

STARTER

GILLE BOOK
TEACHER'S BOOK

SIMON CUPIT



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◆0.01–0.02 Audioscripts pT138

1 �0.01 Greet students and welcome them to class. Say: Hello, I'm (your name). Nice to meet you. Encourage volunteers to introduce themselves in the same way. Point to the picture and explain that the girl is saying hello. Play the audio. Focus on pronunciation and intonation when students repeat.

LOOK!

Draw attention to the Look! box. Write the phrases on the board and focus on the long and short forms in bold. Circle the's in the short forms and read the phrases aloud. Have students repeat, focusing on the difference between the full and contracted forms.

2 Put students into pairs and tell them to close their books. Have them practice the dialogue. They can use their own names or invent imaginary ones.

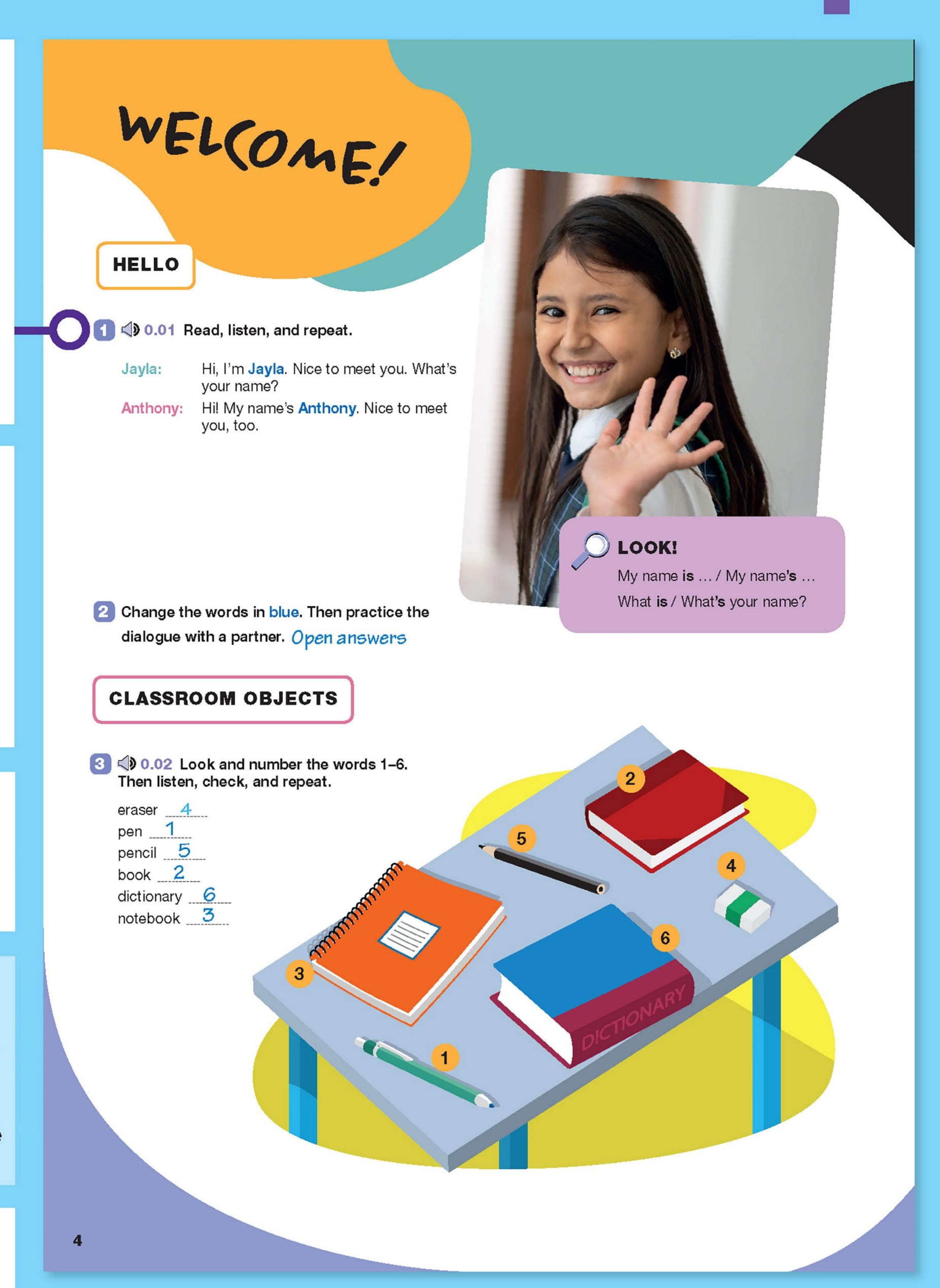
Extension

Have the class stand up and walk around greeting each other. Tell them to greet as many classmates as they can in two minutes. Join in with the activity yourself to check students are using the correct language.

objects and elicit their names.
Ask: What's this? Then have students look at the picture and number the items. To check answers, call out the word and have students call out the number.

