother grandfather grandparents
 brother sister aunt cousin uncle niece nephew son daughter



- Anna / Mark *I'm Anna. Martin is my father.*
- Veronica / Becky *I'm Veronica. Becky is my daughter.*
- Tony / Mark *I'm Tony. Mark is my nephew.*
- Amy / George *I'm Amy. George is my grandfather.*
- Amy / Becky *I'm Amy. Becky is my cousin.*
- Becky / Tony and Veronica *I'm Becky. Tony and Veronica are my parents.*

Grammar

Is he your cousin?
 Yes, he is.
 No, he isn't.
 How old is she?
 She's ten years old.
 He's/She's/It's = He is/She is/It is
 isn't = is not

Speaking

- 7** Look at the family tree in Exercise 6.
 A: Ask Mark questions about his family.
 B: You are Mark. Answer the questions.
 A: *Is he your dad?*
 B: *No, he isn't. He's my uncle.*

- 8** Look at the family tree again.
 A: Ask Amy about these people.
 B: You are Amy. Answer the questions.

Tony Veronica Becky Martin

- 9** Student A: go to page 100.
 Student B: go to page 104.

About you

- 10** Write about someone in your family.

MY BROTHER
 Filippe is my brother and he's seventeen. His favourite TV programme is Sports Today. It's on Sunday at eight o'clock.

> Now turn to Unit 1C in the Activity Book. Start on p9.

- 7** Look at the family tree in Exercise 6.
 A: Ask Mark questions about his family.
 B: You are Mark. Answer the questions.

- Give pairs time to practise.

- 8** Look at the family tree again.
 A: Ask Amy about these people.
 B: You are Amy. Answer the questions.

- Pairs ask and answer about the people in the box. They swap roles.

Fast finishers: Pairs continue the activity, asking and answering about a different Price family member.

Go to the game on the ActiveTeach for this lesson.

- 9** Student A: go to page 100.
 Student B: go to page 104.

- Have students go to the correct page and look at the information there.
- Students work in pairs to complete the information.
- Check in open pairs.

Answers → page 103

- 10** Write about someone in your family.

- Ask one or two students to read out the text.
- Students stick the photo they've brought in their notebooks and write about the family member.

Suggestion: Alternatively, have students use a computer to write about a family member. They upload a photo and post their work onto a class blog/webpage.

Ending the lesson

(Books closed) Groups of three or four imagine they are a family. Give them time to think of their names, ages and to decide on their relationships. Groups take it in turns to tell the class about themselves. Have the class say *Nice to meet you!* after each introduction.

Learning difficulties

Students with dyslexia and dysgraphia find writing by hand difficult due to poor motor/general processing skills. Using a computer, as suggested in Exercise 10, will help them complete a writing task successfully and faster.

Photocopiable Resource 1C . You can use this resource any time after Exercise 6.

- 3** Read again and choose the correct words.

- Students silently read the sentences.
- Tell them to read dialogue 1 again. They underline the key words/phrases.
- Students make their choices.
- Check answers.

Answers → student page

Suggestion: Ask the class (L1) where they meet family and friends. Do they ever have/go to barbecues? How are they similar/different in your country?

- 4** Listen and repeat. Then write the days in order.

- (Books closed) Ask *What day is it in Exercise 1?* (*It's Sunday.*) Translate *Sunday* into L1 if necessary. Elicit any other days they know.
- (Books open) Give students time to read the days.
- Play the recording twice. Students listen and repeat.
- Have the class say the days in order. Then give them time to write.

Answer

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- 5** Ask and answer. Use these questions.

- A pair of volunteers asks and answers question 1.
- Pairs ask and answer questions 2 and 3.
- Volunteers tell the class their partner's answers. (*His/Her favourite day is ...*)

- 6** Listen and repeat. Then describe the relationships in the Price family.

- Play the recording twice. Students listen and repeat.
- A volunteer reads the example.
- Ask different volunteers to imagine they are the Price family member on the left in each set of prompts. They describe their relationship with the person on the right.

Answers → student page

Grammar

- The class repeats the questions and answers in the Grammar box after you in chorus.
- Point out the affirmative and negative contractions.

