

WELCOME

The alphabet

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo
Pp Qq Rr Ss
Tt Uu Vv Ww
Xx Yy Zz

1 1.02 Listen to the alphabet. Then listen again and repeat.

2 1.03 Listen to the sounds and repeat.

| /eɪ/ | /i/ | /e/ | /aɪ/ | /oʊ/ | /u/ | /ar/ |
|------|-----|-----|------|------|-----|------|
| a h | b | f l | | | | |
| j k | c d | m n | i y | o | q u | r |
| v z | e g | s x | | | w | |
| | p t | | | | | |

3 **SPEAKING** Work in pairs. Spell your name to your partner. Your partner writes your name. Is he/she correct?

Colors

1 Write the colors in the correct places in the key.

black | blue | brown | green | gray | orange
 pink | purple | red | white | yellow



Key

| | | | |
|---|-------|----|-------|
| 1 | white | 7 | _____ |
| 2 | _____ | 8 | _____ |
| 3 | _____ | 9 | _____ |
| 4 | _____ | 10 | _____ |
| 5 | _____ | 11 | _____ |
| 6 | _____ | | |

2 **SPEAKING** Work in pairs. What colors can you see around you? Tell your partner.

WELCOME

The alphabet

- 1  1.02 To begin, display the alphabet set on the Interactive Whiteboard (IWB), or ask students to look at the letters in their books. Ask if they know any songs that help people learn the English alphabet. The most popular alphabet song is sung to the tune of *Twinkle, Twinkle, Little Star*. Don't worry too much about some students hesitating over the more difficult letters at this point, just use the song to warm them up.

Play the audio. Students first just listen, focusing on the trickier letter sounds. Then they listen and repeat when you replay the audio, pausing as necessary. Pay special attention to the distinction between C and S; G, J, and H; the pronunciation of W (double U, not double V), and Y ("why" – not Greek "I" as in some languages). Ask the class to repeat each letter all together. Then have two or three individuals repeat on their own.

Go through the alphabet again by picking a different student to say each letter quickly and correctly. If any student makes a mistake, pick them again for another letter. When you have finished, repeat the activity in reverse order (Z to A). In stronger classes, turn off the IWB, or ask students to close their books.

Optional activities

- 1 Ask students to line up in the order of the initial letter of their first names. If the first letter is the same, the next letter in their names decides the order, and so on. Give students a minute or two to arrange the entire class in alphabetical order. You can then split this line in half to create the teams for Optional activity 2.
 - 2 Divide the class into two competing teams. Books are closed and the IWB is turned off. A student from Team A says a letter and chooses a student from Team B, who writes that letter. The Team B student then says the next letter and chooses a person from Team A, with the teams taking turns until all the letters have been written on the board. As an extra challenge, each student must say a letter not mentioned before, and each time a different person must do the writing task, until everyone has had a turn.
- 2  1.03 Say the vowel sounds at the top of each column and ask students to repeat. Then play the audio for students to listen and repeat the letter sounds for each vowel.

Mixed-ability idea

In stronger classes, ask students to cover the table with a piece of paper and, under each heading, write the letters they think should go there. Have them check their answers.

- 3 **SPEAKING** Ask students to write the letters you are saying. Spell your full name, but don't tell them that this is what you're doing. Check the answer and elicit that it was your name. Put students in pairs to spell their names to each other. Monitor the correct pronunciation of the letters, and make a note of any common errors to go over at the end of the activity.

Optional activity

You can repeat the same process for favorite sports teams, actors, towns in the students' country or around the world, and so on. Spell it first yourself to model it, and elicit what the word was. Then get students to repeat the activity with their own ideas in pairs. Monitor as before.

Colors

- 1 Display the alphabet from the book on the IWB, or ask students to look at it in their books. Say the color of each letter, not the letter. Once you have named a color twice, elicit the word when you point to the next similarly colored letter. Continue introducing the color adjectives by pointing at objects in the room with the colors that don't appear in the alphabet.

Practice the pronunciation of colors. Ask students to repeat each word after you all together. Then ask two or three individuals to repeat after you.

Focus on the illustration and do the first items together as a model. Make sure students understand that they are to identify the color key for the image. Check answers. Then ask students to color the remaining areas.

Answers

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

- 2 **SPEAKING** Put students in pairs to play a guessing game. One of them says the color of an object in the classroom. Their partner should try to point to whichever object they think it is and, when they have guessed, they switch roles and repeat. Monitor and provide help if necessary.