Extension

Put students into pairs and have them guess what is in each other's bags. They can say, e.g.: What's in my bag? Guess! (a book, a notebook, etc.) Tell them to give each other a point for each correct guess.



◆→0.03–0.04 Audioscripts pT138

- 1 �0.03 Focus on pronunciation when students repeat the letters. Pay attention to letters that are often confused, such as a, e, and i; and g and j. Then have students close their books. Go around the class, eliciting one letter of the alphabet at a time in the right order. Allow the class to help if a student can't remember the letter.
- 2 Have students call out the vowels before they color them. Tell them that the rest of the letters in the alphabet are consonants.
- 3 ◆0.04 To check answers, have the class chorally say the spellings. Play the audio again, if necessary.



USE IT

- 4 Read out the three categories on the list. Tell students they can write any word of their choice in the *Me* column.
- 5 Put students into pairs to practice spelling. If necessary, demonstrate the activity. Tell a volunteer to spell the name in their Me column and write it on the board. Then spell your name for the volunteer to write down. Monitor pairs to ensure they're spelling and writing down each other's words correctly.

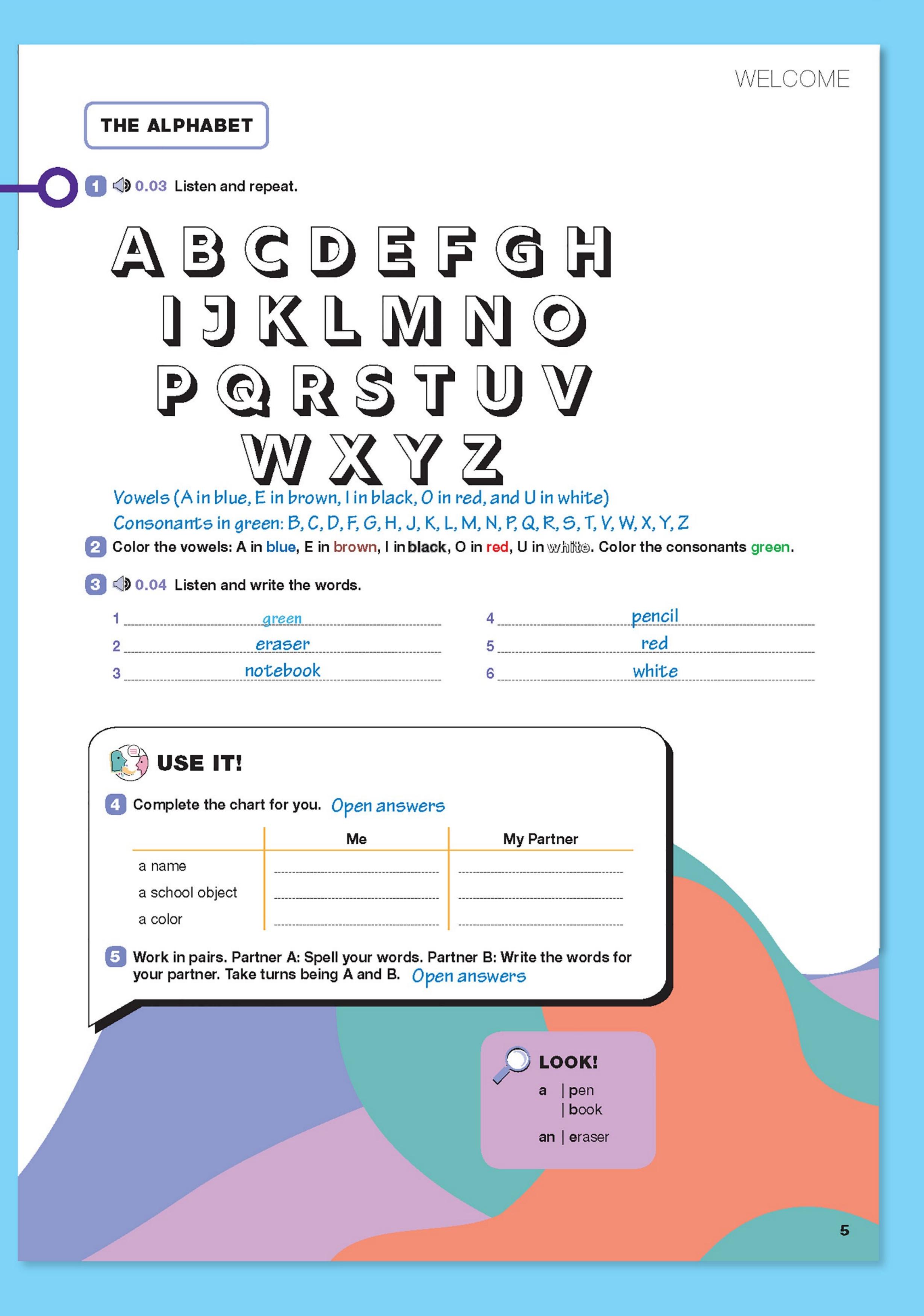


LOOK!