Suggestion: Ask students about each other, e.g. *Is she your sister? (No, she isn't!) How old is he? (Ask!)*

Unit 1, D

New language

Functions: Ask for personal information, complete a membership card

English today: *What's your first name? What's your surname? Can you spell that? What's your address? What's your phone number?*

Preparation: Warm-up: Decide on a catchy rhythm. Make up a 'Days of the week' chant, e.g. *Monday is my favourite day, Monday is my favourite day, Monday is great! Tuesday is my favourite day, ...* etc. **Exercise 3:** Use the Internet to note some English boys' and girls' first names, some common surnames and street names. **Exercise 4:** Bring a club membership card if you have one.

Culture notes

After-school clubs, such as dance clubs, sports clubs and music clubs, are very popular in the UK.

Warm-up

- (Books closed) Teach the class the chant you've prepared. Divide students into seven groups. Each group chants about a different day.

Lead-in

- (Books open) Ask the class about the photos to recycle language and generate interest. Ask *Who's she?* (Anna/Megan)
- Have the class guess (L1) who the woman is, where they are and what they're talking about.

1 Listen and read.

- Play the recording while students listen and read.
- Check students' predictions (L1). (The woman is Mrs Khan, a teacher. They are at school. Megan wants to join Dance Club.)
- Ask some questions to check understanding, e.g. *Who wants to be a member of the Dance Club? What's Megan's surname? How do you spell it? What's her address? What's her phone number? When is Dance Club?*

See Introduction page XX.

If you have an interactive whiteboard or a DVD player, students can watch and listen to the video of the communication dialogue.

- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.
- Tell students (L1) there is another version of the video with a different ending. Ask for suggestions for another ending. Then play

Communication

Speaking: Ask for personal information

1 Listen and read.

Anna and Megan are at the school dance club. Anna is a member but Megan is new.

1 Miss Khan: Good morning, Anna!
Anna: Good morning, Miss Khan. This is my friend. She's here for Dance Club.
Miss Khan: Great. What's your first name?
Megan: It's Megan.

2 Miss Khan: What's your surname, Megan?
Megan: It's 'Cheung'.
Miss Khan: Can you spell that?
Megan: C-H-E-U-N-G.
Miss Khan: And what's your address?
Megan: It's 24, Maple Lane.

3 Miss Khan: What's your phone number, Megan?
Megan: It's 734 6458.
Miss Khan: Great. Dance Club is every Thursday at four o'clock.
Megan: OK. Thanks, Miss Khan!

2 Match the questions with the answers.

- 1 What's your first name?
2 What's your surname?
3 Can you spell that?
4 What's your address?
5 What's your phone number?
- a 48, Park Street.
b It's 369 087.
c It's Taylor.
d It's Will.
e T-A-Y-L-O-R.

English today

- What's your first name?
- What's your surname?
- Can you spell that?
- What's your address?
- What's your phone number?

Your turn

3 Act out your dialogue.

Student A: You are a new music or sports club member. Answer the questions.
Student B: You are a teacher. Greet the new member and ask his or her name (and how to spell it), address and phone number.

A: Hello. I'm here for Music Club.
B: Great! What's ...

10

the alternative version. Ask how many students guessed correctly. (Answer: Megan thinks it's Thursday and Dance Club is today but today is Wednesday, not Thursday.)

Suggestion: Let students choose and act out either the first or the alternative dialogue in groups of three.

2 Match the questions with the answers.

- Give students time to do the matching exercise individually.
- Have them compare answers with a friend.
- Check answers.

Answers → student page

English today

- Draw students' attention to the English today box. Have them find and underline the questions in the dialogue in Exercise 1.
- Play the recording again. Have them repeat each question in chorus.
- Explain that they can use these expressions in their own dialogue in Exercise 3.

Writing: Complete a membership card

4 Read the membership card and answer the questions.

- 1 What club is Lisa in?
Swimming Club.
- 2 What's her surname?
- 3 How old is she?
- 4 What's her address?
- 5 What's her phone number?
- 6 When is Swimming Club?

5 Correct the membership card. Use capital letters in the correct places.

Name

Writing tip

Capital letters (1)

We use capital letters for:

names:	Mark Peters
places:	37, Woodlands Road, Cranford
the pronoun 'I':	I'm eleven.
days of the week:	Monday, Friday
titles:	Mr Smith
the first word in a sentence:	This is my sister.

Your turn

6 Make your own club membership card.

- 1 Think of a club. Give it a name.
- 2 Design the membership card for your club. Look at the examples in Exercises 4 and 5 to help you. Don't complete your card.
- 3 Exchange cards with a partner. Ask and answer to complete your partner's card.
A: What's your name?
B: My name's ...
- 4 Check your capital letters!