International words

1 Ask students to cover the exercises and look at the photos. Alternatively, display the image only on the IWB. Elicit the words for each image in the students' own language. If you speak the language, ask: *What's this?* in their first language, not in English. This is only a quick lead-in for the activity about international words, and you will soon move the focus back to English only.

Students uncover the exercises or open their books, and complete the matching task individually. Ask them to compare answers in pairs.

2  1.04 Play the audio for students to check their answers. Play it again, pausing after each word so students can repeat them, first all together, then two or three individuals on their own.

Answers

1 C 2 F 3 I 4 P 5 J 6 L 7 D 8 H 9 G
10 E 11 O 12 B 13 M 14 N 15 K 16 A

Language note

Pay special attention to words that exist in the students' language but are pronounced significantly differently than in English and to words that are "false friends" – words that exist in both languages but have different meanings. There may also be fake "loan words."

Remind students to get into the habit of making a note of such problematic words when they first encounter them so they can avoid misusing them in English.

Optional activity

Before getting students to repeat the pronunciation, you could ask them to listen carefully to compare the English pronunciation of the words to their own language. Ask them to underline the words whose pronunciation is the same or very similar. Where the pronunciation is similar but there are important differences in a sound, they should circle the sound. Finally, where either the word is tricky to pronounce or where the word is completely different from its equivalent in their language, they should color or mark the word with an exclamation point. By doing this, they will be able to better prioritize which items need more attention and revision when they memorize them.

3 **SPEAKING** Demonstrate the task by spelling a word from the list out loud and asking all students to write it down. Then have students compare their answers in pairs. Quickly confirm the answer with the whole class. Put students in pairs to take turns spelling or writing one of the sixteen words. When they check whether the word has been written correctly, instead of showing each other the word or looking in the book, the writer should spell what they have written out loud, and their partner can confirm or reject the answer. The writer can try to spell the word again if their first attempt was wrong. Monitor the activity, making a note of any difficulties to go over with the whole class at the end.

Optional activity

Give students two minutes to try to write down as many other English "loan" (borrowed) words in their language as they can think of. Who can write the most words? Elicit answers from the person with the shortest list first, and ask everyone else to check the word in their own lists if they have it. Say the word and get the class to repeat it, as a group. Then ask a few students to repeat the word individually, to iron out any pronunciation issues.

WELCOME



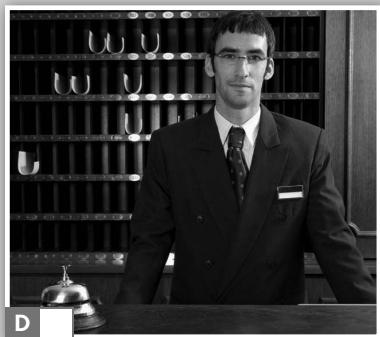
A



B



C 1



D



E



F



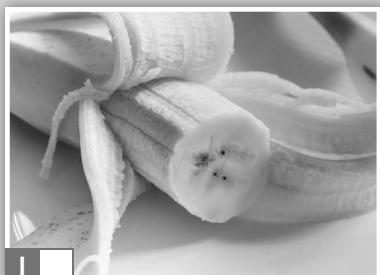
G



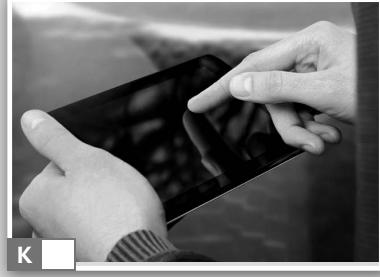
H



I



J



K



L



M



N



O



P

International words

- 1 Match the words in the list with the photos. Write 1–16 in the boxes.

1 airport | 2 bus | 3 café
4 city | 5 banana | 6 hamburger
7 hotel | 8 phone | 9 pizza
10 restaurant | 11 sandwich
12 sushi | 13 taxi | 14 television
15 tablet | 16 wi-fi

- 2 1.04 Listen, check, and repeat.

- 3 **SPEAKING** Work in pairs. Choose one of the words in Exercise 1 and spell it to your partner. He/She writes the word. Is he/she correct?

Articles: *a* and *an*

1 Match the sentences in the list with the pictures.
Write 1–4 in the boxes.

- 1 It's a blue taxi.
- 2 It's an orange taxi.
- 3 It's a red taxi.
- 4 It's a black and white taxi.