Draw attention to the Look! box.
Write the phrases on the board.
Circle a and an and underline the
first letters of each noun. Elicit that
we use a when the noun starts with a
consonant and an when it starts with
a vowel.

Extension

Give the class a quick spelling test.
Tell students to close their books and read out a list of ten words—these can include names, school objects, and colors. Have students write the words on a sheet of paper. Then tell students to switch lists with a partner. Ask volunteers to spell each word aloud for the class. Partners check each other's words and correct any wrong spellings.



◆0.05–0.09 Audioscripts pT138

- 1 �0.05 Focus on pronunciation and word stress when students repeat the numbers. Have them identify that the stress is on the last syllable on the numbers ending in -teen. Exaggerate the stress of these numbers if necessary.
- 2 In pairs, students count up to twenty. Challenge them to go further if they know larger numbers.
- on the board. Play the audio and have students repeat. After pairs practice the dialogue, invite some of them to say it in front of the class.

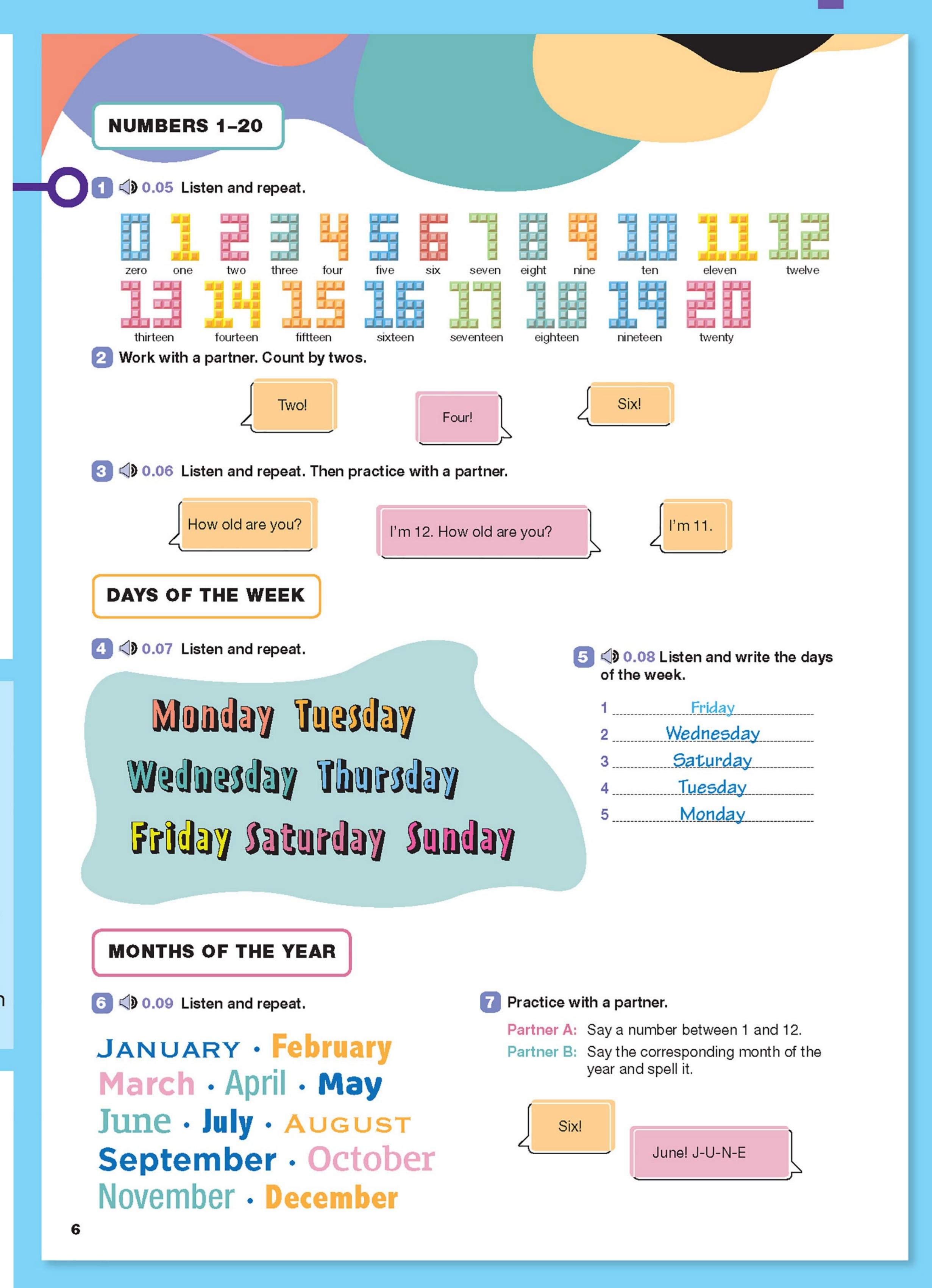
Extension

Depending on the size of your class, prepare some slips of paper. For example, if you prepare twenty slips, ten slips should have a numeral from 1–20 on them (e.g., 2), and the other ten should have the corresponding word for the numeral (e.g., two). Give each student one slip of paper. Then have them stand up. Each student with a numeral finds their partner with the word, and vice versa.