→ Now turn to p13 in the Activity Book.

1

4 Read the membership card and answer the questions.

- (Books closed) (L1) Using your membership card, teach *membership card*. Tell students about the club. Have volunteers show the class any membership cards they may have.
- (Books open) Give students time to read and to write the answers. Tell them to write complete sentences.
- Check answers. Point out the prepositions *at + time* and *on + day*.

Answers

- 2 It's Harris. 3 She's eleven.
- 4 It's 51, Green Street. 5 It's 450 6192.
- 6 It's at ten o'clock on Sundays.

Writing tip

- Give students time to read.
- Are the tips valid for your language? Discuss (L1) similarities and differences with the class.
- Ask students why punctuation is important. (It makes writing easier to understand.)

5 Correct the membership card. Use capital letters in the correct places.

- Give pairs time to read and to do the correction exercise. Remind them to use the Writing tip to help.
- Check answers.

Answers

Name: James Moore
Age: 10
Address: 29, River Road, Denton
Phone number: 916 4073
Computer Club is at three o'clock on Tuesdays.

6 Make your own club membership card.

- Students imagine a club and design their card.
- Pairs swap cards with a partner, ask their partner's questions and complete the card for them.

Ending the lesson

Students tell the class about their new club.

Learning difficulties

If you have dyslexic students, copy the membership card in Exercise 5 onto the board. Invite different pairs to correct it, checking as you go. Make sure you pair students with learning difficulties with students with good reading/writing skills who can take the lead. This way, the dyslexic students will feel more involved and motivated.

Photocopiable Resource 1D. You can use this resource any time after Exercise 2.

11

Unit 1, E

New language

New words: *big, child, funny, naughty, only (child), small*

Preparation: Lead-in: Using the Internet, find and print flags for England, Scotland, Wales and the United Kingdom. **Exercise 3:** Bring a map of the Republic of Ireland showing Dublin. **Exercise 5:** Ask students to bring a photo of themselves and their family. Book a computer room if possible.

Culture notes

The term **Great Britain** doesn't include Northern Ireland, but **the UK** does. The Irish Republic became independent in 1922.

People from the UK are British. Some British children's parents or grandparents were born in other countries.

The United Kingdom's flag is the Union Flag. England, Scotland and Wales also have their own flags. Northern Ireland's official flag is the Union Flag.

The capital cities are London (England), Edinburgh (Scotland), Belfast (Northern Ireland) and Cardiff (Wales).

Warm-up

- (Books closed) Tell students (L1) to imagine they are a famous person. They choose a star and make up an address/phone number. The class interviews different volunteers. (*What's your first name? What's your surname? ...*)

Lead-in

- (Books closed) Show the class the English, Scottish and Welsh flags. Find out (L1) if any students know which countries they belong to/tell them.
- (Books open) Point out each country and Northern Ireland on the map.
- Show them the Union Flag. Explain this flag represents all four countries of the UK. Brainstorm (L1) associations with the UK (e.g. the Premier League, London, the Olympic Games 2012, etc.).
- Have the class tell you any famous British families they know. (The Royal Family/the Beckhams.)

1 Listen and read.

- Play the recording. Students listen and follow the text.
- Draw students' attention to the New words box. Explain they should use the context and photos/illustrations to help them understand them.
- Give them time to find and underline the new words. If your class is weak, you might like to ask them for a translation of each new word.

E Culture today

Families in the UK

This is a map of the UK. The UK is England, Wales, Scotland and Northern Ireland. Here are some typical families from the UK.

1. Hi, I'm Alison and I'm eleven. I'm from Lisburn in Northern Ireland. My family is very big. He's my grandfather and she's my grandma. And that's my mum and dad. Here are my sisters, Liz and Molly. Molly is really funny!
Alison, Lisburn

2. Hi, I'm Ali and I'm nine. I'm from Glasgow in Scotland. This is my family. That's my mum and dad. I'm an only child. My family is small. But my cousins Yasmin and Hassan are in Glasgow. Leo - that's cool!
Ali, Glasgow

3. Hi, I'm Steven and I'm ten. I'm from Bangor in Wales. This is my family. That's me with my mum and my two brothers Darren and Kurt. Darren is four and Kurt is six months old.
Steven, Bangor

4. Hi, I'm Jenny and I'm eleven. I'm from Colchester in England. My family is big! That's my mum and dad, my grandfather and grandmother, and my brother and James. Sarah is ten and my brother is seven years old. He's naughty!
Jenny, Colchester

12

2 Read again and complete with the correct family word.

- Give students time to read and complete. Tell them to use the example to help them complete the sentences. Move round the class prompting and checking.
- Have them compare answers with a partner.
- Check answers. In a weak class, you could ask different students to write one each on the board.