A



B



C



D

2 Write *a* or *an*.

- 0 an airport
- 1 hotel
- 2 red bus
- 3 sandwich
- 4 yellow taxi
- 5 orange phone
- 6 American restaurant
- 7 wet umbrella

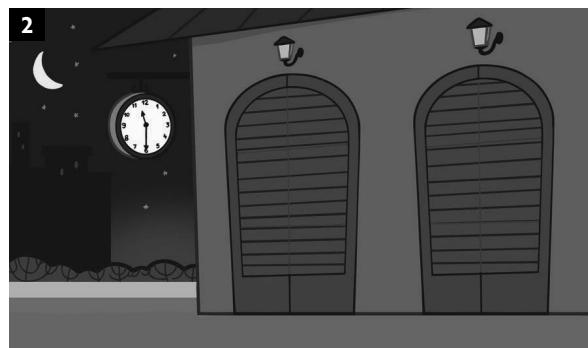
The day

Write the words in the list under the pictures.

afternoon | evening | morning | night



evening







Articles: *a* and *an*

- 1 Quickly review the colors by displaying and pointing to details in the illustration from page 4 again on the IWB (or in the book) and eliciting the words. Alternatively, students can do this in pairs, taking turns testing each other.

Display the second picture from page 6 on the IWB or show it in your book. First elicit the international word for a taxi then the word for its color. Ask students to look at the exercise and match B to the correct sentence: 1. Students then go on to match the remaining three sentences and pictures. Ask them to compare answers in pairs before you check answers with the class. Read the sentences aloud yourself first and ask students to say the correct letter. Then ask students to listen and repeat the sentences after you. Make sure they notice that 2 is different: *an* orange.

Write the colors on the board: *blue*, *orange*, *red*, *black*, and *white*. Circle the initial letters. Say the full sentence again, but only write *a* or *an* before the color and *taxis* after each one. Write *a* and *an* on the board as headings. Start saying the alphabet from A to Z, and ask students to raise their left hand for every sound they think will be preceded by *a* and their right for *an*. You might like to elicit the difference between the two groups in the students' own language (consonants and vowels) to avoid having to introduce the English grammar terms. You might also want to explain, in their language, that although you're discussing letters at this point, it is the pronunciation of a word that matters, not how it's written – in English, these two things are not always one and the same!

Answers

1 B 2 C 3 A 4 D

- 2 Look at the first item together, and check that they understand the task. You might also like to do one more item together as a model. Students write the articles individually and then check ideas in pairs before you check answers with the whole class. If you prefer, you could ask students to raise their hands as they did in Exercise 1 (left for *a*, right for *an*) before you go through the list again and ask them to say the words.

Answers

1 a 2 a 3 a 4 a 5 an 6 an 7 a

Language note

Pay special attention to 4. In English, *y* before a vowel and at the beginning of a syllable is pronounced as a consonant /j/, not as a vowel /i/.

The day

To introduce the words for parts of the day, mime some typical activities for each one in chronological order. First, mime waking up and say *morning*. Then look at your watch, pretend to grab your bag and start for home, and say *afternoon*. After that, yawn and mime going to bed and say *evening*. Finally, pretend to be asleep and say *night*. Write the four words on the board. (Leave some space before each word if you plan to cover the greetings on page 7 in the same class.) Ask students to repeat them after you, first all together, then two or three of them individually. Pay attention to the stress pattern in *afternoon* /æftər'nun/.

Students match the words and then compare ideas in pairs before you check answers with the whole class.

Answers

1 evening 2 night 3 morning 4 afternoon

Optional activity

Bring in and show the class some pictures of different life scenes taken during different parts of the day, e.g., morning rush hour traffic, lunch break in a cafeteria, people at a ball game or a movie theater, people watching a sunset, people at a party or a dance. Ask individual students: *When is this?* Ask the rest of the class to say through a quick show of hands if they agree or disagree. The students' English is limited at this point, so you could simply repeat the answer a student has given as a question (e.g., *Evening?*) then mime raising your hand while saying Yes? as a question and nodding, and lowering your hand while saying No? and shaking your head.

Saying Hello and Goodbye

- 1 1.05 Continue from the previous section on page 6, or first elicit the words for parts of the day through the pictures there as a warm-up if you are covering this material in a subsequent class.