- 4 ��0.07 After students have listened to and repeated the days, have them say them from memory. Draw attention to the days that are often confused (Tuesday and Thursday) and ensure students pronounce them correctly. Then ask different students: What's your favorite day?
- 5 ��0.08 When students finish the exercise, have the class spell each word chorally. Play the track again, if necessary.

Extension

Write the days of the week in random order on the board. Invite different students to come to the front to number them in order.



- 6 ••• 0.09 After students have listened to and repeated the months, challenge them to say them from memory.
- 7 Draw students' attention to the example. If necessary, model another example with a confident student. Then in pairs, students take turns to play the game. Monitor to ensure students are saying and spelling the months correctly.

Extension

If there is space in your classroom, have students stand in a line, in the order of their birthdays in the calendar year. Students whose birthday is in January stand on the left and they're the first in the line. Students whose birthday is in December stand at the end of the line, on the right. Find out which month has the most birthdays.

◆0.10–0.11 Audioscripts pT138

- 1 ◆0.10 Focus on pronunciation and word stress when students repeat the numbers. Practice recognition and production of the numbers ending in −ty and −teen, for example, forty (with the stress on the first syllable) and fourteen (with the stress on the last syllable). Call out different numbers with these endings. Have volunteers come to the front and write the numbers on the board.
- Write an example date on the board, e.g.: Monday May 7. Give students other dates for them to write, for example the first or last day of the year, birthdays, and school vacations.

Extension

Play *Bingo!* Have students draw a nine-square grid in their notebooks and write a number between 20 and 50 in each square. Call out numbers in random order. When a student gets a line of three, they shout *Bingo!* and win the game.

A Read the times with students and point to the example. Help them identify times 2–6: tell them to match the words with the numbers on the clocks. Finally, say: We use o'clock for times on the hour.



◆>0.12-0.13 Audioscripts pT138

•0.12 Focus on the example. Ensure students understand that they need to write the times in words. Review the use of o'clock and elicit how we say other times (we say the hour and the minutes). Ask students if this way of saying the time is similar or different in their own language.



LOOK!

Draw attention to the Look! box. Point out that the two questions have the same meaning. Have students write the questions in their notebooks. Then put them into pairs to practice asking for and saying the time.

Extension

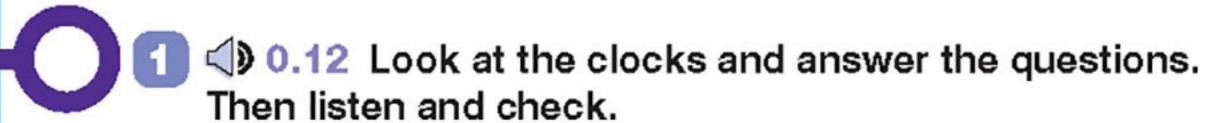
Have students write three important times in their notebooks, for example, when their favorite TV show starts, when they go to an after-school club, and so on. Put students into groups. Have each student read out their times for the group to guess what they refer to. Monitor and help with vocabulary as necessary.

2 • 30.13 Have students look at the pictures and decide what is happening in each. Draw attention to the example. Then tell students to predict which sentence goes with each picture. Encourage them to use their knowledge of classroom objects and other vocabulary. After checking answers, have students repeat the sentences. Tell them you will be using classroom language like this to give instructions. Encourage students to use questions like those in numbers 1 and 3 to ask about new words.



LOOK!

Draw attention to the Look! box. Ask students which book is close to the person's hand and say: This book. Then point to the other picture and ask if the book is closer to or further away from the person. Say: That book. Hold up a book or another object and say: This (book). Then point to it from a distance and say: That (book). Write the phrases on the board and underline This and That.



What time is it in New York City?



seven thirty

2 What time is it in Tokyo?





six forty-five

LOOK!

What time is it? / What's the time?

3 What time is it in London?



five o'clock

4 What time is it in LA?



five fifteen

CLASSROOM LANGUAGE

- 0.13 Match the classroom language (1–6) with the pictures (A–F). Then listen and check.
 - How do you spell pencil?

2 Look at that book.

- 3 What does book mean?
- 5 Read this text.
- 4 Write in this notebook.
- 6 Listen to that music.