Answers → student page

Go to the Culture video for this lesson. (See Introduction page XX.)

- Tell students they're going to watch a young English girl called Poppy talk about her family. Write the following table on the board, omitting the answers given in italics.

Name	Poppy's ...	From ...	How old
Lisa	<i>mum</i>	<i>London</i>	
Tim	<i>dad</i>	<i>Manchester</i>	
Harry	<i>brother</i>		18
Claire	<i>sister</i>		16
	grandfather	<i>Manchester</i>	
	grandmother	<i>Italy</i>	

Families 1

New words
big child funny naughty only (child) small

Reading

- 1 Listen and read.

Comprehension

- 2 Read again and complete with the correct family word.

Alison

- 1 Liz is my *sister*...
- 2 Molly is my *sister*.....

Ali

- 3 Hassan is *my cousin*.....
- 4 Yasmin is *my cousin*.....

Steven

- 5 Darren *is my brother*.....
- 6 Kurt *is my brother*.....

Jenny

- 7 Sarah *is my sister*.....
- 8 James *is my brother*.....

Listening

- 3 Listen to Michelle and complete her family tree with the correct names and ages.



Speaking

- 4 Imagine you are Michelle or Mike from Exercise 3. Describe your family.

Hi! I'm Michelle/Mike. I'm ... This is ... She's ...

- 1 Say Hello.
- 2 Introduce yourself.
- 3 Say your age.
- 4 Say where you're from.
- 5 Introduce each person in your family and say their age.

Project: My family

- 5 Find a photo of you and your family. Write about your family.

- 1 Say Hello and introduce yourself. (name, age, city)
- 2 Say who each person in your family is. (This is my dad. His name's ...)
- 3 Describe your family. (My family is big/small.)

MY FAMILY
Hi! I'm Chiara and I'm eleven years old. I'm from Milan in Italy and this is my family.
This is my mum and dad, my brother and me, and my grandmother and grandfather. My grandmother is sixty-one years old. Her name is Luisa. My grandfather is sixty-eight. His name is Enzo. My brother is nine and he's very naughty. His name's Stefano.
My family isn't big but we're happy!

13

- 4 Imagine you are Michelle or Mike from Exercise 3. Describe your family.

- Using the information in Exercise 3, pairs take it in turns to introduce themselves to each other.

Fast finishers: Pairs imagine they are different characters in Exercise 1 and describe their family to each other.

Tip: It's best not to insist boys take on the role of a girl and vice versa. This can create resistance to the activity. If you have an uneven number of boys and girls in your class, let them roleplay the same person or suggest one of them takes on a different role, e.g. Michelle's father/mother.

- 5 Find a photo of you and your family. Write about your family.

- Use the photo to introduce Chiara.
- Pointing to each family member in turn, have students guess their relationship with Chiara and their age. Ask *Who's this? How old is he/she?* (Students guess.) Don't tell them the answers.
- Have the class tell you any adjectives they know to describe families. Check *noisy*, e.g. put your hands over your ears.
- Ask different volunteers in turn to read the text.
- Check students' predictions.
- Give students time to write about the people in their family photo. Remind them to use the text about Chiara's family to help. Move round the class prompting and correcting.

Suggestions: Use students' work to make a class poster.

Alternatively, have students upload a family photo and use a computer to write. Publish their work on a class blog/webpage.

Ending the lesson

(Books closed) Ask students (L1) if they think it's best to have a big or a small family and why.

Learning difficulties

Dyslexic students process language more slowly than non-dyslexic students. Help them with Exercise 5 by giving them plenty of time to write. Pressure can demotivate them. It's a good idea to allow them to finish writing at home if necessary.

Answers → student page

AUDIOSCRIPT PAGE 104

Suggestion: Ask pairs to use the Internet at home to find out about Dublin or a place on the map in Exercise 1. They tell the class next lesson.