Say *Hello* and ask the class to respond in kind. Say the appropriate greeting for the part of the day (e.g., *Good morning* or *Good afternoon*) and ask the class to respond. Pretend to walk out the door, wave goodbye, and say *Goodbye*, and ask the class to wave back and say the same. Repeat the demonstration by actually walking out the door, then entering the room and saying *Hello ... Good morning / afternoon*, then leaving again briefly, saying *Goodbye* – each time eliciting the same response from the class.

Language note

Hello is often used by foreign speakers in their own language. You might like to explain (informally, in the students' first language) that *Hello* in English is a neutral greeting used by people of all ages, although it is not usually acceptable on its own in very formal situations. *Hi*, which students may also be familiar with, is much more informal. Speakers of many foreign languages often use more formal forms of greeting than native speakers in social situations because they prefer to err on the side of caution. Because there are no hard-and-fast rules about when informality is acceptable, this formality is probably the safest option for language learners until they gain more experience.

You may also need to clarify that *Hello* can only be used when meeting, not when parting.

Greet the class again and elicit the response. Continue by introducing yourself with the phrase: *My name's [Jack]*. Point to yourself as you say this. Write the model on the board. Mime for the class to do the same while saying their own names. Elicit the introduction from four or five individuals.

Ask a student to stand with you at the front. Say *Hello* and repeat the introduction, but this time say: *I'm [Jack], and this is [Alice]*. Point to yourself and to the student as you say the names. Write these models on the board. Mime for the class to do the same for themselves and the person next to them. Elicit the introduction from two or three pairs.

Students complete the first dialogue. Check the answer (1 *Hi*). Students continue in pairs to try to complete all four remaining dialogues. Ask them to compare their ideas with another pair. Then play the audio for students to listen and check their ideas. Make sure everyone writes down the correct answers.

Answers

- 1 Hi 2 Good 3 How 4 thanks 5 morning
6 Bye 7 See you 8 have 9 night

Play the audio again, pausing after each line for students to listen and repeat, focusing on the rhythm and intonation as well as the pronunciation of individual sounds. Ask a pair of volunteers to read aloud each completed dialogue as a role play.

Optional activity

Draw two circles on the board with an arrow pointing into one (for meeting / arriving) and out of the other (for parting / departing). Elicit the possible greeting forms for each situation.

Answers

- meeting:** Good morning / afternoon / evening. Hello. Hi.
parting: Bye. Have a good day. See you later. Good night. Sleep well.

Write *How are you?* on the board and elicit the possible responses from the dialogues: *Great, thanks; I'm fine, thanks; I'm fine, thank you*, as well as *And you?*

Language note

You may need to explain that although the phrases *Good morning / afternoon / evening* are all typically used when meeting, the similar phrase *Good night* is normally used only when people go to bed, and is an expression of parting. When people meet at night, they either say *Good evening* or just *Hello* or *Hi*.

Saying Hello and Goodbye

CD 1.05 Complete the dialogues with the words in the list. Listen and check.

Bye | Good | have | Hi | How | morning
night | See you | thanks | this



1

ANDY Hello. My name's Andy.
TOM Hi, Andy. I'm Tom, and ⁰ this is Lucy.
LUCY ¹ , Andy.
ANDY Hi, Tom. Hi, Lucy.



2

ABI ² afternoon, Mrs. Hall.
MRS. HALL Hi, Abi. ³ are you?
ABI Great, ⁴ . And you?
MRS. HALL I'm fine, thanks.



3

DARIUS Good ⁵ , Mr. Thomas.
MR. THOMAS Hello, Darius. How are you?
DARIUS I'm fine, thank you.
MR. THOMAS Good. I'll see you in class.
DARIUS ⁶ , Mr. Thomas.



4

JIM Bye, Rachel.
RACHEL Bye, Jim. ⁷ later.
JIM Yeah, ⁸ a good day.



5

SUE Good ⁹ , Mom.
MOM Night, Sue. Sleep well.

Classroom objects

- 1 Look at the pictures. Do you know these words? If not, ask your teacher: *What's ... in English?*



- 2 **1.06** Write the words in the list under the pictures in Exercise 1. Listen, check, and repeat.

board | book | chair | computer | desk
door | pen | pencil | projector | window

- 3 What other classroom objects can you think of?

- 4 **SPEAKING** Work in pairs. Ask and answer questions about the pictures in Exercise 1.