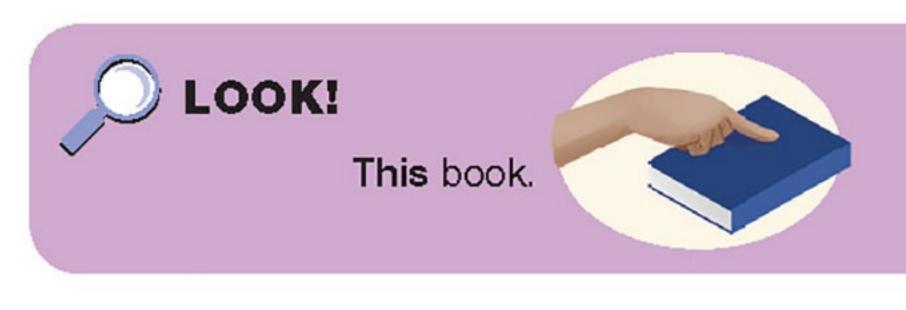














⚠ Practice Extra

Welcome Unit

Extension

Point to near and far objects in the classroom and elicit phrases with This or That.

Warmer

Encourage students to say a couple of sentences about themselves, following your model. For example: Hello! My name is Claudia. I'm 38 years old. My favorite thing is my cell phone!



THINK

1 Ask students to look at the image and write as many words related to it as they can in English. Give them two minutes to do this.

Open answers. Suggestions: girl, tablet, shirt, green, yellow, gray, hands, eyes, hands, hair, etc

2 Start by telling students why you are special. You can use vocabulary from the Starter Unit and say, for example: I'm special. My name's My favorite color/number is My birthday's on (May 7). Then encourage students to say a sentence about why they are special.

Open answers



What's important?

Summary

The video is about what is important to us, including family, friends, pets, and our homes.

In Class

Tell students they're going to watch a video about things that are important to us. Ask them what is important to them, for example friends, family, their homes, or pets.

Exercise 1

Ask students to watch the video to answer the questions:

- 1 Say three things in the video that are important to us. Check the answer with the class. There are six ideas in the video. Encourage students to say more, if they can. family, friends, home, name, pets, possessions
- What sports are in the video? Check the answer with the class. The visual images should give students clues. swimming and baseball



Exercise 2

Write these gapped sentences from the video on the board. You can provide the missing words in a box:

- 1 Our <u>family</u> is important to us.
- 2 Life is fun with our <u>friends</u>.
- 3 What's important to you?

Play the video again. Students watch and complete the sentences. Check answers with the class.

At Home

Exercise 3

Ask students to write a list of five things that are important to them. They can draw a picture of each thing that is important in their lives, or they could even make their own video to bring to the next class.

Resources

- Teacher's worksheets Unit 1
- Test Generator Unit 1
- Practice Extra Unit 1
- Workbook pages 112–115
- Puzzles and Games page 102

Flipped Classroom

Ask students to make a list of their five favorite things in English to bring to the next class. They can also draw a picture next to each item.

Unit Aims

Cambridge Life Competencies Framework

l can ...

- use appropriate forms of address, greetings, and farewells to talk about my personal information. (Communication)
- use simple techniques to start, maintain, and close conversations of various lengths to talk about my favorite things. (Communication)
- understand essential grammatical terms and concepts: the verb to be in the affirmative, Wh- questions, and the verb to be in the negative. (Learning to Learn)
- show understanding of other peoples's perspective and feelings through texts about my favorite things and global students. (Emotional Development)
- discuss what makes me feel different emotions when talking about my country. (Emotional Development)

Warmer

Start by finding an object in your bag. Tell the class it's your favorite thing. Ask students to look in their school bags and find their favorite thing. Go around the class asking students to say what their favorite thing is.

Flipped Classroom Check

Ask students to share their lists of their five favorite things with the class. Are any items similar?

Target Vocabulary

bike /baɪk/
cell phone /'sel ˌfoʊn/
home /hoʊm/
jeans /dʒinz/
music /'mju·zɪk/
school /skul/

school uniform /'skul 'ju·nə,fɔrm/

sports /sports/

1 Before students check the items in each category, tell them which your favorites are. Encourage them to talk about more of their favorite things, places, activities, or clothes.



◆1.01 Audioscript pT138

- 2 1.01 Focus on the example and review colors, if necessary. Tell students that they need to complete the phrases with words from page 10. When students have completed the exercise, ask them to cover their answers, look at the images, and say the words. Pay particular attention to pronunciation.
- 3 This is a learn to learn activity, which offers students techniques for retaining vocabulary. In this case, students categorize the new words they have learned. This should help them remember the words more easily. Encourage students to add more words to the categories, or even to add their own new categories.



USE IT!

4 Encourage students to complete the sentences using the vocabulary from Exercise 1. Ask them to find similarities and differences when they share information with their partners.

1 Homework

Workbook page 113, Exercises 1 and 2

Practice Extra

Unit 1

Fast Finishers

Puzzles and Games page 102, Exercise 1

Extension

Ask students to make their own picture dictionary using the words for favorite things. They can do this on paper or online. Encourage them to keep adding to their dictionaries as they learn new words.