Unit 1, F Revision

Language revised

Grammar: Subject pronouns (singular); *to be* singular; possessive adjectives – *my/your/his/her*

Vocabulary: Numbers 0–100, The time, Formal greetings, Days of the week, Family members

Functions: Asking for and giving personal information

Pronunciation: /θ/

Preparation: Exercise 5: Book a computer room and projector. Exercise 6, Learning difficulties: Prepare letter cards.

Culture notes (Exercise 2)

People in the UK don't use the 24-hour clock in everyday English.

Warm-up

- (Books closed) Volunteers ask you personal information questions from Unit 1 about yourself/a best friend/a family member.

Lead-in

- (Books closed) Quiz! Divide the class into two teams. Teams take it in turns to answer questions using language from the unit. Possible questions: 1) Say *Count to fifty in fives!* 2) Have a team say the days of the week backwards. 3) Ask *What's your surname?*

1 Write the words or the numbers.

- Give students time to write. Refer them to Unit 1A, Exercise 3 for help.
- Check answers.

Answers → student page

Tip: Explain to the class that revising isn't a test. They should refer back to the relevant page of their SB for help or ask you.

2 Match the clocks with the times.

- Give pairs time to do the matching exercise.
- Check answers.

Answers → student page

3 Ask and answer about the clocks in Exercise 2. Say the correct greeting.

- Ask different pairs of students to take it in turns to ask and answer.

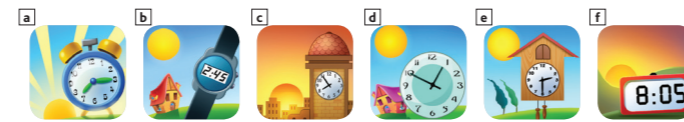
Suggestion: Game! Divide the class into two teams. Draw on the board two clocks with no hands. Say a time. A student from each team draws it on his/her team's clock. Check, then rub out the hands and continue.

F Revision

1 Write the words or the numbers.

- 1 seventy-three 73 5 thirty-eight 38 9 thirty-one 31
 2 22 twenty-two 6 93 ninety-three 10 56 fifty-six
 3 forty-eight 48 7 seventeen 17 11 zero 0
 4 60 sixty 8 12 twelve 12 18 eighteen

2 Match the clocks with the times.

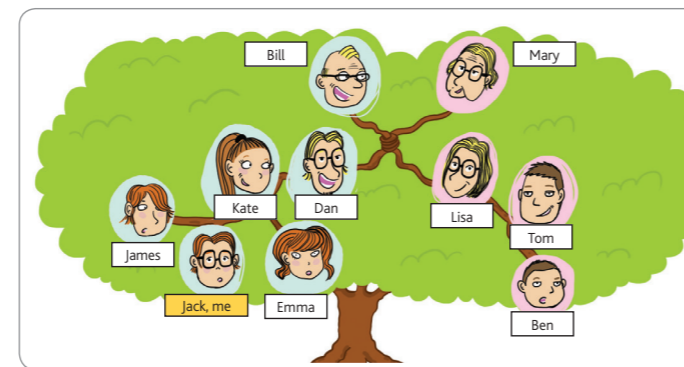


- 1 It's five to eight. c
 2 It's half past two. e
 3 It's five past eight. f
 4 It's quarter to three. b
 5 It's quarter past seven. a
 6 It's ten to one. d

3 Ask and answer about the clocks in Exercise 2. Say the correct greeting.

- 1 A: What time is it?
 B: It's five to eight. Good evening!

4 Look at the family tree. Complete the sentences.



- My name's Jack. Here's my family.
 1 Bill is my grandfather.
 2 Mary is my grandmother.
 3 Kate is my mother.
 4 Dan is my father.
 5 Lisa is my aunt.
 6 Tom is my uncle.
 7 James is my brother.
 8 Emma is my sister.
 9 Ben is my cousin.

14

4 Look at the family tree. Complete the sentences.

- Give pairs time to write.
- Check answers.

Answers → student page

5 Draw your family tree. Ask and answer.

- Give students time to draw.
- Pairs take it in turns to ask and answer.

Suggestion: Students use a computer to do the exercise: pairs email each other their work and ask/answer by email or by 'chatting'. If you have a projector, you could project students' family trees for the class to see and ask questions about.