What's ... in English?

It's a desk.

- 5 **SPEAKING** Work in pairs. Find things in your classroom and say the colors.

a red pen

an orange chair

Numbers 0–20

- 1 **1.07** Look at the numbers 0–20. Listen and repeat.

| | | | |
|----|-----------|----|-----------|
| 0 | zero/"oh" | 11 | eleven |
| 1 | one | 12 | twelve |
| 2 | two | 13 | thirteen |
| 3 | three | 14 | fourteen |
| 4 | four | 15 | fifteen |
| 5 | five | 16 | sixteen |
| 6 | six | 17 | seventeen |
| 7 | seven | 18 | eighteen |
| 8 | eight | 19 | nineteen |
| 9 | nine | 20 | twenty |
| 10 | ten | | |

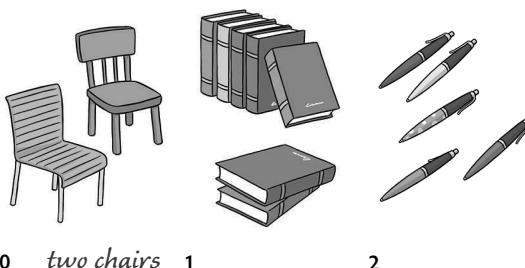
- 2 **SPEAKING** Work in pairs. Choose three numbers from Exercise 1. Tell a partner to write them. Is he/she correct?

- 3 **1.08** Listen and write the phone numbers you hear.

1 _____ 3 _____
2 _____ 4 _____

Plural nouns

- 1 Write the words under the pictures.



- 2 Match the singular and plural nouns.

Singular

- 0 one man
1 one woman
2 a person
3 a child

| |
|---|
| b |
| |
| c |
| d |

Plural

- a three people
b four men
c six children
d five women

Classroom objects

- 1 Hold up your cell phone or tablet, and ask: *What's this in [your language]?* Elicit the word. Use the same word to ask about its English translation: *What's [phone / tablet] in English?* Elicit the English word. Write this question and the answer in full form: *It's a phone / tablet* on the board as a reference.

Display the photos on the IWB or ask students to look at them in their books. Follow the same process as above for the example item, *door*.

Ask students to cover Exercise 2. Give them a minute to try to think of words for each photo. Then they can ask you questions using the formula on the board.

Say the English word and ask the class to repeat it to practice pronunciation.

- 2 **1.06** Students label the photos individually and then compare answers in pairs. Play the audio once for students to check their answers and then again for them to listen and repeat.

Answers

1 window 2 book 3 computer 4 pencil 5 chair
6 pen 7 desk 8 projector 9 board

- 3 Ask: *What can you see in the room?* Encourage students to use this formula to ask for English translations of any objects they can't name. Say the words and then spell them so they can write them down in their notebooks. Ask a different student to write each new word on the board after you spell it. Ask the rest of the class to check and correct it if necessary.

- 4 **SPEAKING** Students take turns in pairs testing each other. Monitor the use of the new vocabulary.

- 5 **SPEAKING** Students play a game. They take turns naming an object in the classroom and its color, and their partner has five seconds to point to it. If they can't find it, they must spell both words (color and object). If they find it easily, the speaker must spell the words. Monitor and make a note of any errors in the use of classroom object nouns, color adjectives, or the article *a / an*. Go over these at the end of the activity.

Numbers 0–20

- 1 **1.07** With no explanation and books closed, play the audio. In the students' first language, ask what they think they have heard. They will probably recognize that the words were numbers in English. Write the numbers 0–20 in digits on the board and elicit any words students know or remember from the recording. Then play the audio again for students to check their ideas and complete the list. Play the audio a third time for the whole class to repeat. Then ask several individuals to repeat the numbers.

- 2 **SPEAKING** To model the task, say three numbers for students to write down. Check answers quickly before students repeat the task in pairs. Ask students to check each other's answers. Walk around and monitor, providing help as necessary.

- 3 **1.08** Check comprehension of the phrase *phone numbers*. Read the phone number of your school aloud for students to write down. Check the answer together and write it on the board. Then read it again for students to listen and repeat after you.

Do the first phone number together. Play the audio twice for students to write it down and then to check the answer in pairs. Play the other three and ask students to compare ideas in pairs before you check answers as a class.