Warmer

Write these words on the board:

My class

My teacher

My friend

My favorite thing

My family

My pet

Then ask students to write one word or to draw a picture next to each of the words—they can write or draw a name, an adjective, a color, a number—whatever they first think of when they read each word. Ask for volunteers to explain what they wrote or drew.

◆1.02 Audioscript pT138

- 1 Draw students' attention to the poster. Ask them what they can see—images, different colors, icons, post-it notes, etc. Go through the words in Exercise 1 with students to check understanding. Check answers with the class.
- the key words in the three options (important events, favorite things, special students and teachers).

 When students read and listen to the text, ask them to think of those words and look at the images. This should help them choose the correct option.
- 3 Ask students to find the four adjectives in bold in the text. This should help them work out the missing words in the sentences.

THINK!

Ask students to write down three things that make their class special. Then put them into pairs to share ideas. Are their ideas the same or different? Point to the empty note in the poster and tell students to write their sentence there. Remind them they should use at least one of the adjectives in Exercise 3. Invite volunteers to share their sentences with the class.

Open answers

M Homework

Workbook page 115



12

WORKBOOK p.115

- 1 If necessary, students look at the sentences in the poster on page 12 to help them complete the chart. When they finish, elicit sentences about themselves, their friends, and their class.
- 2 Students can use the grammar chart in Exercise 1 for help. Focus on the example and do number 2 with the class, if necessary. Tell students that they need to use short forms. Check answers with the class.

LOOK!

Draw attention to the Look! box. Focus on the words in bold in the sentences. Ask: Which is the short form? (He's). Which is the long form? (Max is). Then you can say a few sentences using full forms and elicit the short ones, for example: <u>Sofia</u> is a student. <u>She's</u> a student.

Common mistakes: Students sometimes omit the subject pronoun, ls my dog.

He's my dog.

or sometimes include an unnecessary subject pronoun.

Max it's my dog. Max is my dog.

- Encourage students to say the sentences with options out loud as they do the exercise. Reading out loud often helps you hear which option is correct and which one isn't.
- 4 Ask students to try to complete the exercise without looking at the grammar chart. They can then to check their answers with a partner before you check them with the class.

USE IT!

back at Exercise 4 to help them, if necessary. When they have finished working in pairs, ask volunteers to read out their descriptions to the class. Alternatively, you could ask students to record themselves reading their descriptions for homework and bring them to the next class.

Workbook page 114, Exercises 1 and 2



1 Look at the examples below and complete the sentences from the poster.

Verb to be Affirmative (+)			
Long Form	Short Form		
l am Olivia.	l' <u>m</u> Olivia.		
You are my friend.	You' re my friend.		
He/She is two, and he/she is very happy!	He's/She's very happy!		
It is cool!	lt' <u>s</u> cool!		
We are awesome!	We' <u>re not</u> awesome!		
They are cool!	They're cool!		

2 Change the <u>underlined</u> parts of the sentences. Use the example to help you.

- 1 The teachers are great! They're great!
- 2 Flamenco is a type of music and dance. It's a type of music and dance.
- My friend and I are happy. We're happy.
 Evelyn is my favorite friend. She's my favorite friend.
- 5 Arthur is a cool student. He's a cool student.
- 3 Circle the correct words.
 - Sarah(is) are my teacher. 4 My bike(is) are at home.
 - Max am /(is) my dog.
 I'm/ 're a student.
 My jeans is /(are) blue.
 We is / 're) friends!
- $\boxed{4}$ Complete the text with the correct forms of the verb to be.

My name's Maria and I	<u>'m1</u>	2 years old. I 2 'm	in 6th grade a
Meridian Forest School.	My favorite thing 3/25	my cell phon	ne.
My favorite friends 4	are Lucia	and Marco. They ⁵ 're	cool!



LOOK!

Max is my dog.

He's my dog.

JNIT

USE IT!

☑ Practice Extra

Unit 1

Complete the text so it is true for you. Then tell your partner.

My name 's [name] and I 'm [number] years old.

I 'm in [grade level] grade at [name of school] School.

My favorite thing is my [favorite thing]. My favorite friends are [friend's name] and [friend's name]. They is are cool / awesome.

WORKBOOK p.112 and p	.11

PRACTICE EXTRA

13

Grammar Game

Make cards as follows:

You are
He is
She is
We are
They are

Put students into groups of three or four. Make enough sets for all groups. Ask students to match the subjects with the verbs. Give them a time limit of one minute. Check answers with the class.

Listening and Vocabulary

Lesson Aims: I can understand people giving personal information. I can talk about personal information.

Warmer

Write these two questions on the board:

How do you spell your name?

What's your phone number?

Ask for a volunteer to answer the questions. Then put students in pairs to exchange the information.