6 Order the letters. Make days of the week. Which day is missing?

- (Books closed) Write the first letter of each day of the week in order on the board. Elicit the days.
- (Books open) Give students time to do the exercise.
- Check answers. (Thursday is missing.)

Answers → student page

5 Draw your family tree. Ask and answer.

- A: Who's she?
 B: She's my mum.
 A: What's her name?
 B: Her name's Maria.
 A: How old is she?
 B: She's forty-one.

6 Order the letters. Make days of the week. Which day is missing?

l d a m o n y Monday
 2 y t a u s e d Tuesday
 3 y a d d e w e a n Wednesday
 4 d y i f a r Thursday
 5 r s d a a t y u Saturday
 6 n a u s d Sunday

7 Complete the dialogue. Listen and check. Then act it out.

address first-name four o'clock
 phone number spell surname

- Mark: Hello. I'm here for Basketball Club.
 Man: Great. What's your ¹ first name?
 Mark: It's Mark.
 Man: What's your ² surname, Mark?
 Mark: It's Price.
 Man: Can you ³ spell that?
 Mark: P – R – I – C – E.
 Man: And what's your ⁴ address?
 Mark: 37, Woodlands Road.
 Man: OK ... What's your ⁵ phone number?
 Mark: It's 219 3074.
 Man: Great! Basketball Club is every Wednesday at ⁶ four o'clock. Have fun!
 Mark: OK. Thanks!



1

Song: My crazy family!

8 Listen and complete. Then sing.

My family is crazy,
 But we're a lot of fun.
 My ¹ brother is eleven,
 My baby sister's one.
 My brother and my ² sister,
 My mum and dad and me,
 My ³ uncle, aunt and cousins,
 That's my crazy family!
 Oh, oh, oh! Crazy family!
 My ⁴ cousin John is fourteen,
 My cousin Lucy's eight.
 My ⁵ auntie Julie's pretty,
 And Uncle Sam is great!



Pronunciation: /θ/

9 Listen and repeat.

It's three o'clock on Thursday
 It's a very happy day.
 This Thursday is my birthday
 And I'm thirteen today!



10 Listen and underline the /θ/ sounds.

Kathy's birthday party is at three thirty on Thursday.

My progress

11 Read and tick (✓).

I can:	
introduce myself.	<input type="checkbox"/>
Hello! I'm/My name's Marco.	<input type="checkbox"/>
ask someone's name and age.	<input type="checkbox"/>
What's your name? How old are you?	<input type="checkbox"/>
greet people formally through the day.	<input type="checkbox"/>
Good morning/afternoon/evening.	<input type="checkbox"/>
tell the time.	<input type="checkbox"/>
It's one o'clock.	<input type="checkbox"/>
introduce people.	<input type="checkbox"/>
This is my friend. His name's Will.	<input type="checkbox"/>
ask for personal information.	<input type="checkbox"/>
What's your address?	<input type="checkbox"/>

> Turn to Unit 1 Check in the Activity Book on p14.

15

Suggestion: Teach students gestures/facial expressions for *crazy, fun, baby, pretty* and *great*, e.g. make a 'crazy' face; pretend to rock a baby in your arms. Play the song again. Students sing, make an appropriate gesture as they hear the corresponding word and clap the rhythm.

9 Listen and repeat.

- Play the recording once while students listen and read the rhyme.
- Play it again, pausing for students to repeat line by line.
- Have the class say the /θ/ sound in chorus. Tell them their tongue should touch their top front teeth.

Suggestion: (Books closed) Have pairs try to say the rhyme to each other without looking.

10 Play the Pronunciation video for this lesson. Play it again and have students say the rhyme along with the video.

10 Listen and underline the /θ/ sounds.

- Play the recording. Students listen and do the exercise.
- Check answers.

Answers → student page

Go to the game on the ActiveTeach for this lesson.

11 Read and tick (✓).

- (Books closed) Ask the class (L1) what they've learned in Unit 1 and why it's important to think about this (e.g. so they know what they're good at and what they need to work harder at).
- (Books open) Give students time to look at the examples individually and tick.
- Ask the class about each point in turn. Ask them to give examples to you or a partner.

Learning difficulties

Help dyslexic students with Exercise 6 by sticking letter cards on the board for each day in the same jumbled order as the Students' Book. Different small groups of two or three order the letters to spell each day.

Test Master. See Introduction page XX. You can now use Unit Test 1. After grading the test, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.