Answers

1 401-555-9287 2 221-751-0326 3 933-504-8106
4 834-924-0807

Language note

In this exercise, the phone numbers are read aloud one digit at a time. In American English, 0 is read either as *zero* or as *oh*. In British English, *oh* is always preferred, especially in phone numbers.

Plural nouns

- 1 Before they label the pictures, ask students to point to and count the objects one by one in each image. In weaker classes, they could write down this number in digits before labeling. Read the example together. Make sure students notice that after the number *two*, we add *-s* in the plural ending. You might like to elicit a brief explanation in the students' first language.

Students label the pictures individually and then compare ideas in pairs before you check answers with the class.

Answers

1 seven books 2 five pens 3 four windows
4 six pencils 5 three computers

- 2 Ask students to try to match the singular and plural pairs. Explain (in the students' first language) that a very small number of English nouns are irregular, and their plural forms need to be learned along with their singular forms. Say the words for students to listen carefully and repeat.

Answers

1 d 2 a 3 c

Classroom language

- 1  1.09 Give students a minute or two to study the ten pictures on the page carefully to try to understand the meaning of the phrases. Ask them to compare their ideas in pairs, in their first language if necessary.

Play the audio for students to listen, twice if necessary, to number the phrases in the order they hear them. Ask students to compare ideas in pairs before you check answers. As you do, play the audio again to confirm the answers.

Answers

1 i 2 g 3 b 4 c 5 a 6 j 7 d 8 h 9 e 10 f

- 2  1.10 Play the audio again for students to listen and repeat the phrases, first all together, then two or three of them individually.

Optional activity

Display the page again on the IWB, but delete or obscure all the captions from below the pictures. Ask a different student to come up to the screen and label each picture. Ask the rest of the class to check and confirm or correct their answers. At the end, reveal the captions for all to check.

Mixed-ability idea

For most classes, it might be a useful idea to print out a completed version of this page on a large sheet of paper and display it in the English classroom for reference until all students are familiar with these key classroom phrases. Students should then be encouraged to use them (and as much English as possible) in the English class. If additional useful phrases are encountered, they could be added to the poster or a similar extra sheet. Students with some artistic talent could even add illustrations of their meanings.

In weaker classes, students can simply use the poster as a reference. In stronger classes, you might like to introduce a penalty system in which students must never use the first language for any phrases that appear on the poster. If they do, they must perform some extra challenge. For example, they could memorize and recite a piece of English text, or spell every new word introduced in a given class at the end. The task should be manageable but require some extra effort, so that students are more motivated to avoid having to do it.

Classroom language

- 1 1.09 Listen and number the phrases in the order you hear them. Write 1–10 in the boxes.



a Open your books.



c Raise your hand.



e What does this mean?



g That's right.



i Close your books.

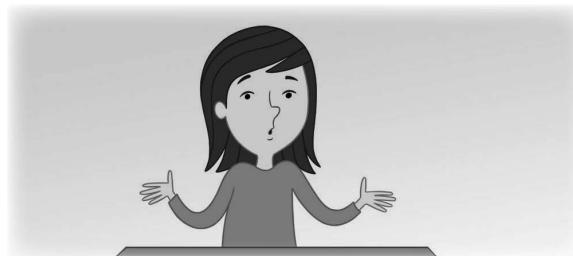
- 2 1.10 Listen again and say the phrases.



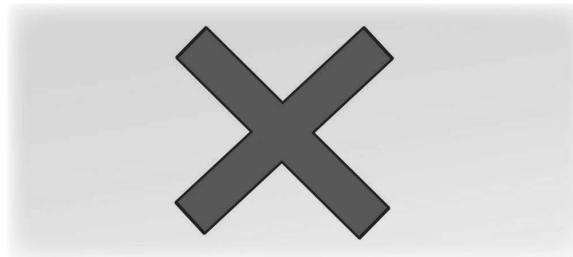
b Listen!



d Look at the picture.



f Sorry, I don't understand.



h That's wrong.



j Work with a partner.

Numbers 20–100

- 1 1.11 Match the numbers with the words.
Listen and check.

| | | |
|-------|--------------------------|---------------|
| a 20 | <input type="checkbox"/> | 1 fifty |
| b 30 | <input type="checkbox"/> | 2 eighty |
| c 40 | <input type="checkbox"/> | 3 ninety |
| d 50 | <input type="checkbox"/> | 4 seventy |
| e 60 | <input type="checkbox"/> | 5 one hundred |
| f 70 | <input type="checkbox"/> | 6 thirty |
| g 80 | <input type="checkbox"/> | 7 twenty |
| h 90 | <input type="checkbox"/> | 8 sixty |
| i 100 | <input type="checkbox"/> | 9 forty |

LOOK!