◆1.03–1.05 Audioscripts pT138

Target Vocabulary

address /ə'dres/ or /'æd·res/

age /eɪdʒ/

first name /'f3rst 'neim/

grade /greid/

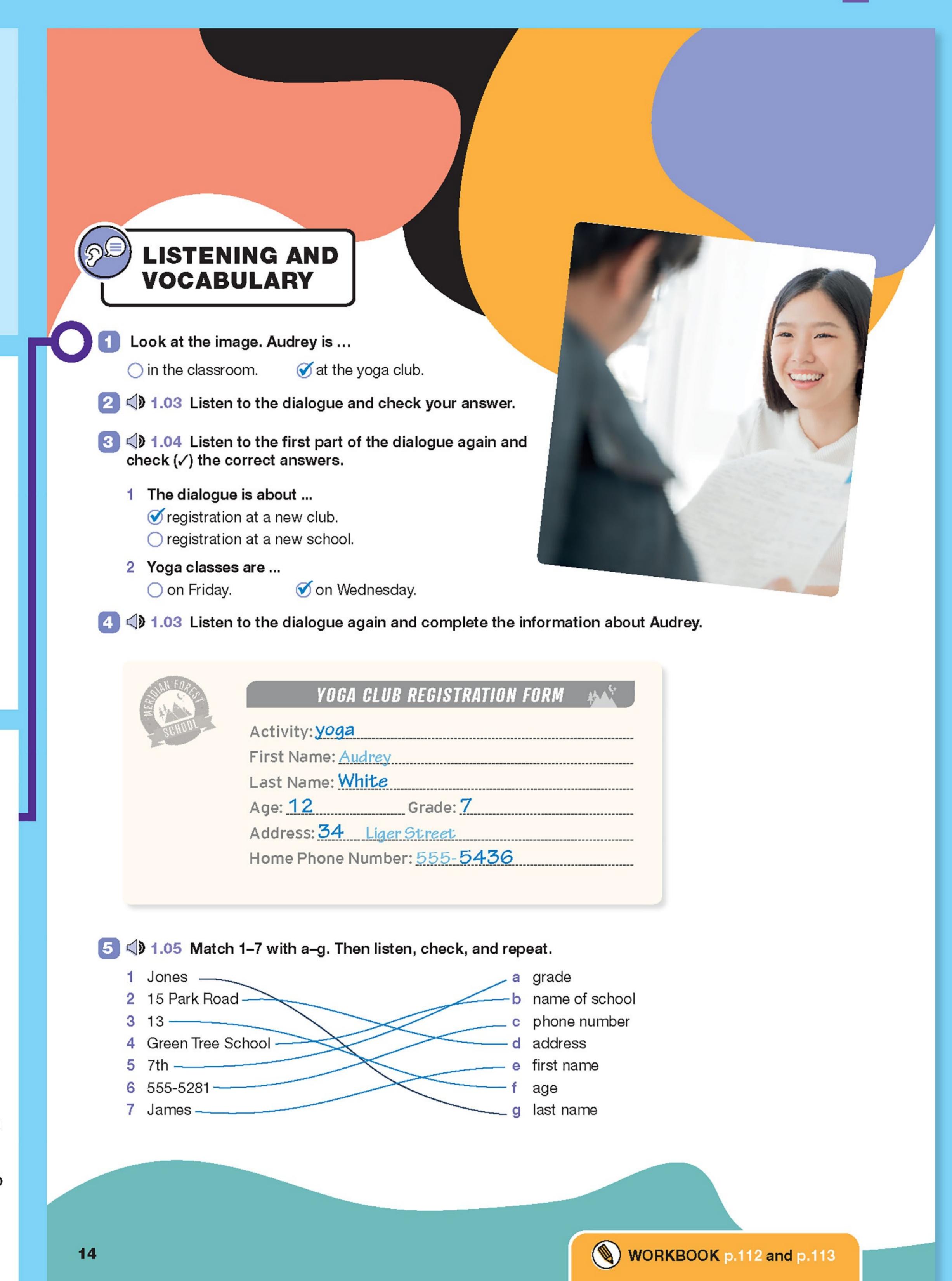
last name /'læst 'neɪm/
phone number /'foʊn ˌnʌm·bər/

- 1 Ask students to describe what they can see in the image to help them complete the sentence.
- 2 103 Check the answer with the class.
- 3 \$\int 1.04\$ Read through the sentences with options with students to check understanding. Play the audio and check answers with the class.
- 4 ◆1.03 Have students look at the registration form. Elicit the types of words they need to listen for in order to complete each gap. For example, for Activity they need to listen for a sport; for Age, Grade, and Home Phone Number they need to listen for numbers.
- 5 �1.05 Put students into pairs to do the exercise orally first.

 Ask them to take turns saying a word in the right column (a-g) and finding its matching pair in the left column (1–7). Then students do the exercise. Check answers with the class.

1 Homework

Workbook page 113, Exercises 3 and 4



Lesson Aim: I can understand how to use Wh-questions and the verb to be (negative).