33 = thirty-three 56 = fifty-six 97 = ninety-seven

- 2 1.12 How do you say these numbers? Listen, check, and repeat.

1 24 4 49 7 71
2 87 5 54 8 95
3 33 6 62

- 3 Write the numbers.

0 24 *twenty-four*
1 47
2 60
3 89
4 30
5 58
6 72
7 91

Messages

- 1 1.13 Read and listen to the message.
Complete the message to Luis.

Hi, Luis,
Message from Brian Holmes.
His apartment number is ¹ _____.
The bus number is ² _____.
His phone number is
³ _____.

- 2 1.14 Now listen and complete the message to Amy.

Hi, Amy,
Message from Mrs. Davis.
Her address is ¹ _____ Elm Street.
The bus number is ² _____.
Her telephone number is
³ _____.



Numbers 20–100

- 1 1.11 Begin by asking students to count from 0 to 20, with a different student selected to say each number in turn.

Ask students to individually study the numbers and the scrambled answers for 30 seconds and then try to match them. Ask them to compare their ideas in pairs before you play the audio for them to check their answers. Play the audio again for students to listen and repeat the numbers.

Answers

1 d 2 g 3 h 4 f 5 i 6 b 7 a 8 e 9 c

Optional activity

With books closed, play the audio again, pausing after each number is read. Ask a student to come to the board and write the number they heard, and the rest of the class to check and confirm or correct their answers.

Mixed-ability idea

In stronger classes, ask students to compare the numbers 2–9 to the multiples of ten (20–90). Make sure they notice all the changes necessary: 20 and 30 are different (but related) words than 2 and 3. From 40 to 90, we add -ty to the name of the single-digit number: *four; forty*. In 40, we drop the *u*. In 50, we replace *ve* with *f*. In 80, we don't double the *t*.

- 2 1.12 Focus students' attention on the LOOK! box. Elicit that in English the formation of non-round numbers 21 to 99 follows a consistent pattern. We say the two-digit number and then the single-digit number: *twenty-one, ninety-nine*. Unlike other languages, there are no exceptions, and the words are never transposed (that is, for 42, we say *forty-two*, never *two-and-forty*).

Students use the information from the LOOK! box to work in pairs to say the numbers. Play the audio for them to check their ideas. Then play it again for students to listen and repeat.

Optional activities

As an alternative in Exercise 2 to predicting how the numbers are said in English, you could ask students to close their books and write down the numbers they hear as you play the audio. Then, with books open, they check their answers. They should take turns reading the numbers aloud in pairs before you play the audio again for them to check their answers.

Answers

1 twenty-four 2 eighty-seven 3 thirty-three
4 forty-nine 5 fifty-four 6 sixty-two 7 seventy-one
8 ninety-five

- 3 Students write the numbers individually and check their ideas in pairs before you check answers with the whole class. If you're short on time, assign this exercise for homework. When you check answers, elicit or point out the use of hyphens between the multiples of tens and the ones. Tell students that this is not optional in English.

Answers

1 forty-seven 2 sixty 3 eighty-nine 4 thirty
5 fifty-eight 6 seventy-two 7 ninety-one

Messages

- 1 1.13 Ask students to look at both messages and say (in their first language, if necessary) what kind of information they think is missing (*Numbers*). Elicit or pre-teach: *message, apartment, address, and street*.

Play the audio twice for the note to Luis, pausing after each number mentioned if necessary. Students listen and complete the missing numbers. Ask them to compare their answers in pairs before you check them with the whole class. Elicit any other details they may remember from the message. Don't worry too much at this point if they don't catch anything other than the numbers, though.

Answers

1 807
2 36
3 235-555-8792

- 2 1.14 Play the audio for the note to Amy only once, pausing after each number mentioned, so students have a chance to write down their answers. Ask them to compare their answers in pairs before you play the audio for a second time for students to check and complete their answers. Check answers again as a class.

Answers

1 63
2 18
3 344-751-8236

Mixed-ability idea

In stronger classes, you might like to ask students to reflect on which way of completing the exercise was easier or harder. This could be done in their first language. The discussion will help raise their awareness of the various sub-skills involved in listening and information transfer into writing.