- 1 If necessary, play Track 1.03 again to help students complete the chart. Check answers by having pairs of students read out a question and answer each.
- When students have completed the exercise, put them into pairs. They take turns asking and answering the questions about each other. You can encourage them to find things in common and report them to the class. They can say, for example: We're (12 years old).
- Remind students of the long and short foms for the verb to be in the affirmative. You can complete the chart as a class.
- Read through the sentences with students. Focus on the example and elicit correct sentences for number 2 before they complete the task individually.

Common mistake: Students may make agreement errors between the subject and the verb.

My teacher are not Ms. Gonzalez. My teacher is not Ms. Gonzalez.

USE IT!

Elicit the questions for each word in the chart and write them on the board. Students can look at the grammar chart in Exercise 1 to help them decide which question word to use. In pairs, students ask and answer the questions and complete the chart. Monitor and help as necessary.

1 Homework

Workbook page 114 Exercises 3 and 4

▶ Practice Extra

Unit 1

Fast Finishers

Puzzles and Games page 102, Exercise 2

Extension

Ask students to write a short text about themselves and their favorite things. Tell them to use the verb to be and the vocabulary from pages 11 and 14.



Complete the questions from the dialogue with the words below.

How Who What How old

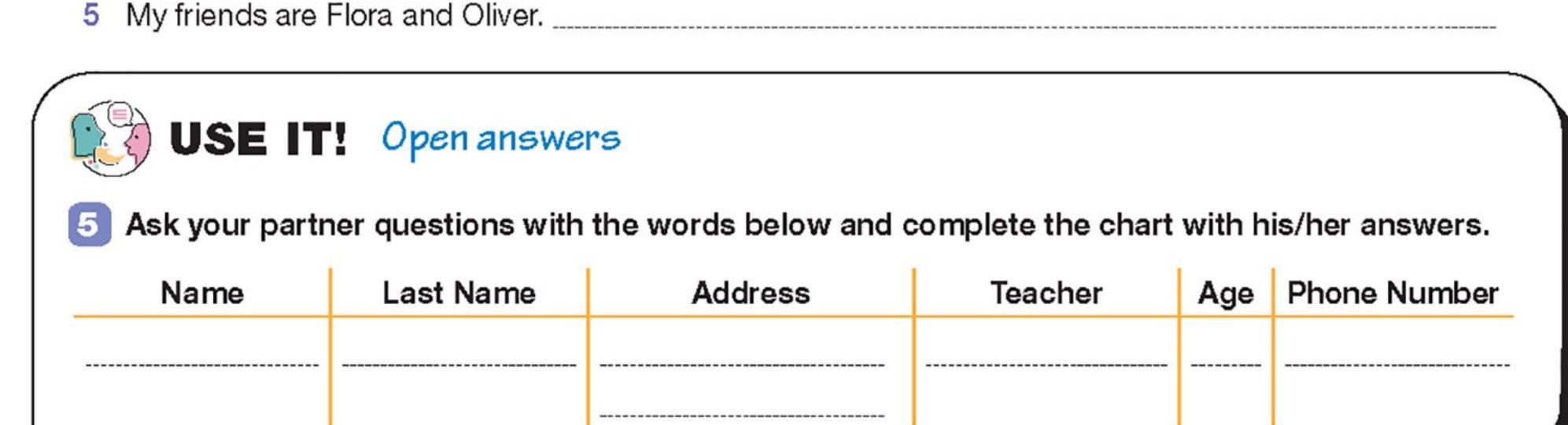
<i>Wh-</i> questions				
Wh- Questions	Answers	Me		
<u>What</u> 's your phone number?	lt's 555-5436.			
Who is your teacher?	Mr. Avery.			
How are you today?	I'm good, thanks.			
How old are you?	I'm 12 years old.			

- Write answers to the questions in the chart that are true for you. Open answers
- Complete the chart. Use the correct forms of the verb to be.

Verb to be Negative (-)			
Long Form	Short Form		
l am not Olivia.	I'm not Olivia.		
You are not my favorite friend.	You' re not my favorite friend.		
He/She is not very happy!	He 's /She 's <u>not</u> very happy.		
lt <u>is</u> not cool!	It's not cool!		
We are not awesome!	We're not not awesome!		
They are not cool!	They're not cool!		

Correct the sentences so they are true for you. Use the example to help you. Open answers

- 1 I'm in 8th grade. I'm not in 8th grade. I'm in 6th grade.
- 2 I'm nine years old.
- 3 My teacher is Ms. Gonzalez
- 4 My phone number is 555-5550._____



WORKBOOK p.112 and p.114 RPACTICE EXTRA

JNIT 1

Grammar Game

Make cards as follows, or use your own ideas:

What's	your	phone	number?	
You're	not	my	best	friend!
How	old	are	Non5	
How	(are)	you	today?	
Who	(is	your	English	teacher?
I'm	not	eight	years	old.
They	aren't	{ at }	school.	

Put students into groups of three or four. Make enough sets for all groups. Ask students to put the words in the correct order to make sentences or questions. Give them a time limit of three minutes. Check answers with the class.