Optional activity

Students prepare a similar message for their partner (from a mutual acquaintance). They then read it aloud for their partner to write down the relevant numbers. They should not show their notes to them. At the end, they check each other's answers. The preparation could be assigned for homework, with the pair-work task in the next lesson as revision.

Review

- 1  1.15 Put students in teams of four or five to play the game. Try to ensure that each team is roughly at the same level of ability and experience in English. You might like to offer a small prize for the overall winner of the game (or smaller prizes for the winners of each round and one more substantial prize for the overall winner).

Study the example together and make sure students are clear about all the possible categories. Agree before playing whether words that didn't appear in the book previously are allowed or not, because students with any prior training in the language may have an advantage if they are. On the other hand, allowing extra words adds variety and further learning opportunities.

Before each round, play the audio for students to write down the letter for the next column. Alternatively, read them aloud one by one before each round (*B*, *S*, *R*, *W*, and *T*).

Set a time limit for each round: two minutes or so should be sufficient.

Act as time monitor as well as arbiter in case of any disputes. Make it clear that you will be fair but your decisions are considered final, with no further ground for arguments.

After each round, count the answers. For each incorrect answer (misspelled word, or word in the wrong category), the team should lose a point.

Counting after rounds will allow you to have five winners of rounds and one overall winner for the whole game, once you have added up the total score.

- 2 You could do this as a race. Who can complete the ten words most quickly? Check answers as a class before moving on to the grouping part of the task. As you check words, ask students giving their answers to spell them out as well.

Answers

1 *door* 2 *restaurant* 3 *orange* 4 *pen* 5 *nine*
6 *chair* 7 *five* 8 *yellow* 9 *airport* 10 *green*
11 *eight*

International words: banana, restaurant, airport

Colors: orange, yellow, green

Numbers: nine, five, eight

Classroom objects: door, pen, chair

- 3 **SPEAKING** Students pick three words to test their partner. Can they write the word they spell aloud? Allow four or five minutes for this. Monitor the activity, checking the use of the language covered in the unit.

To check answers, display the photos on the IWB, and ask a different student to come up to label each one onscreen.

Answers

one, red, computer, desk, four

- 4 Students work in pairs to order the two dialogues and then practice them. Ask a different pair to role-play the dialogue for the class. The rest of the class can check and confirm or correct their answers.

Answers

1 3, 1, 4, 2
2 3, 1, 2

Optional activity

Students prepare and practice a similar role play using the phrases they learned in this Welcome unit. Ask two or three volunteer pairs to perform their dialogues for the class, and have the rest of the class listen and take notes about in which part of the day they think it is happening.

Review

1 1.15 Work in groups. Play the first letter game.

- Listen to the letter of the alphabet.
- How many examples can you find for each category in the table?
- You get one point for each correct answer. The winner is the group with the most points.

| | 0 <i>P</i> | 1 ____ | 2 ____ | 3 ____ | 4 ____ | 5 ____ |
|--------------------|--------------------------------------|--------|--------|--------|--------|--------|
| Color | <i>pink</i> <i>purple</i> | | | | | |
| Actor | <i>Sean Penn</i> <i>Al Pacino</i> | | | | | |
| Classroom object | <i>pencil</i> <i>projector</i> | | | | | |
| Number (0–20) | — | | | | | |
| International word | <i>pizza</i> <i>phone</i> | | | | | |
| Total Points | 9 | | | | | |

2 Complete the words with the missing vowels and then write them in the correct column in the table below.

- | | |
|----------------------|-----------------|
| 0 <i>b_a_n_a_n_a</i> | 6 <i>ch__r</i> |
| 1 <i>d__r</i> | 7 <i>f__v__</i> |
| 2 <i>r_st__r_nt</i> | 8 <i>y_ll_w</i> |
| 3 <i>_r_ng_</i> | 9 <i>_rp_rt</i> |
| 4 <i>p_n</i> | 10 <i>gr_n</i> |
| 5 <i>n_n_</i> | 11 <i>_ght</i> |

| International words | Colors | Numbers | Classroom objects |
|---------------------|--------|---------|-------------------|
| <i>banana</i> | | | |
| | | | |
| | | | |

3 SPEAKING Work in pairs. Choose three pictures and spell the words for your partner to write. Is he/she correct?

1



4

